
Participant Handbook

Introduction

The State of Vermont Department of Human Resources (DHR) and the Center for Achievement in Public Service (CAPS) welcome you to Supervising in State Government (SSG). SSG is based on a longstanding DHR tradition of recognizing State Government's strongest resource – its employees and in particular, its supervisors and managers. Extensive research by Gallup, Inc. shows that employees' relationships with their immediate supervisor determines:

- Their level of engagement in the work; and
- The retention of engaged contributing employees.

Level 1 is the first of two levels that support you in this important work. In the end, ***all of Vermont wins*** when our supervisors are able to help employees work effectively and efficiently, with engagement and commitment, in service to our collective mission.


Your Cohort is diverse! This class will contain new and experienced supervisors; some will be new to state government and others will have been promoted up through the ranks. The class will also include participants from many different departments and agencies, across many different fields and parts of the state.

SSG Level 1 introduces a strengths-based approach to supervising and employee development. This is a new approach to the Performance Management System – one that is proving effective in retaining strong employees and improving performance.

How to Use this Handbook

This Handbook is for you to use to take notes, to reflect on what you've learned and to bring back to your workplace as a reference tool. You won't find all of PowerPoint slides in this guide, rather main concepts, allowing for you to take notes that are important to you and your work.



Anytime you see this symbol,  we are asking for you to reflect on what you're learning.

- *Self-Observation* - Ask yourself if you need to act, judge or decide now.
- *Inquiry* – Ask for more information and input.
- *Observation* – Notice all the available information, not just those things that reinforce your assumptions and conclusions.
- *Participation* – Invite employees to participate in their own development.

Day One

SUPERVISORY ROLE AND PERSONAL STRENGTHS

Details for the Day One Handbook

For Day One, we have provided a list for Acronyms on page 52. We invite you to write down acronyms and the full definition here.

You will also find the Coaching Parking Lot on page 54. This is for you to make notes throughout the course for questions, ideas or other things you would like to discuss during your coaching session.

Objectives

The role of the supervisor is essential, pivotal, rewarding, and can powerfully enhance one's skills and development. By the time you complete SSG1, you will have begun to practice strategies to:

- Attract and retain top talent
- Increase workplace engagement, satisfaction and performance
- Build strong teams and increase morale

Notes:

Participant Introductions

As participants introduce themselves, list the names and roles of three people you would like to connect with.

1. _____
2. _____
3. _____

What Will We Do in SSG1?

	DAY 1	DAY 2	DAY 3	DAY 4
Morning session	Overview of Supervision	A Strength Based Approach to Supervision	Legal and Labor Relations overview	Diversity, Cultural Competence & Respectful Workplace
Afternoon session	All About YOU: Strengths	A Strength Based Approach to Supervision	L & LR nuts and bolts	Special Topics Course Review Next steps
Post class assignment	<i>ID 5-7 major job duties for an employee</i>	<i>One outcome you want from Labor Relations day</i>	<i>Watch HR special topics-bring questions. Watch diversity video.</i>	<i>Register for coaching *</i>

Notes:

What We Want to Learn

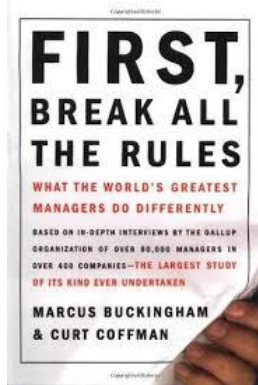
What top three things do you want to learn?

- How do I retain my new hire &/or staff, especially high performers?
- Morale is slumping or slumped. How do I turn that around?
- I want to do meaningful evaluations if I have to do them. How?
- I am feeling unsupported from my supervisor or manager. How do I change this?
- What to do with employees who don't follow through?
- How do I handle passive aggressive employees?
- What do I do with the fear (mine or employees) of grievances?
- How to do more with less (limited staff, limited resources) with heavy workloads?
- How do I supervise under contracts—performance vs. misconduct?
- What are some new ways to motivate and engage employees? Seasoned or New?
- How can diversity benefit my team?
- How can I build more resilience with my team?
- How do I write and deliver effective performance appraisals?
- What are some effective team building strategies?
- What are some low cost, free, or creative ways to reward and recognize employees?

Working Agreement

- ★ Silent Electronics
- ★ Be on time
- ★ Come prepared
- ★ Stretch yourself (EX.: Preference for introversion? We value your contribution! Preference for extroversion? Remember to allow others to contribute also!)
- ★ Pursue what you need
- ★ Ask questions
- ★ Confidentiality
 - Speakers: speak in generalities. No identifying others, (co-workers or employees)
 - Listeners: listen for ideas, not identifying characteristics
- ★ Recognize diversity in classmates
- ★ We all have different:
 - years of experience in state government
 - personalities and approaches for communication
 - styles of supervision
 - numbers of employees
- ★ Respect differences of opinions
- ★ Speak for yourself, not others
- ★ Be aware of assumptions
- ★ Classroom and hallway etiquette: cell phones, computers, email, food, etc.

First, Break All the Rules



- What stood out for you?
- What did you think about this article?
- What did you resonate with? Or not?
- What did the article make you think about your role as a supervisor?

Notes:

Self-Awareness and Addressing Assumptions

- *Self-Observation* - Ask yourself if you need to act, judge or decide now.
- *Inquiry* – Ask for more information and input.
- *Observation* – Notice all the available information, not just those things that reinforce your assumptions and conclusions.
- *Participation* – Invite employees to participate in their own development.



Reflection#1: Self-Awareness and Assumptions

A. What outcome would make this training a success in your eyes? Why is this important?

B. What is one thing you can do to help you inquire and explore before making assumptions or judgments?

Employee Engagement and Your Role as a Supervisor

Definitions for Supervision

Engagement - An engaged employee is committed to the organization's goals and values, *motivated* to contribute to its success, and enhances their own sense of well-being.

Satisfaction - Satisfied employees have what they need: sufficient pay, benefits, time off; or other tangible things that create a feeling of fulfillment, but very different from engagement.

Performance – Performing employees meet or exceed the measures established for their major job duties.

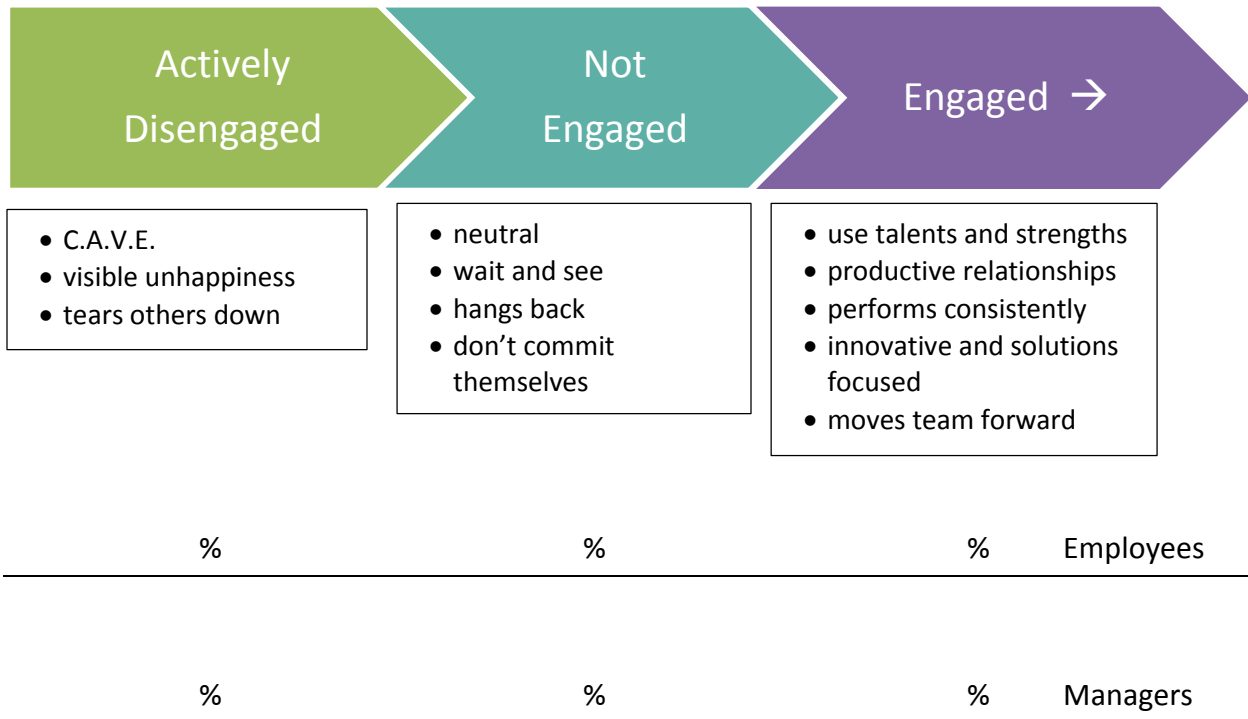
Employee Engagement: Who's Sinking Your Boat?

Video: *Employee Engagement: Who's Sinking Your Boat?*

Link: <https://www.youtube.com/watch?v=y4nwoZ02AJM&feature=youtu.be>

Notes:

Engagement Continuum



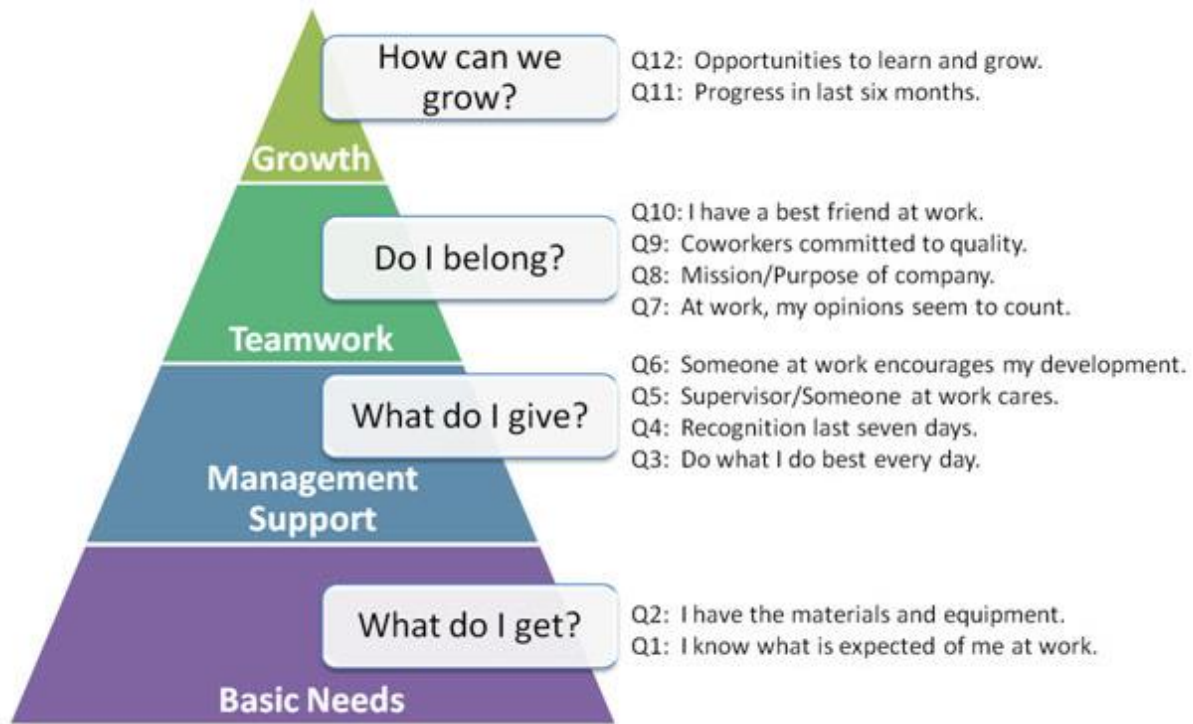
Gallup's Q12 Survey Predicts the Performance Outcomes that Matter Most

Video: *Gallup's Q12 Survey Predicts the Performance Outcomes That Matter Most*

Link: <https://www.youtube.com/watch?v=PCZ3KTB4IJw&feature=youtu.be>

Notes:

Gallup Engagement Hierarchy



- How might a supervisor impact or positively influence these 4 areas of the Q12?

- What can you do?

Q12 Questions and Pyramid

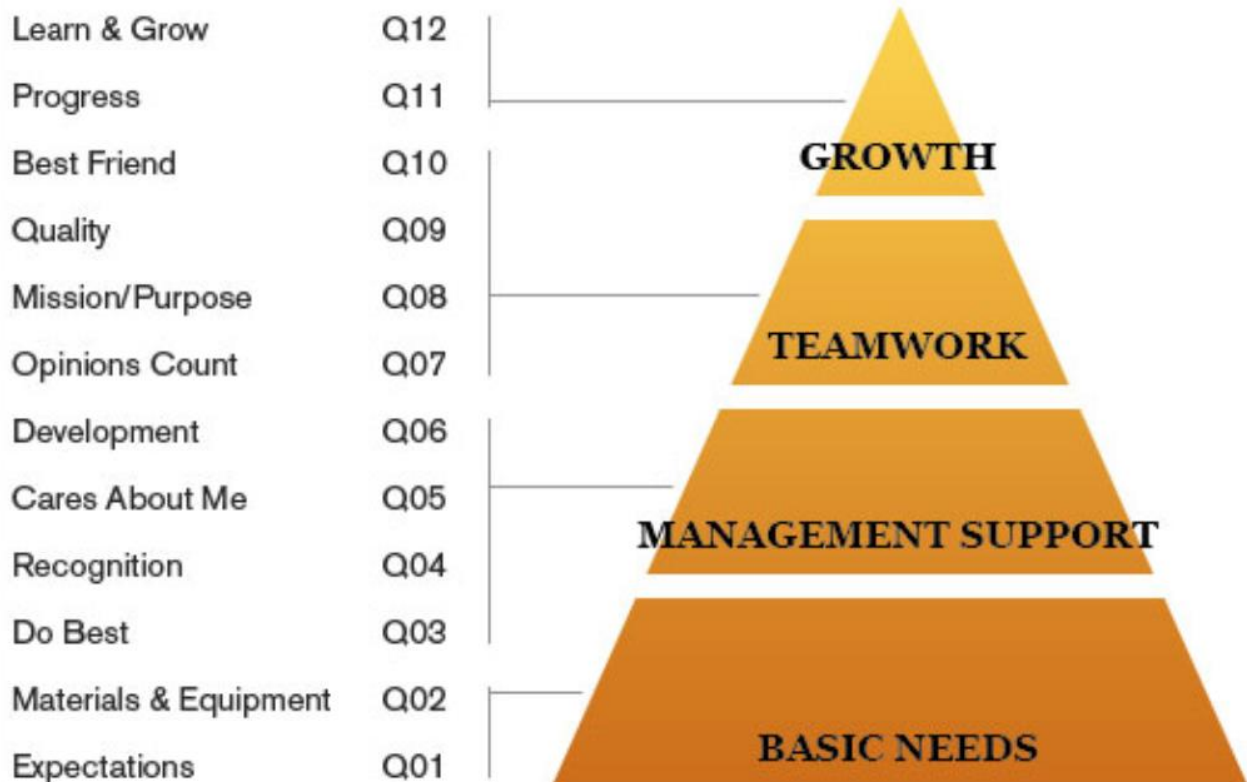
The 12 Elements of Great Managing

To identify the elements of worker engagement, Gallup conducted many thousands of interviews in all kinds of organizations, at all levels, in most industries, and in many countries. These 12 statements – the Gallup Q¹² – emerged from Gallup's pioneering research as those that best predict employee and workgroup performance.

1. I know what is expected of me at work.
2. I have the materials and equipment I need to do my work right.
3. At work, I have the opportunity to do what I do best every day.
4. In the last seven days, I have received recognition or praise for doing good work.
5. My supervisor, or someone at work, seems to care about me as a person.
6. There is someone at work who encourages my development.
7. At work, my opinions seem to count.
8. The mission or purpose of my company makes me feel my job is important.
9. My associates or fellow employees are committed to doing quality work.
10. I have a best friend at work.
11. In the last six months, someone at work has talked to me about my progress.
12. This last year, I have had opportunities at work to learn and grow.

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THE EMPLOYEE ENGAGEMENT HIERARCHY



Gallup's research has shown that the order in which these questions are asked is important. Team discussion should start with the first six questions.

Source: GALLUP®

Reflection #2: Engagement



- A. Where do you see yourself on the engagement continuum or with the Q12?
Why?**
- B. What would support you becoming more engaged? Which of the Q12 questions
would help you become more engaged as a supervisor?**

Workforce Report and Employee Engagement Survey

Annual Workforce Report

- Workforce data for state government (retention, retirement, diversity, etc.)
- Useful in recruitment, succession planning, strategic planning
- Includes a summary of the Employee Engagement Summary

Employee Engagement Survey

- The survey started in 2012
- Questions are mostly based on the Gallup engagement survey and correlates with the Gallup Q12
- HR Representatives and CAPS can work with departments and agencies to interpret results and consider next steps

How might you use this resources as a supervisor?

Notes:

2014
Vermont Employee Engagement Survey and
Annual Workforce Report

General Results
for
Supervising in State Government Level 1
2016

Vermont Employee Engagement Survey 2014 General Results

TABLE 74 JOB DUTIES AND THEIR RELATIONSHIP TO THE MISSION AND GOALS OF YOUR AGENCY OR DEPARTMENT – ALL RESPONDENTS

Survey Items: Job Duties and their Relationship to the Mission and Goals of your Agency or Department		All Respondents		
Question	% Agree	% Neutral	% Disagree	
Q1. I understand my job duties and responsibilities.	91.4%	4.6%	4.1%	
Q2. I understand the work, goals, and mission of my department or agency.	88.7%	6.9%	4.4%	
Q3. The work I perform is linked to my department or agency meeting its goals and mission.	88.2%	8.8%	3.0%	
Q4. I enjoy the performing the day to day work of my job.	78.9%	13.8%	7.3%	
Q5. The work I perform is meaningful and rewarding.	77.5%	14.5%	8.0%	
Q6. I would recommend the State of Vermont to others as a great place to work.	66.2%	22.4%	11.4%	

TABLE 75 COMMUNICATION AND INPUT WITHIN YOUR ORGANIZATION – ALL RESPONDENTS

Survey Items: Communication and Input within Your Organization		All Respondents		
Question	% Agree	% Neutral	% Disagree	
Q7. Management and senior leadership communicates important information effectively.	49.3%	20.4%	30.3%	
Q8. I have an opportunity to communicate with and provide feedback to management and senior leadership.	58.2%	18.6%	23.2%	
Q9. I am encouraged to share ideas on improving either service delivery or business process efficiency.	57.2%	19.4%	23.4%	
Q10. My department or agency works well with other departments and agencies.	57.5%	28.6%	14.0%	

TABLE 76 RELATIONSHIPS AND MORALE IN YOUR ORGANIZATION – ALL RESPONDENTS

Survey Items: Relationships and Morale in Your Organization		All Respondents		
Question	% Agree	% Neutral	% Disagree	
Q11. Morale within my department or agency is good.	40.7%	22.1%	37.2%	
Q12. The people I work with treat each other respectfully.	66.2%	17.4%	16.4%	
Q13. The people I work with care about me.	64.3%	24.5%	11.2%	
Q14. My fellow employees are committed to doing good work.	77.0%	16.3%	6.8%	
Q15. The employees in my work group work well together as a team.	71.4%	16.4%	12.2%	
Q16. I feel I can communicate honestly and openly in my workplace.	59.7%	18.3%	22.0%	
Q17. Harassment is not tolerated in my workplace.	72.4%	14.6%	13.0%	
Q18. Discrimination is not tolerated in my workplace.	75.9%	14.5%	9.6%	
Q19. I am confident that any misconduct that I report will be handled properly.	55.8%	22.3%	21.9%	

TABLE 77 YOUR SUPERVISOR – ALL RESPONDENTS

Survey Items: Your Supervisor		All Respondents		
Question		% Agree	% Neutral	% Disagree
Q20. My supervisor clearly explains my job performance expectations.		67.0%	18.1%	15.0%
Q21. My supervisor regularly provides me with timely and useful feedback.		59.3%	19.7%	21.0%
Q22. My supervisor gives me an opportunity to do my best work.		73.0%	15.6%	11.4%
Q23. I am satisfied with the recognition I receive from my supervisor for my work.		60.9%	18.8%	20.3%
Q24. My supervisor treats employees fairly and respectfully.		70.5%	14.4%	15.1%
Q25. My supervisor seems to care about me as a person.		73.9%	15.7%	10.4%
Q26. My supervisor provides the help I need to improve my job performance.		62.9%	20.8%	16.2%
Q27. I have an opportunity to learn and grow professionally.		63.1%	19.5%	17.4%
Q28. I receive the training I need to perform my job.		59.6%	22.0%	18.4%
Q29. My supervisor and I discuss and plan my career development.		37.4%	29.8%	32.8%
Q30. My performance evaluations are completed annually.		56.8%	18.0%	25.2%
Q31. The standards used to evaluate my performance are fair.		53.1%	32.3%	14.6%

TABLE 78 WORKLOAD, STAFFING AND RESOURCES – ALL RESPONDENTS

Survey Items: Workload, Staffing and Resources		All Respondents		
Question		% Agree	% Neutral	% Disagree
Q32. My Agency or Department has the staffing necessary to achieve its mission.		30.1%	17.8%	52.1%
Q33. The amount of work I am expected to perform is reasonable.		49.3%	19.4%	31.3%
Q34. My job allows a good balance between work and my personal life.		56.9%	21.0%	22.1%
Q35. I have the resources to do my job well.		52.8%	21.2%	26.0%
Q36. My Agency or Department has the technology needed to get the work done.		48.8%	20.2%	31.0%
Q37. My physical working environment is reasonable for my type of work.		73.6%	13.5%	12.9%
Q38. I feel safe and secure in my work environment.		76.7%	14.3%	8.9%

TABLE 79 COMPENSATION AND BENEFITS – ALL RESPONDENTS

Survey Items: Compensation and Benefits		All Respondents		
Question		% Agree	% Neutral	% Disagree
Q39. I am paid fairly for the work I do.		55.9%	17.8%	26.3%
Q40. I feel that working for the State of Vermont provides me with good job security.		77.7%	15.6%	6.7%
Q41. I feel that working for the State of Vermont provides me with a solid career path.		59.0%	26.3%	14.8%
Q42. I understand my benefit plans.		78.1%	15.4%	6.5%
Q43. I understand my retirement benefits.		60.1%	24.6%	15.2%
Q44 Overall, I am satisfied with the benefits I receive.		76.5%	17.0%	6.6%

TABLE 80 OVERALL JOB SATISFACTION – ALL RESPONDENTS

Survey Items: Overall Job Satisfaction		All Respondents		
Question		% Agree	% Neutral	% Disagree
Q45. In general, I am satisfied with my job.		72.2%	16.8%	10.9%

Source: Department of Human Resources. The web-based survey was administered to all classified and exempt employees of the Executive Branch from October 9 through October 24, 2014. Of the 7,983 employees surveyed, 4,216 employees responded to the survey for an overall response rate of 52.8%. Since survey participation was voluntary it should be noted that this survey was based on a "convenience" sample of employees who chose to respond. Therefore, one should be cautious in interpretation of results.

Vermont Employee Engagement Survey Results 2014

Through lens of Gallup Q 12 – General sense of how SOV might be doing with each of the 12 Gallup Questions (informal)

			Agree	Neutral	Disagree
Tier 1: What do I get?					
			66.0	15.3	18.7
1		Do I know what is expected of me at work?	76.6	12.3	11.1
2		Do I have the materials and equipment I need to do my work right?	55.5	18.2	26.3
Tier 2: What do I give?					
			64.9	19.4	15.6
3		At work, do I have the opportunity to do what I do best every day?	76.5	14.6	8.9
4		In the last seven days, have I received recognition or praise for doing good work?	60.9	18.8	20.3
5		Does my supervisor, or someone at work, seem to care about me as a person?	69.1	20.1	10.8
6		Is there someone at work who encourages my development?	53.3	24.2	22.5
Tier 3: Do I belong here?					
			66.9	17.4	15.6
7		At work, do my opinions seem to count?	54.0	19.6	26.5
8		Does the mission/purpose of my company make me feel my job is important?	75.3	15.9	8.9
9		Are my co-workers committed to doing quality work?	71.6	16.9	11.6
10		Do I have a best friend at work?			
Tier 4: How can we all grow?					
			59.1	21.9	19.0
11		In the last six months, has someone at work talked to me about my progress?	55.0	25.2	19.9
12		This last year, have I had opportunities at work to learn and grow?	63.1	19.5	17.4
		Additional questions related to “How can we all grow?”	59.1	21.1	19.8

		Q53. Which best describes the work you do?						Total
		Administrative Support	Service Maintenance, or Skilled Craft	Paraprofessional, or Technical	Professional	Protective Support	Managerial, or Administrator	
Q1. I understand my job duties and responsibilities.	Agree	92.6%	88.9%	90.4%	91.6%	91.2%	94.2%	91.9%
	Neither Agree nor Disagree	4.3%	6.2%	3.3%	4.4%	4.7%	3.1%	4.2%
	Disagree	3.0%	4.9%	6.3%	3.9%	4.1%	2.7%	3.9%
Q2. I understand the work, goals, and mission of my department or agency.	Agree	90.50%	81.30%	85.00%	89.10%	87.90%	94.60%	89.20%
	Neither Agree nor Disagree	5.90%	10.20%	7.80%	6.80%	6.90%	3.80%	6.50%
	Disagree	3.50%	8.40%	7.20%	4.10%	5.20%	1.60%	4.30%
Q3. The work I perform is linked to my department or agency meeting its goals and mission.	Agree	88.60%	83.1%	84.3%	88.3%	89.2%	92.7%	88.4%
	Neither Agree nor Disagree	9.30%	13.3%	11.7%	8.7%	5.8%	5.0%	8.5%
	Disagree	2.10%	3.6%	3.9%	3.1%	5.0%	2.3%	3.1%
Q4. I enjoy performing the day to day work of my job.	Agree	79.20%	73.20%	74.30%	80.90%	76.00%	85.40%	79.80%
	Neither Agree nor Disagree	13.70%	15.60%	17.30%	13.10%	15.20%	9.20%	13.30%
	Disagree	7.10%	11.20%	8.40%	6.00%	8.80%	5.40%	6.90%
Q5. The work I perform is meaningful and rewarding.	Agree	72.2%	69.6%	70.4%	81.6%	71.0%	86.7%	78.10%
	Neither Agree nor Disagree	17.8%	19.2%	18.8%	13.1%	16.9%	8.4%	14.4%
	Disagree	10.00%	11.2%	10.7%	5.3%	12.2%	4.8%	7.5%
Q6. I would recommend the State of Vermont to others as a great place to work.	Agree	72.90%	61.40%	59.10%	66.20%	61.90%	76.00%	67.40%
	Neither Agree nor Disagree	18.70%	19.70%	26.30%	23.00%	24.90%	17.20%	21.70%
	Disagree	8.40%	18.80%	14.60%	10.70%	13.30%	6.80%	10.80%
Q7. Management and senior leadership communicates important information effectively.	Agree	48.8%	39.8%	39.6%	49.5%	48.5%	65.8%	50.3%
	Neither Agree nor Disagree	19.8%	18.1%	24.3%	21.3%	21.2%	16.8%	20.5%
	Disagree	31.4%	42.0%	36.0%	29.2%	30.3%	17.4%	29.3%
Q8. I have an opportunity to provide feedback to management and senior leadership.	Agree	57.50%	53.50%	48.10%	57.60%	50.80%	80.30%	59.20%
	Neither Agree nor Disagree	19.10%	20.40%	23.30%	18.70%	22.70%	10.20%	18.40%
	Disagree	23.40%	26.10%	28.70%	23.70%	26.50%	9.50%	22.40%
Q9. I am encouraged to share ideas on improving either service delivery or business process efficiency.	Agree	59.1%	49.6%	50.8%	57.2%	44.5%	78.4%	58.4%
	Neither Agree nor Disagree	18.6%	19.9%	21.3%	19.7%	26.2%	12.3%	19.2%
	Disagree	22.3%	30.5%	27.9%	23.0%	29.3%	9.4%	22.4%
Q10. My department or agency works well with other departments and agencies.	Agree	63.90%	50.70%	46.50%	56.80%	52.10%	72.00%	58.50%
	Neither Agree nor Disagree	24.70%	30.20%	36.30%	28.50%	32.50%	19.50%	27.70%
	Disagree	11.40%	19.10%	17.10%	14.70%	15.40%	8.40%	13.80%

		Q53. Which best describes the work you do?						Total
		Administrative Support	Service Maintenance, or Skilled Craft	Paraprofessional, or Technical	Professional	Protective Services	Managerial, or Administrator	
Q11. Morale within my department or agency is good.	Agree	41.1%	36.3%	37.9%	41.9%	28.7%	54.8%	41.7%
	Neither Agree nor Disagree	19.8%	21.7%	26.3%	21.4%	24.3%	21.5%	21.9%
	Disagree	39.1%	42.0%	35.8%	36.7%	47.0%	23.7%	36.4%
Q12. The people I work with treat each other respectfully.	Agree	61.2%	56.4%	63.5%	69.8%	58.7%	77.6%	67.1%
	Neither Agree nor Disagree	19.6%	23.1%	17.1%	15.5%	19.1%	12.9%	16.7%
	Disagree	19.3%	20.4%	19.5%	14.7%	22.2%	9.5%	16.2%
Q13. The people I work with care about me.	Agree	62.0%	54.3%	53.2%	68.9%	55.2%	76.7%	65.3%
	Neither Agree nor Disagree	25.2%	28.3%	31.2%	22.1%	30.1%	17.4%	23.9%
	Disagree	12.8%	17.5%	15.6%	9.0%	14.6%	5.9%	10.8%
Q14. My fellow employees are committed to doing good work.	Agree	75.0%	66.2%	72.2%	81.3%	64.5%	85.3%	77.5%
	Neither Agree nor Disagree	15.8%	21.8%	17.6%	13.6%	27.5%	11.3%	15.8%
	Disagree	9.2%	12.0%	10.1%	5.1%	8.0%	3.4%	6.7%
Q15. The employees in my work group work well together as a team.	Agree	67.1%	67.7%	63.0%	74.9%	66.3%	82.6%	72.5%
	Neither Agree nor Disagree	17.2%	15.5%	20.0%	14.3%	22.7%	10.4%	15.6%
	Disagree	15.6%	16.8%	17.0%	10.7%	11.0%	7.0%	11.9%
Q16. I feel I can communicate honestly and openly in my workplace.	Agree	56.3%	52.7%	52.3%	62.0%	53.4%	77.2%	61.1%
	Neither Agree nor Disagree	18.6%	18.1%	21.0%	17.6%	22.6%	13.1%	17.9%
	Disagree	25.0%	29.2%	26.7%	20.4%	24.0%	9.7%	21.0%
Q17. Harassment is not tolerated in my workplace.	Agree	69.2%	67.3%	69.1%	72.1%	71.3%	85.8%	73.0%
	Neither Agree nor Disagree	16.2%	12.8%	15.3%	15.3%	16.0%	8.1%	14.3%
	Disagree	14.6%	19.9%	15.6%	12.6%	12.7%	6.1%	12.7%
Q18. Discrimination is not tolerated in my workplace.	Agree	72.4%	67.6%	73.4%	76.4%	75.5%	89.2%	76.7%
	Neither Agree nor Disagree	17.7%	12.9%	14.6%	15.1%	12.9%	6.9%	13.9%
	Disagree	9.8%	19.6%	11.9%	8.5%	11.6%	4.0%	9.3%
Q19. I am confident that any misconduct that I report will be handled properly.	Agree	54.3%	50.4%	48.9%	55.1%	54.6%	73.1%	56.7%
	Neither Agree nor Disagree	23.3%	18.6%	28.2%	22.6%	21.3%	15.9%	21.9%
	Disagree	22.4%	31.0%	22.8%	22.4%	24.1%	10.9%	21.4%

		Q53. Which best describes the work you do?						Total
		Administrative Support	Service Maintenance, or Skilled Craft	Paraprofessional, or Technical	Professional	Protective Services	Managerial, or Administrator	
Q20. My supervisor clearly explains my job performance expectations.	Agree	69.1%	63.6%	62.4%	67.5%	70.1%	71.8%	67.9%
	Neither Agree nor Disagree	16.0%	19.1%	20.6%	17.5%	17.2%	16.9%	17.5%
	Disagree	14.9%	17.3%	17.0%	15.0%	12.7%	11.3%	14.5%
Q21. My supervisor regularly provides me with timely and useful feedback.	Agree	59.1%	53.3%	54.8%	59.9%	63.5%	66.7%	60.3%
	Neither Agree nor Disagree	18.8%	18.7%	19.8%	19.9%	17.4%	18.9%	19.2%
	Disagree	22.2%	28.0%	25.4%	20.3%	19.1%	14.4%	20.5%
Q22. My supervisor gives me the opportunity to do my best work.	Agree	75.2%	67.1%	70.4%	73.2%	73.2%	82.0%	74.3%
	Neither Agree nor Disagree	14.5%	16.4%	14.3%	15.9%	18.0%	10.8%	15.0%
	Disagree	10.3%	16.4%	15.2%	10.9%	8.8%	7.2%	10.8%
Q23. I am satisfied with the recognition I receive from my supervisor for my work.	Agree	59.6%	55.1%	54.3%	62.4%	60.7%	71.7%	62.0%
	Neither Agree nor Disagree	19.7%	16.9%	22.4%	18.5%	17.3%	15.3%	18.4%
	Disagree	20.7%	28.0%	23.3%	19.1%	22.0%	13.0%	19.7%
Q24. My supervisor treats employees fairly and respectfully.	Agree	67.4%	59.1%	69.4%	71.8%	68.1%	84.0%	71.5%
	Neither Agree nor Disagree	14.1%	16.0%	14.4%	14.6%	18.6%	8.1%	14.0%
	Disagree	18.5%	24.9%	16.2%	13.7%	13.3%	7.9%	14.5%
Q25. My supervisor seems to care about me as a person.	Agree	72.9%	58.2%	69.3%	76.2%	70.7%	86.7%	75.0%
	Neither Agree nor Disagree	17.6%	21.8%	17.6%	14.8%	16.9%	8.1%	15.1%
	Disagree	9.5%	20.0%	13.1%	9.0%	12.4%	5.2%	9.9%
Q26. My supervisor provides the help that I need to improve my job performance.	Agree	62.7%	56.9%	58.1%	64.2%	65.1%	70.9%	64.0%
	Neither Agree nor Disagree	21.0%	19.1%	21.9%	20.2%	20.8%	18.4%	20.2%
	Disagree	16.3%	24.0%	20.1%	15.6%	14.1%	10.7%	15.8%
Q27. I have an opportunity to learn and grow professionally.	Agree	57.5%	51.6%	54.0%	65.9%	64.8%	78.6%	64.4%
	Neither Agree nor Disagree	22.3%	26.2%	24.8%	18.0%	18.8%	12.3%	19.0%
	Disagree	20.2%	22.2%	21.2%	16.1%	16.3%	9.2%	16.6%
Q28. I receive the training I need to perform my job.	Agree	58.5%	62.2%	52.9%	59.0%	63.5%	70.4%	60.7%
	Neither Agree nor Disagree	23.1%	23.1%	25.2%	21.3%	19.3%	19.0%	21.5%
	Disagree	18.4%	14.7%	21.9%	19.8%	17.1%	10.6%	17.8%
Q29. My supervisor and I discuss and plan my career development.	Agree	35.7%	34.2%	31.1%	39.0%	35.7%	46.9%	38.3%
	Neither Agree nor Disagree	31.2%	31.6%	28.7%	28.8%	29.9%	29.7%	29.6%
	Disagree	33.1%	34.2%	40.1%	32.3%	34.3%	23.4%	32.1%

		Q53. Which best describes the work you do?						Total
		Administrative Support	Service Maintenance, or Skilled Craft	Paraprofessional, or Technical	Professional	Protective Services	Managerial, or Administrator	
Q30. My performance evaluations are completed annually.	Agree	57.4%	68.4%	53.8%	57.3%	61.8%	53.8%	57.6%
	Neither Agree nor Disagree	20.4%	12.4%	18.6%	17.6%	14.7%	19.3%	17.8%
	Disagree	22.3%	19.1%	27.6%	25.1%	23.5%	26.9%	24.6%
Q31. The standards used to evaluate my performance are fair.	Agree	54.1%	52.5%	49.4%	54.3%	53.1%	58.6%	54.2%
	Neither Agree nor Disagree	32.5%	26.2%	34.3%	32.1%	29.7%	33.6%	32.0%
	Disagree	13.4%	21.3%	16.3%	13.6%	17.2%	7.8%	13.8%
Q32. My department or agency has the staffing necessary to achieve its mission.	Agree	42.5%	36.0%	34.4%	29.2%	13.8%	26.8%	30.4%
	Neither Agree nor Disagree	20.6%	23.1%	21.0%	16.9%	14.9%	15.3%	17.8%
	Disagree	36.9%	40.9%	44.6%	53.9%	71.3%	57.9%	51.8%
Q33. The amount of work I am expected to perform is reasonable.	Agree	63.4%	60.9%	54.5%	48.4%	35.1%	43.3%	50.1%
	Neither Agree nor Disagree	15.1%	17.3%	21.3%	20.0%	20.2%	18.5%	18.9%
	Disagree	21.5%	21.8%	24.3%	31.6%	44.8%	38.1%	30.9%
Q34. My job allows a good balance between work and my personal life.	Agree	70.5%	58.5%	65.8%	59.3%	30.0%	52.5%	57.9%
	Neither Agree nor Disagree	18.2%	23.7%	20.7%	19.9%	22.8%	22.6%	20.6%
	Disagree	11.3%	17.9%	13.5%	20.8%	47.2%	24.9%	21.6%
Q35. I have the resources to do my job well.	Agree	66.8%	59.1%	60.3%	50.5%	42.9%	48.4%	53.6%
	Neither Agree nor Disagree	17.5%	21.8%	17.3%	22.1%	26.3%	20.4%	21.1%
	Disagree	15.7%	19.1%	22.4%	27.3%	30.7%	31.2%	25.4%
Q36. My department or agency has the technology needed to get the work done.	Agree	60.3%	61.6%	55.2%	47.0%	34.2%	45.1%	49.3%
	Neither Agree nor Disagree	18.7%	23.2%	19.7%	20.1%	25.8%	16.3%	20.0%
	Disagree	21.0%	15.2%	25.1%	32.8%	40.0%	38.6%	30.7%
Q37. My physical working environment is reasonable for my type of work.	Agree	78.4%	72.9%	74.9%	73.6%	67.0%	76.4%	74.2%
	Neither Agree nor Disagree	11.8%	15.6%	14.3%	13.5%	17.7%	10.1%	13.3%
	Disagree	9.8%	11.6%	10.7%	12.9%	15.2%	13.5%	12.5%
Q38. I feel safe and secure in my work environment.	Agree	78.9%	67.1%	75.4%	79.2%	62.5%	86.2%	77.5%
	Neither Agree nor Disagree	12.2%	20.9%	18.0%	12.9%	21.4%	9.7%	14.1%
	Disagree	8.8%	12.0%	6.6%	7.9%	16.1%	4.1%	8.4%
Q39. I am paid fairly for the work I do.	Agree	60.7%	42.2%	54.3%	55.7%	51.2%	63.8%	56.4%
	Neither Agree nor Disagree	19.0%	24.0%	23.3%	16.8%	17.9%	12.7%	17.7%
	Disagree	20.3%	33.8%	22.4%	27.6%	30.9%	23.5%	26.0%

		Q53. Which best describes the work you do?						Total
		Administrative Support	Service Maintenance, or Skilled Craft	Paraprofessional, or Technical	Professional	Protective Services	Managerial, or Administrator	
Q40. I feel that working for the State of Vermont provides me with good job security.	Agree	82.1%	72.9%	77.3%	76.8%	80.2%	82.0%	78.6%
	Neither Agree nor Disagree	11.8%	16.9%	14.9%	16.4%	15.4%	13.6%	15.0%
	Disagree	6.1%	10.2%	7.8%	6.8%	4.4%	4.3%	6.4%
Q41. I feel that working for the State of Vermont provides me with a solid career path.	Agree	63.8%	50.2%	49.1%	56.4%	65.3%	71.5%	59.7%
	Neither Agree nor Disagree	24.8%	31.6%	26.6%	29.0%	22.6%	18.9%	26.1%
	Disagree	11.4%	18.2%	24.3%	14.6%	12.1%	9.7%	14.2%
Q42. I understand my benefit plans.	Agree	81.6%	68.2%	79.0%	79.0%	66.9%	87.4%	78.8%
	Neither Agree nor Disagree	14.5%	22.0%	17.4%	14.1%	20.7%	9.0%	14.8%
	Disagree	3.9%	9.9%	3.6%	6.9%	12.4%	3.6%	6.3%
Q43. I understand my retirement benefits.	Agree	61.6%	52.9%	59.5%	60.2%	50.0%	69.6%	60.4%
	Neither Agree nor Disagree	25.2%	30.9%	29.9%	23.9%	28.5%	17.6%	24.6%
	Disagree	13.2%	16.1%	10.6%	15.8%	21.5%	12.8%	15.1%
Q44. Overall, I am satisfied with the benefits I receive.	Agree	81.5%	67.1%	75.7%	76.9%	68.0%	83.6%	77.1%
	Neither Agree nor Disagree	14.3%	24.3%	15.9%	16.4%	22.7%	12.9%	16.6%
	Disagree	4.2%	8.6%	8.4%	6.7%	9.4%	3.4%	6.3%
Q45. In general, I am satisfied with my job.	Agree	74.2%	65.8%	69.7%	72.7%	66.8%	84.0%	73.4%
	Neither Agree nor Disagree	15.1%	19.6%	15.6%	17.6%	20.0%	9.4%	16.1%
	Disagree	10.7%	14.6%	14.7%	9.7%	13.2%	6.7%	10.5%

State of Vermont Workforce Report Fiscal Year 2014

Statistical Highlights

Profile of the Executive Branch Workforce for Fiscal Year 2014				Page
	Classified	Exempt	Total	Reference
Number	7,564	625	8,189	14
FTEs (Full-Time Equivalents)	7,512.7	607.9	8,120.6	14
Full-Time Employees (FTE = 1) /Part-Time Employees (FTE <1)	7,403 / 161	580 / 45	7,983 / 206	14
Average Age	46.4	48.8	46.6	19 , 48
Average Annual Salary (Full-time, base rate only)	\$52,961	\$72,260	\$54,363	20 , 60
Average Years of Service	12.0	9.6	11.9	23 , 51
Percent Minorities	3.1%	2.1%	3.0%	24 , 74
Percent Females	50.2%	50.9%	50.2%	24 , 75
Percent Represented by a Bargaining Unit	92.3%	4.8%	85.3%	23
Highlights of Workforce Trends for Classified Employees – Fiscal Year 2014				
Employment				
Percent Change in the Number of Classified Employees from Fiscal Year 2013 to Fiscal Year 2014			1.7%	15 , 28
Percent Change in the Number of Classified Employees from Fiscal Year 2010 to Fiscal Year 2014			5.6%	28
Number of Applications Submitted for Classified Jobs			48,903	32
Number of Applicants for Classified Jobs			15,820	32
Percent of Applicants Female/Percent of Applicants Minority			8.2%	33
Percent of Applicants with Bachelor's Level Degree or Higher			51.0%	33
Number of Hires			888	36
Percent of Hires Female/Percent of Hires Minority			53.8% / 6.0%	37
Average Age of Hires			37.3	37
Turnover				
Turnover Rate of Classified Employees			9.9%	39
Number of Employees Separated			743	43
Percent Voluntary Terminations			56.9%	43
Percent Retirements			31.5%	43
Percent Involuntary Terminations			10.6%	43
Age				
Percent of Classified Employees less than 35 Years Old			19.4%	48
Percent of Classified Employees 45 Years or Older			58.5%	48
Retirement Eligibility				
Percent of Classified Employees Eligible for Retirement at the End of Fiscal Year 2014			12.5%	55
Number Eligible for Retirement at the End of Fiscal Year 2014			949	55
Percent of Classified Employees Eligible for Retirement within Five Years (End of Fiscal Year 2019)			29.1%	55
Number Eligible for Retirement within Five Years			2,203	55
Compensation				
Average Annual Salary for Classified Employees (Full-time, base rate only)			\$52,961	60
Total Cash Overtime Costs			\$20,251,303	71
Total Compensatory Hours Earned for Overtime			179,037	72
Average Total Compensation (Total Pay Plus Benefits) per Classified Employee			\$81,476	65
Average Benefits Paid as a Percent of Total Compensation			30.9%	65
Diversity				
Minority Representation in the Classified Workforce			3.1%	74
Vermont Civilian Workforce Minority Population Estimates – U. S. Census/Bureau of Labor Statistics			4.5% / 4.0%	74
Female Representation in the Classified Workforce			50.2%	75
Vermont Civilian Workforce Female Population Estimates – U.S. Census/Bureau of Labor Statistics			48.6% / 48.6%	75

Your Best Supervisor

What qualities, actions, characteristics made them great?

What impact did they have on your productivity, engagement or job satisfaction?

How did they motivate or inspire you to achieve your potential?

Your Worst Supervisor

What qualities, actions, characteristics made them awful?

What impact did they have on your productivity, engagement or job satisfaction?

How did they demotivate or dissuade you from your potential?

Reflection #3: Best/Worst Supervisor



What insights did you have from the “Best/Worst Supervisor” activity?

A. As an employee?

B. As a supervisor?

What is a Supervisor?

1. Plan and organize work to accomplish the organization's goals efficiently and effectively, drawing on the strengths and ideas of team members.
2. Assign work appropriate to the roles and skill levels of employees.
3. Provide the materials and equipment needed to succeed.
4. Ensure employees understand their duties and performance expectations.
5. Document performance, and provide recognition/reward for progress and provide feedback for improvement.
6. Provide annual performance evaluations, including future goals.
7. Communicate essential information between management and employees.
8. Develop the workgroup as a team, fostering an environment of team engagement in problem-solving and continual improvement.
9. Orient employees to the job, and ensure their orientation to all relevant HR and labor contract information.
10. Provide opportunities for growth and development through planning, coaching and feedback, rewards and recognition, and opportunities for learning and skill development, using a strengths-based approach.
11. Work with DHR on labor contract matters, including disagreements, complaints, performance and disciplinary actions, and grievances.
12. Account to their manager for the performance of those they supervise, and for their own performance.
13. Support continuous improvement at the organizational level.
14. May also recruit and hire.
15. Other important administrative duties: approving time and expenses, report FMLA, etc.
16. Act as a role model for professional and ethical behavior.

Notes:

Supervisor's Responsibilities (Job Description)

Most supervisors in State Government carry a combination of responsibilities including supervisory duties and a portion of the technical/subject matter/functional work of the unit. In the left-hand column are common supervisory duties.

Directions: 1) Add a few of your major functional responsibilities in the right-hand column.

2) Highlight 5-8 items in either column that you consider to be high priority items.

3) Circle the number or bullet of the ones you spend the most time on.

Supervisory Duties	Functional Duties
1. Plan and organize work to accomplish the organization's goals efficiently and effectively, drawing on the strengths and ideas of team members.	•
2. Assign work appropriate to the roles and skill levels of employees.	•
3. Provide the materials and equipment needed to succeed.	•
4. Ensure employees understand their duties and performance expectations.	•
5. Document performance, and provide recognition/reward for progress and provide feedback for improvement.	•
6. Provide annual performance evaluations, including future goals.	•
7. Communicate essential information between management and employees.	•
8. Develop the workgroup as a team, fostering an environment of team engagement in problem-solving and continual improvement.	•
9. Orient employees to the job, and ensure their orientation to all relevant HR and labor contract information.	•
10. Provide opportunities for growth and development through planning, coaching and feedback, rewards and recognition, and opportunities for learning and skill development, using a strengths-based approach.	•
11. Work with DHR on labor contract matters, including disagreements, complaints, performance and disciplinary actions, and grievances.	•
12. Account to their manager for the performance of those they supervise, and for their own performance.	•
13. Support continuous improvement at the organizational level.	•
14. May also recruit and hire.	•

15. Other important administrative duties: approving time and expenses, report FMLA, etc.	•
16. Act as a role model for professional and ethical behavior.	•

Vermont Labor Board Definition of a Supervisor

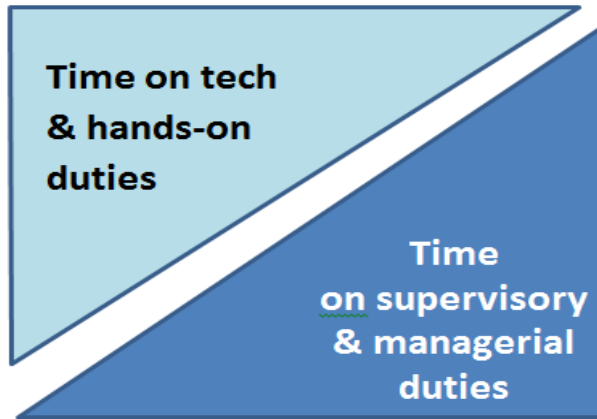
A supervisor is an employee who has authority in the interest of the employer to:

- Hire, transfer, suspend, lay off, recall, promote, discharge, assign, reward, or discipline other employees or recommend such action,

IF

- In the above, the exercise of such authority is not of a merely routine or clerical nature but requires the use of independent judgement

The Supervisor's Role



As a supervisor, there is often a shift of gradually shifting the percentage of work from the technical tasks to managing employees and processes.

Experience, Development over Time

Questions to ask yourself....

- What kinds of responsibilities come into play as one takes on supervisory, managerial and “big picture” roles?
- How much overlap is there between the skills you need to perform your technical or “hands-on” duties and those required to supervise well?
- What can you do to adjust your priorities to enhance your success as a supervisor and/or manager?

Reflection #4: Supervisor's Priorities



A. What is one duty from the functional list that you can change to make room for supervisory duties?

B. How might you do that? What can you do this week to begin?

Building on Your Talents

About Gallup and StrengthsFinder Assessment

Information about the StrengthsFinder

- Developed in the 1990's after 30 years of research
- Valid, reliable instrument
- Identifies where you have the *greatest potential for building strength*
- Measures your recurring patterns of thought, feeling and behavior

Notes:

Your Greatest Talents

Video: Gallup's Q12 Survey Predicts the Performance Outcomes That Matter Most

Link: <https://www.youtube.com/watch?v=PCZ3KTB4IJw&feature=youtu.be>

What words or phrases in this video are connected to strengths?

Common Language

Talent – Naturally recurring pattern of thought, feeling or behavior that can be productively applied

Theme - Collection of talents pointing in a direction (Gallup term)

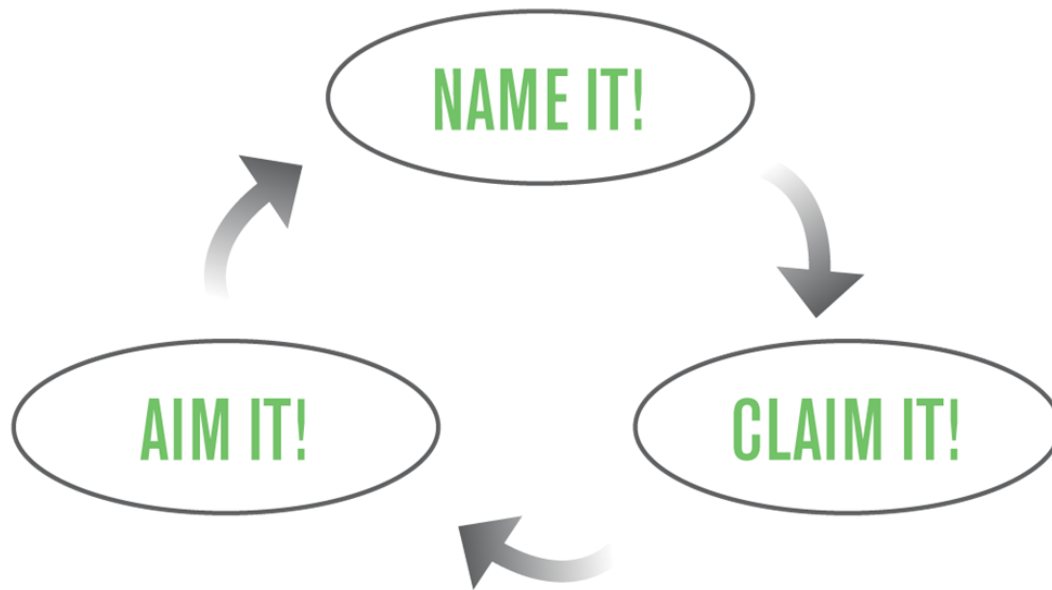
Strength – Something you do well, happily, and repeatedly

StrengthsFinder Insights and Signature Themes Reports

What surprised you?

What rang true (“That’s me!”)?

What did not ring true?



Define:

Name It!

Claim It!

Aim It!

34 Themes

Look at your Handout of 34 Themes.

- ★ Put a star next to your Top 5 themes
- ★ Later, choose 5 to 6 more themes that you feel round you out.

How does this theme show up in my daily life?

(name in your own words)

How or when does this theme help me in my current role?

(claiming what you identify with)

What have I done to develop this theme (skills, practice)?

(claiming how you have productively applied it)

Clifton StrengthsFinder® THEMES

ACHIEVER®	People exceptionally talented in the Achiever theme work hard and possess a great deal of stamina. They take immense satisfaction in being busy and productive.
ACTIVATOR®	People exceptionally talented in the Activator theme can make things happen by turning thoughts into action. They are often impatient.
ADAPTABILITY®	People exceptionally talented in the Adaptability theme prefer to go with the flow. They tend to be “now” people who take things as they come and discover the future one day at a time.
ANALYTICAL®	People exceptionally talented in the Analytical theme search for reasons and causes. They have the ability to think about all the factors that might affect a situation.
ARRANGER®	People exceptionally talented in the Arranger theme can organize, but they also have a flexibility that complements this ability. They like to determine how all of the pieces and resources can be arranged for maximum productivity.
BELIEF®	People exceptionally talented in the Belief theme have certain core values that are unchanging. Out of these values emerges a defined purpose for their lives.
COMMAND®	People exceptionally talented in the Command theme have presence. They can take control of a situation and make decisions.
COMMUNICATION®	People exceptionally talented in the Communication theme generally find it easy to put their thoughts into words. They are good conversationalists and presenters.
COMPETITION®	People exceptionally talented in the Competition theme measure their progress against the performance of others. They strive to win first place and revel in contests.
CONNECTEDNESS®	People exceptionally talented in the Connectedness theme have faith in the links among all things. They believe there are few coincidences and that almost every event has meaning.
CONSISTENCY™	People exceptionally talented in the Consistency theme are keenly aware of the need to treat people the same. They try to treat everyone with equality by setting up clear rules and adhering to them.
CONTEXT®	People exceptionally talented in the Context theme enjoy thinking about the past. They understand the present by researching its history.
DELIBERATIVE™	People exceptionally talented in the Deliberative theme are best described by the serious care they take in making decisions or choices. They anticipate obstacles.
DEVELOPER®	People exceptionally talented in the Developer theme recognize and cultivate the potential in others. They spot the signs of each small improvement and derive satisfaction from evidence of progress.
DISCIPLINE™	People exceptionally talented in the Discipline theme enjoy routine and structure. Their world is best described by the order they create.
EMPATHY™	People exceptionally talented in the Empathy theme can sense other people’s feelings by imagining themselves in others’ lives or situations.
FOCUS™	People exceptionally talented in the Focus theme can take a direction, follow through, and make the corrections necessary to stay on track. They prioritize, then act.

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FUTURISTIC®	People exceptionally talented in the Futuristic theme are inspired by the future and what could be. They energize others with their visions of the future.
HARMONY®	People exceptionally talented in the Harmony theme look for consensus. They don't enjoy conflict; rather, they seek areas of agreement.
IDEATION®	People exceptionally talented in the Ideation theme are fascinated by ideas. They are able to find connections between seemingly disparate phenomena.
INCLUDER®	People exceptionally talented in the Includer theme accept others. They show awareness of those who feel left out and make an effort to include them.
INDIVIDUALIZATION®	People exceptionally talented in the Individualization theme are intrigued with the unique qualities of each person. They have a gift for figuring out how different people can work together productively.
INPUT®	People exceptionally talented in the Input theme have a craving to know more. Often they like to collect and archive all kinds of information.
INTELLECTION®	People exceptionally talented in the Intellection theme are characterized by their intellectual activity. They are introspective and appreciate intellectual discussions.
LEARNER®	People exceptionally talented in the Learner theme have a great desire to learn and want to continuously improve. The process of learning, rather than the outcome, excites them.
MAXIMIZER®	People exceptionally talented in the Maximizer theme focus on strengths as a way to stimulate personal and group excellence. They seek to transform something strong into something superb.
POSITIVITY®	People exceptionally talented in the Positivity theme have contagious enthusiasm. They are upbeat and can get others excited about what they are going to do.
RELATOR®	People exceptionally talented in the Relator theme enjoy close relationships with others. They find deep satisfaction in working hard with friends to achieve a goal.
RESPONSIBILITY®	People exceptionally talented in the Responsibility theme take psychological ownership of what they say they will do. They are committed to stable values such as honesty and loyalty.
RESTORATIVE™	People exceptionally talented in the Restorative theme are adept at dealing with problems. They are good at figuring out what is wrong and resolving it.
SELF-ASSURANCE®	People exceptionally talented in the Self-Assurance theme feel confident in their ability to manage their own lives. They possess an inner compass that gives them confidence that their decisions are right.
SIGNIFICANCE™	People exceptionally talented in the Significance theme want to be very important in others' eyes. They are independent and want to be recognized.
STRATEGIC™	People exceptionally talented in the Strategic theme create alternative ways to proceed. Faced with any given scenario, they can quickly spot the relevant patterns and issues.
WOO™	People exceptionally talented in the Woo theme love the challenge of meeting new people and winning them over. They derive satisfaction from breaking the ice and making a connection with someone.

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Reflection #5: Explore Your Top Five StrengthsFinder Themes



A. Choose one of your top five themes to develop further. _____

B. What will you do this week to practice, learn, and/or develop one or more of your strengths within that theme?

Talent

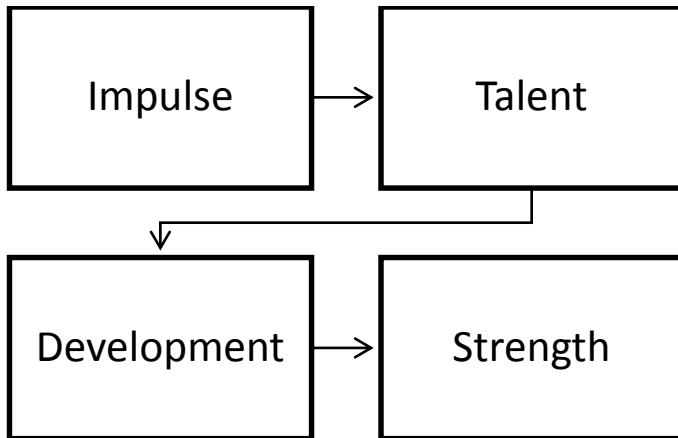
What are 3 examples of talents?

1. _____

2. _____

3. _____

How a Talent Becomes a Strength



Notes:

Talking in the Check-Out Line

Productively Applied

Unproductively Applied

Many of us feel stress and get overwhelmed not because we're taking on too much, but because we're taking on too little of what really strengthens us.

Addressing Weaknesses

Video: *Go Put Your Strengths to Work* – Marcus Buckingham

Link: https://www.youtube.com/watch?v=wuZBJQAFOfM&feature=player_detailpage

Why don't we work from strengths all the time?

Does this mean that we avoid or ignore weaknesses?

"Without a great deal of hard work, talent alone is never enough. Without natural talent, a lot of hard work will yield little return. Therefore, when considering where to invest one's time, energy and attention, Gallup research indicates that the best place to start is in an area of strength."

Definition of Weakness

Weakness – Anything that gets in the way of high performance

Notes:

Activity:

Copy this quote as many times as you can in one minute.
“When your work speaks for itself, don’t interrupt.”

Part 2:

Notes:

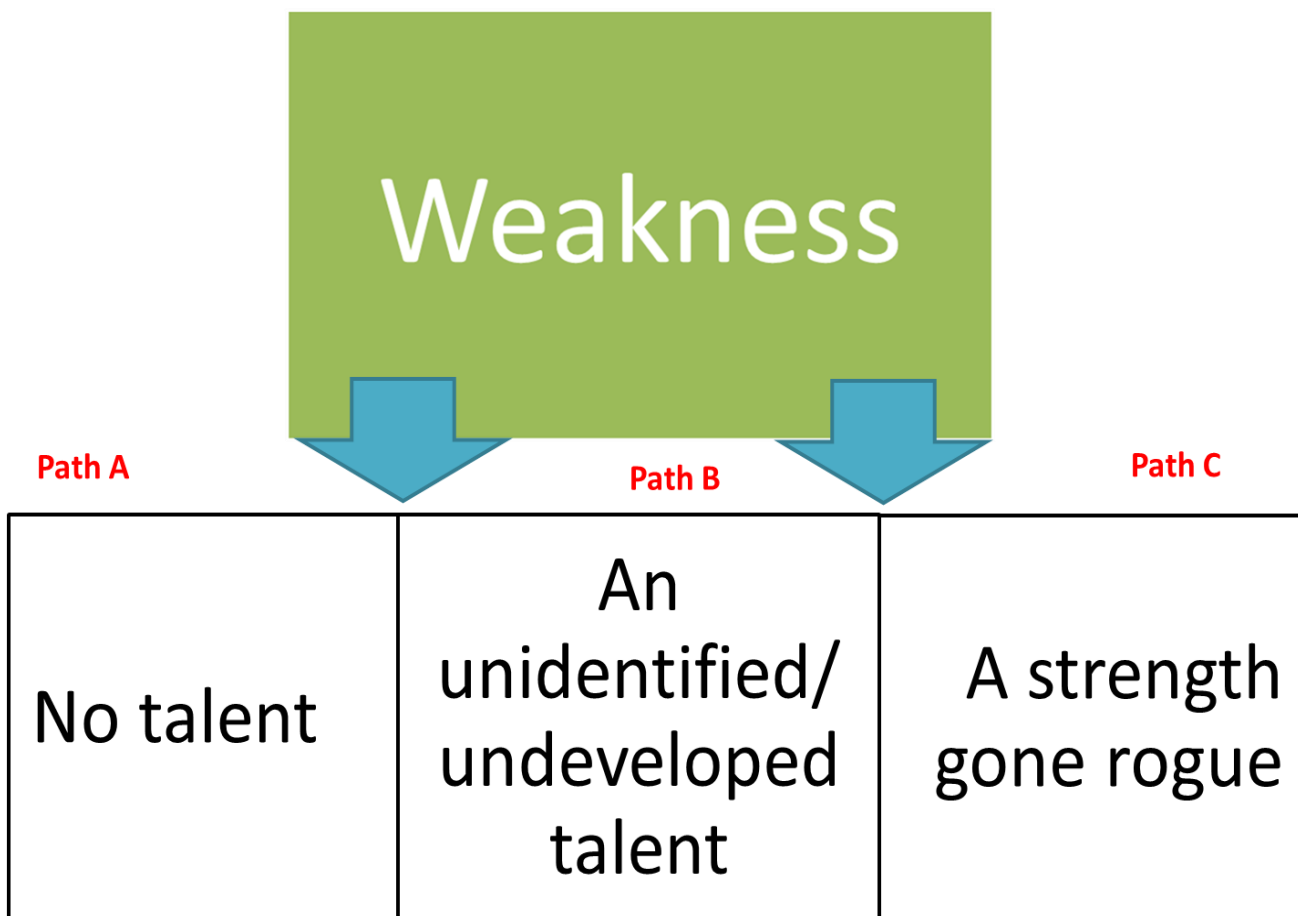
- What did you have to do differently to accomplish the task?
- What does this tell you about talents vs. weaknesses?
- How is this related to working from strengths?

High Performance

Choose the one supervisory duty which you feel you are not currently performing at your highest potential?

Why do you feel you are not high performing in this area?

3 Paths of Weaknesses

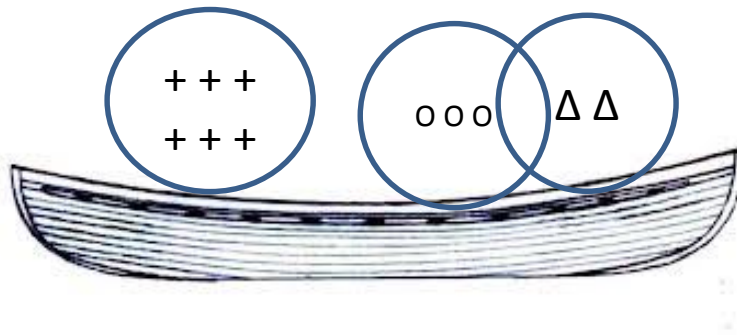


No Talent:

An unidentified/undeveloped talent:

A strength gone rogue:

Where to Focus Your Own Development



+ Job Duty Strengths

O Job Duties we have a talent for, ripe for further development

Δ Job Duty Weaknesses

Where do you have the greatest opportunity to focus your professional development? Where can you develop the most by AIMING one of your strengths?

Reflection #6: Weaknesses	
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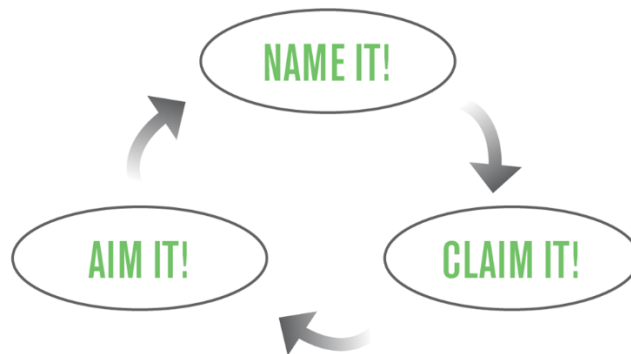
Managing Weaknesses

Video: MARCUS BUCKINGHAM - Go Put Your Strengths to Work | Collaborative Agency Group |

Link: <https://youtu.be/w0lfjKWQt1U>

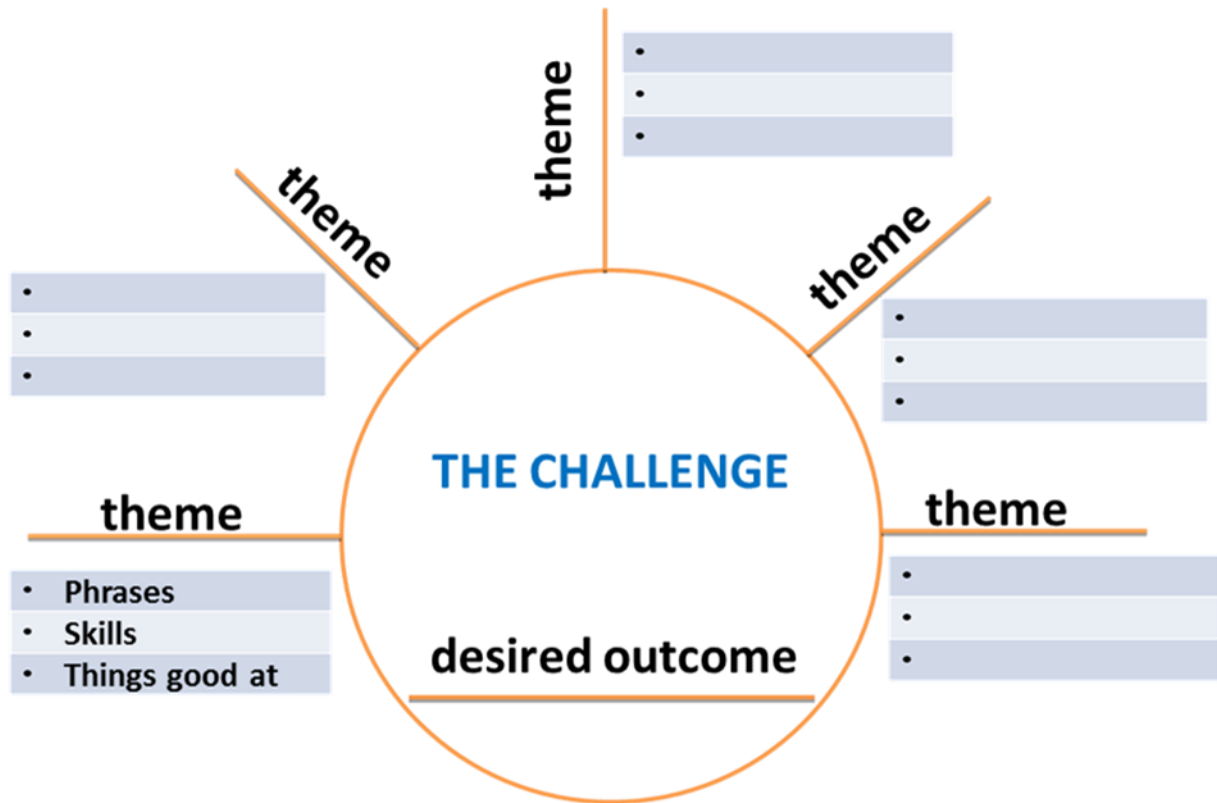
***Build upon strengths, and
weaknesses will gradually take care
of themselves.***

Review: Name It! Claim It! Aim It!



***Remember...Learning to AIM a
strength enhances our ability to
use that strength to further
develop oneself, and to navigate
rough waters.***

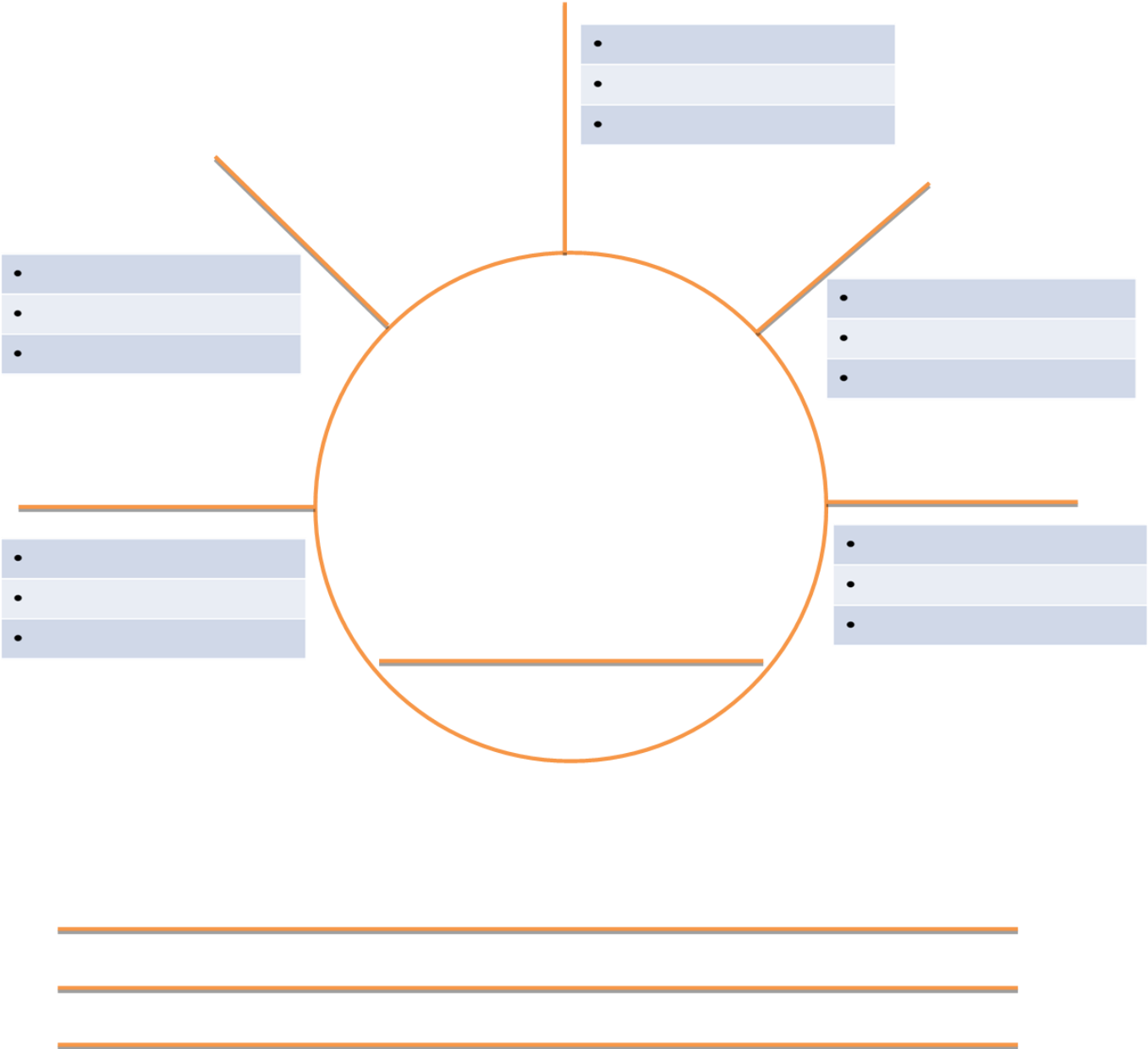
Notes:



Concrete actions to leverage a theme(s) into a solution

Notes:

Sunrays Tool



Reflection #7: Using the Sunrays Tool to Aim Your Strengths



- A. How can AIMING your strengths support you in solving problems?
- B. What supervisory duty/responsibility could benefit from an exercise in aiming your strengths? What would that look like?

Reflection #8: Take-Aways and Action



- A. What are you taking away for yourself from today? Why is this important to remember?
- B. What action step will you take to advance this take-away?
- C. What might be a potential topic from today that you might want to explore with your coach? (Be sure to copy these thoughts to the Coaching Parking Lot.)

Homework

- ✓ Identify a direct report to use as a **case study** for the performance management process
- ✓ Bring 5-7 of their **major job duties**
- ✓ Complete self-reflection log
- ✓ Think about **what you want to learn** in performance management process

ACRONYMS

Coaching Parking Lot

Day Two

STRENGTH-BASED PERFORMANCE MANAGEMENT



Details for the Day Two Handbook

For Day One, we have provided a list for Acronyms on page 72. We invite you to write down acronyms and the full definitions on this page.

You will also find the Coaching Parking Lot on page 73. This is for you to make notes throughout the course for questions, ideas or other things you would like to discuss during your coaching session.

Review of Day One

Who's Sinking Your Boat

Why This Training?

Supervisor

StrengthsFinder

Name It! Claim It! Aim It!

Notes:

Reflection #1: Day One



- A-ha's?
- Insights
- Opportunities
- Breakthroughs

Objectives for Day Two

As a result of this training, participants will be able to:

- Understand 3 phases of performance management process
- Develop a strength-based approach to performance management
- Learn practical strategies and tools for maximizing performance management

The performance management process may now sound different, but the process is the same with a new look and feel.

Strength Based Performance Management

You and Performance Management

How has performance management been used historically in your division/unit

What effect has this had on your team/division/unit?

What is your vision for using performance management in the future?

Strength-Based Supervision

Does not...avoid addressing poor performance or misconduct.

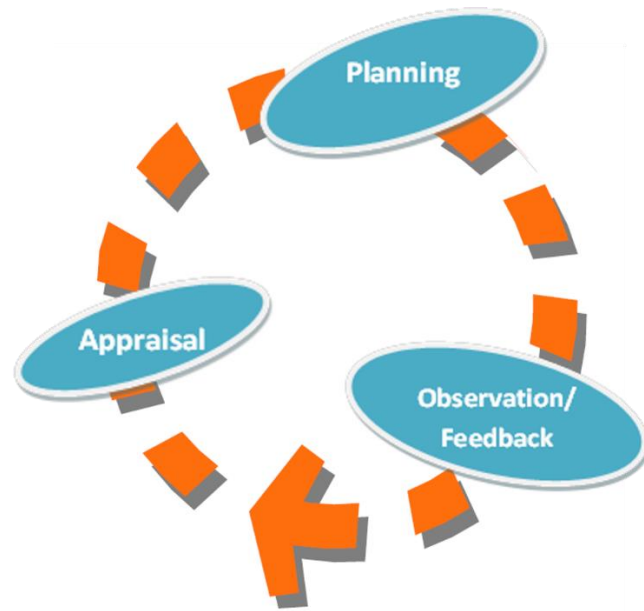
Does...

- Provide practical tools to support high performance and accountability.
- Come from empirical evidence and research.
- Develop employee's skills for independent success and growth in their roles.

Four Major Factors of Strength-Based Supervision

1. Solutions Focused
2. Expecting Change
3. Looking Forward
4. Planning

3 Phases of Performance Management



1. Performance Planning

2. Observation and Feedback

3. Appraisal

Performance Process vs. Progressive Corrective or Disciplinary Action

Performance Process – To ensure satisfactory performance or better (today)

Progressive Corrective Action or Disciplinary Processes – When performance or behaviors are unacceptable (Day3)

Why don't supervisors regularly do all the phases of the performance management process and/or evaluations?

Employee Case Study

Phase 1: Planning

3 Goals

1. Prepare and establish **performance expectations**
 - a. An 8 step process
 - b. Create SMART goals
2. Collaborate with your employee on a **development plan**
3. Determine **career development** opportunities utilizing strengths

Phase 1: Supervisor's Preparation

1. Identify major job duties
2. Identify talents and strengths
3. Acknowledge weaknesses, as needed
4. Determine employee developmental level in each major job duty
5. Determine performance expectations (use SMART goals)
6. Meet with employee to invite input and generate plan
7. Claim your themes, strengths to supervise
8. Aim employee strengths

Notes:

Employee Development Case Study

Job Duty (A)	Developmental Level (D)
1.	
2.	
3.	
4.	
5	
General Expectations (A)	Developmental Level (D)
1.	
2.	

3-5 talents/strengths (B)

- *
- *
- *
- *
- *

1-2 weaknesses or challenges that get in the way of excellence performance (C)

- *
- *

From these two weaknesses, which of the two are getting in the way of excellent performance in one or more major job duties?

Manage around this weakness: (C)

Is this a gap in skill or knowledge, a lack of talent, or due to environmental factors?

Is this weakness in a major or critical job duty?

If so, what level of performance would be good enough to meet organizational goals?

What strengths can the employee draw on to improve?

What would need to change in how this task/function/job duty is done?

What specifically will the strategy be, to help the employee succeed?

- Partner w/ others better at this (mentor, shift duties around)
- Alter the process/method to allow the use of a strength?
- Improve enough to get by?
- Other?

Can someone else do it?

If none of the above is possible, is this a “deal breaker” weakness?

Performance Expectations for Job Duties (E)

Job duty:

	Baseline Standard (Satisfactory)	Moderate Expectation (Excellent)	High Expectations (Ready for next level)
Beginner Level			
Trainee Level			
Apprentice Level			
Practitioner Level			

Pulling it all together (F, H, I)

**What might be 1-2 SMART goals for this employee based on this information?
(Specific, Measurable, Achievable, Realistic, Time bound) (F)**

Focusing on one job duty that contains a lower performance area for this employee, how might the employee “aim” one or more strengths or talents to manage this weakness? (Think Sunrays tool) (H)

What strengths will you be using to draw upon to coach/support your employee to “aim” your strengths towards their weakness? (Think Sunrays tool) (H)

How can you build upon your employee’s strengths to support them in achieving greater performance in a major job duty where they are already succeeding? (H)

What will be your plan to work with this employee to achieve increased performance on this major job duty? (H)

What will be your plan to provide observation & feedback to this employee? (I)

This Case study is to be used as an example of how a supervisor might use it to begin the planning process for a particular employee. The employee used within this case study is not an actual employee, the job duties are fabricated, and are not tied to any particular job, department, agency, or organization. This document is an example of what the tool will look like when completed. It should be referred to when filling out your own case study only as a guide.

Employee Development Case Study

Job Duty (A)	Developmental Level (D)
1. Collect and analyze data.	Practitioner
2. Prepare annual report for external publication.	Practitioner
3. Present annual report to agency executives and stakeholders.	Trainee
4. Provide customer and technical assistance by phone or in person.	Apprentice
General Expectation (A)	
5. Take initiative and action in improving general skills and knowledge.	Apprentice
6. Promote cooperation, communication and cohesion with team.	Apprentice

3-5 talents/strengths (B)

- * Self advocacy
- * Detail oriented
- * Analytical
- * Punctual, consistent with work products
- * Works well with customers when in a 1:1, small group setting

1-2 weaknesses or challenges that get in the way of excellence performance (C)

- * Lacks effective presentation skills
- * Lacks persuasiveness when presenting

From these two weaknesses, which of the two are getting in the way of excellent performance in one or more major job duties?

Lack of presentation skills is having a negative effect on a major job duty.

Manage around this weakness: (C)

Is this a gap in skill or knowledge, a lack of talent, or due to environmental factors?

Skill gap. (Lack of presentation skills and persuasiveness)

Is this weakness in a major or critical job duty?

Yes, but it isn't that she is failing, it's just that she can improve and she isn't meeting the supervisory expectation.

If so, what level of performance would be good enough to meet organizational goals?

A professional persuasive presentation to generate understanding of, and buy-in to findings and recommendations from annual report.

What strengths can the employee draw on to improve?

She is very detail oriented, and works well with small groups. She also works well with coworkers, a combination of these talents can be used to improve her presenting skills.

What would need to change in how this task/function/job duty is done?

Development of confidence when presenting, Alex already knows the material, the change is in her self-confidence.

What specifically will the strategy be, to help the employee succeed?

- **Partner w/ others better at this (mentor, shift duties around) w/Peter?**
- **Alter the process/method to allow the use of a strength?** Allow for more prep time?
- **Improve enough to get by?**
- **Other?**

Can someone else do it?

No, it is part of Alex's job, and she can do it, her persuasiveness is the area for improvement.

If none of the above is possible, is this a "deal breaker" weakness? NO.

Performance Expectations for Job Duties (E)

Job duty:

	Baseline Standard (Satisfactory)	Moderate Expectation (Excellent)	High Expectations (Ready for next level)
Beginner Level			
Trainee Level	Being able to present the reports to colleagues by partnering with other staff members for support.	Being able to present reports to colleagues in a persuasive way with limited partnering with colleagues.	A professional persuasive presentation to generate understanding of, and buy-in to findings and recommendations from report to stakeholders.
Apprentice Level			
Practitioner Level			

Pulling it all together (F, H, I)

What might be 1-2 SMART goals for this employee based on this information? (Specific, Measurable, Achievable, Realistic, Time bound) (F)

Deliver a 15-30-minute professional persuasive presentation to generate understanding of, and stakeholder buy-in to findings and recommendations by July 30th (No later than 1 month after annual report is due).

Focusing on one job duty that contains a lower performance area for this employee, how might the employee “aim” one or more strengths or talents to manage this weakness? (Use Employee Sunrays Tool) (H)

Because Alex works well with small groups, and is able to prepare (in writing) professional reports, there are opportunities to build on her lack of persuasiveness and presentation skills. The opportunity lies in building on her ability to work with small groups, and also to help her become more comfortable with sharing her already great presentations.

What strengths will you be using to draw upon to coach/support your employee to “aim” YOUR strengths towards their weakness? (Think YOUR Sunrays tool) (H)

The team that surrounds Alex has many strengths. As the supervisor, I have the ability to organize my team to best accomplish goals. By giving Alex confidence by having her partner with Peter, and also having her show Peter some of the skills she brings, this will help her increase her confidence in herself and also teach her new skills. (Developing others (Maximizer) and seeking agreement (Harmony))

How can you build upon your employee’s strengths to support them in achieving greater performance in a major job duty where they are already succeeding? (H)

By letting Alex partner with Peter, and honing her skills around preparation and data collection, it will really showcase some of Alex’s talents, and help her take those skills to the next level!

What will be your plan to work with this employee to achieve increased performance on this major job duty? (H)

I will allow Alex the autonomy to increase her ability to perform this job duty to the best of her ability. I will support her by offering feedback and acknowledging when she is doing a great job!

What will be your plan to provide observation & feedback to this employee? (I)

Since we work in a normal office setting it will be easy for me to check in with Alex. We will also set up bi-monthly meetings to check on progress and game plan for further improvement!

1. Identify Major Job Duties

Where do you look for employees' major job duties?

Examples of Major Job Duties:

- Type letters and monthly reports.
- Prepare division budget and assist in preparation of department budget.
- Maintain a home visiting schedule of program eligible clients.
- Monitor inmate activity.

General Performance Expectations

Even though they need not be listed below, employees are also expected to adhere to general performance expectations applicable to all employees, such as, but not limited to: reporting for work on time, following work rules & procedures, maintaining effective working relationships with public and co-workers, etc. These general performance expectations can be used in determining the employee's final rating.

- Reporting to work on time
- Following work rules and procedures
- Maintaining working relationships with public, coworkers, etc.”

List of General Performance Expectations

2. Identify Talents and Strengths

It is important to understand employee's strengths from your employee's perspective and not make assumptions, as a supervisor, as to what you think their strengths or talents may be.

How might you identify employee talents and strengths?

Five Indicators You are Working Within Your Strengths

1. Interests – what you like to do, activities you are drawn to
2. Rapid Learning – learn easily, where do you learn the most
3. Flow – losing track of time, being in the “zone”
4. Glimpses of Excellence – where and when do you have the best ideas or insights
5. Satisfaction – where do you feel successful

If you are interested on more information on Flow, check out “***Flow: The Psychology of Optimal Experience***” by Mihaly Csikszentmihalyi.

Notes:

The Sunrays Tool diagram consists of a central circle with the text "Employee: _____" inside. Six lines radiate from the circle to six categories: Satisfaction, Interests, Rapid Learning, Flow, Glimpses of Excellence, and Satisfaction. Each category has a list of three horizontal bars with a bullet point. Below the circle are three empty horizontal lines.

Satisfaction

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-
-

Interests

-
-
-

Rapid Learning

-
-
-

Flow

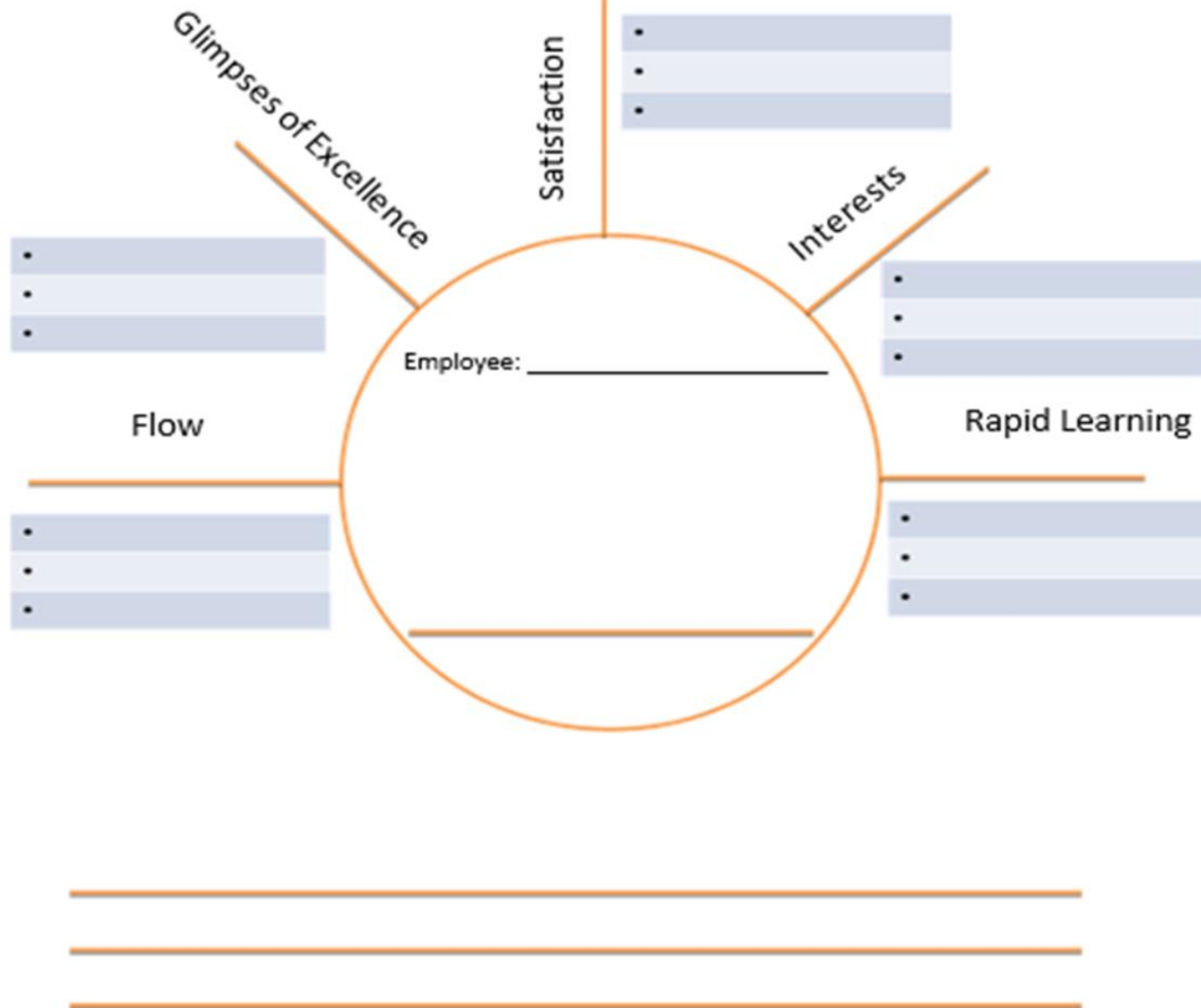
-
-
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Glimpses of Excellence

-
-
-

Employee: _____

Sunrays Tool



The Sunrays Tool is a circular diagram with a central circle and six rays extending outwards. Each ray is labeled with a concept: Satisfaction, Interests, Rapid Learning, Flow, Glimpses of Excellence, and an unlabeled ray at the top. Each ray has a corresponding list of three horizontal boxes for notes. The central circle contains the text 'Employee: _____' and a horizontal line at the bottom. Below the central circle are three horizontal lines for additional notes.

Satisfaction

-
-
-

Interests

-
-
-

Rapid Learning

-
-
-

Flow

-
-
-

Glimpses of Excellence

-
-
-

Employee: _____

Flow

What work really grabbed your attention this week?

Where or when does your knowledge and skills lead you to be “in the zone” or lose track of time?

What are you doing when time flies by?

Glimpses of Excellence

How do you come up with your best ideas?

How did you come up with that idea?

When have you felt the most valuable to the team?

Satisfaction

What are some your work/job inspirations?

What is your favorite job duty, why?

What brings you a feeling of success at work?

Interests

What do you like most about your job?

What do you like doing the best each day at work?

Where do you see yourself in your career in 5 years? 10?

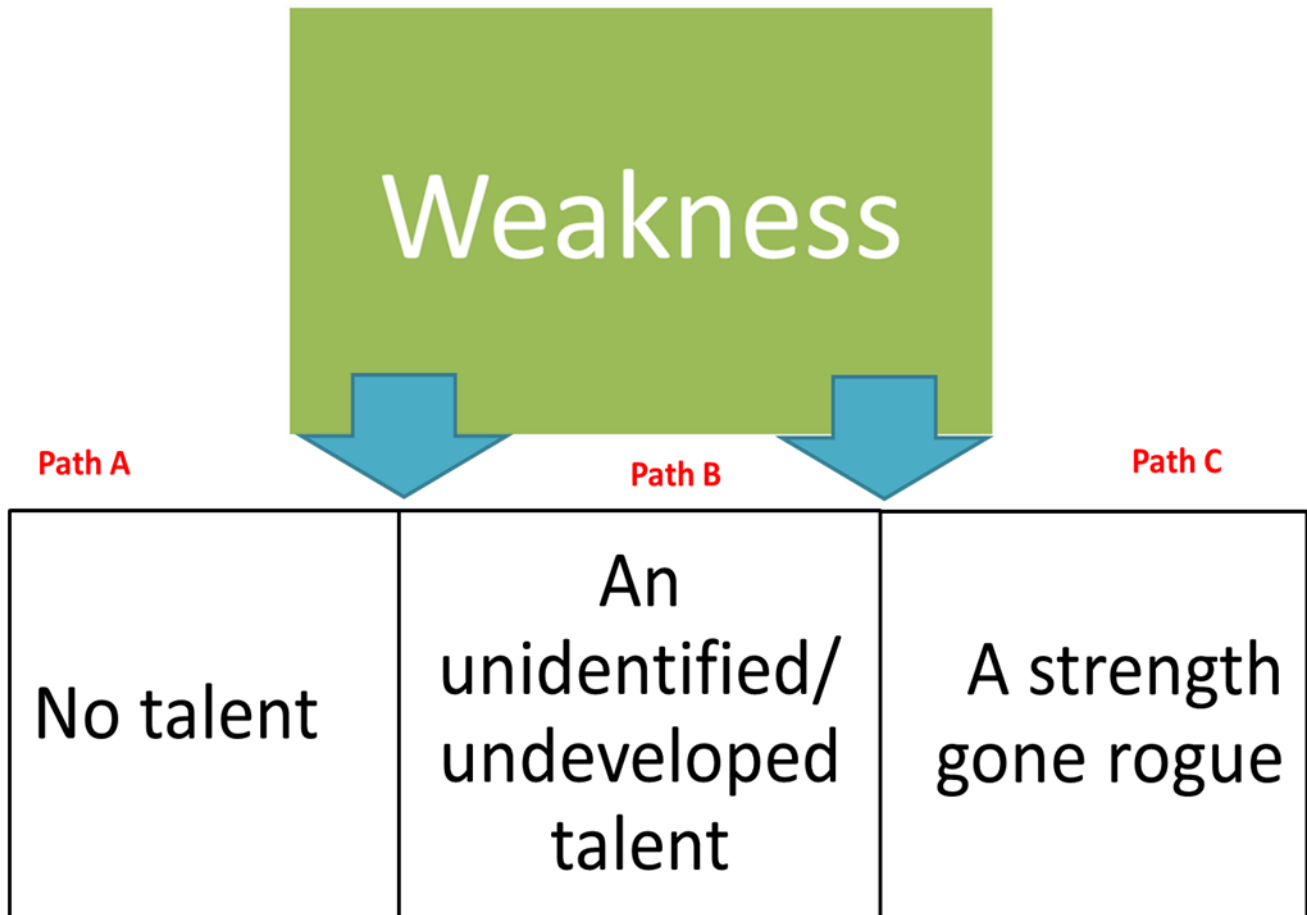
Rapid Learning

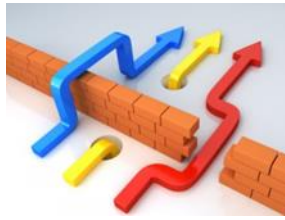
What have you learned recently at work that you picked up and mastered quickly?

What part of your job that seems like second nature?

Tell me about a time when you learned something quickly or felt like a new task came easily to you.

3. Acknowledge Weaknesses (as needed)





Supervisor's Checklist for Managing Around Weakness from a Strengths-Based Perspective

1. Is this a gap in skill or knowledge, a lack of talent, or due to environmental factors?
2. Is this weakness/gap in a major or critical job duty?
3. If so, what level of performance would be good enough to meet organizational goals?
4. What strengths can the employee draw on to improve?
5. What would need to change in how this task/job duty is done?
6. What specifically will the strategy be, to help the employee succeed?
 - Partner with other(s) who are better at this (mentor, or shift duties around)
 - Alter the process/method to allow the use of a strength
 - Improve enough to get by
 - Other?
7. Can someone else do it?
8. If none of the above is possible, is this a “deal breaker” weakness?

Deal Breaker Weakness

(Use the Progressive Corrective Action Process, or Progressive Discipline if necessary):

The Task:

- Must be done
- Must be done by this person
- Must be performed at a high level

AND

The Employee:

- Has no talent for this work
- Has tried to improve, may have improved, but cannot meet the minimum performance standard necessary for the duty after development and effort

Deal Breakers

The task:

- Must be done
- Must be done by this person
- Must be performed at a high level

AND

The employee:

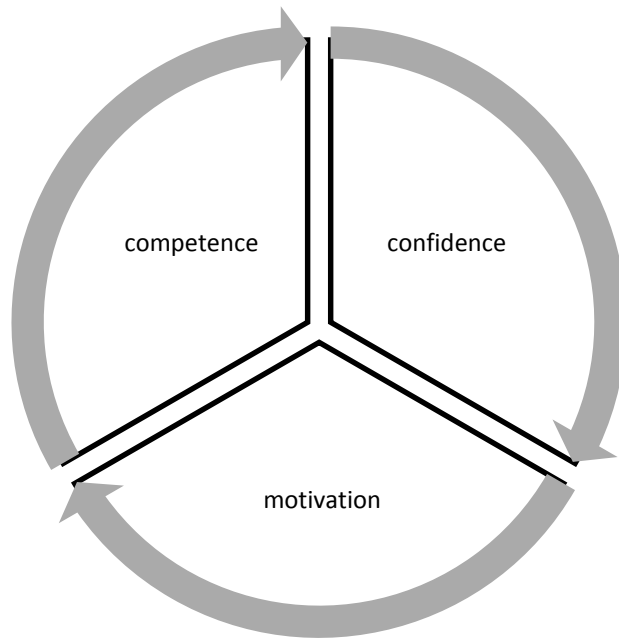
- Has not talent for this work
- Has tried to improve, may have improved, but cannot meet the minimum performance standard necessary for the duty after development and effort

Notes:

4. Determine Employee Developmental Level in Each Major Job Duty

How does an employee's developmental level impact performance?

Three Factors to Consider

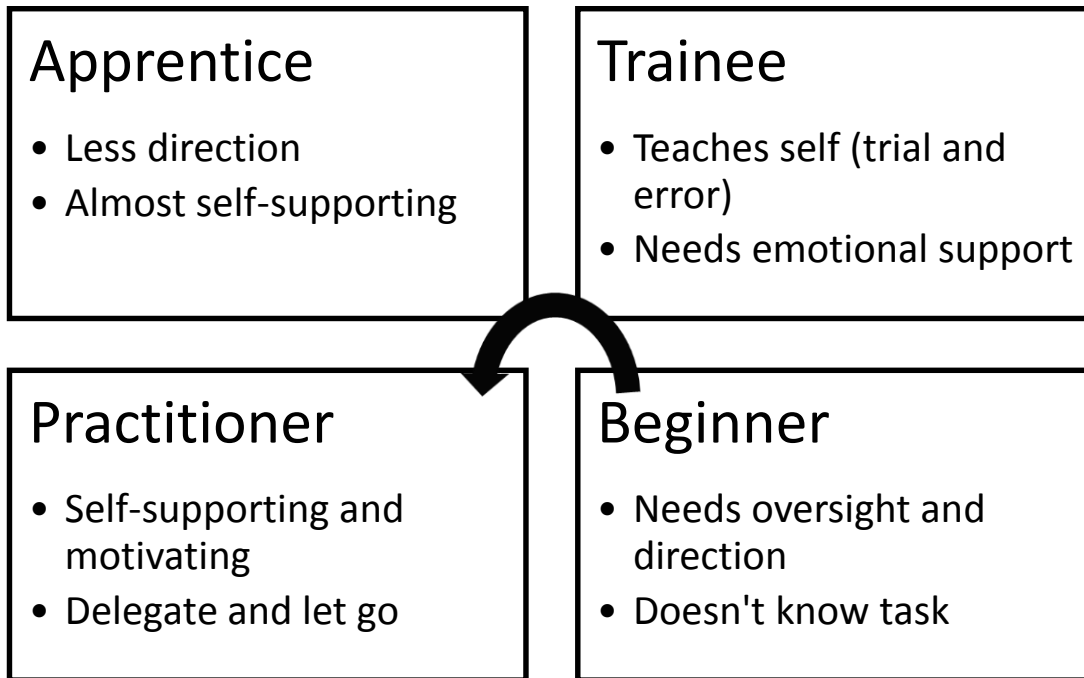


Competence

Confidence

Motivation

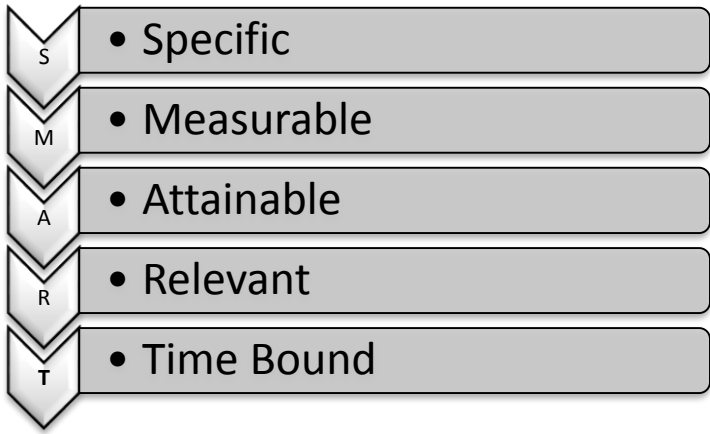
Developmental Levels



5. Determine Performance Expectations (use SMART goals)

How do you go about establishing expectations for each major job duty?

SMART Goals



Makes These Goals SMARTER!

- Incoming calls are answered within three rings
- Conduct a review of all cases at least monthly.
- Examinations are completed on time and on budget.
- Provides constructive input and analysis to team.

SMART GOAL SAMPLES

Performance Goals

Ongoing

- Provide high quality customer service resulting in a 90% customer satisfaction rating from external customers on accuracy, timeliness and courtesy measures on an ongoing basis.
- On an ongoing basis, reconcile the department financial reports by the 15th of every month with no increase in reconciliation errors.
- On an ongoing basis, dispatch 82% of high priority calls for police, fire and medical services within established timeframes.
- Resolve 90% of complaints through a collaborative process without need for formal mediation on an ongoing basis.
- Conduct education, monitoring and enforcement to ensure that 98% of agricultural and pest control businesses are in compliance with all pesticide regulatory requirements on an ongoing basis.

New Project/Performance Cycle-Specific

- Transition to a new automated case management system with minimal effects on customer service by developing a training program that ensures all staff can process 30 cases per day no later than three months after the end of the training classes.
- Reduce overtime in the department from 150 hours per month to 50 hours per month by the end of the fiscal year with no increase in incident reports.
- By 11/30/16, update the employee handbook to include a searchable intranet version that employees find easy to use and informative.
- Conduct outreach and education that reduces the amount of illegal dumping into the streets and drainage channels by ___% by June 30, 2016.

Development Goals

- By June 30, 2016, develop and apply upgraded computer skills that enable me to produce budget reconciliation reports each month in a timely and accurate fashion.
- Develop and practice my coaching skills so that my direct reports report that they feel more satisfied with their work and able to perform at a higher level and such that I achieve a 30/70 split between coaching and doing by June 30, 2016.
- By June 30, 2016, complete course work and attain a CSAC credential to enhance my skills as an effective leader as measured by feedback from my supervisor and the accomplishment of my performance plan goals.

See more at: <http://hr.smcgov.org/how-set-smart-goals-guide-supervisors-and-employees#sthash.3zrhosln.dpuf>



SMART Questionnaire

Major Job Duty:

Expectation/Goal:

Specific: What does the expectation/goal accomplish, how will it do that?

Measurable: How will you know when the expectation/goal has been reached? (multiple indicators)

Attainable: Is this possible? Have others done it? Are the necessary knowledge/skills/abilities understood or taught? Will meeting this expectation/goal challenge employee while still being achievable?

Relevant: Is this expectation/goal related to the assigned work? Is the outcome rewarding? (accomplishment)

Time-bound: What is the reasonable completion timeline for this? (be as specific as possible)

Revised Expectation (optional):

6. Meet with Employee to Provide Input and Generate Plan

- Complete Task Ranking document or Self Evaluation tools.
- Ask employee to come prepared with areas for growth and development – skills, abilities, career ambitions.

Discuss:

- Department mission, vision, values
- Perception of major job duties – use Task Ranking document
- Share performance expectations for major job duties
- Employee self identifies strengths related to major job duties and shares Self Evaluation form
- Review SMART goals

*Be consistent with employees in same job class while considering job related variables, individual differences, and developmental needs.

Ranking Performance Tasks

Directions: Please think about your particular job and list, in the space below, ten performance activities/tasks you do on a regular basis. If you cannot come up with ten, then do as many as you can. The activities should reflect what you do on a day-to-day basis. Please do not ask other colleagues or your supervisor as this is meant to be from your perspective. Once you have made the list please go back and rank each activity on a scale of 1 - 10. One is the activity most important to the division or department; two is the second most important, and so on. Please do not give more than one activity the same rating.

Job Title: _____

Performance Activities

Ranking of Importance

- | | |
|-----|-------|
| 1. | _____ |
| 2. | _____ |
| 3. | _____ |
| 4. | _____ |
| 5. | _____ |
| 6. | _____ |
| 7. | _____ |
| 8. | _____ |
| 9. | _____ |
| 10. | _____ |

Employee Self Evaluation – Sample

Employee Name:

Job Title:

What were your top five accomplishments for this review period?

Please list your top three strengths. Please provide a specific example where your strength was exemplified.

What are some areas where you could improve in your performance?

What do you enjoy most about your position? What do you enjoy least about it?

What ideas do you have for goals and/or development plans for next year? List at least three.

What can your supervisor do to help you be successful in your position?

Additional Comments:

Employee Signature: _____ Date: _____

Reflection #2: "Have Your Say"



- How might this process support you as a supervisor?
- What else might you want to incorporate?
- What is one thing you need to do to make this process work for you?

Observation and Feedback

- Deliberate
- Data Collection
- Documentation

Strength-Based Observation

Observation – collecting factual information, objectively and consistently

Observation is...

- Awareness of your assumptions
- Bring objectivity and facts
- Look for strengths



What makes great observation...

How often might it happen?

Where might it happen?

What might you be looking for?

What “tools” might you use?

How will you record your data?

How will you build a deliberate routine to collect data?

Performance Management Log - An Important Tool

Use this log to track significant events throughout the year that relate to your employee's performance. Modify this form to meet your needs and you can create and maintain the log electronically.

Employee Name: _____

Supervisor Name: _____

Date	Situation (Positive or Negative)	Outcome/Result/Action Taken

Strength-Based Feedback

Feedback – gentle art of praising or providing constructive comments used for the basis of improvement

Feedback is...

- Real Time
- Make it Personal
- Be Creative
- AIM – Look Ahead
- Strength-Based

Do's and Don'ts of Feedback

Do's

- Describe the situation:
“I’ve noticed...”
- Describe behavior:
“What I observed was...”
- Describe impact as positive or negative
- Use “I” statements

Don'ts

- Avoid extreme language:
“Always, Never, Usually”
- Undermine statement:
“I hate to say this but...”
- Use airy words:
“Good, Careless, Helpful”
- Public constructive feedback

Notes:

Feedback Scenarios

The activity will give you an opportunity to practice giving both positive and corrective feedback, in a small group setting. Each of the following scenarios is framed so you may choose either to give positive or corrective feedback. Your task is to choose two scenarios, and practice giving positive feedback in one and corrective feedback in the other.

1. You've been observing an employee who has been, or has not been, using her strengths to tackle an ongoing challenge she has had with one of her major job duties.
2. You've received an email from one of your colleagues providing you feedback that your employee has, or has not been, contributing to a statewide committee on customer services practices.
3. In a weekly report, your employee self-reports she has made progress with one of her ongoing performance goals. You agree, or disagree, based on additional information you have.
4. A customer contacts you to state that your employee was tremendously helpful, or tremendously unhelpful, in solving a problem.

Motivation

Motivation – factors that create desire and energy for people to accomplish a goal



Extrinsic Motivation –

Examples:

Intrinsic Motivation –

Examples:

Intrinsic Motivation Ideas for Engaged Employees

- Oral praise
- Representing department/division at meetings
- Choice of responsibilities or tasks
- Additional responsibilities
- Quick follow up on requests
- Letter of recommendation/praise
- Letting individual report results or project to leadership/management
- Creative expression in report/presentation
- Name on recognition bulletin board ~ employee of the month award
- Leading a meeting
- “Thank you”, thumbs up, smile, pat on back
- Personal phone call or note from supervisor/manager/leadership
- Flexibility with work schedule
- First choice in training
- Providing decision making capabilities for things impacting workload: schedule, organization, plans
- Positive memo to leadership/management on performance, employee CC’d in
- Helping you with completion of some of your duties
- Special work group/assignment
- Exception to an informal policy
- Leading a team, workgroup
- Challenge to develop a new process, system, idea to solve an ongoing issue
- Less supervisory oversight—more autonomy
- Acknowledgement of hard work, new idea, problem solved, contributions etc.
- Explain what value the employee brings to a team, idea, division, etc.

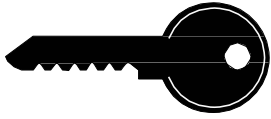
Appraisal

Types of Appraisals

- End of Probation
- Annual
- Special
- Progressive Corrective Action

Annual Evaluation Strategies

- Preparing employee for the session – checklist
- Starting the session
- Ending the session
- Seeing things differently or anticipating pushback
- Anticipating a difficult conversation
- Answering the 7 questions



KEY STEPS - Performance Review

STEP 1 Performance review conference must be held within 45 days of the employee's anniversary date.

STEP 2 Complete Performance Evaluation Report

- Review all documentation collected on employee since his/her last review.
- Write supervisor comments.
- Record the overall performance rating.
- Confirm that this rating is consistent with supervisor comments.
- You must consult your personnel officer when the overall rating is unsatisfactory and follow the contractual process for progressive corrective action.

STEP 3 Forward the Report for Review

- Forward completed form to the reviewer who: (1) ensures that the rater has properly completed the form; (2) reviews rater's comments and overall rating; and (3) enters reviewer's comments, signs the form and forwards to appointing authority.
- Forward completed form to appointing authority who reviews and signs the form and returns it to rater.

STEP 4 Prepare for Performance Review Conference

- Provide employee with a copy of finalized evaluation to review (optional).
- Encourage employee to prepare for the conference by reviewing his/her performance since the last review and gathering any pertinent information.

STEP 5 Hold Performance Review Conference with the Employee

- Review the major job duties and performance expectations.
- Have the employee summarize his or her self-assessment.
- Probe and clarify reasons for success and/or failure.
- Share observations and documentation.
- Recognize where expectations are met or exceeded.
- Provide a rationale of the overall evaluation.
- Seek input and reaction from the employee.

KEY STEPS - Performance Review (Continued)

- Identify areas of agreement and disagreement.
 - 9 Try to reach consensus.
 - 9 Allow employee to vent emotions.

STEP 6 Discuss Performance Improvement (optional)

- Determine the form and amount of improvement needed.
- Use a "problem-solving" approach.
- Establish specific improvement needs and actions.

STEP 7 Discuss Employee Development (optional)

- Have the employee conduct a self-assessment of their present skills and career ambitions.
- Identify options for development.

STEP 8 Discuss Performance Planning for the Next Review Cycle

- Conduct the performance planning discussion or schedule a meeting to conduct it later.
- Where appropriate, reaffirm existing major job duties and performance expectations.
- Where appropriate, revise or develop new major job duties and performance expectations, with consideration of the impact of such changes on the employee's job classification and on the work unit in general.
- Enter performance plan for next rating period onto new Performance Evaluation Report.

STEP 9 Employee Response

- Give the employee time (after the review conference) to complete the "Employee Comments" subsection of the form.
- Obtain employee signature. Inform employee that signature does not indicate their agreement or disagreement with the evaluation.

PERFORMANCE EVALUATION REPORT

DOCUMENT A - Evaluation Summary

Employee: <u>Alex Doe</u> Department: _____ Position Title: <u>Employee</u> Evaluation Period From: <u>1/3/2014-1/3/2015</u> Performance Review Conference held on: <u>1/4/2015</u>	Type of Evaluation: <input type="checkbox"/> Original Probation <input type="checkbox"/> Annual <input checked="" type="checkbox"/> Promotion <input type="checkbox"/> Special <input type="checkbox"/> Warning <input type="checkbox"/> Separation
---	---

OVERALL PERFORMANCE DURING THE EVALUATION PERIOD IS RATED AS: (Check one)	
<input type="checkbox"/> OUTSTANDING	The employee's overall performance significantly and consistently surpasses all performance standards established for the position. This evaluation recognizes an employee's sustained excellence and accomplishments which are substantially above usual expectations.
<input type="checkbox"/> EXCELLENT	The employee's overall performance in all areas frequently exceeds the performance standards established for the position. This evaluation recognizes an employee's consistent effectiveness and accomplishments which are above usual expectations.
<input type="checkbox"/> SATISFACTORY	The employee's overall performance consistently meets the performance standards established for the position and regularly achieves expected results. An employee at this achievement level meets usual expectations and performs tasks in a timely and acceptable manner.
<input type="checkbox"/> UNSATISFACTORY	The employee's overall performance inconsistently meets the performance standards established for the position and indicates that significant tasks are not completed in the time or manner expected. Performance is below the minimum acceptable level for the position. Correction of performance deficiencies is necessary for continued employment.

Name of Supervisor: <u>Sam Smith</u> Title: Supervisor	Signature: _____ Date: _____
Name of Reviewer: _____ Title: _____	Signature: _____ Date: _____
Appointing Authority: <u>Pat Lead</u> Title: Deputy Commissioner	Signature: _____ Date: _____
Employee: <u>Alex Doe</u> Title: Employee	Signature: _____ Date: _____

To the Employee: Signature only indicates receipt of the evaluation.

AA-PER-6C (Revised May 1997)

STATE of VERMONT

Department of Personnel

SUMMARY OF MAJOR JOB DUTIES WITH PERFORMANCE EXPECTATIONS

(Even though they need not be listed below, employees are also expected to adhere to general performance expectations applicable to all employees, such as, but not limited to: reporting for work on time, following work rules & procedures, maintaining effective working relationships with public and co-workers, etc. These general performance expectations can be used in determining the employee's final rating.)

Major Job Duties/Performance Expectations:

During the last planning period, we discussed areas we wanted to focus on. Listed below are those areas, as well as expectations for what success looks like.

1. Collect and analyze data:
 - a. Ensure the field staff enter data timely to release monthly results by the 15th of the following month. Work with Director to adjust or enforce schedule as needed.
 - b. Release monthly results to staff by 15th of following month.
 - c. Annually, obtain data from key sources for comparison. Include other regions of Vermont, New England states, and at least two other states with similar demographic or other relevant features. Use to compare, contrast, analyze.
 - d. Generate projections based on all data. Work with Director and other key staff to generate strategic recommendations.
2. Prepare annual report for external publication:
 - a. Present draft to Director at least six weeks prior to annual report deadline.
 - b. Present final draft to Director at least two weeks prior to deadline.
 - c. Have presentation resources ready within one week after report deadline.
3. Present annual report to agency executives and stakeholders:
 - a. Prepare and present 15-30 minute professional, persuasive presentations as required, to generate understand of and buy-in to findings and recommendations.
 - b. Represent the department and agency's interests relating to recommendations and outcomes with leadership, legislature and external stakeholders as requested by Director.
4. Provide customer and technical assistance by phone or in person.
 - a. Answer phone calls and assist customers through technical issues.
 - b. Provide 1:1 and small group technical assistance to customers.
5. Take initiative and action in improving general skills and knowledge.
 - a. Research ways to improve knowledge concerning presentation skills.
 - b. Practice presentations when appropriate, partnering with other staff as needed.
6. Promote cooperation, communication and cohesion with team.
 - a. Develop an organization presentation to share your best organizational practices.
 - b. Provide input and work in a team atmosphere to accomplish the mission of the organization.
 - c. Organize meetings as necessary to share ideas for improvements.

DOCUMENT B - Performance Comments

Employee:

Alex Doe

Evaluation Period

From: Department:

SUPERVISOR COMMENTS

1. You are great at getting staff to enter on time. Personal touch is very persuasive. The one time you had difficulty with a field person, you worked with me and we were able to improve the outcome. You are always punctual with reports, and field staff appreciate it.
2. You are an excellent writer. I try, but rarely even catch a typo. You have been very timely and give me time to review without rush. This is evident by you getting me the final draft of the annual report two weeks in advance.
3. Your presentation documents are always professional. PowerPoints could be livened up with additional color, and perhaps fewer words per slide. The materials for presentation are excellent. Your presentation style does not achieve the desired persuasive result. Your presentations lack volume, eye contact, and fluid speaking style. We'll be setting goals for improvement in this area, as it is essential to the mission of our organization.
4. You have excelled in this area throughout the year. You have had numerous 1:1 interactions, and have on more than 1 occasion gone out to assist customers/clients with issues they were having.
5. You reported having done some internet research on presentation skills, which is a good start. You have not yet partnered or practiced your presentations with me or others on staff. This is related to #3 above, so we will establish clear goals designed to help you succeed in the next review period.
6. I'm so impressed with your ability to cajole your colleagues into providing you information and working with you on results. You're also a good communicator in our team meetings.

You regularly go the extra mile in finding comparative data and using it meaningfully. You have found some very interesting trends by seeing what's been happening in Maine. You are great at knowing when to invite additional layers for strategic analysis. You were right to call the special meeting last November when you noticed the trends had shifted inexplicably.

PERFORMANCE EXPECTATIONS FOR NEXT EVALUATION PERIOD

(Identify any changes or additions to employee's job duties or performance expectations for the next rating period.)

1. Prepare and present information based on your work, at least three monthly team meetings. One is to be a briefing for team staff on how you go about your analytical process, and how they can participate.
2. Improve volume, eye contact and verbal presentation skills for next year's round of annual report presentations.
3. Prepare Peter to partner/co-present with you when possible, by involving him in the collection and analysis phase.

REVIEWER COMMENTS

APPOINTING AUTHORITY COMMENTS

EMPLOYEE COMMENTS

7 Questions an Employee Wants Answered in a Performance Review



1. How am I doing?
2. What can I do to be even more effective?
3. Is there anything I'm on shaky ground about that we need to address?
4. What will be expected of me before the next review?
5. How will my work be evaluated during that time?
6. How do my goals fit into the future of this organization?
7. What kind of help or attention can I expect from my supervisor?

Performance Management Checklist for Supervisors

The following checklist is designed to guide the supervisor in preparing and conducting an employee performance evaluation meeting. If you need assistance, please feel free to contact your Human Resources Manager.

General Preparation:

- ✓ I have reviewed the employee's job description and have an understanding of what is expected in terms of job performance for this employee.
- ✓ I have observed this employee's performance throughout the year. I have reviewed my supervisory notes, e-mails, documentation and taken into consideration any feedback I've received about the employee during the year and have thought about his/her general accomplishments.
- ✓ I have identified the employee's strengths and areas in need of improvement.
- ✓ I have thought about the employee's skills, work experience and training.
- ✓ I have identified goals and development plans for the employee for the next review period.
- ✓ I have given the employee a few days' advance notice of the meeting so he/she can prepare and complete an employee self-evaluation. I will review and consider this information when conducting the evaluation meeting.
- ✓ I have set aside a private area to meet. I have an uninterrupted block of time so I can have a full discussion with the employee about his/her performance.
- ✓ I have planned the key points I want to cover with the employee and I have anticipated the impact of the discussion on the employee.

Conducting the Performance Evaluation Meeting:

- ✓ I plan to begin the meeting by creating a sincere, open and friendly atmosphere. This includes stating the purpose of the meeting, letting the employee know this should be a joint discussion about performance and goal setting.
- ✓ When discussing the employee's performance, I plan to discuss the employee's strengths, accomplishments, areas of improvement, goals for next year and development plans. I will be prepared with specific examples. I will use open-ended questions to promote thought, understanding and discussion. I will utilize good listening skills, praise and constructive feedback.

- ✓ I will encourage the employee to provide feedback on goals and a development plan for next year. I will work with the employee to set realistic timeframes and outcomes.

Closing the Meeting:

- ✓ I will summarize what has been discussed, show enthusiasm for plans that have been made for the future, and attempt to end the conversation on a positive note.

Follow-up and Personal Reflection about the Meeting:

- ✓ I will provide a copy of the evaluation to the employee when it is finalized with his/her signature.
- ✓ I will send the original evaluation or a copy to Human Resources for processing.
- ✓ If the employee strongly disagrees with the evaluation, I will contact my supervisor or Sr. HR Manager for assistance.
- ✓ I will think about what I learned new about the employee and any feedback the employee provided to me about how I can help him/her be more successful in their position.
- ✓ I will consider how well I did on the following:
 - Did I make the employee feel comfortable?
 - Establish rapport through eye contact, a friendly greeting and small talk?
 - State the purpose of the meeting?
 - Ask for the employee's opinion about his/her performance?
 - Did I let the employee do most of the talking?
 - Give examples and praise?
 - Discuss areas of improvement?
 - Discuss goals and development plans?

Review: Strength-Based Supervision

Phase 1: Planning

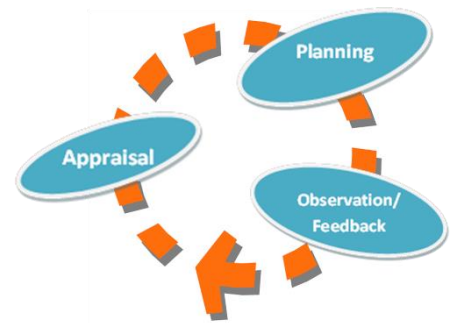
- Job Duties
- Expectations
- Strengths
- Weaknesses
- Development Level
- Supervisory Style
- Plan

Phase 2: Observation and Feedback

- Plan
- Motivation
- Individualized
- Future focused

Phase 3: Appraisal

- Preparation
- Participation
- Step by step
- On time
- Future focused
- Development focused



Reflection #3: Strength-Based Approach Closure
--



- What has been the most important concept, activity, ah-ha that you have had over the first 2 days?
- What will be a concrete action step you will take?

Homework

During the next week:

- Finish Employee Case Study

- Consider what you know and have experienced working with the labor contracts:
 - What do you want to learn?

 - What is one question you have around a performance or misconduct issue/concern?

ACRONYMS

Day Three

LABOR RELATIONS:

INTRODUCTION TO CONTRACT PRINCIPLES



Original Probation and Evaluation Quiz

Please try not to refer to your training materials while answering the following questions.

1. Does an extension to an employee's original probationary period require approval?
2. As a supervisor, would you be required to gain approval when contemplating the termination of an employee who is in an original probationary period?
3. When is an employee's completion-of-probation performance review due?
4. When is an employee's annual evaluation due?
5. When can a special evaluation be given?

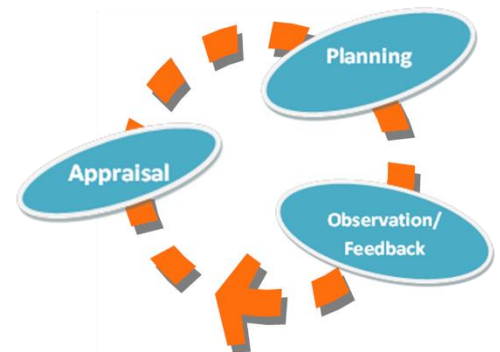
Details for the Day Three Handbook

For Day Three, we have provided a list for Acronyms on page 37. We invite you to write down acronyms and the full definition here.

You will also find the Coaching Parking Lot on page 38. This is for you to make notes throughout the course for questions, ideas or other things you would like to discuss during your coaching session.

Review of Day Two

Strength-Based Performance Management



Employee Development Case Study

Engagement and the Boat Video

- Engaged
- Disengaged
- Actively Disengaged

Objectives for Day Three

As a result of this training, participants will be able to:

- Recognize the Contract Principles and the Labor Relations environment
- Define the difference between performance and misconduct, as well as what the process looks like
- Understand the grievance process and the supervisor's role in it, while providing a foundation of knowledge and ability to distinguish a situation requiring notification to and/or assistance from your Human Resources Representative

Ultimately, our goal is to demystify everything we talk to you about today.

Reflection #1: What do you need?



What do you need to learn today about legal and labor relations?

Labor Relations Documents and Background

Relevant Documents

Relevant State of Vermont Policies and Collective Bargaining Agreement Articles (“CBA”):

- **State of Vermont, Policies**
 - 3.3 - Discrimination Complaints
 - 5.6 - Employee Conduct
 - 8.0 - Disciplinary Action and Corrective Action
 - 8.1 - Due Process Requirements (Loudermill Process)
 - 17.0 - Employment Related Investigations
- **From the Non-Management CBA**
 - Article 2 – Management Rights
 - Article 12 – Performance Evaluation
 - Article 14 – Disciplinary Action
 - Article 15 – Grievance Procedure

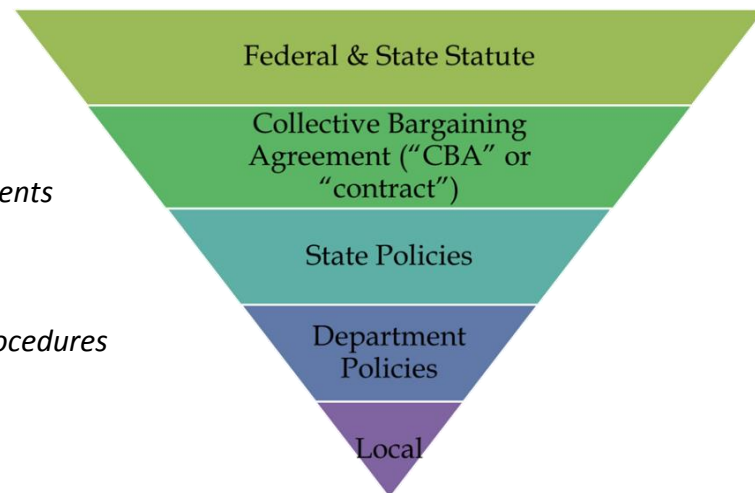
- Article 17 – Agency, Department and Institution Work Rules

Notes:

Hierarchy of the Labor Relations Environment

Order of hierarchy – (nothing at a lower level can provide less of a benefit than a higher level provides):

- *Federal and State Statute*
- *Collective Bargaining Agreements ("CBA") ("Contract")*
- *State Policies*
- *Departmental Policies and Procedures*
- *Local Procedure*



Labor Relations Environment

Department of Human Resources

- Administers the Contracts between the State of Vermont, the Vermont State Employees Association (VSEA) and Vermont Troopers Association, Inc. (VTA) while ensuring compliance with Department of Human Resources policies and procedures and all Federal and State employment rules and regulations.
- Sets policies that guide agencies and departments in carrying out the work of Vermont State Government and support the accomplishment of their missions.
- Provide support and guidance to Human Resources Representative, Field Operations Teams.

Bargaining Agents (Unions)

- The **State of Vermont**
- The **Vermont State Employees' Association, Inc. (VSEA)** is the exclusive bargaining agent for employees of the Executive, Judiciary, Defender General, the Vermont Housing Authority, and portions of the Vermont State Colleges.
- The **Vermont Troopers' Association (VTA)** is the exclusive bargaining agent for employees of the Vermont State Police at the rank of Sergeant and below.
- The Executive Branch unionized State workforce is divided into four bargaining units:
 - Non-Management
 - Supervisory (including State Police Lieutenants)
 - Corrections
 - State Police

Notes:

Purpose of the Labor Contracts

- The law requires collective bargaining for wages, benefits, expenses, working conditions, overtime, leave, grievances.
- Defines the legitimate rights of management and employees.
- Defines our operating parameters.
- Has the force and effect of law.

Department of Human Resources: Field Operations

- The Field Operations Division serves as the front-line human resources support and services to the employees of most agencies and departments throughout State Government.
- This Division also provides initial and primary contact for employees, supervisors and senior managers who require guidance on human resources matters.
- The Field Operations Division works closely with other Divisions of the Department of Human Resources, whether through seeking subject matter expert guidance, or through disseminating regular communications and/or implementing new initiatives.
- Your HR Representative can be located on the DHR website
http://humanresources.vermont.gov/contact_us/hr_representative_locator

Supervisor Rights and Responsibilities

VLRB Definition of a Supervisor

An employee determined by the VLRB as having authority in the interest of the employer to hire, transfer, suspend, lay off, recall, promote, discharge, assign, reward, or discipline other employees or 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.

Supervisor Responsibilities

- Manage daily activities of assigned staff.
- Familiarity with the applicable Contract.
- Refer to the Contract, Personnel Policies & Procedures.
- Know when to contact your Human Resources Representative with questions.
 - Always contact your Human Resources Representative whenever you believe you have a performance or misconduct issue with an employee.

Lead by good example

Notes:

Management Rights and Expectations

- Supervisors act, as assigned, on behalf of management in performing some or all of these duties
- Approve or deny leave
- Provide supervisory feedback
- Manage performance
- Manage and direct the workforce
- Take disciplinary action

Reflection #2: What do you want to remember?



What is important for you to remember....

- Hierarchy of Labor Relations Environment?
- Contracts?
- Supervisors' Rights and Responsibilities?

Labor Relations Environment Quiz

Please try not to refer to your training materials while answering the following questions.

1. List the five (5) references from the Labor Relations Hierarchy. If possible, list them in order.
2. Who bargains the collective bargaining agreements for the State of Vermont?
3. List the names of the collective bargaining agreements that are associated with the Executive Branch?
4. How many Bargaining Agents are there?
5. Who is excluded from the collective bargaining agreements?
6. Name as many of your HR Representatives as you are able for your Department or Agency.
7. List at least two (2) of the rights and expectations of a supervisor.
8. What is the name of the State Law that governs the legitimate rights of both state employees and the State of Vermont in their relations with each other?

Bonus question:

1. When was the State Law (question #8) enacted?

Notes:

Progressive Corrective Action and Progressive Discipline

Employee Rights

- Weingarten “plus”: Right to representation in a union setting.
- Loudermill: A pre-termination hearing.
- Garrity: Protect public employees from being compelled to incriminate themselves during investigatory interviews conducted by their employers.

Notice of Right of Representation

- Contract requires it
- When to give notice:
 - Whenever an employee is required (by a supervisor or management) to provide oral or written statements which may lead to their discipline
 - Whenever an employee is called to a meeting to impose discipline
 - When presenting an employee with an unsatisfactory evaluation and imposing a prescriptive period of remediation (PPR), warning period or dismissal
- What does the communication process look like?
 - Template letters are used to ensure correct language is included
 - *Notice of Investigation* (bargained)
 - Loudermill
 - Unsatisfactory Evaluations
 - Disciplinary Action
- The employee can choose to be represented by their respective Union, hire outside counsel or decline representation.
- Reminder that management has the authority to decide the type of meeting they will have with employees but be aware that circumstances may change during the meeting.
- Notice is **NOT** required
 - For Supervisory feedback
 - If the supervisor or manager does not reasonably believe the circumstances may lead to discipline
 - If the employee is only a witness to the alleged wrongdoing and is not suspected of any misbehavior

Notes:

Just Cause

“Just cause” is the primary standard against which all discipline will be judged. It contains two distinct elements.

Notice

Reasonableness

Just Cause Notice

- May not be disciplined unless they had notice that their conduct was prohibited by the employer
 - Notice may be expressed or implied
 - Prohibited conduct by rule, training, directive, policies and procedures and/or contract
- Absent a written document a reasonable employee would understand such conduct is prohibited. Examples:
 - Dishonesty
 - Violence in the workplace
 - Theft
 - Sleeping on the job
 - Child pornography
 - Off duty conduct if a nexus to job

Just Cause Reasonableness

- ➡ Employer acted reasonably in the administration of the discipline or corrective action.
- ➡ Reasonable to discipline an employee because of certain conduct.

Notes:

Timeliness of Corrective Action or Discipline

- Act promptly to impose corrective action or discipline within the contractually mandated or reasonable time of the offense or knowledge of the offense
- Take into account individual circumstances
- State policies regarding particular subjects provide specific time frame for taking certain actions
- Appointing Authorities must be reasonably diligent in conducting investigations and taking disciplinary action

Uniformity and Consistency of Discipline

- State will apply corrective action or discipline with a view toward uniformity and consistency
- Take into consideration what action was taken against other employees in similar circumstances
- Utilize the support from your HR Representative for making such decisions.

Reflection #3: How would you explain...?



How would you explain these concepts to others?

- Right of Representation
- Just Cause

Notes:

Performance Cases vs. Misconduct Cases

Contract provides for different procedures to be followed

Performance → “progressive corrective action”

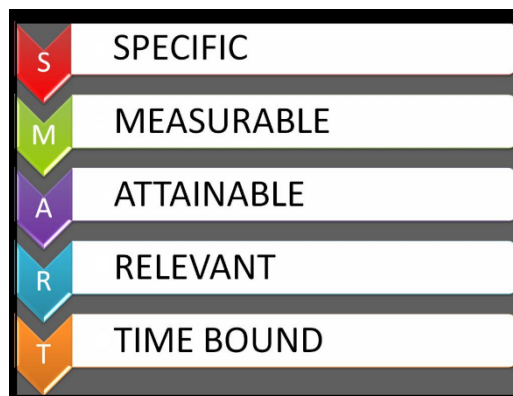
Misconduct → “progressive discipline”

Performance Issues

- Lack of ability (satisfaction of employer)
- Shortcoming of judgment (satisfaction of employer)
- Employee falls short of performance expectations

Corrective Action Process

Performance Expectations:



1. Fair opportunity to improve
2. Review progress
3. Review by management & HR

Notes:

Order of Progressive Corrective Action

1. Notice of performance deficiency and notice that deficiencies may lead to negative rating (oral or written Supervisory Feedback)
2. Reasonable Time to improve
3. Talk to HR Representative
4. Notice of right to representation prior to unsatisfactory evaluation
5. Time to get a representative
6. Unsatisfactory evaluation (special or annual)
7. Prescriptive Period of Remediation (PPR) (3 – 6 months, or more)
Needs to be specific, with areas for improvement, measures for improvement, the role the supervisor will play. All other areas of performance must remain strong during this period.
8. The result of the PPR can be any of the following:
 - a. The employee becomes satisfactory during the PPR and a satisfactory evaluation is provided, OR
 - b. The PPR is extended (after following steps 4 and 5 above), AND/OR
 - c. The employee becomes satisfactory during the extended PPR and a satisfactory evaluation is provided, OR
 - d. The employee is still unsatisfactory at the end of the PPR (either during an extension or not) and they are placed in a warning period (30 days – 3 months – after following steps 4 and 5 above).
9. IF the employee is placed in the Warning Period, the result of the Warning Period can be any of the following:
 - a. The employee becomes satisfactory during the Warning Period and a satisfactory evaluation is provided, OR
 - b. The Warning Period is extended (after following steps 4 and 5 above), AND/OR
 - c. The employee becomes satisfactory during the extended Warning Period and a satisfactory evaluation is provided, OR
 - d. The employee is still unsatisfactory at the end of the Warning Period (either during an extension or not).
10. If the employee is still deemed unsatisfactory, pre-termination (Loudermill - (after following steps 4 and 5 above)
11. Dismissal likely

Notes:

Misconduct Definition

Misconduct: when an employee has not complied with the rules of the workplace

Misconduct: Examples

- Has not complied with rules of the workplace
- Actions need not have been intentional violation of a rule
- Negligence in the workplace
- Failure to act as a reasonably prudent person would to carry out the job
- Indifferent in carrying out job duties
- Indifferent to or does not satisfy important work deadlines
- Absenteeism and tardiness are generally considered misconduct

The Purpose of the Progressive Discipline Process

- Fair, reasonable, and impartial
- Correct actions rather than to punish
- Consider the nature and severity of the offense
- Responsibility of each supervisor, HR Representative, appointing authority to evaluate the circumstances and facts objectively

Order of Progressive Discipline

- Oral reprimand
- Written reprimand
- Suspension without pay
- Disciplinary demotion
 - *May be used as an alternative form of discipline*
- Dismissal

Notes:

Gross Misconduct

- Gross neglect of duty
- Most serious incidents
- Refusal to obey lawful and reasonable orders given by a supervisor (insubordination)
- Conviction of a felony
- Conduct which places in jeopardy the life or health of co-workers or of a person under the employee's care

Reflection #4: Performance vs. Misconduct



What is important for you to remember about performance vs. misconduct?

Why?

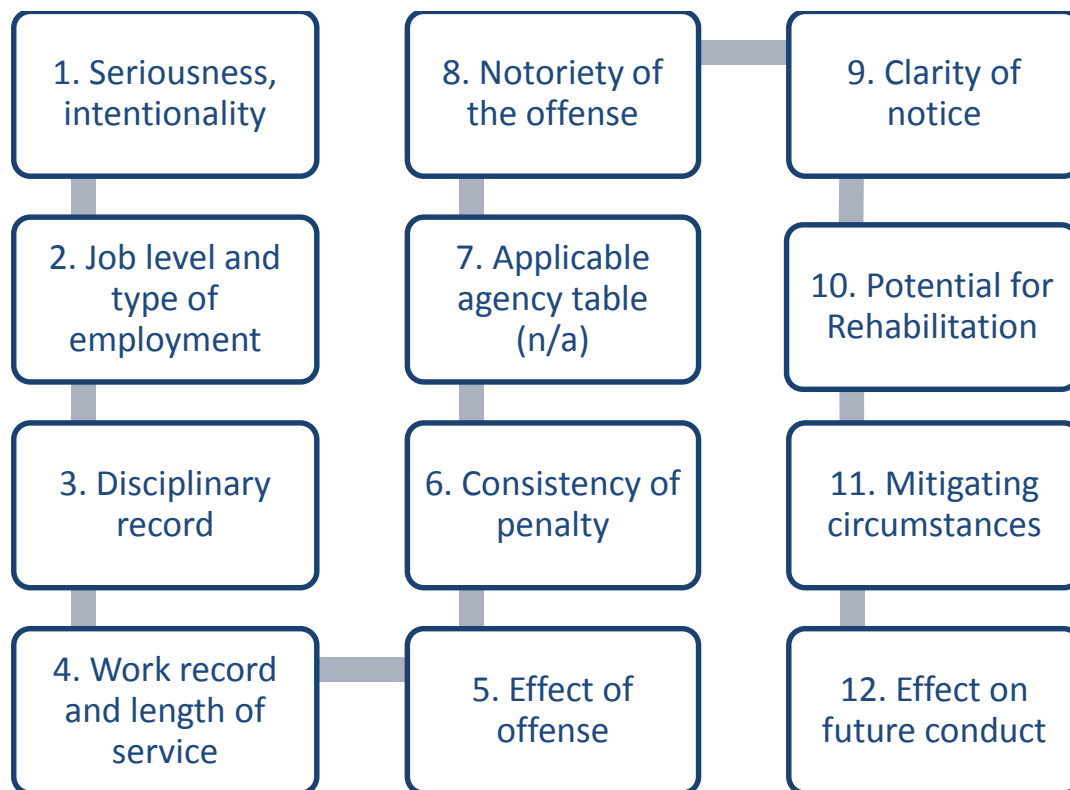
Notes:

The Twelve Factors (Coleran and Britt)

- Refer to the personnel policies and procedures number 8
- Under case law, each disciplinary action is considered in the context of the twelve factors
- Relevant to evaluating the appropriateness of a penalty
- Supervisors should review the twelve factors before imposing disciplinary action

The Twelve Factors

Under the case law, each disciplinary action is considered in the context of twelve factors which are typically relevant to evaluating the appropriateness of a penalty. Since such factors will be used to evaluate the propriety of an action which is the subject of a grievance, it is **helpful for the employer to take them into consideration** before a disciplinary action is imposed. Such factors duplicate some issues already discussed, but can serve as a reminder of matters which should be considered.



Case Scenario

- Table groups
- Pick a spokesperson and scribe
- Be ready to report results

THE TWELVE FACTORS – Personnel Policy Section 8, Disciplinary Action

Under the case law, each disciplinary action is considered in the context of twelve factors which are typically relevant to evaluating the appropriateness of a penalty. Since such factors will be used to evaluate the propriety of an action which is the subject of a grievance, it is helpful for the employer to take them into consideration before a disciplinary action is imposed. Such factors duplicate some issues already discussed, but can serve as a reminder of matters which should be considered.

1. The nature and seriousness of the offense, and its relation to the employee's duties, position and responsibilities, including whether the offense was intentional or technical or inadvertent, or was committed maliciously or for gain, or was frequently repeated.
2. The employee's job level and type of employment including supervisory or fiduciary role, contacts with the public and prominence of the position.
3. The employee's past disciplinary record.
4. The employee's past work record, including length of service, performance on the job, ability to get along with fellow workers, and dependability.
5. The effect of the offense upon the employee's ability to perform at a satisfactory level and its effect upon supervisors' confidence in the employee's ability to perform assigned duties.
6. Consistency of the penalty with those imposed upon other employees for the same or similar offenses.
7. Consistency of the penalty with any applicable agency table of penalties. (The State does not currently use any form of table of penalties.)
8. The notoriety of the offense or its impact upon the reputation of the agency.
9. The clarity with which the employee was on notice of any rules that were violated in committing the offense, or had been warned about the conduct in question.
10. Potential for the employee's rehabilitation.
11. Mitigating circumstances surrounding the offense such as unusual job tensions, personality problems, mental impairment, harassment, or bad faith, malice or provocation on the part of others involved in the matter.
12. The adequacy and effectiveness of alternative sanctions to deter such conduct in the future by the employee or others.

Directions: Please read the case scenario below and as a group (at your table), please answer the 12 factors to the best of your ability (with the information provided) and then determine whether or not there was just cause for the imposed discipline. Do you agree with the discipline? If not, what discipline would you have imposed and why?

Case Scenario:

An employee filed a grievance contending that he was dismissed without just cause from his position as a correctional officer. The employee had been employed for three years prior to his dismissal. He received satisfactory performance evaluations throughout his employment. Prior to his dismissal, he had received one disciplinary action during his tenure. He was suspended for 30 days the year preceding his dismissal due to off-duty conduct.

The employer charged the employee with violating facility procedures in connection with the escape of two inmates by:

- 1) Failing to conduct 60-minute security checks in his assigned unit and failing to observe each inmate in his unit every 30 minutes, 2) failing to conduct headcounts in his unit according to facility headcount procedures, and 3) failing to secure all inmates in their cells and conduct a formal headcount after the discovery of an escape.

The evidence established that the employee failed to properly conduct security checks every half hour in his unit as required by procedures. He failed to notice the absence of one of the escaped inmates for three hours, and failed to discover the absence of the other escaped inmate for seven hours. The employer also established that the employee violated facility headcount procedures by counting one of the escaped inmates as present although he had not actually seen him, and by not conducting a formal headcount after the escape.

A correctional officer, who came into work on the next shift, with seven months' experience (successfully completed probation) was given a 5-day suspension for initially failing to detect the absence of one of the inmates. The officer caught his error immediately after conducting his first formal headcount after the escape. The officer was responsible for three times as many inmates as the employee at the time of the escapes. No other employees were disciplined as a result of the escapes. The evidence indicates that other employees were following proper procedures.

Weaknesses in facility procedures contributed to the escapes and/or their delayed detection. Two investigators who investigated the escapes for the Employer found facility procedures to be inadequate and recommended changes. The escapes of the two inmates were reported by the media.

Notes:

Reflection #5: Insights from 12 Factors



What insights did you have from the 12 Factors case study?

Notes:

Grievance Process

Method of resolving differences as quickly as possible and at the lowest possible level.

Examples of Common Grievances

Types of Grievances:

- Personal – Misconduct, performance evaluation
- Contract – Pay, contract interpretations, violation of contract
- Institutional – Rights of one party violated under the contract (Ex: State refused to provide list of employees to VSEA)

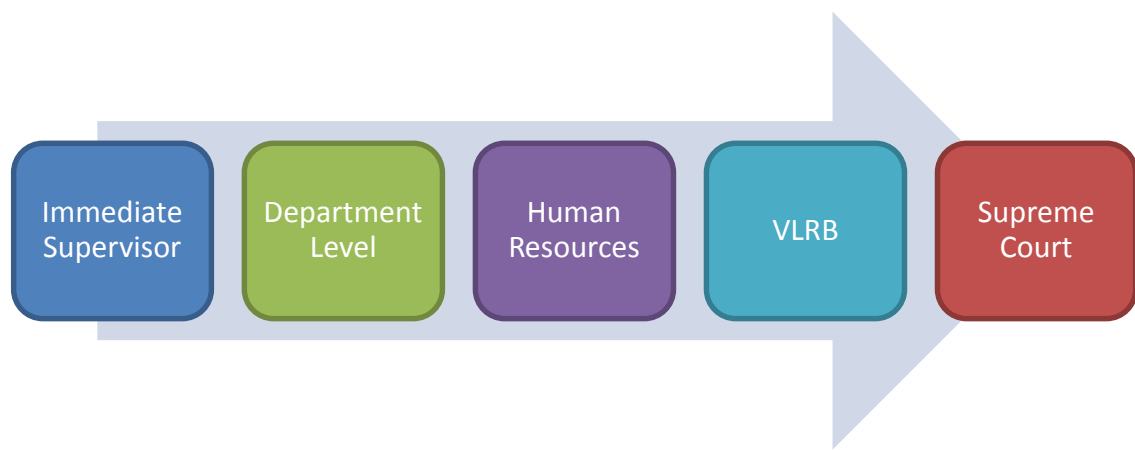
Grievance Meeting

Introductions	• Hearing officer lays out ground rules
VSEA / VTA Present their case	• Expresses their positions, facts, and arguments
Department / Representative Present their case	• Expresses their positions, facts and arguments
Questions and comments	• Parties have the opportunity to ask questions, refute arguments and present additional information.
Meeting Adjourned	• The hearing officer ensures everyone is done presenting and all questions are answered.

Grievance Procedure

Purpose:

Method of resolving differences as quickly as possible and at the lowest possible level.



Notes:

Notes:

Grievance Procedure

Step I: Immediate Supervisor (Not required. May start with Step 2.)

- Complaint (verbal or informally written): Must be filed within 15 working days of occurrence with immediate supervisor or at Step II as a grievance within the same 15-day period.
- Immediate supervisor may elect not to meet and must notify the employee of that decision within two working days of receipt of the complaint.
- If supervisor agrees to meet, the issue is discussed informally with the employee, supervisor, and the employee's representative.

Step II: Department Level

- Written, with specific information
- Filed
 - directly to the Department within 15 working days of the event which gave rise to the grievance; or
 - within ten working days of receipt of notice that the immediate supervisor elected not to meet; or
 - within ten working days after receipt of the Step 1 decision, but in no event later than 30 working days from when the employee first gave notice of the complaint to the supervisor.
- Discussed informally, in person, or on the phone, within ten days of receipt
- Decision within five working days of discussion

Step III: Department of Human Resources

- File with DHR within ten working days of Step II decision (copy to agency/department). May be decided without a hearing at the employee's request. If so, decision is due within ten working days of receipt of the grievance
- Formal hearing within ten working days of receipt
- Written decision within five working days after hearing
- Request to reconsider filed within 30 calendar days of receipt of decision

Step IV: Vermont Labor Relations Board

- Appeal filed within 30 calendar days of receipt of Step III decision
- Employment dismissal appeals filed directly to the VLRB
- Rules of Procedure and hearing schedule of the VLRB dictate timing of decision
- Matter of public record

Vermont Supreme Court (Technically not part of the Grievance Procedure)

- File appeal within 30 calendar days of Step IV decision
- Rules of Procedure and hearing schedule of Court dictate timing of decision

Bypassing lower steps:

- If the matter is clearly beyond the control of the immediate supervisor (go to Step II) or the Appointing Authority (go to Step III). Must be filed within 15 working days of the date of occurrence.

- Dismissals are filed directly to the VLRB.

Notes:

Grievance Procedure: When to Bypass

Bypassing Lower Steps:

- If the matter is clearly beyond the control of the immediate supervisor or Department Head, the grievance may be filed initially at Step II or III, respectively. Must be filed within 15 days of date of occurrence.
- Dismissals are filed directly to the VLRB.

Grievance Procedure: Helpful Hints

- Meet the timelines
- Prepare outline of facts and arguments
- Realize that the process can be used to resolve problems
- Get advice, consider decision (Human Resources Representative, your Supervisor or Manager)
- Realize that as a Supervisor, you represent management
- Control your emotions
- What to Avoid:
 - Do not take the grievance personally
 - Do not presume the hearing officer knows anything about the facts.
 - Do not persist if you are wrong.
 - Do not hold back pertinent information or facts.
 - Do not let the grievance impact your day-to-day operations and interactions.

Contact Information

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ACRONYMS

Coaching Parking Lot

Day Four

DIVERSITY AND CULTURAL COMPETENCE IN THE WORKPLACE

HUMAN RESOURCES: SPECIAL TOPICS



Details for the Day Four Handbook

For Day Four, we have provided a list for Acronyms on page 37. We invite you to write down acronyms and the full definition here. All Handouts can be found at the back of this Handbook, starting with the list on page 39.

You will also find the Coaching Parking Lot on page 49. This is for you to make notes throughout the course for questions, ideas or other things you would like to discuss during your coaching session.

Learning Objectives

- Awareness
- Explore potentially hidden stereotypes
- Address challenges
- Share best practices

Ground Rules

- Be courteous and respectful
- Keep an open mind
- Demonstrate empathy for others
- Participate fully – take risks to stretch your learning

Introduction to Diversity and Cultural Competence Principles

Supporting Our Workforce

- Commitment to Diversity
- Stretch Yourself: Look Through a Different Lens



Business Case for Diversity

“Good for Business”

Video Link: <https://vimeo.com/11374036>

Why is an Inclusive Workplace So Important?

- **Respect**
- Inclusive organizations yield **business results**
- Our organization needs to **leverage the diverse talents** of all employees by fully **engaging everyone**

Notes:

The Importance of Diversity to Stakeholders

- Employees
- Supervisors
- Leadership
- SOV Government
- Vermont

Reflection #1: An Inclusive Workplace



Why is cultivating an inclusive workplace important to YOU as a supervisor?

FOUR LAYERS OF DIVERSITY



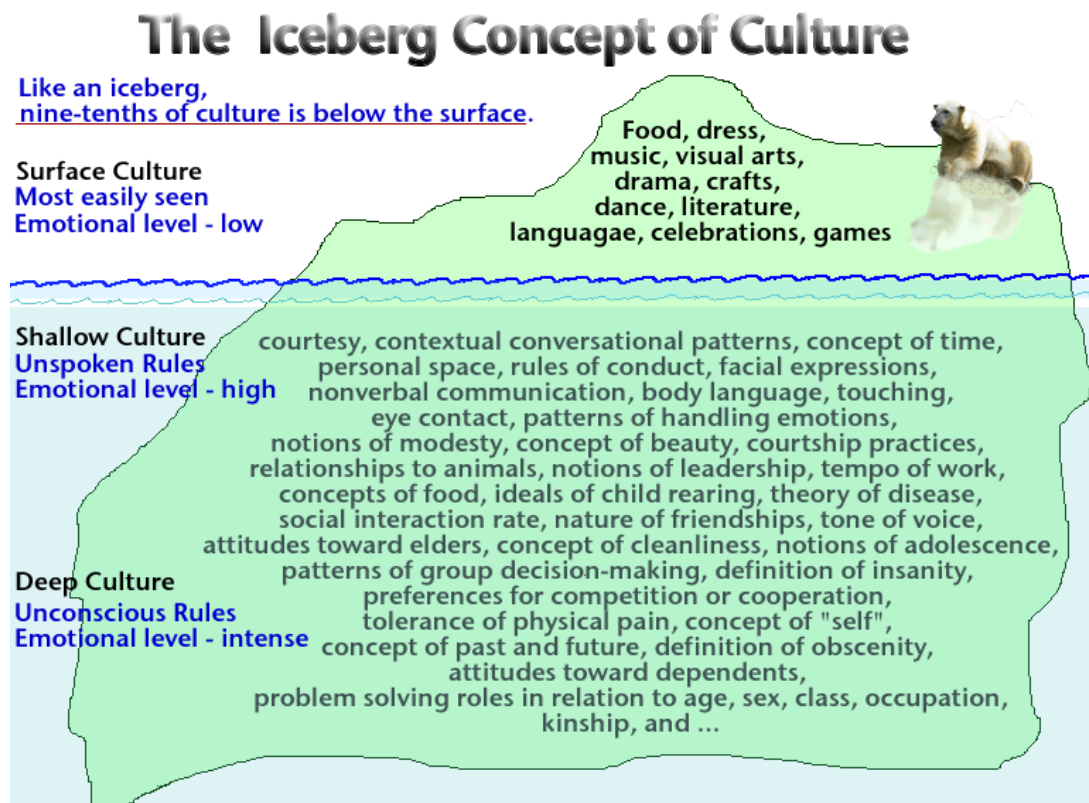
- Personality
- Internal Dimensions
- External Dimensions
- Organizational Dimensions

What is Culture?

Culture: a group or community with which we share common experiences that shape the way we understand the world

Notes:

The Iceberg



Example: Emotions are heightened the further down into the iceberg you go

Notes:

Culture at Work

Artifacts & Objects

- Artwork on the walls
- Pictures of family

Stories & Myths

- Amazing employee feats meant to inspire and motivate

Relationships

- Employees sharing meals together
- How new employees are welcomed

Rituals & Rites of Passage

- The military exercises when a ship passes the arctic circle or equator

How Does Culture Show Up in the Workplace?

- Team/Staff Meetings
- An Office Potluck Celebration
- An Office Re-design and Move
- An Interview
- Achievement/milestones

Organizational Culture Pro's & Con's

- "Alike" Groups



- Diverse Groups



Notes:

How Might Diversity Help You as a Supervisor Make Better Decisions?

Why Diversity Differentiates Team Performance with Simon Sinek

Video link: https://youtu.be/nutR_6VOJOA

Simon Sinek is an organizational development thought leader. He is the author of, *"Start with Why: How Great Leaders Inspire Everyone to Take Action."*



Where might you need more diversity on your team?

Stereotypes & Prejudice

Stereotypes & Prejudices & Biases

Stereotype: A widely held but **fixed** and **oversimplified** image or statement applied to a **whole group** of people, without regard for the individual.

Bias: Tendency to **favor one person, group, or point of view** over another often in an unfair way. Can be **positive or negative**

Prejudice: **Preconceived** opinion that is not based on reason or actual experience

Notes:

“What does my headscarf mean to you?”

Video Link: <https://youtu.be/18zvlz5CxPE>

Yassmin Abdel-Magied: What does my headscarf mean to you?



Notes:

What do Stereotypes & Prejudices in the Workplace Look Like?

Notes:

Just One Example...

53% of LGBT employees are closeted at work.

- 91% of LGBT employees report covering along at least one axis (appearance, affiliation, advocacy, association)
- 23% of men and 15% of LGBT women believe that changing their mannerisms, voice or clothing or hiding relationships or friendships
-

SOURCE: Hewlett, Sylvia, et al. "The Power Out, 2.0" Center for Talent Innovation, 2013

Human Rights Campaign, 2014

"Uncovering Talent: A New Model of Inclusion," Deloitte University, The Leadership Center for inclusion, 2013.

Ouch!

Notes:

Reflection #3: Ouch! Strategies



Which of the Ouch strategies would you most likely use in the earlier activity? Why?

“The simple act of name a bias as such or objecting to it on the spot establishes a social atmosphere that discourages it: saying nothing serves to condone it.”

Daniel Goleman,
Emotional Intelligence

What Can a Supervisor Do?

Combatting Stereotypes, Prejudices & Biases:

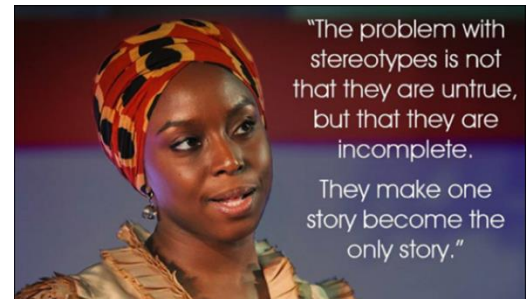
- Observation & Feedback
- Having Difficult Conversations
- Training
- Mentoring
- Hire a diverse workforce for your team
- Be a good role model

“The Danger of a Single Story”

Video Link: https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story

The Danger of a Single Story with Chimamanda Ngozi Adichie (Homework)

Notes:



Multigenerational Work Environments

What Does a Multigenerational Work Environment Look Like?

Commonly Observed Characteristics	Maturists (Pre-1945)	Baby Boomers (1945 – 1964)	Generation X (1965 – 1980)	Generation Y /Millennials (1981 – 1995)	Generation Z (Born after 1995)
Formative Experiences	Second World War Rationing Rock 'n' Roll Nuclear Families Defined gender roles – particularly for women	Cold War Post-War boom “Swinging Sixties” Apollo Moon Landings Woodstock Rise of the teenager	End of the Cold War Fall of the Berlin Wall First PC invented Latch-key kids; rising levels of divorce	9/11 terrorist attacks Invasion of Iraq Social Media Reality TV Google Earth	Economic downturn Global Warming Wiki-leaks Mobile devices Cloud computing
Percentage in U.S. Workforce*	2%	29%	34%	34%	1% (currently employed mostly part-time)
Commonly Shared Aspirations	Home ownership	Job security	Work-life balance	Freedom and Flexibility	Security & Stability
Exposure to Technology	Limited	Early Information Technology (IT) adaptors	Emerging Digital Leaders	Digital Natives	“Technoholics” – heavily dependent on IT
Signature Product	Automobile	Television	Personal Computer	Laptop/ Tablet/ Smart Phone	Google Glass, 3-D Printing
Common Communication Medium	Formal Letters	Telephone	Email & Text Message	Text or Social Media	Hand-held (or integrated into clothing) communication devices
Stereotypes & Bias Commonly Attributed to This Generation					
What They Bring to the Workforce					

* Statistics from the PEW Research Center, 2015

The generations may have different life experiences and sometimes different perspectives.

- What stereotypes are associated with your group?
- What does this group offer to colleagues?

Challenges in a Multigenerational Work Environment

- Generational differences can lead to **frustration, conflict, and poor morale**.
- According to a survey by Lee Hecht Harrison, more **than 60 percent of employers are experiencing intergenerational conflict**.

Source: Stephanie Armour, Gen Y: They've arrived at Work with a New Attitude, USA Today, November 6, 2005.

Benefits of a Multigenerational Work Environment

Interviewing, Recruiting & Retaining Employees with Different Backgrounds

Why is this important?

Lessons from our Annual Workforce Report

- The **majority** of our workforce are between the ages of **40 – 59** years of age
- 97% of our workforce is **white**
- There is a disparity between the **minority representation** in the state government workforce and that of the state as a whole
- 8.2% of our applicants identify themselves as minorities

Hiring for Homogeneity – “like us”

- Too often we fall into the trap of hiring people “**like us**” for our business teams because that’s what makes us comfortable.
- There's research showing that we **evaluate people more positively** when we feel they're more like us - even if those similarities are hiding weaknesses that make the person ill-suited for the job.

Notes:

Pitfalls & Opportunities

Pitfalls

- Good fit
- “Like us”
- Biases (+/-)

Opportunities

- Gap analysis
- Teambuilding
- Utilizing Strengths

Notes:

The Soft Handshake, And Nine Other Myths About Interviewing Good Candidates

By [JOE GRIMM](#)

Recruiting and development editor
Detroit Free Press

As the world becomes more diverse, we interview more job candidates from cultures other than our own. As we interview across cultures, chances for misunderstanding or missing something multiply. The big secrets, if there are any, are to ask, listen and not to assume. Here are 10 specifics.

1. Don't believe the handshake. Some managers believe they can learn a lot from a handshake. What they do not know is that, in some cultures, handshakes are intentionally soft. They are meant to be more of a feel than a grip. In some cultures, a handshake is inappropriate. You may feel that people who want to work in your company should have a good, American three-pumper. You'll hire a lot of good hand-shakers, but you'll miss some great talent.
2. The eyes don't have it. When we communicate, most of the message is in the body language. Most of that is in the face. Don't read infrequent eye contact, such as a person who looks down or past your shoulder as a sign of dishonesty or timidity. It may, for that person, be an appropriate exhibit of respect or deference. How tragic it would be to mistake a sign of respect for a sign of deceit.
3. Loaded question: How could asking a Hispanic person "How good is your Spanish?" possibly be offensive? Let me tell you. Some interviewers ask this when they really mean, "How Hispanic are you?" It implies that, if you're Hispanic, you should speak pretty good Spanish. In some families and schools, Spanish was painfully discouraged, in order to hasten assimilation, and this question brings up all of that. The question presumes that the interviewee does not know Russian, Chinese or French. Better question: "Do you speak any other languages?" Only ask if it is relevant enough for you to be asking all candidates.
4. Be careful about registering surprise. Are you surprised that the African American candidate went to Harvard, that the highly educated candidate likes country and western music, that the Asian-American candidate speaks such good English or that the older candidate snowboards? Why are you surprised? Does your surprise say anything about your assumptions?
5. Follow up your questions. One candidate, when asked whether he wants to be a sports writer, said, "I wouldn't mind that." The interviewer, confused because he thought this was what the person wanted, expressed surprise at this lukewarm response. "Oh, sports writing is my dream. I just didn't want you to think of me as only a sports writer because I know how hard those jobs are to get. I would do anything to work at your paper."
6. Still waters run deep. A Chinese American candidate was devastated when she didn't get the job she really, really wanted at a great newspaper in her home state. Crushed, she asked why she didn't get the job. "We didn't think you really wanted it," they told her. A person who is outwardly reserved, she had not been as animated as the other candidate, who landed the job but then never reported for work. (Your next mistake is assuming Asian Americans should be reserved.) Interview for desire; don't make assumptions about it.
7. It is a natural part of an interview to try to seek a contact point or to create rapport. You won't get there by telling the Native American that you just love turquoise jewelry or by telling the Asian American candidate about your trip to Japan. This is presumptive and superficial. Stick to experiences relevant to the job. And don't assume. One interviewer told an Asian American

candidate: "We have a lot of Asian Americans at our paper." The candidate had grown up with white people, had always worked around white people and doesn't especially care whether she works with Asian-Americans, as the interviewer had assumed. What she wanted to know was how good her co-workers would be. The interviewer never mentioned that.

8. Conversational styles are like personal space. Each of us is comfortable with something different. Don't force a candidate to come to your conversational style. Instead, observe theirs, mirror it and meet them somewhere in the middle. You'll learn more.
9. Skip the guesswork: If you are forming an impression about the person, ask questions. Do not leave the interview thinking that the candidate is overly aggressive without asking him or her to describe a time when they were involved in an office conflict. Do not assume they are passive, without asking them to talk about a time when they had to accomplish something really difficult. Build your interview on evidence, not impressions.
10. Why does it matter? Beware of questions or implied questions that are not part of your standard interviews (you DO have one, don't you?). They may be questions like, "Where are you from?" "Where did you grow up?" or "Now that's an unusual name."

This was originally published as a Tenfold column in the [Newspaper Association of America's](#) People & Product magazine.

INTERVIEWING: RECOGNIZING YOUR BIASES AND ASSUMPTIONS

Directions: Look at the interview behaviors listed below. In the column titled “Assumptions made by interviewer,” write down what your assumptions have been or might be at experiencing these behaviors in an interview.

BEHAVIORS SEEN IN INTERVIEW	ASSUMPTIONS MADE BY INTERVIEWER
The Job Candidate...	My Assumptions might be...
Speaks softly	
Speaks loudly	
Stands close	
Stands far away	
Asks more questions about time for family than about work	
Is uncomfortable acknowledging individual strengths and accomplishments	
Doesn't initiate questions	
Smiles and laughs nervously	
Spends more time making small talk rather than getting into the heart of the interview	
Doesn't make eye contact	
Has a soft handshake	

Reflection #4: Interviewing and Hiring



How might you approach interviewing and hiring differently when thinking about building diversity in your team?

Tying It All Together

Respecting Our Uniqueness

- The Golden Rule
- The Platinum Rule

Managing a Diverse Workforce

- Ask people about their needs and preferences.
- Offer options.
- Pursue different perspectives.
- Build on strengths.



Reflection #5: Take-Aways and Action



A. What are you taking away for yourself from today? Why?

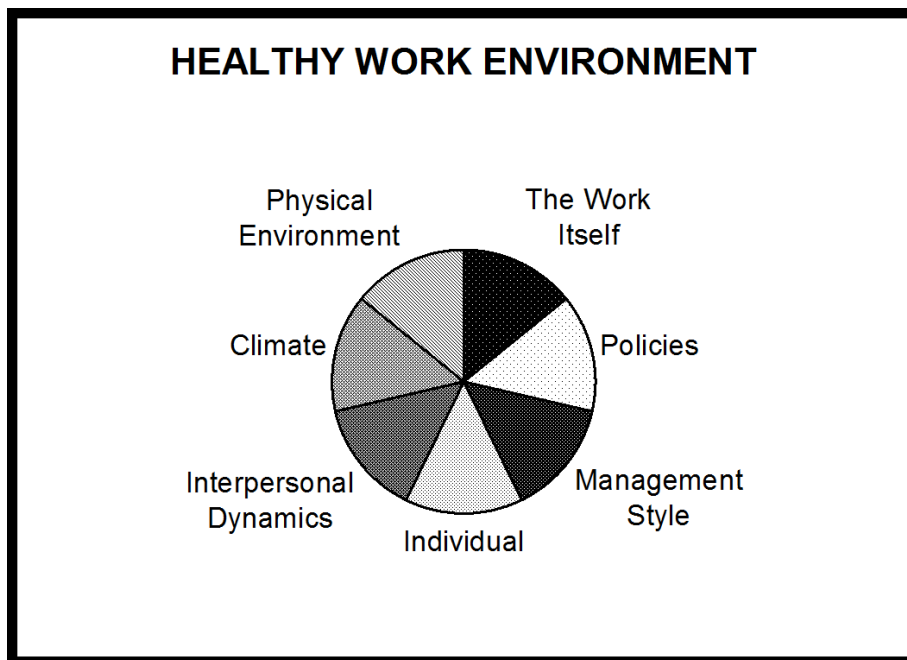
B. What action step will you take to advance this take away?

C. What resources do you want to utilize?

Notes:

Human Resources Special Topics

Family Medical Leave Act (FMLA)



Family Medical Leave Act (FMLA)

Allows eligible employees to take leave for qualifying events while maintaining certain job protections and benefits.

- Paid or unpaid
- Amount of leave granted may vary depending on the qualifying event

Vermont's Parental and Family Leave Act (PFLA)

- Allows eligible employees to utilize paid leave at their discretion for up to 6 weeks
- Expands the definition of immediate family

VT Policy on FMLA

- The State's Family and Parental Leave policy can be found at:
 - vermont.gov › Human Resources › Labor Relations, Policies and EEO › Number 14.2
- Labor Contracts provide additional benefits for Classified employees

Who is Eligible?

All employees, regardless of status, are eligible once they have been working for SOV for 12 months, for an average of 30 hrs/week or at least 1,250 hours in the 12 months preceding commencement of leave.

Classified employees may be eligible sooner:

- When original probation is completed
or
- Have been working for SOV for 12 months or more
and
- Work an average of 20 hours per week

Notes:

Types of FMLA Leave

- Continuous or “block” leave
- Reduced schedule
- Intermittent

Considerations for:

- FMLA Military
- Parental

Supervisor Responsibilities

- Understand DHR policy and department procedures, types of leave, how to use
- Point employees to forms and assistance
- Know steps for an employee returning to work from FMLA
- Inform HR Representative before leave and return.
- Employee may work directly with HR Representative.
- You can find the SOV policy at: Labor Relations, Policies and EEO > Equal Employment Opportunity > Family Medical Leave

Workers’ Compensation

Worker’s Compensation

A “no fault” insurance program that provides medical and disability benefits for certain work related injury and illness.

SOV Policy on Workers’ Compensation

- SOV DHR policy:
 - vermont.gov › Human Resources › Labor Relations, Policies and EEO › Personnel Policy & Procedure Manual › Number 13.9

Injury Report

Any injury of an employee on the job must result in an injury report.

https://sov.esolutionsclient.com/ivos/Client_Custom/sov/vtWclIncidentForm.jsp?user=WCUSER

Supervisor Responsibilities

- Provide proper safety equipment and training
- Pay attention to, communicate with your employees
- Make site safety a top priority
- Report, report, report
- In the event of an injury on the job, stay in regular contact with employee

Additional Resources

- <http://labor.vermont.gov/workers-compensation/>
- <http://aoa.vermont.gov/secretary/divisions/workers-comp>

Notes:

Domestic Violence

Domestic Violence

A pattern of assault and coercive behaviors perpetrated by someone who is, or was involved in an intimate or dating relationship with the victim.

What is Domestic Violence?

Domestic Violence in the workplace may include:

- actual or threatened physical injury
- sexual assault
- psychological abuse
- economic or other coercion
- other tactics

What's In It For Me?

- Affects the workplace of victim and offender
 - Causes loss of work time, productivity
 - Creates safety hazards for employees
 - Negatively impacts workplace morale and culture
- It is SOV policy

Vermont Policy

DHR policy 17.7

- Highlights of policy purpose
 - Achievement of a workplace free of any form of discrimination, intimidation or harassment
 - State will not discriminate against any victim/ survivor of DV/SV
- [vermont.gov](#) › Human Resources › Labor Relations, Policies and EEO › Personnel Policy & Procedure Manual › number 17.7

Notes:

Data: Offender Survey

- 73% had no history of trouble with employer (drugs, alcohol, violence at work)
- 29% contacted partner while at work to intimidate or scare
- 40% of supervisors were aware this occurred at work
- 25% were late to work or left early to be abusive
- Partners of abusers lost an average of 20 work days
- 80% of abusers state their job performance was affected by abuse
- Level of violence intensifies over time

A PDF of this report is available at http://www.uvm.edu/crs/reports/2012/VTDV_WorkplaceStudy2012.pdf

Supervisor Responsibilities

- Treat all reports of domestic or sexual violence (DV/SV) seriously
- Be proactive and observant
- Monitor staff for signs of DV/SV (perpetrator or victim)
- Know what to do if someone reports for themselves or others (victim or perpetrator)
- Understand SOV policy on DV/SV and how to apply it

Video: Domestic Violence in the Workplace

Link: <https://www.youtube.com/watch?v=KeJDts1NtQ>

Possible Signs to Watch For: *

- Fear of spouse/partner, or always tries to please them
- When someone ...
 - often talks about their partner's jealousy or protectiveness
 - becomes anxious, depressed, or loses confidence
 - is unusually quiet
 - is reluctant to leave their children/pets with their partner

* domestic Violence Center of Victoria, British Columbia, CA

Notes:

Resources for Supervisors to Use or Provide to Staff

- DHR Representative
- Vermont Network against Domestic and Sexual Violence <http://www.vtnetwork.org>
- VT DV hotline 1-800-228-7395
- VT SV hotline 1-800-498-7273
- InvestEAP (Employee Assistance Program) 888-834-2830 or www.investeap.org (password: vteap)

Resources

- Family Violence Prevention Fund video: "Domestic Violence: The Workplace Responds" (15 min) <http://www.youtube.com/watch?v=9-17JXM4c84>
- AHS website: <http://humanservices.vermont.gov/domestic-violence>
- State of Vermont Online Domestic Violence Training: <http://humanservices.vermont.gov/domestic-violence>
- AHS Policy on Response to Domestic Violence <http://humanservices.vermont.gov/policy-legislation/policies/01-general-operations-policies/1-03-ahs-response-to-domestic-violence/view>
- VT Network Against Domestic and Sexual Violence <http://www.vt.network.org>
- "Interrupting the Cycle of Violence: Addressing Domestic Violence Through the Workplace" Ramsey County Initiative for Violence-Free Families and Communities. (1995). <http://www.mincava.umn.edu/documents/interrupt/interrupt.html#idp107376>
- Virtual Employee: Review of Resources Available through Workplaces Respond <http://www.workplacesrespond.org/implement/education-and-training/interact>
- Workplaces Respond to Domestic and Sexual Violence: <http://www.workplacesrespond.org/>

Preventing Sexual Harassment

The Data

Association of Women for Action and Research:

- 54% of 500 respondents experienced some form of workplace sexual harassment.
- 27% of 272 respondents experienced harassment by a colleague. 17% were harassed by a superior.
- 79% of victims were women; 21% were men.
- 12% received threats of termination if they did not comply with the requests of the perpetrators.

Sexual Harassment is...

- A behavior
- A form of sexual discrimination
- Unwelcomed and usually repeated behavior of a sexual nature
 - Quid Pro Quo
 - Hostile Environment

Types of Harassment: Verbal

- Off color jokes or stories

- Sexual comments/innuendo or profanity
- Overt reactions to physical appearance (whistling, “cat calls”)
- Applying terms of endearment to co-workers (honey, babe, dear, etc.)
- Asking personal questions about a co-worker’s social or sexual life

Notes:

- Repeatedly asking a person out who is not interested

Types of Harassment: Non-Verbal

- Giving or displaying sexually suggestive objects
- Sexually suggestive gestures or poses
- Leering
- Licking lips
- Blowing kisses
- Intimidating behavior:
 - blocking path
 - following someone

Types of Harassment: Physical

- Touching someone who does not want to be touched
 - hugs
 - kisses
 - unsolicited back or neck rubs
- Touching oneself in a sexually suggestive way around another person

Key Points and Legal Concerns

- Supervisor unique role
- Impact vs. intent
- Third party harassment

What Can I Do?

...if I experience unwanted sexual activity or aggression?	...to help prevent sexual harassment in my workplace?
<ul style="list-style-type: none"> • Make feelings known • Keep a record • Make a complaint 	<ul style="list-style-type: none"> • Know and follow state policy • Examine your own behaviors, actions and assumptions • Don't go along with it, and intervene when observed • Work with your HR Representative • Remember, "No Means No"

Supervisor DO's

- Work with your HR Representative
- Keep charging party updated
- Take timely and appropriate action

Notes:

Supervisor DO NOT's

- Do not wait for a complaint
- Do not suggest a complaint be kept between you and the complainant
- Do not give the person complaining the impression he or she must put up with the behavior
- Do not suggest the parties work things out themselves

Resources

vermont.gov › Human Resources › Labor Relations and Policies › Number 3.1

Preventing Sexual Harassment Training at CAPS

The Americans With Disabilities Act (ADA)

What is a Disability?

- The term "disability" refers to a physical or mental impairment
- Affects 56.7 million people in the United States
- Not all disabilities can be seen with the naked eye

The Law

- The Americans with Disabilities Act (ADA) prohibits discrimination
- SOV ADA policy: <http://humanresources.vermont.gov/labor-relations/equal-opportunity/individuals-with-disabilities>

Reasonable Accommodations Policy

- The SOV Reasonable Accommodation Policy can be found at: Labor Relations, Policies and EEO > Equal Employment Opportunity Plan > Individuals with Disabilities
- Employers must make reasonable accommodations to allow qualified applicants and employees with disabilities to perform essential job functions.

Supervisor Responsibilities

- To understand what ADA is, and how it effects your employees
- To act in good faith in an attempt to reasonably accommodate an individual with a disability
- To know if you have an employee or applicant that has a reasonable accommodation, what the accommodation is, and how to implement it
- To maintain confidentiality

Notes:

Employee Assistance Program (EAP)

Employee Assistance Program (EAP)

The Employee Assistance Program (EAP) offers state employees the opportunity to speak privately and confidentially about issues and stresses that can make it difficult to balance home life and work life.

Where to Find EAP

Telephone:

- Quick Access for managers: 1-844-ASAP-EAP (272-7327)
- Clinical Account Manager: 1-888-392-0050 (toll free) or 802-951-5156
- State of Vermont Employee counseling number: 1-888-834-2830

Web: www.investeap.org password: vteap

Email: staff@investeap.org (general)/ myrah@investeap.org (clinical account manager)

Fax: 1-815-301-6540 (confidential)

Types of Referrals

- Staff Member Self-Referral
- Supervisor referrals for employees:
 - Informal Referral
 - Supervisory Referral
 - Safety Sensitive
- Supervisor self-referrals:
 - Communication strategies for providing feedback
 - Addressing time and safety-sensitive issues

Using EAP

- Permanent employees and their families
- No cost
- Up to five sessions (then may switch to insurance-based service)
- 24/7
- Screening and information tools on website

Supervisor Responsibilities

- Don't diagnose. Notice.
- Suggest a check-in with EAP or the HR Representative early.
- Be flexible.

Every situation is different, and some are more personal/sensitive than others.

Additional Resources

- www.investeap.org (password: vteap)
- <https://www.investeap.org/solution-focused-counseling>

ACRONYMS

HANDOUTS

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FOUR LAYERS OF DIVERSITY



The Iceberg Concept of Culture

Like an iceberg,
nine-tenths of culture is below the surface.

Surface Culture
Most easily seen
Emotional level - low

Food, dress,
music, visual arts,
drama, crafts,
dance, literature,
language, celebrations, games



Shallow Culture
Unspoken Rules
Emotional level - high

courtesy, contextual conversational patterns, concept of time,
personal space, rules of conduct, facial expressions,
nonverbal communication, body language, touching,
eye contact, patterns of handling emotions,

Deep Culture

Unconscious Rules

Emotional level - intense

notions of modesty, concept of beauty, courtship practices,
relationships to animals, notions of leadership, tempo of work,
concepts of food, ideals of child rearing, theory of disease,
social interaction rate, nature of friendships, tone of voice,
attitudes toward elders, concept of cleanliness, notions of adolescence,
patterns toward decision-making, definition of insanity,
preferences for competition or cooperation,
tolerance of physical pain, concept of "self",
concept of past and future, definition of obscenity,
attitudes toward dependents,
problem solving roles in relation to age, sex, class, occupation,
kinship, and ...

Coaching Parking Lot