



# Department Chairperson Guide 2010

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# Informing our Behavior: JCU Core Values

- An environment of inquiry which embraces Jesuit Catholic education as a search for truth where faith and reason complement each other in learning. In pursuit of our educational mission, the university welcomes the perspectives and participation in our mission of faculty, staff, students, and alumni, of all faiths and of no faith.
- A rigorous approach to scholarship that instills in our graduates the knowledge, eloquence, sensitivity, and commitment to embrace and to live humane values.
- A campus committed to the intellectual, spiritual, emotional, and physical development of each student.
- An inclusive community where differing points of view and experience are valued as opportunities for mutual learning.
- A culture of service and excellence that permeates every program and office.
- A commitment to sharing our gifts in service to each other and the community.
- A campus that responds to demographic, economic, and social challenges.
- An appreciation that our personal and collective choices can build a more just world.

# Culture/Environment/Employee Engagement

- What assumptions do you have about the current workforce/your department?
- What challenges will you face?
- What is your personal charter?
  - What can employees/peers expect from you?
  - How will you supervise/manage and lead?
  - How do you expect employees to act and behave?
- What can you do to engage employees?
  - (Gallup Q12 survey questions)

# What would your staff say?

- Do you know what is expected of you at work?
- Do you have the materials and equipment you need to do your work right?
- At work, do you have the opportunity to do what you do best every day?
- In the last seven days, have you received recognition or praise for doing good work?
- Does your supervisor, or someone at work, seem to care about you as a person?
- Is there someone at work who encourages your development?
- At work, do your opinions seem to count?
- Does the mission/purpose of your company make you feel your job is important?
- Are your associates (fellow employees) committed to doing quality work?
- Do you have a best friend at work?
- In the last six months, has someone at work talked to you about your progress?
- In the last year, have you had opportunities at work to learn and grow?

( Gallup Organization) - These 12 statements emerged as those that best predict employee and workgroup performance.

# Expectations of A Supv/Mgr

- Initiate hiring, selection – partner with HR
- Provide department orientation, on-boarding
- Provide direction, support, delegation of work
- Process forms, approve time sheets, provide approval decisions on employee requests

# Expectations of A Supv/Mgr

- Provide on-going informal and annual formal performance feedback
- Set/maintain consistent and equitable work standards, resolve work priorities
- Assure University standards are followed
- Administer/manage department budget, purchasing, approvals, etc.
- Seek guidance/support from HR in dealing with performance issues, performance improvement plans, policy exception

# Federal Employment Laws

Age Discrimination in Employment Act (ADEA) of 1967

American Recovery and Reinvestment Act of 2009

Americans with Disabilities Act (ADA) of 1990

Black Lung Benefits Act (BLBA)

Children's Health Insurance Program Reauthorization Act of 2009 (CHIPRA)

Consolidated Omnibus Budget Reconciliation Act (COBRA) of 1986

Copeland Act of 1934

Consumer Credit Protection Act (CCPA) of 1968

Contract Work Hours and Safety Standards Act (CWHSSA)

Davis Bacon Act of 1931

Drug-Free Workplace Act of 1988

Employee Polygraph Protection Act (EPPA) of 1988

Employee Retirement Income Security Act (ERISA) of 1974

Energy Employees Occupational Illness Compensation Program Act (EEOICPA)

Equal Pay Act (EPA) of 1963

Executive Order 11246 of 1965

Executive Order 13201

Fair and Accurate Credit Transactions Act of 2003 (FACT)

Fair Credit Reporting Act (FCRA) of 1969

Fair Labor Standards Act (FLSA) of 1938

Family and Medical Leave Act (FMLA) of 1993

Federal Employees' Compensation Act (FECA)

Federal Insurance Contributions Act (FICA) of 1935

Federal Mine Safety and Health Act (Mine Act)

Genetic Information Nondiscrimination Act (GINA) of 2008

Health Care Education and Reconciliation Act of 2010

Health Insurance Portability and Accountability Act (HIPAA) of 1996

Hiring Incentives to Restore Employment Act of 2010 (HIRE)

Immigration Reform and Control Act of 1986 (IRCA)

Immigration and Nationality Act (INA)

Jury Service and Selection Act

Labor-Management Reporting and Disclosure Act (LMRDA)

Lilly Ledbetter Fair Pay Act of 2007

Longshore and Harbor Workers' Compensation Act (LHWCA)

McNamara-O'Hara Service Contract Act (SCA)

Mental Health and Addiction Equity Act of 2008

Mental Health Parity Act (MHPA) of 1996

Migrant and Seasonal Agricultural Worker Protection Act (MSPA)

National Labor Relations Act (NLRA) of 1947

Norris-LaGuardia Act of 1932

Occupational Safety and Health Act (OSHA) of 1970

OSHA Hazard Communication Standard

Patient Protection and Affordable Care Act of 2010

Pension Protection Act of (PPA) 2006

Pregnancy Discrimination Act

Rehabilitation Act of 1973, Section 503

Sarbanes-Oxley Act (SOX) of 2002

Sherman Anti-Trust Act of 1890

Title VII of the Civil Rights Act of 1964

Uniform Guidelines on Employee Selection Procedures of 1978

Uniformed Services Employment and Reemployment Rights Act (USERRA) of 1994

Veterans Benefits Improvement Act of 2004

Vietnam-Era Veterans Readjustment Act (VEVRA) of 1974

Walsh-Healey Act of 1936

Women's Health & Cancer Rights Act of 1998

Worker Adjustment and Retraining Notification Act (WARN) of 1988

Workforce Reinvestment and Adult Education Act of 2003



# Significant Federal Legislation Impacting Us

|  |   |
|--|---|
| Family Medical Leave Act (FMLA)        | This law provides 12 weeks of job protection if absent in any 12 month period for the birth or adoption of a child, to care for a family member, or if the employee themselves has serious health condition. Recent additions included additional protection for armed service personnel and families.  |
| American's with Disabilities Act (ADA) | This law makes it illegal to discriminate against a qualified person with a disability in the private sector and in state and local governments. The law also makes it illegal to retaliate against a person because the person complained about discrimination, filed a charge of discrimination, or participated in an employment discrimination investigation or lawsuit. The law also requires that employers reasonably accommodate the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or employee, unless doing so would impose an undue hardship on the operation of the employer's business. |
| Fair Labor Standards Act               | Requires overtime pay for positions that are not-exempt from the law. Exemptions can be claimed for Executive, Professions, Administrative, and positions. At JCU – all staff are non-exempt (paid on an hourly basis); and all administrators are exempt (paid on a salary/monthly basis).   |
| Title VII – Civil Rights Act           | This law makes it illegal to discriminate against someone on the basis of race, color, religion, national origin, or sex. The law also makes it illegal to retaliate against a person because the person complained about discrimination, filed a charge of discrimination, or participated in an employment discrimination investigation or lawsuit.   |

# Policy/Practices to Know

| <b>Key Areas</b>                       | <b>Staff</b>  | <b>Administrator</b>   |
|--|---|--|
| Pay basis                              | Hourly, paid bi-weekly  | Salary; paid monthly   |
| Timesheet                              | Report time worked - Submit each pay period; (wkly schedule -37.5 hrs 8:30am – 5:00pm; 1 hr lunch – unpaid)                 | Timesheet not required to get paid, but report time off thru leave report monthly (banner self service); |
| Vacation                               | Accrues per pay period; no carryover; unused paid out if leaving; can go negative (use it before it is accrued – exception) | (Same as staff), but accrues at higher rate per pay period.  |
| Personal Days                          | 3 days per year, no carryover, not paid out if leaving  | (same as staff)  |
| Sick                                   | 1 day per mo, can carry over up to 60 hrs; to be used if sick, not for dr. appt, etc  | (Same as staff)  |
| Compressed work schedule; summer hours | Alternative work schedules to support work flexibility; must have supv approval   | (same as staff)  |
| Salary and Work Schedule Reduction -   | 3.85% salary reduction/work schedule reduction (10 days off – 5 accrue, 5 are fixed)  | (Same as staff)  |

# Other Policies to Know

- Equal Employment Opportunity Policy

[http://www.jcu.edu/fas/docs/hrpolicies/EEO\\_Policy.pdf](http://www.jcu.edu/fas/docs/hrpolicies/EEO_Policy.pdf)

- Compressed Work Schedule (CWS) Policy

<http://www.jcu.edu/fas/docs/hrnotifications/CWS%20Policy%2005%2006%2009.pdf>

- Chemical Dependency Policy

<http://www.jcu.edu/fas/docs/hrpolicies/Chemical%20Dependency%20Policy%20State%2008%2009.pdf>

- Sexual Harassment Policy

[http://www.jcu.edu/fas/docs/hrpolicies/2009\\_SH\\_Policy.pdf](http://www.jcu.edu/fas/docs/hrpolicies/2009_SH_Policy.pdf)

- Use of the P-Card:

[www.jcu.edu/fas/docs/fas\\_policies.../jcu\\_pcard\\_policy\\_V1-050506.doc](http://www.jcu.edu/fas/docs/fas_policies.../jcu_pcard_policy_V1-050506.doc)

# Other Programs

- Performance Management
  - Introduced a competency-based, integrated process aligned to Mission of University
- Compensation
  - Position Descriptions prepared, work being done to assign to new salary structure
- Salary and Work Schedule Reduction program – continued
- Summer Flextime Hours: End of school (May) until Fall term begins (Aug)
  - University Hours still 8:30 – 5:00
  - Core hours 9am – 4pm;
  - Flex 8am-9am, 4pm-5pm,
  - ½ hr for lunch
  - Need supervisor approval

# Supporting You

- HR
  - Open door policy
- Staff and Administrator Handbook
  - Discuss policy interpretation, application with HR
- Employee Issues
  - Counsel, coach and advise
- Employee Assistance Program (EAP)
  - Supervisor support
  - Management Referral
- Others

# Tools to Use: Hiring

- Logistics: approval to hire, update job description, advertising, etc. interviewing/selection; background check, offer letter : consult with HR.
- Behavioral based interviewing to discover how the interviewee acted in specific employment-related situations.
- Evaluation of candidates: compare candidates to job requirements not to each other: Use a matrix/keep score with simple scale: to what extent does candidate meet the requirements

1 – not meet; 2 – somewhat meets; 3 - meets; 4 - somewhat exceeds; 5 - greatly exceeds

| Requirements      | Candidate A | Candidate B | Candidate C |
|-------------------|-------------|-------------|-------------|
| Job requirement 1 | 5           | 3           | 4           |
| Job requirement 2 | 4           | 3           | 1           |

# Tools to Use: Feedback (SBI)

- **Situation**

- Capture the situation, describe the occasion
- Don't use words like always, never (puts people on defensive)

- **Behavior**

- Specify the behavior, tell what was observed
- Don't judge or make vague, general characterizations

- **Impact**

- Specify the impact, clarify the impact the behavior had on you and others
- Don't exaggerate or interpret

# Tools to Use: Dealing with Conflict

- Use the CALM model
  - Clarify the issue
  - Address the problem
  - Listen to the other side
  - Manage your way to resolution



# HR – Who's who.....

- **Charles (Bud) Stuppy**

Director, Human Resources  
Rodman - Room 140  
216-397-1905

- **Ryan Armsworthy**

HR Services Coordinator  
216-397-1576  
Rodman - Room 139

- **Karen Miller**

Administrative Assistant  
216-397-4976  
Rodman - Room 125

- **Lori Sprague**

HRIS Analyst  
216-397-4962  
Rodman - Room 138

- **Pat Thompson**

Recruitment Coordinator  
216-397-1726  
Rodman - Room 131

# What counts ?

- Performance:
  - The act of performing; of doing something successfully; using knowledge as distinguished from merely possessing it; experience generally improves performance.
  - What is required to be performed in fulfillment of a contract, promise, or obligation.
- Results:
  - The consequence of a particular action, operation, or course; an outcome.
- Effort:
  - Earnest and conscientious activity intended to do or accomplish something;
  - Serious attempt.
  - The active use of energy in producing a result.

# The Performance Review Process

