

Human Resources Liaisons Quarterly Meeting

February 7, 2008
10:00am to 11:30pm
Renaissance South (Mary Reed Bldg)

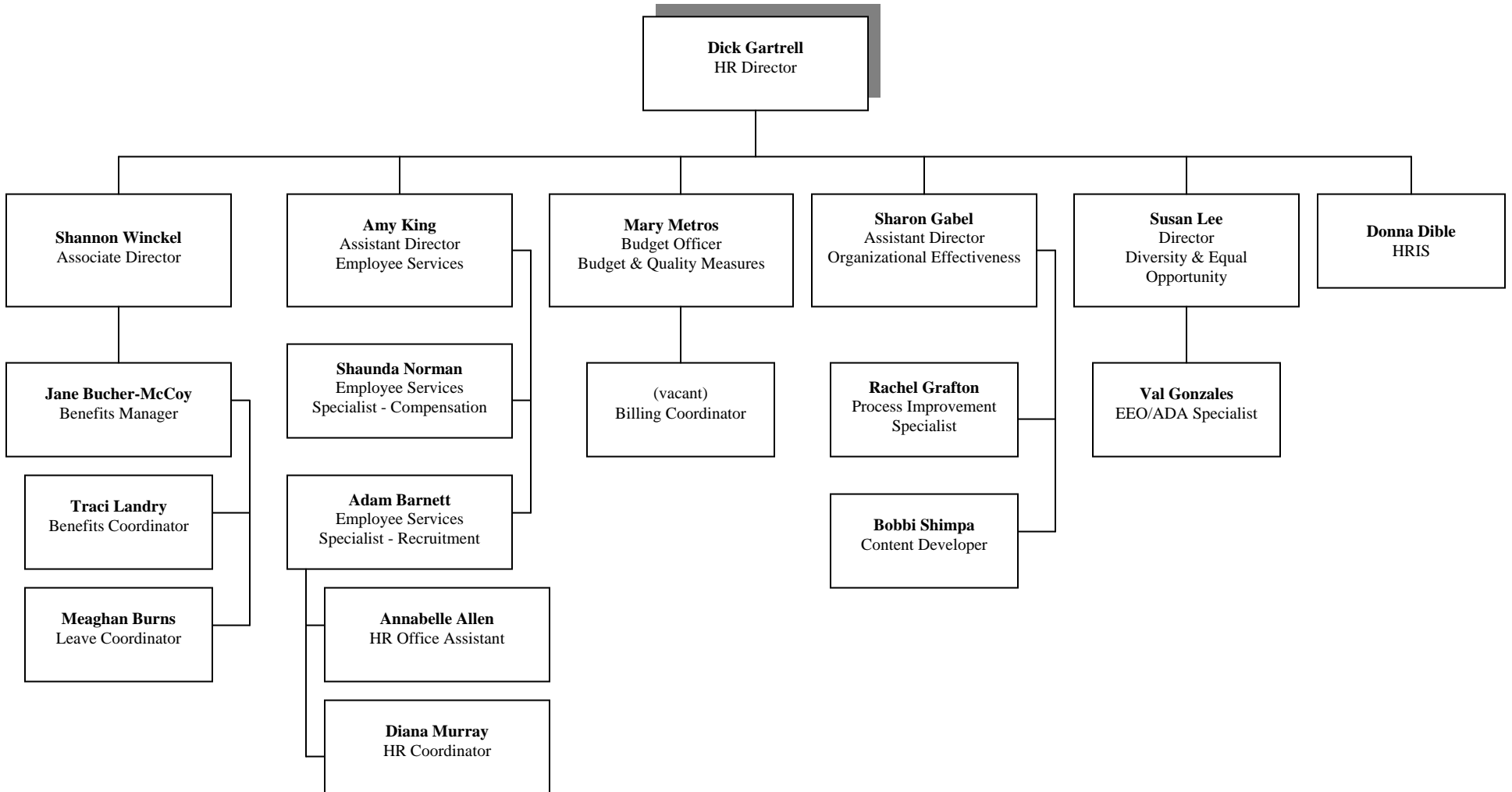
Agenda

- | | | |
|---|-------------------------|----------------|
| 1. Meeting opens | | 10:00am |
| 2. Director's message | Dick Gartrell | |
| • Staffing changes | | |
| 3. Human Resources Service Survey follow-up | Mary Metros | |
| 4. Job classification | | |
| • Current process overview | Amy King | |
| • Job family identification process (planned) | | |
| 5. 2008 legislative and DU process update | | |
| • I-9 forms | Amy King | |
| • Minimum wage | | |
| • Background checks | | |
| 6. Family Medical Leave Act update – military leave | Meaghan Burns | |
| 7. Open Enrollment & Benefits Fair | Shannon Winckel | |
| 8. PEDS update | Sharon Gabel & Amy King | |
| 9. Training & Development update | | |
| • HR information project | Sharon Gabel | |
| • March Communications Toolkit (3/14, 3/21) | | |
| 10. Open Forum (Q and A) | | |
| 11. Announcements | | |
| 12. Meeting close | | 11:30pm |

Next meeting: Thursday, 1 May, 2008 – 10:00am in Renaissance South

Human Resources University of Denver

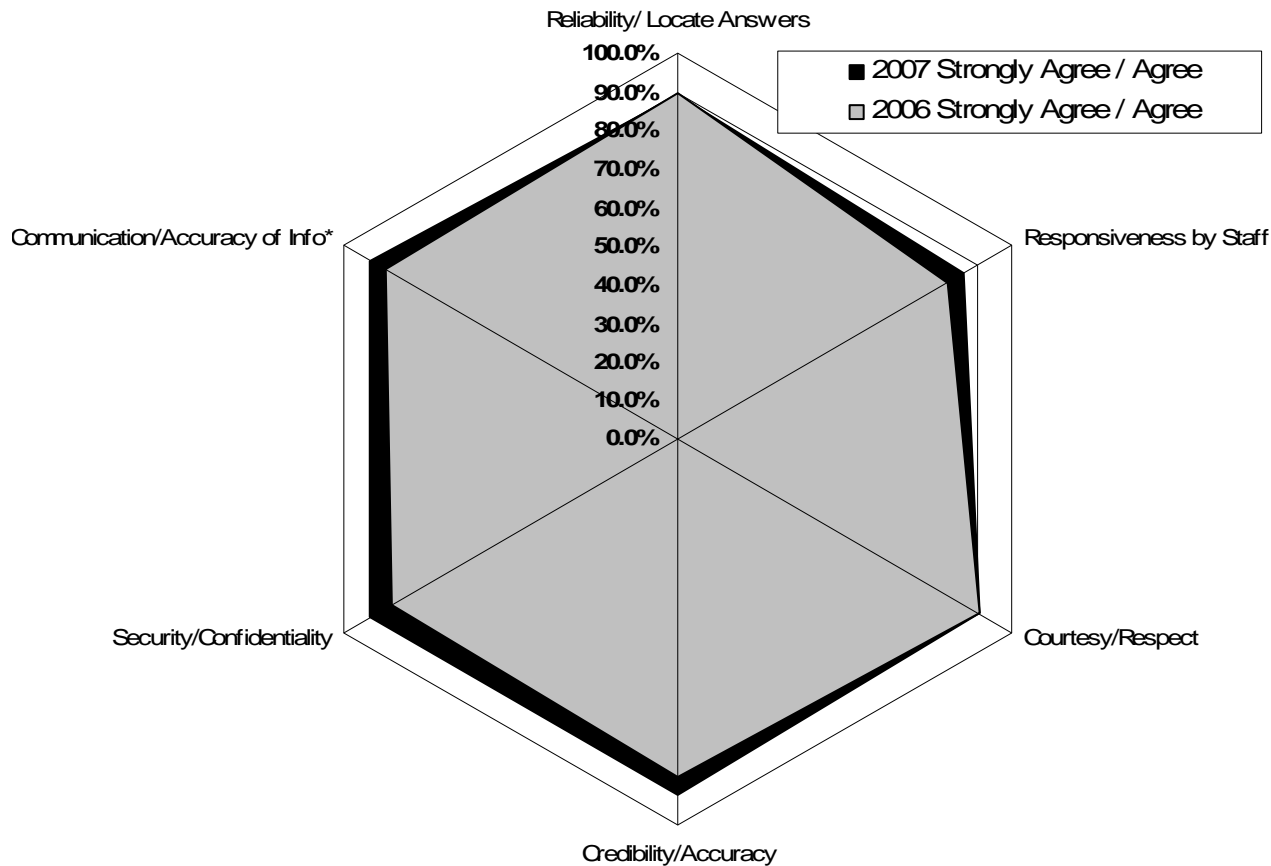
2/5/2007



Human Resources

A model for innovative solutions
that serve and support the University's mission
through and with people.

2007 Quality Service Survey



| | 2007 | 2006 | 2005 |
|----------------------------------|-----------------------|-----------------------|-----------------------|
| | Strongly Agree/ Agree | Strongly Agree/ Agree | Strongly Agree/ Agree |
| Reliability/ Locate Answers | 88.9% | 89.7% | 82.9% |
| Responsiveness by Staff | 85.5% | 80.7% | 80.2% |
| Courtesy/ Respect | 90.3% | 90.2% | 82.9% |
| Credibility/ Accuracy | 92.2% | 87.7% | 87.9% |
| Security/ Confidentiality | 92.2% | 85.3% | 82.1% |
| Communication/ Accuracy of Info* | 92.2% | 87.5% | 80.4% |

* website, HR Liaisons Mtg, Training, Newsletters

Bold Denotes Improvement from Previous Year

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2007 Quality Service Survey

What you said.....

Continue to improve HR staff communication responses.

Improve web site by providing a "FAQ -frequently asked questions" page.

Ensure consistent answers by all HR Staff regarding processes and facts.

Improve the visitors experience to our 4th floor offices by clearly establishing directional information about where to go.

What we are doing.....

Each HR Staff member has made a personal commitment to, at a minimum, respond to all voicemail and emails within 24 hours.

Questions and answers are under development and will be available on the website in the near future.

A department wide effort is underway to document that key HR processes are available to all HR staff in order to provide consistent information to the community.

The department has convened a team to explore the options available to improve the visitors experience through signage, centralizing visitor activity, etc. When a decision is finalized it will be communicated to HR Liaisons.

Memorandum

To: Human Resources Liaisons
From: Amy King; Assistant Director of Human Resources, Employee Services
Date: 5/11/2009
Re: 2008 Legislation and Human Resources updates

New legislation comes about at the start of every year and 2008 is no exception to that rule. There are numerous updates and additions to state and federal regulations that are important for you to know.

New Form I-9 Released

United States Citizenship and Immigration Services (USCIS) has released an updated Form I-9, Employment Eligibility Verification, and M-274, Employer Handbook, for employers to verify the identity and work authorization of their new hires. This update brings the Form I-9 into compliance with the September 30, 1997 interim regulation, 'Interim Designation of Acceptable Documents for Employment.' The 1997 interim rule revised the Form I-9 by adding one new document to and removing five of the previously acceptable documents from List A of the List of Acceptable Documents.

The amended Form I-9 (revised June 5, 2007) is available in English and Spanish, but the Spanish version may only be filled out and retained in Puerto Rico. Spanish-speaking individuals in the 50 U.S. states or other U.S. territories may use the Spanish Form I-9 as a translation guide, but must fill out and retain the English version of the Form I-9 to fulfill employment verification requirements.

USCIS indicates that **employers who continue to use earlier versions after December 26, 2007 may incur fines and penalties.** Please ensure all hiring managers are using this updated form. Any old forms or incorrect or inaccurate forms will be sent back to the hiring manager to be completed properly.

Please keep in mind that in addition to processing the Form I-9, we must also comply with the Affirmation Statement process and E-Verify process. Non-compliance and inaccurate paperwork and/or processing of these items may also result in fines and penalties up to \$25,000 per incorrect document.

Colorado Minimum Wage

Colorado Constitutional Amendment 42 has raised the state minimum wage from \$6.85 per hour to \$7.02 per hour, effective January 1, 2008. This minimum wage will adjust annually for inflation as measured by the Consumer Price Index used for Colorado. If you have any employees (to include student workers) paid less than \$7.02 per hour, you must raise their salary to this new minimum.

New FMLA Provisions Effective Immediately

On January 28, 2008, President Bush signed into law the national Defense Authorization Act, which provides funding for the military in 2008 and contains various other provisions addressing the needs of the military and service members. Included in the Act (Title V, Section 585, page 295) is an expansion to the Family and Medical Leave Act, creating new leave entitlements for employees who have a family member injured in service or called to active duty. Over the holidays, the President vetoed an earlier version of the bill for reasons unrelated to the FMLA provisions.

In short, the new provisions require covered employers to permit employees already eligible for FMLA leave:

- to use any of their 12 weeks allotment to take leave because of any qualifying exigency (as defined by the Department of Labor at a later date through regulation) arising out of the fact that the spouse, son, daughter or parent of the employee is on active duty or has been notified of an impending call or order to active duty in the Armed Forces in support of a contingency operation;
- to take up to 26 weeks of leave during a single 12-month period to care for a spouse, son, daughter, parent or next of kin with illness or injury incurred in the line of duty while in the Armed Forces or National Guard or Reserves.

While the new law contains some differences with respect to notice and certification requirements, the leave under both provisions may be taken intermittently and almost all of the other restrictions and obligations associated with FMLA leave apply.

Background Check Processing

It is the policy of the University that all volunteers, staff and faculty, benefited and non-benefited including student employees and workstudy students have background check information verified as a condition of employment. Currently, the Human Resources department utilizes a third party organization to conduct the background investigations. This process requires completion of forms by both, the supervisor and the volunteer, candidate and/or employee and the recharge of the background checks to divisions across campus. Recently, the Human Resources department proposed a University initiative in which our background check processes would go paperless and a central fund would pay for all background checking in order to aid in compliance.

Should you have any questions regarding the updates and changes to legislation or internal processes, please feel free to contact me at x17511. We appreciate your assistance with the numerous internal, federal and state mandated requirements on paperwork processing.

| PEDS Survey Summary | | | | | | |
|--|----------------|--------------|--------------------|-----------|----------------|----------------------|
| Question | % Responded | | | | | Total # of Responses |
| What was your role in PEDS for the 2006/2007 performance review process? (select all that apply) | 100.00% | | | | | 363 |
| No Response | 0.00% | | | | | 0 |
| Self-assessment and related review processes (Staff) | 80.99% | | | | | 294 |
| Complete an employee's review (Supervisor) | 29.20% | | | | | 106 |
| Did not use PEDS | 10.47% | | | | | 38 |
| Indicate the training or resources you utilized during the review process (select all that apply) | 87.60% | | | | | 318 |
| No Response | 12.40% | | | | | 45 |
| Instructor-led training | 52.07% | | | | | 189 |
| Online training | 34.99% | | | | | 127 |
| PEDS website | 28.10% | | | | | 102 |
| Division Project Lead | 15.70% | | | | | 57 |
| Human Resources | 16.25% | | | | | 59 |
| FAQs online | 8.54% | | | | | 31 |
| Instructional handouts | 18.18% | | | | | 66 |
| Other | 4.41% | | | | | 16 |
| Co-workers | 31.25% | | | | | 5 |
| Supervisor | 43.75% | | | | | 7 |
| None | 18.75% | | | | | 3 |
| How clear was the process for each of the following steps? | 90.91% | | | | | 330 |
| No Response | 9.09% | | | | | 33 |
| | Clear | Mostly Clear | Slightly Confusing | Confusing | Not applicable | |
| Logging on to the system | 51.37% | 24.01% | 14.89% | 8.21% | 1.52% | 329 |
| Entering duties and goals | 30.49% | 36.59% | 18.90% | 10.67% | 3.35% | 328 |
| Assigning weights | 21.04% | 32.93% | 23.78% | 18.90% | 3.35% | 328 |
| Moving the online form to each step | 20.49% | 29.05% | 27.52% | 21.41% | 1.53% | 327 |
| Completing the self-assessment | 32.01% | 42.38% | 14.02% | 5.49% | 6.10% | 328 |
| Rating employee performance | 30.50% | 30.82% | 11.64% | 7.55% | 19.50% | 318 |
| New rating scale | 34.38% | 28.75% | 18.13% | 10.31% | 8.44% | 320 |
| Signing the form | 22.70% | 30.06% | 24.54% | 18.10% | 4.60% | 326 |
| Sending the form to completion | 25.85% | 28.62% | 24.31% | 16.31% | 4.92% | 325 |
| Other | 6.90% | 3.45% | 6.90% | 37.93% | 44.83% | 29 |

| | | | | | | |
|--|----------------|--------|----------|-------------------|----------------|------------|
| Did you use any of the following features in PEDS (select all that apply) | 62.53% | | | | | 227 |
| No Response | 37.47% | | | | | 136 |
| Feedback | 31.28% | | | | | 71 |
| Additional signatures | 21.59% | | | | | 49 |
| Reports | 9.25% | | | | | 21 |
| Dashboards | 7.49% | | | | | 17 |
| Competency library | 4.85% | | | | | 11 |
| Writing Assistant | 14.54% | | | | | 33 |
| Coaching Advisor | 5.29% | | | | | 12 |
| Legal Scan | 29.07% | | | | | 66 |
| Spell Check | 79.74% | | | | | 181 |
| Rate the following characteristics of the PEDS system. | 88.43% | | | | | 321 |
| No Response | 11.57% | | | | | 42 |
| | Strongly Agree | Agree | Disagree | Strongly Disagree | Not applicable | |
| Intuitive | 5.97% | 50.94% | 29.25% | 10.06% | 3.77% | 318 |
| Comprehensive | 8.20% | 68.14% | 15.14% | 4.73% | 3.79% | 317 |
| Easy to Navigate | 6.62% | 53.00% | 29.02% | 9.15% | 2.21% | 317 |
| Rate the following characteristics of the PEDS implementation | 98.07% | | | | | 356 |
| No Response | 1.93% | | | | | 7 |
| | Strongly Agree | Agree | Disagree | Strongly Disagree | Not applicable | |
| Communication | | | | | | |
| There was adequate information regarding the new process. | 13.88% | 59.77% | 18.41% | 6.23% | 1.70% | 353 |
| I understood what I needed to do to complete the review cycle. | 11.24% | 56.18% | 23.31% | 6.74% | 2.53% | 356 |
| System generated email notifications are useful. | 22.22% | 55.84% | 13.68% | 5.41% | 2.85% | 351 |
| Training and Resources | | | | | | |
| Training materials are helpful. | 16.24% | 61.54% | 11.68% | 3.70% | 6.84% | 351 |
| The process instructions are clear. | 7.45% | 58.17% | 24.93% | 5.44% | 4.01% | 349 |
| PEDS support from Human Resources is satisfactory. | 19.77% | 52.72% | 8.60% | 2.87% | 16.05% | 349 |

| | | |
|---|--------|-----|
| On the 2007/2008 form, are you adding competencies to your performance review? If yes, what process is being used to determine the competencies chosen? (open ended) | | |
| | 53.17% | 193 |
| No Response | 46.83% | 170 |
| No | 34.72% | 67 |
| Not sure | 33.68% | 65 |
| Yes | 31.61% | 61 |
| Discussion between employee and manager | 31.15% | 19 |
| Manager assigns competencies | 18.03% | 11 |
| Process unknown | 16.39% | 10 |
| Derived from duties/goals | 14.75% | 9 |
| Employee assigns competencies for manager review | 11.48% | 7 |
| Committee decides | 6.56% | 4 |
| Guess | 1.64% | 1 |
| Assigning weights to duties and goals was a new component of the review process this year. What approach did you and your supervisor use for assigning these weights? (open ended) | | |
| | 28.93% | 105 |
| No Response | 71.07% | 258 |
| No | 1.90% | 2 |
| Unknown | 17.14% | 18 |
| Yes | 80.95% | 85 |
| Amount of time spent on duty/goal | 10.59% | 9 |
| Importance of duty/goal | 8.24% | 7 |
| Combination of time spent and importance | 8.24% | 7 |
| Discussion between employee and manager | 44.71% | 38 |
| Copied from job description | 9.41% | 8 |
| Guessed | 9.41% | 8 |
| Self assigned - no manager input | 2.35% | 2 |
| Manager assigned - no employee input | 3.53% | 3 |
| Weighted all equally | 3.53% | 3 |

| | | |
|---|---------------|------------|
| What do you dislike most about the PEDS system? (open ended) | 63.36% | 230 |
| No Response | 36.64% | 133 |
| Too many steps/time consuming | 20.87% | 48 |
| Trasistion period/Confusion | 17.83% | 41 |
| System not user-friendly | 15.65% | 36 |
| Emails sent | 6.52% | 15 |
| Overall evaluation process | 6.09% | 14 |
| Everything | 5.65% | 13 |
| Rating system | 5.22% | 12 |
| Login Process | 4.35% | 10 |
| System inflexible | 3.91% | 9 |
| Assigning weights | 3.91% | 9 |
| Subjective | 3.04% | 7 |
| Distinguishing between goals and duties | 2.17% | 5 |
| Impersonal | 2.17% | 5 |
| Inability to evaluate supervisor | 1.74% | 4 |
| Get feedback function | 0.87% | 2 |
| What do you like best about the PEDS system? (open ended) | 55.10% | 200 |
| No Response | 44.90% | 163 |
| System online | 28.26% | 65 |
| User-friendly | 18.26% | 42 |
| Accessibility | 12.17% | 28 |
| Sets expectations and encourages communication | 10.43% | 24 |
| Rating system | 3.91% | 9 |
| Ability to track process | 3.91% | 9 |
| Self-Assessment | 3.48% | 8 |
| Process consistency | 3.04% | 7 |
| Ability to assign weights | 1.74% | 4 |
| Promotes improved productivity | 1.30% | 3 |
| Competencies | 0.43% | 1 |

Benefits Open Enrollment:

Monday, April 28 – Friday, May 16

Annual Benefits Fair:

Wednesday, May 7

9:00am to 3:00pm

Ritchie Center Main Concourse

Communication Toolkit for Supervisors

Module One: Interpersonal Skills

Friday, March 14, 2008 – 8:00am to 12:00nn

In this module, we cover:

Active Listening

- Listening Self-Assessment
- Our Silent Communication: Body Language
- Encouraging, Clarifying, Paraphrasing, and Empathizing
- Listening Practice with Workplace Scenarios
- Handling Criticism and Irrational Communication
- Diffusing Anger and Breaking Down Walls

Giving Feedback

- A Three Step Model for Giving Positive Feedback
- A Six Step Model for Giving Constructive Feedback
- Minimizing Defensiveness Through Use of "I" Messages
- Requesting Change in a Specific, Directive, Non-Punishing

Manner

In this four-hour course, participants will learn and practice the basic techniques for getting the most out of their communication encounters with co-workers, employees, and customers/citizens through powerful Active Listening and Body Language. These techniques also help diffuse anger and help establish rapport and support during a "hot" interaction, while helping the employee to maintain professionalism and composure.

Participants also learn easy-to-remember models for giving positive and constructive feedback, and asking for change in others. This is a very interactive class that will help participants walk away with real skills that they "own" and can put to use immediately to perform their workplace communication responsibilities more comfortably and professionally.

Module Two: Group Skills

Friday, March 21, 2008 – 8:00am to 12:00nn

In this module, we cover:

Painless Presentations

- Four Secrets to a Lively Presentation
- Three Easy Steps to a Well-Prepared Opening or First-Time

Encounter

- Dynamic Speaking Techniques
- Listener Involvement Activities

Meeting Management

- Planning and Running a Meeting
- Meeting Facilitation Roles - Keeping Things on Track
- Generating Meeting Minutes

Understanding Personality Styles

- Personality Self Discovery Test
- The Four Basic Personality Strengths
- Capitalizing on the Personality Strengths of Your Workgroup

In this four-hour course, participants learn the basics of putting together a high energy, organized, and interactive presentation or training, using an easy step-by-step model. They also discuss and practice effective meeting management and facilitation techniques that will help keep meetings on track, efficient, and enjoyable, even when they aren't the meeting leader. Finally, they will learn to identify, appreciate and capitalize on the different personality strengths in themselves and their co-workers and customers. This course is hands-on and interactive. Participants "learn by doing" - making what they learn easy to remember and immediately usable in the workplace.

Professional Skills Inventory

Importance
to my
professional
success

My skill level

People Skills: Leading Others

| | | | | | | | | |
|---|---|---|---|--|---|---|---|---|
| 1 | 2 | 3 | 4 | Establishing Focus: Developing and communicating goals in support of the business mission | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | Providing Motivational Support: Enhancing others' commitment to their work | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | Fostering Teamwork: Getting groups to learn to work together cooperatively | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | Empowering Others: Conveying confidence in others' ability to be successful, allowing others freedom to decide how they will accomplish their goals and resolve issues | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | Managing Change: Initiating, sponsoring, or championing organizational change; helping others to successfully manage organizational change | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | Developing Others: Delegating responsibility and coaching others to develop their capabilities | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | Managing Performance: Taking responsibility for one's own or one's employees' performance by setting clear goals and expectations | 1 | 2 | 3 | 4 |

People Skills: Communicating and Influencing

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | Attention To Communication: Ensuring that information is passed on to others who should be kept informed | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | Oral Communication: Expressing oneself clearly in conversations and interactions with others | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | Written Communication: Expressing oneself clearly in business writing | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | Persuasive Communication: Planning and delivering oral and written communications that persuade intended audiences | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | Interpersonal Awareness: Noticing, interpreting and anticipating others' concerns and feelings, and communicating this awareness empathetically to others | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | Influence Skill: Gaining others' support for ideas, proposals, projects, and solutions | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | Building Collaborative Relationships: Developing and maintaining partnerships with others | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | Customer Orientation: Demonstrating concern for satisfying one's external and internal customers | 1 | 2 | 3 | 4 |

Business Skills: Preventing and Solving Problems

| | | | | | | | | |
|---|---|---|---|--|---|---|---|---|
| 1 | 2 | 3 | 4 | Diagnostic Information Gathering: Identifying the information needed to clarify a situation, seeking that information from appropriate sources, and using skillful questioning to draw out the information | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | Analytical Thinking: Approaching a problem by using a logical, systematic, sequential approach | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | Forward Thinking: Anticipating the implications and consequences of situations and taking appropriate action to be prepared for possible contingencies | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | Conceptual Thinking: Finding effective solutions by taking a holistic, abstract or theoretical perspective | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | Strategic Thinking: Analyzing your competitive position by considering market and industry trends, existing and potential customers, and strengths and weaknesses as compared to competitors | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | Technical Expertise: Depth of knowledge and skill in a technical area | 1 | 2 | 3 | 4 |

Business Skills: Achieving Results

| | | | | | | | | |
|---|---|---|---|--|---|---|---|---|
| 1 | 2 | 3 | 4 | Initiative: Identifying what needs to be done and doing it before being asked or before the situation requires it | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | Entrepreneurial Orientation: Looking for and seizing profitable business opportunities; taking calculated risks to achieve business goals | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | Fostering Innovation: Demonstrating support for innovation and for organizational changes needed to improve the organization's effectiveness | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | Results Orientation: Focusing on the desired result of one's own or one's unit's work; setting challenging goals, focusing effort on the goals, and meeting or exceeding them | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | Thoroughness: Ensuring that one's own and others' work and information are complete and accurate; careful preparation for meetings and presentations; following up with others to ensure that agreements and commitments have been fulfilled | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | Decisiveness: Making difficult decisions in a timely manner | 1 | 2 | 3 | 4 |

Self-Management Skills

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | Self Confidence: Faith in one's own ideas and ability to be successful; taking an independent position in the face of opposition | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | Stress Management: Functioning effectively when under pressure and maintaining self control in the face of hostility or provocation | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | Personal Credibility: Demonstrating concern that one be perceived as responsible, reliable, and trustworthy | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | Flexibility: Openness to different and new ways of doing things; willingness to modify one's preferred way of doing things | 1 | 2 | 3 | 4 |

Adapted by Sharon Gabel - DU Organizational Effectiveness

Source: Cripe, Edward and Richard Mansfield. The Value-Added Employee. Houston: Gulf Publishing Co. 1999.

Instructions:

1. On the left, rank each skill according to its importance to your professional success (1 = low, 4 = high) You may want to do this with input from co-workers, your manager, or peers in similar job roles.
2. On the right, rank each skill according to your current skill level (1 = low, 4 = high) Again, you may wish to ask others for input.
3. Highlight the skills that are most important to your professional success
4. Note where your current skill levels are for these items.
5. Look for opportunities to BOTH use your strengths AND develop your skills

Questions? Want to brainstorm skill-application or development opportunities?

Contact Sharon Gabel at sharon.gabel@du.edu or x13103.