LOWER COLUMBIA COLLEGE

SUPERVISOR TOOLKIT

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INTRODUCTION

Whether you're a new supervisor or an experienced supervisor, you're a leader for a number of different processes and procedures at Lower Columbia College. We hope this Supervisor Toolkit will help guide you through some of those processes and procedures and give you some ideas for things you can implement within your team.

The toolkit captures essential information related to:

- Ways to get to know your team to be able to effectively manage them
- General information about LCC
    - Organizational chart
    - Employee Classification
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    - Purchasing
    - Submitting work orders to Campus Services & IT
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The Appendix includes various handouts, templates, and tips mentioned throughout the toolkit.

Our goal is that the toolkit will serve as a resource you can reference any time as situations arise. Of course, don't be afraid to ask questions! You can always contact your Human Resources Team at x2120.

LCC ORGANIZATIONAL STRUCTURE

In general, LCC is divided into four areas: Administration, Instruction, President's Area, and Student Services. Below is a brief breakdown of the various departments within the four divisions. You can always access our organizational chart online, which will breakdown our structure even further.

Administration:

- Athletics
- Campus Services
- Enterprise Services
- Environmental Safety & Security
- Finance
- Information Technology
- Payroll

Instruction:

- Career Education Options (CEO)
- Early Learning Center
- Head Start/EHS/ECEAP
- Instructional Programs
- Learning Resources
- Nursing & Allied Health
- Office of Instruction
- Transitional Studies

President's Area

- Corporate Partnerships & Training
- Effectiveness & College Relations
- Foundation
- Human Resources

Student Services

- Advising & Testing
- Disability Support Services
- Financial Aid
- International Student Programs
- Outreach & Enrollment
- Registration
- Student Activities
- TRiO Programs
- WorkForce Programs

GET TO KNOW YOUR TEAM

For supervisors who don't know their team members very well or are in a new role, we want to provide some quick tools and ideas for ways you can get to know them.

TEAM NORMS

Team norms are a set of guidelines or rules that help shape the interaction and behavior between team members as well as peers outside of the department. Establish team norms right off the bat. What is expected during meetings? How should the team communicate to each other? How will the team function? Be sure to amend and add to team norms as appropriate. See an example of team norms in the appendix.

STRENGTHS

Majority of people focus on their weaknesses versus working on ways to build upon their strengths. Strength assessments are a great tool for determining strengths and capitalizing on the strengths of your team.

- *Strengths Finder 2.0* – It results in getting your top 5 strengths (out of 34). You'll get a personalized analysis of your results. You can buy the book with the access code needed for the online assessment on Amazon for about $15: http://www.strengthsfinder.com/home.aspx
- *VIA Character Strengths Assessment* – It's an academic assessment founded by researchers in the field of positive psychology. The results provide 23 strengths in order based on your personality. This assessment is free. http://www.viacharacter.org/www/Character-Strengths-Survey
- *Realize 2 Model* – This assessment uses a quadrant model, and when you take the assessment, they will tell you where you have strengths and weaknesses in four different areas: Weaknesses, Learned Behaviors, Realized Strengths, and Unrealized Strengths. https://realise2.cappeu.com/4/login_public.asp

COMMUNICATION STYLES

Learn the communication styles of your team. In order to manage your team successfully, you need to know the individual style of each team member. All communication styles add value to the team. Each communication have strengths and weaknesses to overcome. There are many different names for the various communication styles, but ultimately, there are four main styles:

- **Direct style**
    - *Strengths:* Quick, clear, decisive, know where you stand, transparent, get what you see, productive, efficient

- *Weaknesses:* Perceived as blunt/abrupt, closed, cold/unfeeling, shut down others- not open, overbearing/intimidate, pushy, talking over others, impatient
- *What others don't know / greatest fears*: Dealing with feelings/emotions, frustrated by excessive talking, losing the point, touchy/feely
- *How to successfully manage*: Don't micro manage, minimal praise, or acknowledge in non-fluffy way, goal-directed, challenge us, trust us to get results.
- *Most challenging style to work with*: Talking – give clarity, specify needs/goals, structure/agenda

- **Sincere style**
  - *Strengths*: Authentic, good listener, relationship building
  - *Weaknesses:* Adjust to change (need time), aggressive people
  - *What others don't know / greatest fears*: Misperceived as push overs, not taken seriously, can be direct when needed
  - *How to successfully manage:* Autonomy with support
  - *Most challenging style to work with:* Direct/Talking – for relationships
- **Talking style**
  - *Strengths*: Persuasive, get buy-in easily, optimistic
  - *Weaknesses*: Acceptance of silence
  - *What others don't know / greatest fears*: Misperception that they're not good listeners
  - *How to be managed*: Constructive feedback/support followed by autonomy
  - *Most challenging style to work with*: Direct style
- **Organized style**
  - *Strengths:* Deadlines, problem solving, detail-oriented, process information, prepared, ability to play devil's advocate
  - *Weaknesses*: Doesn't like surprises, ability to play devil's advocate, too much detail, could be perceived as insensitive
  - *What others don't know / greatest fears*: Could be perceived as insensitive because they're not direct enough
  - *How to be managed*: Like to self-manage, need clear expectations
  - *Most challenging style to work with*: Talking – takes longer to get to the details.

Have your team take the communication style quiz (located in appendix). Use the results to find effective ways to communicate with each individual team member.

TEAM'S EXPECTATIONS

It is important to ask your team what they expect of you. After all, how will you evaluate yourself effectively if you don't know what your team needs/wants from you? One way to learn their expectations could be to have your team complete an expectations document. The Team Leader Report Card is an example of one you could provide to your team (located in appendix). An alternative would be having a conversation about what your team expects of you—either one-on-one or in a team meeting.

PECHA KUCHA PRESENTATIONS

Pecha kucha presentations are easy and fun! The best part is that they are a great tool for building trust within your team! All you need to do is have each member of your team create a presentation (in PowerPoint or another presentation program) that consists of 10 images that illustrate something about them and has nothing to do with work. Each image should be displayed for ten seconds. It'll only take 100 seconds per person and you'll learn so much about your team!

Check out Happy Brain Science's information and templates for pecha kucha presentations: http://www.happybrainscience.com/pecha-kucha/.

GENERAL INFO & RESOURCES

EMPLOYEE CLASSIFICATIONS

Administrative & Overtime Ineligible Exempt – Administrative and overtime ineligible exempt are full-time employees that are exempt from civil service (RCW 41.06.070) and work during such periods as their duties require without overtime pay or compensatory time off. Because of the nature of administrative and exempt positions, the requirement to adhere to a routine work schedule (8 hours a day 40 hours per week) is not always practical. These positions are expected to accomplish and regulate work consistent with the demands of their position as directed by the appropriate Administrator or President.

Overtime Eligible Exempt – Overtime eligible exempt are full-time employees that are also exempt from civil service (RCW 41.06.070). They work during such periods as their duties require and will earn overtime pay or compensatory time off for hours worked over 40 in a workweek (Sunday through Saturday).

Full-time Faculty – Full-time faculty are a part of the Lower Columbia College Faculty Association of Higher Education (Faculty Contract). There are full-time faculty that are probationary on tenure track, tenured full-time faculty, and full-time temporary. Full-time faculty have 173 contract days per year and work 7 hour days.

Adjunct Faculty – Adjunct faculty are part-time faculty whose teaching load may vary each quarter. More information about adjunct can be found in the Faculty contract.

Classified – Classified employees are full-time, civil service employees that are eligible for overtime and compensatory time off for hours worked over 40 in a workweek. They are part of the WFSE Collective Bargaining Agreement (CBA) and permanent employees once they complete their probationary period.

Cyclical – Cyclical employees are full-time employees that have scheduled leave without pay days throughout the fiscal year because they work less than 12 months out of the year. The specified number of scheduled cyclical leave without pay days throughout the year is based on the number of months they work and their FTE. Classified employees can be cyclical employees and exempt employees can be cyclical.

Non-permanent Classified – Non-perm Classified employees are a new employee type (Article 4 of CBA). Non-perm employees may be necessary when there's work that needs to be accomplished when there is a workload peak, to backfill for an employee who is gone from their position, or while LCC is conducting a recruitment. The hiring process, appointment process, and separation process for non-perm employees is different than for permanent Classified employees.

Part-time Hourly – Part-time hourly employees are temporary employees that are limited to 1,050 hours within a consecutive 12-month period. However, to ensure that they do not become eligible for benefits, they do not work more than 75 hours per month. They become represented employees (Article 5 of the CBA) when they work 350 hours.

Work Study – Work study employees are student employees that are eligible for Federal and State work study funding. Payroll coordinates onboarding and maintains personnel information for work study employees.

Student Help – Student help employees are student employees that are paid directly from departmental budgets. Payroll coordinates onboarding and maintains personnel information for student help employees.

BUDGETS

If you're a new supervisor, you'll want to set up a meeting with the Director of Finance to gain access to the Financial Management System (FMS) and go over the budgets that you oversee. FMS allows you to view your budget allocations and expenditures.

VISA CREDIT CARDS

Many departments have visa cards that they use to make LCC-related purchases. These credit cards are tied to the College's operating dollars. After you make a purchase with a visa card, you'll need to indicate the appropriate budget number for the purchase and submit your receipt to your account manager. To determine your account manager, contact your VP or the Finance Office.

Operating dollars cannot be used for anything that can be considered a gift of public funds such as contests, gifts, food unless it is part of a working meeting, alcohol, gift cards, or giveaways.

LCC HOSTING FOUNDATION CARDS

The Vice Presidents have allocated funds from the LCC Foundation. Some examples of purchases that are often made with hosting funds include: food expenses for LCC-related event, gift cards for prizes for College activities, team meals, party expenses to celebrate a team member (i.e. retirement, birthday, baby shower).

BUDGET PLANNING

The Executive Leadership Team's (ELT) budget planning process occurs from December to May of each year. Supervisors will provide budget input in January/February. Most VPs meet with supervisors to review previous budgets and request input. VPs will take supervisor's budget proposals to ELT during planning. The proposed budget is presented to the Board of Trustees in June.

WAC/RCWs

Because we are a state employer, we are governed by the laws within the Revised Code of Washington and Washington Administrative Codes related to Lower Columbia College.

COMPUTER/MEDIA/TELEPHONE SERVICES REQUEST

IT prefers that IT-related requests are submitted online through their Computer/Media/Telephone Services Request system.

CAMPUS SERVICES

PRINT ORDERS

Place a print order by completing the order form and submitting it to Campus Services via email, dropping off, or campus mail. Be sure to indicate which budget the order will be charged to. The print shop will complete the order and return an invoice. The print shop submits a report of orders and corresponding budgets to the Finance office each month.

WORK ORDERS

Submit a Campus Services work order request online. Full work order request instructions are found on the Work Order Request Help Page.

TRAVEL

You must have a Prior Approval for Travel form completed and signed before traveling for College business (available on Forms page within the Faculty & Staff website). When driving your personal vehicle for work, you are reimbursed for your mileage driven at the designated OFM rate. If you're traveling overnight or travel somewhere that extends your workday by 3 or more hours, you'll receive per diem (available on Forms page). Once you return from traveling, you'll need to submit the following items to Finance after your supervisor signs off:

- Prior approval for travel form
- Travel expense voucher (if used personal vehicle)
- Any necessary receipts (i.e. parking, training fee)
    - if receiving per diem, no need to include food receipts
- Agenda/information about the purpose for travel (i.e. training, workshop, meeting, etc.)

All the forms and instructions for completing travel documents are available under the travel section of the Forms page. See the Travel Procedure for full details.

RED DEVIL WELLNESS

Did you know that healthier, happier employees are more productive? Red Devil Wellness (RDW) is LCC's inclusive wellness program for faculty, staff, and students. RDW strives to help employees and students improve and maintain their well-being by focusing on ways to help them:

- Move more
- Nourish their body
- Refresh their mind
- Defend & prevent against diseases

The program is designed around a holistic approach to wellness. Hopefully, you and your team are able to participate in Red Devil Wellness activities and events.

EMPLOYEE LEAVE & HOLIDAYS

Only full-time employees receive paid holidays and accrue paid leave. Paid leave will be prorated if the employee works less than full-time. Employees must submit a leave request for all time off. Supervisors can decide how far in advance employees must submit vacation and personal day requests. Be sure to be consistent with all employees. You must approve or deny the leave within ten days from receiving the request.

Note: Cyclical employees do not need to submit leave slips for their scheduled cyclical days. Those are automatically processed.

CLASSIFIED

Classified employees use of paid leave is subject to the [WFSE Collective Bargaining Agreement](). The following leave types are applicable to Classified employees:

- *Sick leave* – 8 hours per month
- *Vacation* –Vacation accruals are based on full years of service. Classified employees must keep their vacation balance at or below 240 hours.
    - During 1st & 2nd years – 9 hours, 20 minutes/month
    - During 3rd year – 10 hours/month
    - During 4th year – 10 hours, 40 minutes/month
    - During 5th & 6th years – 11 hours, 20 minutes/month
    - During 7th, 8th, & 9th years – 12 hours/month
    - During 10th, 11th, 12th, 13th, & 14th years – 13 hours, 20 minutes/month
    - During 15th, 16th, 17th, 18th, & 19th years – 14 hours, 40 minutes/month
    - During 20th, 21st, 22nd, 23rd, & 24th years – 16 hours/month
    - During 25th year – 16 hours, 40 minutes/month

- *Personal leave days* – New Classified employees receive one personal leave day when they've been in their position for 4 consecutive months. Other Classified employees accrue their personal leave day every July. Personal leave days expire June 30th of each fiscal year.
- *Personal holiday* – New Classified employees receive one personal holiday when they've been in their position for 4 consecutive months. Other Classified employees accrue their personal holiday days every January. The personal holiday expires December 31st of each calendar year.
- *Bereavement leave* – Employees will get up to five days of paid bereavement leave after the death of a family member or household member.
- *Jury duty* – Employees are paid if they are summoned for jury duty and miss work. They must provide documentation that validates the dates in which they were a part of a jury with the leave request they submit.
- *Life-giving* – When approved, employees are granted paid leave not to exceed five days in a two-year period to participate in life-giving procedures: medically-supervised procedure involving testing, sampling, donation of blood, platelets, organs, etc.

- *Military leave* – Employees are entitled to up to 21 days of military leave per year (October 1st to September 30th) to report for required military duty, training or drills including those in the National Guard or state active status.
- *Compensatory time* – Overtime-eligible employees can receive comp time in lieu of cash payment for overtime and/or time worked above their normal scheduled hours in a workweek. The rate of comp time for 40 hour/week employees is 1.5 hours per hour of overtime worked. Employees that work under 40 hours receive straight time for extra hours between their normal number of hours and 40 hours within the same workweek. 160 hours is the max that employees can accrue. Comp time must be used by June 30th of each year.
- *Leave without pay* – Employees can also take time off without pay. Here are some examples of approved leave without pay:
    - Family & Medical Leave
    - Work-related injury or illness
    - Military leave
    - Cyclical employment
    - Volunteer firefighting leave
    - Military family leave
    - Domestic violence leave
    - Faith & conscience leave - leave without pay will be granted for holidays of faith and conscience for up to 2 days per calendar year.

Note: Other reasons for leave without pay may be approved or denied depending on the circumstance.

EXEMPT

Exempt employee's use of paid leave is subject to the Administrator & Exempt Handbook. The following leave types are applicable to exempt employees:

- *Sick leave* – New employees are frontloaded 6 months' worth of sick leave upon hire (48 hours) and receive 8 hours/month thereafter.
- *Vacation* – New employees are frontloaded 6 months' worth of vacation upon hire (96 hours). They accrue at the 0-5th year rate thereafter. Employees vacation balance must be below 240 hours every September 30th unless they receive an approved deferral request. The vacation accrual rates for exempt employees are:
    - 0-5th year – 16 hours/month
    - 6th year & beyond – 18.667 hours/month
- *Personal holidays* – New employees receive 5 personal holidays after they're in their position for 5 consecutive months. After the initial accrual, employees receive their 5 personal holidays in January of each year. Personal holidays expire December 31st.

- *Bereavement leave* – Employees will get up to 5 days of paid bereavement leave after the death of a family member or household member.
- *Jury duty* – Employees are paid if they are summoned for jury duty and need to miss work. They must provide documentation that validates the dates in which they were a part of a jury with the leave request they submit.
- *Life-giving* – When approved, employees are granted paid leave not to exceed five days in a two-year period to participate in life-giving procedures: medically-supervised procedure involving testing, sampling, donation of blood, platelets, organs, etc.
- *Military leave* – Employees are entitled to up to 21 days of military leave per year (October 1st to September 30th) to report for required military duty, training or drills including those in the National Guard or state active status.
- *Leave without pay* – Employees may take leave without pay if approved by the supervisor. Extended periods of leave without pay must be requested in writing to the appropriate VP or President.
    - *Faith & conscience leave* – leave without pay will be granted for holidays of faith and conscience for up to 2 days per calendar year.

FULL-TIME FACULTY

Full-time faculty's (FTF) use of paid leave is subject to the Faculty contract. The following leave types are applicable to full-time faculty employees:

- *Sick leave* – Newly hired FTF will be credited 12 days of sick leave for their first academic year. Beginning their second year, they'll accrue one sick day per month.
- *Jury duty* – FTF are paid if they are summoned for jury duty. They must provide documentation that validates the dates in which they were a part of a jury with the leave request they submit.
- *Bereavement leave* – FTF can use sick leave for bereavement.
- *Personal leave* – FTF receive 4 personal days per academic year. FTF that teach as PTF during the summer will receive an additional personal day available for use in the summer only.
- *Leave without pay* – FTF can request leave without pay in advance of the absence.

ADJUNCT FACULTY

Adjunct faculty's use of paid leave is subject to the Faculty contract. The following leave types are applicable to adjunct faculty:

- *Sick leave* – Adjunct accrue sick leave at a rate of their FTE multiplied by 7 hours. This is the max they can accrue per month.
- *Bereavement leave* – Adjunct can use sick leave for bereavement leave.
- *Personal leave* – Adjunct can receive 4 days of personal leave available July 1st through June 30th and can only use up to 2 days within a quarter.
- *Leave without pay* – Adjunct can request leave without pay in advance of the absence.

PART-TIME EMPLOYEES

Sick leave – Effective January 1, 2018, part-time employees are eligible for paid sick leave. This includes part-time hourly employees and student employees (student help and work study). They accrue 1 hour for every 40 hours worked. They accrue sick leave in increments of .25 (15 minutes) and can also use it in .25 increments. See the Part-time Leave Procedure for full details.

PAID HOLIDAYS

Employees receive holiday pay automatically and do not need to submit leave requests for paid holidays. Lower Columbia College observes the following holidays:

- New Year's Day
- Martin Luther King Jr.'s Birthday
- Presidents' Day
- Memorial Day
- Independence Day
- Labor Day
- Veterans' Day
- Thanksgiving Day
- Native American Heritage Day (Day after Thanksgiving)
- Christmas Day

FAMILY MEDICAL LEAVE (FMLA)

FMLA is coordinated through HR. Employees that have worked over 1,250 hours and been at the College for at least 12 months, are eligible for FMLA if there is a qualifying circumstance. FMLA includes time off due to:

- Employee's own medical condition
- A work-related condition
- Employee caring for parent/spouse/domestic partner
- Employee caring for child with serious health condition

- Parent leave/care for newborn/placed child
- Military leave

FMLA eligible employees are entitled to up to 12 weeks off over a 12-month period. The time off can be taken continuously, intermittently, or a combination of continuous and intermittent leave. Employees can use any of their paid leave types for their time off as well as leave without pay.

If one of your employees may be eligible for FMLA, please refer them to HR. Your role as a supervisor is to notify HR so that we can connect with the employee and guide them through the FMLA process. See LCC's FMLA Procedure 250.1A for more information.

FMLA ELIGIBILITY FOR ADJUNCT FACULTY

Adjunct faculty are eligible for FMLA if they have worked 50% of full-time or above for the three previous consecutive quarters with Lower Columbia College. Their percentage of full-time is based on the number of credits they teach per quarter.

WASHINGTON FAMILY LEAVE ACT

Due to recent law changes, employees that are taking time off for a newborn/placed child, can extend their 12 weeks off and receive an additional 6 weeks off that's covered under the Washington Family Leave Act.

Note: LCC offers a Nursing Mother's room for faculty & staff. Please refer to Human Resources for access.

SHARED LEAVE

REQUESTING SHARED LEAVE

Per the Shared Leave Program (RCW 41.04.665), employees are able to receive shared leave donations from other employees if they meet shared leave eligibility requirements and receive approval by HR. The requirements include completing the shared leave request form and provide supporting medical documentation that demonstrates that either they or a relative or household members suffers from an extraordinary or severe illness, injury, impairment, or physical or mental condition, which causes or is likely to cause the employee to go on leave without pay status or terminate employment. HR reviews the documents and either approves or denies the request.

"Severe" or "extraordinary" is defined as serious or extreme and/or life threatening.

SHARED LEAVE DONATIONS

Employees may donate leave to employees who have an approved shared leave requestor as long as the employee's leave balances don't fall below the minimums outlined on OFM's shared leave guidelines page.

Note: Part-time employees are not eligible to participate in the shared leave program.

LCC HIRING PROCESS

FULL-TIME EMPLOYEES

HR leads the recruitment process for full-time employees of Lower Columbia College. See the Procedure for Recruitment and Selection of LCC employees for full details on the process. Classified positions must be posted for at least ten days.

ONLINE HIRING CENTER (OHC)

The OHC is where supervisors will login to create requisitions (formerly known as Personnel Request form). Requisitions will route through an approval flow and then positions will be posted. The OHC is also where selection committee members will review candidates' applications prior to the screening committee meeting.

HIRING COMMITTEES

Hiring committees are comprised of a diverse group that has a representative from each division of campus and a representative from each of the full-time employee classifications (exempt, faculty, and classified). The direct supervisor for the open position is almost always a part of the hiring committee. Generally, hiring committees consist of 6-7 individuals.

APPOINTING FULL-TIME EMPLOYEES

Sometimes appointing employees into vacant positions is appropriate. The President may appoint an internal or external candidate to fill Exempt and Administrator positions without recruiting for the position. Appointments are reviewed by the Executive Leadership Team prior to final appointment by the President.

PART-TIME HOURLY EMPLOYEES

GENERAL INFORMATION

Because PTH are considered temporary employees, prior to the start of each fiscal year, HR sends out the Part-time Hourly Reassurance memo requesting that all PTH employees who will be returning to work in the upcoming fiscal year complete a new PTH Appointment Notice (contact HR).

HIRING PART-TIME HOURLY EMPLOYEES

Supervisors are in charge of hiring our part-time hourly employees. However, HR is happy to be more involved in the hiring process for PTH if needed. Here are the steps for hiring PTH employees:

1. Supervisor creates requisition in OHC. Routes requisition to VP for approval.
2. VP approves requisition in OHC.
3. ELT reviews requisition after Cabinet discussion.
4. HR posts the job to the LCC website and creates job ads as applicable.
5. After the job posting closes, HR will screen applications and refer candidates that meet minimum qualifications to the supervisor.
6. Supervisor will review candidates, schedule interviews, and check references.
7. Supervisor calls HR to run background checks prior to making job offer.
8. After an offer has been made and accepted, schedule a new employee orientation with HR (the orientation must take place within three days after the employee starts in the new position).

Note: even when work study or student employees convert to PTH, they still need to complete a new employee orientation with HR.

PTH HOURS RESTRICTIONS & BENEFITS

PTH employees cannot exceed 75 hours/month or work in any other capacity on campus without *prior* approval from HR.

PTH employees are not eligible for benefits (medical, dental, life, long-term disability, etc.), which is why they are restricted to 75 hours/month. However, PTH employees are eligible for retirement if they work five consecutive months of 70+ hours. In addition, pursuant to the CBA, after 350 hours of work in a 12-month period, PTH employees will be included in the classified union and will be subject to the union security provisions of the CBA (Article 5).

TERMINATION

PTH's employment is at will meaning they can be terminated at any time, so long as it is not for a disciplinary reason. Upon termination, please be sure to notify HR in advance and have the employee complete an exit checklist to ensure that all College property is returned and appropriate parties are notified of the employee's separation.

WORK STUDY / STUDENT HELP EMPLOYEES

Be sure that there are enough funds available to pay for student help employees prior to recruiting for a position.

Work study and student help employees are limited to 19 hours/week during the weeks that classes are in session. However, during breaks, work study can work up to 40 hours/week as long as there is enough funding. Supervisors are responsible for tracking their hours to ensure that the work study employees do not work too many hours and exceed their work study allotment.

HIRING A WORK STUDY EMPLOYEE

1. Advertise for the position. Career & Employment Services allows departments to post work study positions on Career Connections.
2. Schedule & conduct interviews. Require candidates to provide a work study award slip from LCC's Financial Aid department.
3. Call HR with the student's full name and DOB so HR can conduct a background check ***prior*** to hire.
4. Once the work study is hired, complete the Federal and State Work Study Referral form (found on HR webpage)
5. On or before the first day of employment, the work study employee must go to Payroll to complete documents. They need to bring appropriate I-9 documentation to verify their eligibility to work (Driver's license & SS card works great) within three days of their first day of employment.

HIRING A STUDENT HELP EMPLOYEE

1. Advertise for the position. Career & Employment Services allows departments to post work study positions on Career Connections.
2. Schedule and conduct interviews.
3. Call HR so HR can conduct a background check on the student ***prior*** to hire.
4. Make offer to candidate.
5. On or before the first day of employment, the work study employee must go to Payroll to complete documents. They need to bring appropriate I-9 documentation to verify their eligibility to work (Driver's license & SS card works great) within three days of their first day of employment.

VOLUNTEERS

LCC has a number of volunteers on campus. Volunteers do not receive pay of any kind for their service to the College. Their volunteer service can end at any time.

HIRING VOLUNTEERS

Hiring volunteers is a very easy process:

1. A completed Non-employee Volunteer Agreement and background check form (page 2-3) must be submitted to HR prior to the start of the volunteer work. The volunteer will keep the other pages of the Procedure for Non-employee and Volunteer Service packet.
2. If the volunteer work is associated with Student Activities, the form must be signed by the Director of Student Activities before sending it to HR
3. HR will conduct a background check on the volunteer.

4. If background comes back clear, HR will submit a completed copy of the volunteer agreement to the volunteer's supervisor. Volunteer work may begin at that time or after that.

All volunteers must log hours on a volunteer timesheet (page 5). Volunteer timesheets are submitted to Payroll at the end of each month.

HR DO's & DON'Ts

DO

Set clear expectations for direct reports and revisit them often.

Keep supervisor files for your employees.

Encourage your employees to participate in professional development and wellness activities.

Provide positive feedback and recognition for employees that are meeting and exceeding expectations.

Take the time for effective onboarding. Ensure your employees receive proper training they need to perform the functions of their job.

Build solid working relationships with your employees.

Ask your direct reports often what their expectations are of you as their supervisor.

Be timely with notifying employees that they are failing to meet standards.

Ask employees often if they have the training and resources they need to perform the functions of their job or if they need anything from you to be successful.

Hold employees accountable.

Offer resources to employees such as the Employee Assistance Program when their behavior is out of the ordinary for them.

Treat all employees fairly and equally.

Maintain confidentiality related to disciplinary issues/investigations.

Address rumors with your team as soon as you become aware of them.

Communicate openly and honestly with HR when dealing with personnel issues—we can't help if we don't have all of the information!

Have fun!

DON'T

Try to handle personnel issues without involving HR.

Avoid conducting employee evaluations.

Terminate a part-time hourly employee without notifying HR in advance.

Allow unacceptable workplace behavior to go unaddressed.

Let good deeds or good work go unnoticed.

Talk about your employees in a negative manner with other faculty & staff.

Pick favorites. Perception is reality—as a supervisor, someone is always watching you.

Be afraid to have uncomfortable conversations with your employees regarding their performance or behavior.

Be afraid to ask HR for help—that's what we are here for!

PERFORMANCE / EVALUATIONS

All performance evaluation materials can be found on our HR webpage. We have three different evaluation processes: Administrator Performance Appraisal, Exempt Performance Appraisal, and Classified Employee Performance Development Plan. HR notifies supervisors every other month with a list of exempt and Classified employees that are due for evaluations. Keeping track of when your employees' evaluations are due on your Outlook calendar is a way to stay current with evaluations.

ADMINISTRATION PERFORMANCE APPRAISAL

The Administrator Performance Appraisal is designed to improve personal performance, institutionalize individual professional development and improve communication, strengthen the quality of communication between administrators and the campus community, and determine opportunities for improvement.

HR identifies the employees that need to be evaluated. Typically, administrators are evaluated every other year. HR and the employee's supervisor determine a list of evaluators. Once the list is established, HR sends the survey to the evaluators via Survey Monkey.

The survey results are distributed to the supervisor and the employee. The supervisor will meet with the employee to discuss and review the results and then submit the Individual Development Plan to HR for the employee's personnel file. See the Administrator Performance Appraisal Procedure for full details on the evaluation process.

EXEMPT PERFORMANCE APPRAISAL

Exempt employees are to be evaluated bi-annually. However, supervisors can do evaluations more frequently. For new exempt employees, it is recommended to conduct an evaluation after they reach one year in the new role.

- Procedure
- Individual Development Plan (IDP)

CLASSIFIED EMPLOYEE PERFORMANCE DEVELOPMENT PLAN

New Classified employees are evaluated at the end of their 6-month probationary period, then annually (near their anniversary date) thereafter. Supervisors also reserve the right to do special evaluations in addition to the annual evaluation as necessary.

- User's Guide for Supervisors & Employees
- Step 1: Instructions

- Step 2: Expectations
- Step 3: Evaluation

It is good practice to create new expectations for the upcoming year at the same time you're completing an evaluation for the previous year. For new hires, you'll want to complete the expectations with them upon hire. Remember, Classified employee's evaluations can only reflect the most recent year even if they haven't had an evaluation completed on them for several years. Be sure to have the appropriate dates listed on the evaluation form.

JOB DESCRIPTIONS

When you're evaluating employees, it's also a great opportunity to update employee's job descriptions. Copies of current job descriptions are maintained in the employee's personnel file. Contact HR if you need a copy and/or our job description template as a starting point for positions that don't have any electronic job descriptions available.

See a sample Classified employee evaluation and expectations for the upcoming year in the appendix.

SUPERVISOR FILES

Supervisor files are a great aid in conducting employee evaluations. See the Supervisor FAQs below!

How frequently should I purge the contents of my supervisor files?
Supervisor files can only contain documents related to the current evaluation period unless the documents are related to issues of an on-going nature. For example, if you completed an evaluation for an employee in June 2017, the contents of your supervisor file must be shredded immediately following the evaluation. You can begin putting new documents in the file for the evaluation period of July 2017 – June 2018.

Can my supervisor file be electronic?
Yes. However, it still can only contain information related to the current evaluation period, unless related to issues of on-going nature.

What kind of information can I keep in my supervisor file?
The following is not an exhaustive list, but it covers the majority of items that *should be* kept in the file:

- Documents related to job duties & performance
- Positive feedback from peers or supervisor
- Goals/expectations
- Performance improvement plans

What cannot be kept in supervisor files?
The following is a list of information that *should not* be kept in the file (this type of information is maintained in the HR office):

- Doctor's notes or any other kind of medical documentation
- Accident reports or LNI information/claims
- Legal claims (i.e. any documentation related to a discrimination/harassment complaint)
- Test results
- Any non-job related personal information

How do I document conversations I have with employees throughout the evaluation period?
Simple summaries of conversations are encouraged so that you have them to reference later. A good strategy is to email your employee a discussion summary right after you have performance-related conversations. Then, print or save that email in your supervisor file. An alternative would be drafting a conversation summary with the respective date(s) in Word and save in the supervisor file. It's important to do a summary while the conversation is still fresh in your mind.

EMPLOYEE RECOGNITION

EFFECTIVE RECOGNITION

As a supervisor, recognizing your employees is vital! It only takes a moment to recognize someone's great work and to acknowledge them for their work. Tell employees when they're doing well throughout the year! Always be sure to include positive comments in evaluations. According to Forbes, effective employee recognition must be:

1. ***In the moment*** – be timely with your recognition! Acknowledge it right after it happens and make sure you're descriptive when you do!

2. ***In context*** – tie their recognition to the purpose and/or mission of the college! Let them know how their work impacts LCC as a whole.

3. ***Appropriate in volume/scale*** – recognition must match the effort and the results or it loses meaning.

4. ***Authentic, not automatic*** – make sure your recognition is sincere and thoughtful.

5. ***Tailored to each employee*** – this is huge! Depending on their generation, work style, personality, etc. employees have a very different perception of value. The type of recognition that works for one employee may not work for the other. Figure out how your employees prefer to be recognized!

RECOGNITION IDEAS

Recognizing your employees sends a very powerful message—that you appreciate and value them! See the list below for some ideas for recognizing your team!

- **Take a task** – When an employee does something great, reward them by having a coworker or you doing a task they don't enjoy for a brief period of time.
- **Peer to peer recognition** – Have coworkers recognize each other/say something nice about another at a staff meeting—maybe this is something you could do quarterly where your team draws names and then shares about the person they drew at an upcoming meeting. It's great to receive recognition from your boss, but it also feels great to hear kind things from your peers!
- **Kudos/thank you e-mail** to team and/or individual employees
- **Lunch or coffee with the boss** – Mix up the venue!
- **Fun certificates**
- **Team potlucks**
- **Thank you cards/hand-written notes** – An e-mail and a card take similar amounts of time to do, but something hand-written always feels more personal!
- **Verbal praise**
- **Red Devil Wellness pay-it-forward cards** (available in HR) – The pay-it-forward cards are a great way to acknowledge when your employees go above and beyond!
- **Generosity with time** – Acknowledge that your employee worked late yesterday to get a project done by letting them scoot out a little early today

- **Professional development opportunities** – This shows that you're willing to invest in the employee and want them to learn and grow professionally.
- **Increased responsibility** – Gen X appreciates this type of recognition. It demonstrates that you noticed they're doing really well in their role and are ready to take on some new and possibly higher level tasks.
- **Flex schedule** (as feasible and appropriate) – Many positions on campus have peak times throughout the year/quarter. Allowing them to flex their schedule is huge with employee engagement.
- **Decorate their workspace** – A great way to recognize that your employee contributes to your team is by welcoming them with open arms when they return from a vacation or period of being gone.
- **Celebrate birthdays & other events** – This makes employees feel valued!
- **Team member of the month/quarter**
- **Department trophy** – Pass along as employees achieve successes
- **Afternoon unwind** – Maybe this is treats or just a time to take a break with coworkers after a busy start to the quarter
- **Pat on the back** – Literally pat them on the back!
- **E-card**

RESIGNATION/TERMINATION

RESIGNATIONS

When employees resign from their position, we request a letter of resignation or email with the effective date. Once they submit their resignation, HR will accept their resignation and assist them with their separation from the College.

RETIREMENT

The exit for retiring employees is similar to when they resign, but the retirement process often takes several months (sometimes longer) so when your employees mention interest in retiring, please encourage them to contact HR to begin planning for their retirement. Of course, sometimes employees notify the College about retiring just before their selected retirement date, which we will accommodate.

When employees have decided to retire, the first step is notifying HR about their intent to retire via email or in a formal letter. The letter doesn't need to be long—it just needs an effective date.

HR will schedule a meeting with the retiree to provide resources and tools to walk them through the entire retirement process.

PROCEDURE FOR USING PAID LEAVE TO EXTEND BENEFITS

As a general rule, use of paid leave at the end of an employee's separation from employment will only be approved for the amount of business days remaining in the month of the employee's last working day. Exceptions may be made based upon the business needs of the College.

TERMINATING FULL-TIME EMPLOYEES

The procedure for discipline for full-time faculty, exempt, and Classified employees is outlined in their contracts/handbooks.

- Full-time Faculty: Lower Columbia College Faculty Association of Higher Education
- Exempt: Administrative & Exempt Handbook
- Classified: Washington Federation of State Employees Higher Education Community College Coalition

EXIT CHECKLISTS

Regardless of the reason for separation (resignation, retirement, or termination), employees must complete an exit checklist and turn in all of the College property on their last day on campus.

OTHER RESOURCES & INFORMATION

ERGONOMICS ASSESSMENT

We want employees to be the most comfortable in their space as they can be. Discomfort at work leads to job-related injuries. HR provides ergonomic assessments for new employees as well as upon request. Ergonomic assessments are a way to evaluate an employee's working environment and modify the space to fit the employee.

HR assists in resolving any issues that are discovered during the ergo assessment. If the solution leads to an expense, it comes from the employee's department's budget.

ACCOMMODATIONS

The process for employee accommodations is handled through HR not Disability Support Services, although DSS may assist HR at some point in the process and serve as a great resource for employees. If a need for a potential accommodation arises, supervisors must refer employees to HR.

HR guides the employee through the accommodation process, and based on medical information provided by the employee, HR determines if this specific condition is something we are able to accommodate at LCC. If it is, HR works with the appropriate parties to get the accommodation in place.

ACCESSIBILITY

Employees are encouraged to notify their supervisor for approval to purchase special equipment and/or software to help resolve the issue. If approved by you, Campus Services will order necessary equipment and IT will order necessary software. Accessibility issues are generally coordinated between the employee, their supervisor, and Campus Services and/or IT. DSS is a great resource for which equipment/software to purchase.

Check out the tips for creating accessible & inclusive meetings! See the printable version in the appendix.

APPENDIX

The appendix consists of tools and documents that are available for your use as a supervisor!

COMMUNICATION STYLE QUIZ

What is your communication style?

In each situation, mark the response, which would best describe your behavior. Pick the one that "best fits" most of the time. Answer how you actually behave—not how you should behave.

1. When I talk to others, I like to:
    a. Get to the point
    b. Talk
    c. Tell only what I want others to know
    d. Go into great detail
2. At times, I may be:
    a. Blunt
    b. Slow to give advice
    c. Overly strict in my interpretations
    d. Very subjective in my description of things
3. Most of my communications is directed towards:
    a. Being friendly with others
    b. Precision
    c. Cooperation
    d. Getting results
4. I am sometimes accused of:
    a. Being tentative
    b. Not listening
    c. Procrastinating
    d. Talking too much
5. When I am in a discussion with people, they know:
    a. I desire the facts
    b. I don't like surprises
    c. Where I stand
    d. I am enthusiastic
6. I like communication which is:
    a. Positive
    b. Logical
    c. Straightforward
    d. Calm
7. I like conversations which are:
    a. Stimulating
    b. Optimistic
    c. Sincere

    d. Controlled
8. I do not like conversations which:
    a. Create stress
    b. Are not cooperative
    c. Do not accept my view
    d. I cannot control
9. I feel best when I am:
    a. Listening to others
    b. Following an agenda
    c. Telling others what to do
    d. Smooth and poised
10. My greatest communication weakness is:
    a. Demand for details
    b. Reacting too quickly
    c. Desire for personal attentions
    d. Speaking without adequate preparation
11. Most of the people I work with think of me as:
    a. Neighborly
    b. Cautious
    c. Open to change
    d. Sincere
12. My greatest need is to be:
    a. With people
    b. Given time to adjust to changes
    c. Encouraged
    d. Given frank direction and evaluation
13. The basic idea of communication is to:
    a. Cooperate with others
    b. Gain power over others
    c. Persuade others
    d. Bring things under control
14. When I use written communications, I tend to:
    a. Be too brief or not write at all
    b. Oversell an idea
    c. Go by the book
    d. Over-document or write long messages
15. I function best in an environment which:
    a. Free
    b. Includes other people
    c. Is organized
    d. Is pleasant
16. Conversations that motivate me most give me:

a. A challenge
b. Comfort
c. Friendly relationships
d. Recognition

17. When those around me are under stress, I tell them:
    a. What to do
    b. About the positive
    c. To adjust to the situation
    d. To stay calm
18. My greatest strength in talking to others is that I am:
    a. Conscientious
    b. Outgoing
    c. Decisive
    d. Willing to listen

Communication Style Score Sheet

Question	Column 1	Column 2	Column 3	Column 4
1	a	b	c	d
2	a	d	b	c
3	d	a	c	b
4	b	d	c	a
5	c	d	b	a
6	c	a	d	b
7	a	b	c	d
8	d	c	b	a
9	c	d	a	b
10	b	d	c	a
11	c	a	d	b
12	d	a	b	c
13	b	c	a	d
14	a	b	c	d
15	a	b	d	c
16	a	d	c	b
17	b	a	d	c
18	c	b	d	a
Totals				

Key to the Communication Style Quiz

In the communication style quiz, you selected words and terms, which “best fit” how you communicate with others. Identifying how you perceive your communications can help you understand how you come across to others and help communications be more productive.

When you have identified the column that has the most responses, you can determine your “communication style”. Here are the interpretations for each column:

Column 1 – Direct Style	Column 3 – Sincere Style
In communication with others, you like to feel you are in charge. You like a challenge, difficult assignments, and quick action. You can be very decisive in your conversations. You may have need of improving your communications because you tend to be too brief, a one-way communicator, a poor listener, and sometimes come across too blunt. You may want freedom, power, independence, and quick results. You will want these things to work for you, not against you in your communication with others.	In communication with others, you like to be sincere. You like to be a member of a group, and you need appreciation, stability, and time to adjust to new ideas. You may have need of improving your communications because you tend to respond slowly for information, need too much personal attention, and may be turned off by an aggressive person. You may want to build roots, to feel needed. And to be asked—not told—what to do. Be sure these things work for you in your communication.
Column 2 – Talking Style	**Column 4 – Organized Style**
In communication with others, you feel you are successful in persuading them. You like to be around people to look successful, being popular, and to be positive. You can be very talkative. You tend to speak without preparations, oversell an idea, and give more information than necessary. You may want popularity, influence, acceptance, and public recognition. Be sure that these things work for you in your communication with others.	In communication with others, you like to be thorough. You like to feel that you are in a low-risk situation, cooperative, organized, and using standard operation procedures. You can be very logical in your communications because you tend to be excessively detailed, write long memos, overemphasize when putting things in writing, and slow to trust others. You may want thinking time, low-risk situations, cooperative relationships, organization, and long explanations. You should overcome the negative situation these behaviors can lead you into. And use the positive to success

EFFECTIVE ONE-ON-ONES

The Basics of Effective One-on-Ones (O^{3}s)

What are the **BEDROCK BASICS** of GREAT One-on-Ones?	• **Regularly Scheduled** • **Never Missed** • ***Primary* Focus on The Team Member** • **Notes & Follow Up *Critical***

WHEN Do We Do One-on-Ones?

One-on-Ones are *Sacrosanct* – Good Managers *Never* Miss Them	• For **Most** Managers, Weekly With Each Team Member
	• For **Some** Managers, Bi-Weekly With Each Team Member
	• For **Only a Few** Managers, Monthly With Each Team Member

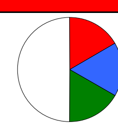
With WHOM Do Managers Have One-on-Ones?: EVERYONE

WHERE Do We Conduct One-on-Ones?

- **The Key is NOT IN PUBLIC – It does NOT have to be "in private"**
- **If you have an office, in your office with the door closed**
- **If you have a cubicle, at your desk, with sensitivity**

WHAT Do We Do and HOW Do We Do It?

How Long? 30 Minutes	10 Mins For Them 10 Mins For You 10 Mins For Career/Growth/Development



How Do I PREPARE?

Ask Yourself These Simple Questions:

- **What do my follow up notes say I need to check on?** Am I committed to following up? What notes should I make now? How might I ask that question? Am I ***really*** committed to following up?
- **What Do I need to be sure to communicate?** What behavior of his/hers am I focusing on? What projects or work am I involved in? What organizational issues/news/efforts can I share? What meetings have I just attended – what did I learn? What are the common items I need to get out to everyone – about schedules or projects or workload or our team?
- **What positive feedback can I give?**
- **What corrective feedback am I going to give?**
- **Is there something I can delegate?** What project, task or work would be helpful to their development?

What Are Some Effective Questions I Can Ask?	
• Tell me about what you've been working on?	• What questions do you have about this project?
• Tell me about your week – what's it been like?	• Where do you think I can be most helpful?
• Tell me about your family/weekend/ activities?	• How are you going to approach this?
• Tell me about anything you stumbled over.	• What are your thoughts on my changes?
• Would you update me on Project X?	• What do you think about it?
• Are you on track to meet the deadline?	• So, you're going to do "X" by Tuesday, right?
• What questions do you have about the project?	• How do you think we can do this better?
• What areas are ahead of schedule?	• What are your future goals in this area?
• What areas of your work are you confident about?	• What are your plans to get there?
• What worries you?	• What can you/we do differently next time?
• What suggestions do you have?	• Tell me about what you've learned on this project?

TEAM LEADER REPORT CARD

Team Leader Report Card

As a team leader I am always looking for ways that I can better support your work and your success. To that end I have put together some criteria that I would like you to rate me on, using a 1-5 scale (with 1 as the lowest and 5 as the highest).

Please also provide some constructive feedback to explain your rating. You do not need to put your name on this document. However, I am happy to discuss this feedback!

	My team leader knows how my work supports the work of our team goals.
	My team leader encourages me to provide ideas and feedback, and actively listens to my suggestions and concerns.
	My team leader provides the information, tools and support I need to be successful in accomplishing my work and meeting customer expectations.
	My team leader coaches me in a positive way to further my job performance and strengthen my skills.
	My team leader sets a positive example while demonstrating the courage to address difficult issues promptly.
	My team leader encourages a positive, fun approach to completing our work.
	My team leader provides the trust I need, and I know he/she will maintain my confidentiality.

Additional comments:

TIPS FOR SUPERVISORS

1. Plan and prioritize team tasks.
2. Delegate to help manage your workload and develop your team members.
3. Follow up on delegated tasks to make sure team members have the guidance they need.
4. Learn to identify and prevent recurring problems.
5. You don't need to have all the answers—foster ideas form others.
6. Be accessible to your team.
7. Learn to take advantage of "coachable moments."
8. Resist temptation to step in and take charge—if you do, you will be depriving your team of valuable learning opportunities.
9. Communicate decisions from management and help your team to understand the reasons behind decisions that directly affect them and how they work. Listen to the team's concerns and input.
10. Communicate ideas from your team upward to management. Persuasively communicate your team's point of view.
11. Encourage teamwork. Help your team members to identify conflict and take steps to resolve it.
12. Model the behavior you want.
13. Set clear expectations; discipline effectively. Be sensitive to team member's individual situation and be sympathetic but fair.
14. Give recognition and praise for work well done.
    Recognize every improvement no matter how small.
15. Have team members share their skills with others.
16. Develop your team to be self-supervising.

SUPERVISOR MUST READS

Book Title	Author
"I Wish I'd Said That"	Linda McAllister
2 Second Lean	Paul. A. Akers
21 Laws of Leadership	John Maxwell
21 Laws of Leadership 10th Anniversary Edition–revised & updated	John Maxwell
25 Ways to Win with People	John Maxwell & Les Parrott
7 Habits of Highly Effective People	Stephen Covey
Attitude 101	John Maxwell
Be a People Person	John Maxwell
Be All You Can Be	John Maxwell
Becoming a Person of Influence	John Maxwell & Jim Dornan
Breakthrough Parenting	John Maxwell
Dare to Dream	John Maxwell
Deliberate Success	Eric Allenbaugh
Delivering Happiness	Tony Hsieh
Destiny & Deliverance	John Maxwell as a Contributor
Developing Management Skills	David Whetten & Kim Cameron
Developing the Leader Within You	John Maxwell
Developing the Leaders Around You	John Maxwell
Drive	Daniel Pink
Encouragement Changes Everything	John Maxwell
Entertaining Leaders: Leadership and Celebrity Politics	Flying Pig Press
Equipping 101	John Maxwell
Everyone Communicates, Few Connect: What the Most Effective People Do Differently	John Maxwell
Executive EQ – Emotional Intelligence in Leadership and Organizations	Robert K. Cooper, PhD & Ayman Sawaf
Failing Forward	John Maxwell
Failing Forward–Turning Your Mistakes into Stepping Stones for Success	John Maxwell
From Values to Action: The Four Principles of Values-Based Leadership	Harry M. Jansen Kramer Jr.
Good to Great	Jim Collins
How Successful People Think	John Maxwell
How to Grow People and Build a Lean Culture	Paul Akers
INTERACT Personal Strengths Profile	Eric Allenbaugh

Book Title	Author
Leadership 101	John Maxwell
Leadership Gold: Lessons I've Learned from a Lifetime of Leading	John Maxwell
Leadership is a Choice	Charlie Sheppard
Leadership Promises for Every Day	John Maxwell
Leading from the Lockers	John Maxwell
Life Focus Quote Books	Eric Allenbaugh
Life@Work	John Maxwell, Addington & Graves
Living at the Next Level	John Maxwell
Make Today Count	John Maxwell
Mastering Change	Eric Allenbaugh
Match: A Systematic, Sane Process for Hiring the Right Person Every Time	Dan Erling
No Excuses: How You Can Turn Any Workplace Into A Great One	Jennifer Robin & Michael Burchell
Now, Discover Your Strengths	Marcus Buckingham & Donald O. Clifton
Partners in Prayer	John Maxwell
Performance Coaching	Eric Allenbaugh
Primal Leadership: Learning to Lead with Emotional Intelligence	Daniel Goleman, Richard Boyatzis & Annie McKee
Put Your Dream to the Test	John Maxwell
Rebuilding Trust in the Workplace	David Reima & Micelle Reima
Relationships 101	John Maxwell
Running With the Giants	John Maxwell
Save your Drama for Your Mama	Charlie Sheppard
Sometimes You Win, Sometimes You Learn	John Maxwell
Success, One Day at a Time	John Maxwell
Talent Is Never Enough	John Maxwell
Teamwork Makes the Dream Work	John Maxwell
The 17 Essential Qualities of a Team Player	John Maxwell
The 17 Indisputable Laws of Teamwork	John Maxwell
The 21 Indispensable Qualities of a Leader	John Maxwell
The 21 Most Powerful Minutes in a Leader's Day	John Maxwell
The 360° Leader	John Maxwell
The 5 Levels of Leadership	John Maxwell
The Choice Is Yours	John Maxwell
The Complete 101 Collection	John Maxwell
The Desert Experience	John Maxwell as a Contributor
The Difference Maker	John Maxwell

Book Title	Author
The First 90 Days: Critical Success Factors for New Leaders at all Levels	Michael Watkins
The Five Languages of Appreciation in the Workplace	Gary Chapman
The Five Languages to Apology	Gary Chapman
The Five Love Languages	Gary Chapman
The Heart of Christmas	John Maxwell as a Contributor
The Journey From Success to Significance	John Maxwell
The Maxwell Leadership Bible	John Maxwell
The Power of Attitude	John Maxwell
The Power of Influence	John Maxwell
The Power of Leadership	John Maxwell
The Power of Partnership	John Maxwell
The Power of Thinking Big	John Maxwell
The Preacher's Commentary-Deuteronomy	John Maxwell
The Right to Lead	John Maxwell
The Three Signs Of A Miserable Job	Patrick Lencioni
The Time Crunch (contributor)	John Maxwell
The Treasure of a Friend	John Maxwell
The Truth About Leadership	James M. Kouzes & Barry Z. Posner
The Winning Attitude	John Maxwell
The Wisdom of Teams	Jon R. Katzenback & Douglas K. Smith
There's No Such Thing as "Business" Ethics	John Maxwell
Think on These Things	John Maxwell
Thinking For a Change	John Maxwell
Today Matters	John Maxwell
Tough Questions, Honest Answers	John Maxwell
Wake-Up Calls	Eric Allenbaugh
Who	Geoff Smart & Randy Street
Who MOVED MY CHEESE	Spencer Johnson
Winning With People	John Maxwell
Working with Emotional Intelligence	Daniel Goleman
Your Bridge to a Better Future	John Maxwell
Your Road Map for Success	John Maxwell

TEAM NORMS

Behaviors Team Members Agree to Practice

PERSONALLY

- I will ask questions and listen
- I will have clear-eyed realism
- I will practice personal integrity and transparency. My mission in the Board Room is the same as in private conversations
- I will maintain open communication—passion vs. attachment. Listen to others' perspective
- I will think strategically, but not lose sight of tactical implications
- I will not belabor points
- When I bring a problem to the table, I commit to engage with my colleagues in finding a solution(s) to the problem
- I will be open to new ideas, approaches and a sense of urgency to get there
- I will lead and/or manage as the situation dictates
- I will be prepared for all board meetings
- I will demonstrate a positive attitude
- I will follow through on what I say I am going to do

AS A GROUP

- We will work well as a group—understand and execute
- We will practice team work—work out difficult issues
- When we disagree, we treat each other with professionalism and respect
- We will stay focused on important issues
- We will get over defining ourselves and get on with accomplishing our goals—Get on With It
- We will practice more collaboration—More cooperation—More frank and open communication
- We will be at peace with our strategic role and not emphasize involvement in execution
- We will demonstrate model behaviors for our profession
- We will expect positive outcomes for all Board initiatives
- We will not burn out the faithful

Disability Resource Center

UNIVERSITY OF MINNESOTA
Driven to Discover℠

ADVANCING ACCESS FOR EVERYONE

Creating Accessible & Inclusive Meetings or Events

Planning ahead for inclusion can help to create an event that is welcoming to everybody. Here are some guidelines to consider when organizing meetings and events.

EARLY PLANNING CONSIDERATIONS

- ❏ When possible, include people with disabilities in all stages of event planning.
- ❏ Consider the date and time of your event to minimize barriers related to length of day, number & duration of breaks throughout the event, availability of transportation, and religious observances.
- ❏ Designate an **Access Coordinator** on your team for the event or meeting.

Event Access Coordinators

- ❍ Receive, confirm and track all access requests from participants.
- ❍ Manage and implement accommodations.
- ❍ Communicate accommodations arrangements with participants and staff.
- ❍ Identify assistants who will be available to help with access-related tasks.
- ❍ Coordinate all materials for accessible distribution several days in advance.
- ❍ Request interpreters & captioners at least **two weeks in advance (http://z.umn.edu/1803)**.

VENUE

Conduct an early site visit to clarify accessibility and what may require additional planning related to:

- ❏ Entrances & elevators
- ❏ Restrooms (accessible, all-gender & transfer table availability)
- ❏ A refrigerator & microwave for those bringing food
- ❏ Sufficient accessible parking & transportation
- ❏ Audio technology (microphones, listening devices)
- ❏ Temperature control & lighting considerations
- ❏ Quiet spaces

Please also:

- ❏ Ensure space is large enough.
- ❏ Plan for wheelchair accessible seating and paths throughout the space.
- ❏ Provide a variety of seating and table options (e.g. table heights, styles, sizes).
- ❏ Confirm emergency protocols and request changes needed for disabled people (e.g. elevator use during a fire).
- ❏ Identify other events at the same venue that day and plan to reduce access barriers (e.g. managing noise level).
- ❏ Avoid decorations in pathways, flash/strobe effects, latex balloons, and fog machines.

MARKETING, WEB DESIGN & FORMS

- ❏ Create accessible materials — learn how at **accessibility.umn.edu** or **z.umn.edu/doccon**.
- ❏ Provide accessible online registration and request preferred names.
- ❏ Indicate access being provided (e.g. interpreting, captioning, listening devices, audio description).
- ❏ Ask and remind participants to use scent-free products.
- ❏ Use this language to invite accommodation requests: "To make disability-related accommodations or dietary requests contact [**Event Access Coordinator**]."

Continued on page 2

Other Considerations

For all-day or multi-day events and conferences:

Verify and provide, in advance, a list of:

- ❍ Accessible lodging
- ❍ Accessible restaurants nearby and hours of operation

Contact information for:

- ❍ Pharmacy – nearest & 24 hour
- ❍ Urgent Care, E.R. & crisis hotline
- ❍ Grocery stores
- ❍ Accessible transportation
- ❍ Veterinary office, emergency vet & pet stores

MATERIALS

- ❑ Contact Document Conversion at **dsdoccon@umn.edu** to request alternate formats at least **two weeks in advance.**
- ❑ Distribute all materials digitally in advance to all attendees—include an agenda indicating the amount of walking/physical activity.
- ❑ Provide copies in Braille (as requested), large print and digitally on event day.
- ❑ Check and update all **presenters'** materials for accessibility.
- ❑ Print preferred names on name tags in a large, dark font.
- ❑ Consider the color choices and contrast of all materials.
- ❑ Gather an **Event Kit**.

Presenter Considerations

Instruct presenters to create accessible presentations by:

- ❍ Checking the order each slide element will be read by a screen reader.
- ❍ Including alt text on all images. **(accessibility.umn.edu)**
- ❍ Considering color/contrast choices and avoiding use of flash or strobe effects.

Remind presenters to:

- ❍ Speak slowly and clearly.
- ❍ Always use a microphone.
- ❍ Describe images and explain slide content.

FOOD

- ❑ Plan ahead to provide gluten-free, dairy-free, vegetarian, vegan, kosher and halal options.
- ❑ Clearly label all food and keep specialized options separate.
- ❑ If meals are provided, offer full course options for specialized requests.

Event Kit

- ❍ First aid kit with latex-free supplies & ear plugs
- ❍ Paper, pens, unscented markers, scissors, tape, duct tape, blank name tags & clipboards
- ❍ Unscented bathroom & cleaning products
- ❍ Bike tire pump & patch kit for wheelchair tires
- ❍ Juice or regular soda & straws
- ❍ Clean rug or mat
- ❍ Umbrellas & ponchos
- ❍ Water bowl & dog waste bags for service dogs
- ❍ Garbage bags

Announcements

- ❍ Introduce the Event Access Coordinator.
- ❍ Give clear directions to accessible & all-gender bathrooms—indicate transfer table availability.
- ❍ Ask all participants to say their name before speaking.
- ❍ Invite participants to take breaks for self-care.
- ❍ Share emergency protocols.
- ❍ Explain Event Kit and identify quiet spaces.
- ❍ Invite people with dietary requests to get their food first.

EVENT DAY

- ❑ Post directional signs and station greeters at all entry points, elevators, stairs.
- ❑ Use an inclusive check-in process (consider table height, amount of noise, number of staff, flow of check-in process).
- ❑ Avoid background music.
- ❑ Brief all staff about accessibility plans.
- ❑ Set up clear and spacious paths outside and inside.
- ❑ Ask photographers to not use flash and to seek permission before photographing people.

EVENT FOLLOW-UP

- ❑ Distribute promised materials and/or post online in an accessible format.
- ❑ Send accessible thank you notes and evaluations and ask for feedback regarding accessibility and inclusion.

Please contact the Disability Resource Center (DRC) at 612-626-1333 or drc@umn.edu if you have questions.

Disability Resource Center
Office for **Equity and Diversity**

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Performance and Development Plan (PDP) Evaluation

Type of Evaluation Final Evaluation	Type of Appointment Permanent	Performance Period From 07/01/2017 To 06/30/2018
Employee Last Name Doe	Employee First Name Jane	Employee Middle Initial
Personnel Number 900125759	Class Title Early Childhood Program Spec. 3	Working Title Lead Teacher
Position Number	Agency/Division/Unit LCC/ELC	Evaluator's Name

Part 4: Interim Reviews (Optional)

Part 4 is an optional section that may be used during the course of the performance period to adjust performance expectations if circumstances change, and/or to document interim feedback sessions.

Part 5: Performance Assessment

Provide a narrative assessment of the employee's performance in relation to the Key Results and Competencies Expected that were outlined in Part 1. The assessment must be based on performance observed or verified.

Key Results

To what degree did the employee accomplish the expected results and how well were they done?

Jane provides sufficient supervision of both children and staff in her classroom. She recognizes safety hazards and works towards an immediate solution.

Jane is working on being more efficient with communicating with her clinical and practicum students. She needs to remember to send weekly emails to faculty and follow the Canvas page for mentor teachers.

Building relationships with families is a strength for Jane. She puts a lot of thought and effort into family engagement activities such as conferences and family nights. She works hard and is successful at reaching out to each family and communicating the daily activities, goals, and needs of each child to the parents.

Jane completes monthly assessments and uses the data to inform her curriculum and instruction practices. Her child assessment files are always up to date and organized. The activities that Jane plans represent the appropriate developmental levels and goals of the children in her classroom. They are also of interest to the children. Jane has great interactions and exchanges with the children, which enhances their learning environment. Each child is seen as an individual and is allowed to play and learn at their own pace. Jane is prepared for the activities she plans and has her plan submitted the week before on a very regular basis.

Jane is knowledgeable in the licensing codes and asks when she is not sure about something. She practices Early Achiever standards consistently providing high quality care. Her staff file required by the Department of Early Learning is up to date and she meets all of the requirements to be a lead teacher in the childcare classroom.

Jane is eager to learn and attend trainings. She completed 23 continuing education hours. The requirement is 10 hours annually.

Key Competencies

How well (or how frequently) did the employee demonstrate the knowledge, skills, abilities, and behaviors expected?

Jane recognizes that development occurs on a continuum and plans according to the child's abilities and to promote growth and skill mastery. Her interactions promote social emotional growth as well as curiosity. Safety is always a key concern and is a consideration for all activities, interactions, and supervision.

Jane is familiar with the Early Learning Center policies as they pertain to health and safety. She follows procedures and trains her staff accordingly. Jane is an effective communicator and is able to build relationships with children, families, and staff. She consistently provides information to families and staff that is useful and respectful. The children and families in our program love Teacher Jane. They often stop by to visit her even after their child has moved onto their next classroom. The staff look to Jane as a resource on a regular basis and she is happy to share and help them however she can. Jane plays an active role in staff meetings and team trainings. She is a cooperative team player with a wealth of knowledge. We are lucky to have Jane in the Early Learning Center.
Other Relevant Information (Optional)

Acknowledgement Of Performance Evaluation The signatures below indicate that the supervisor and employee have discussed the contents of this evaluation.		
This report is based on my best judgment.		
Date 06/15/2018	Evaluator's Signature	
This report has been discussed with me.		
Date 06/15/2018	Employee's Signature	
I have reviewed this report and in my judgment, the process has been properly followed. In addition, the following comments are offered concerning the employee's performance.		
Comments	Date 06/15/2018	Reviewer's Signature

NOTE: *Typically, once the performance evaluation is completed and signed by all parties,* the supervisor provides the employee a copy and the original is forwarded to Human Resources to be placed in the employee's personnel file. Supervisors should check with their Human Resources office for organization specific instructions.

Performance and Development Plan (PDP)
Expectations

Position Description Reviewed? Yes ☒ No ☐	Position Description Updated? Yes ☒ No ☐	Performance Period From 07/01/2018 To 06/30/2019
Purpose of Plan and Review ☒ Annual ☐ Trial Service ☐ Probationary ☐ Transitional ☐ Other (specify)		
Employee Last Name Doe	Employee First Name Jane	Employee Middle Initial
Personnel Number 900125759	Class Title Ealry Childhood Program Spec. 3	Working Title Lead Teacher
Position Number	Agency/Division/Unit LCC/ELC	Evaluator's Name

Position Linkage With Organizational Mission and Strategic Plan

What is the organization's mission and how do the duties and responsibilities of this position link or contribute to the achievement of the mission goals, and objectives of the organization? Provide brief summary.

To provide individualized learning opportunities designed to strengthen the family unit. We support families in their efforts to reach their goals. Our primary focus is the well-being of the child, but we also realize that the well-being of the parent is essential to achieving that goal. Our program's design reflects the mission statement of Lower Columbia College: "…*to ensure each learner's success… (to) create an inclusive educational process for all students… (and) influence their lives in ways that are individual and collective, local and global."*

Part 1: Performance Expectations

Based on the position's major responsibilities, outline the key results and competencies expected of the employee during this performance period. Limit the list to those that are key. Check with your Human Resources office regarding any special instructions around determining what competencies to use.

Key Results

What are the most important objectives, outcomes, and/or special assignments to accomplish in order to be successful during this time period?

- Supervise children in all activities at all times to assure safety. Children must be in auditory and visual range at all times.
- Provide direction, supervision and feedback to ECPS 1s and student employees.
- Provide productive feedback, supervision, monitoring and mentoring to ECED lab students. Use mentoring Canvas page to keep up on what is happening in the program. Email weekly updates to faculty.
- Complete monthly assessments on the social, intellectual, emotional, nutritional, and physical needs of children enrolled in the program and keep updated, organized files for every child in classroom. Develop goals quarterly based on assessment and use the goals to inform teaching in both child and adult-directed educational activities. Monitor the progress of each child, provide referral assistance as needed and confer and cooperate with state and local agencies concerning students with special needs.
- Plan and implement weekly curriculum, prepare materials, and present activities appropriate for the ages and developmental stages of children in the classroom. Have plan submitted and materials gathered week prior. Put copies of weekly plan on boards inside and outside of classroom. Individualize planning for each child by numbering goals in conjunction with each child.
- Plan activities for conferences, family engagement within the classroom and family nights. Effectively communicate with parents about their child's daily activities, goals, upcoming events, and developmental concerns and needs.
- Attend staff meetings, in-services and group trainings and work constructively in a team environment.
- Keeps classroom paperwork up to date, organized and in place (daily flow sheets, meal counts, classroom information binder (black), Health and Safety binder (red), class daily schedule, staff schedule, menus, lesson plans, sign-in sheets, medication authorization, etc.)
- Works with and implements child care licensing requirements and regulations and maintains Early Achievers standards.

- Seek professional growth through reading, classes, videos, visits to other programs and attendance at workshops/seminars. Minimum 10 continuing education hours per year.
- Maintain personnel record according to DEL and WAC requirements
    - BBP/HIV/AIDS
    - First Aid/CPR
    - Food Handler's Card

Key Competencies

What are the most important knowledge, skills, abilities, and behaviors that the employee should demonstrate in order to be successful?

- Proficient in Washington Administrative Code (WAC) for childcare centers.
- Understands technology and is familiar with Excel, Word, Canvas and Outlook.
- Displays professionalism
- Understands Early Learning Center disaster preparedness plan and LCC emergency response procedures and instructs others of procedures.
- Follows transition plans to ensure all children moving from one room to another or progressing to a new classroom have individual needs met and belongings are in place.
- Adapts and modifies care and education to children's changing needs and unique personalities.
- Knowledgeable in CLASS concepts and recognizes that interactions between peers, teachers children and parents play a key role in quality early learning environments.
- Communicates with families about curriculum, individual child progress and developmental growth. Strives to ensure that community diversity and cultures are reflected in the setting
- Understands the Early Learning Center guidance policy and relates guidance practices to knowledge of children's personalities and levels of development.
- Creates environment using the ERS scales (ITERS)
- Works effectively with support staff, volunteers, and professionals.

Part 2: Training & Development Needs/Opportunities

What training and development needs and opportunities should the employee focus on during this performance period?

- Become more fluent with technology (Canvas, Outlook, Word, Excel)
- CLASS proficiency
- ERS (ITERS)

Part 3: Organizational Support (Optional)

Part 3 is optional and to be completed *only by the employee*, at the beginning of the performance period.

What suggestions do you have as to how your supervisor, co-workers, and/or agency management can better support you in your present job and future career goals?

-Continue training on ITERS

-Having time to meet with my assistant teacher at least monthly

-Continue to have time for staff required Canvas trainings

Acknowledgement Of Performance Plan

The signatures below indicate that the supervisor and employee have discussed the contents of this plan at the beginning of the performance period.

Date	Evaluator's Signature	Date	Employee's Signature
07/01/2017		07/01/2017	

NOTE: *Typically, once the performance evaluation is completed and signed by all parties,* the supervisor provides the employee a copy and the original is forwarded to Human Resources to be placed in the employee's personnel file. Supervisors should check with their Human Resources office for organization specific instructions.