WORLD CAFÉ FORUM  
March 15, 2012  

BENEFITS  

Q: If you could assessment 1 new benefit.  
- Revisit how health insurance is paid for idea  
  - Sliding scale based on income  
  - Whole Food as a model (see e survey)  
- Disparate impact on employees with lower incomes – need some kind of tiered system  
- Incentives for working out – a wellness plan or program ($ health care)  
- Tuition reimbursement – self, children (remission) available more consistently  
  - Carroll offers now  
  - U. of Illinois (legislative threat to this program)  
- What about classes not related to your current job?  
  - Career planning vs. focus on current job  
- PhD program,? (Purdue)  
- Parking – sliding scale - income based  
  - Now highest paid get closest, cheapest parking  
  - Not renting out people’s space  
- Make benefits consistent across employee groups and opportunity  
- Time flexibility, i.e. 15 minutes to catch the best and get across campus  
- Stepped contribution toward retirement (reward longevity)  
- Paid leave for child birth/adoption  
  - Eight paid weeks (factory)  
- Child care  
- Parking – free  
- Prerequisites – UWH&C discounts  
  - Movie  
  - Overture  
  - Bus trips  
  - Cell phone  
  - Nob reducing  
- Tuition reimbursement (higher ed focus consistent with UW mission)  
  - Less dependent on department $  
  - More consistency  
  - Degree (support to earn)  
  - Work time (protect time for class)  
- Build confidence that benefits will be supported (value )  
  - Benefits + buy = package  
- Leave donation – humanitarian  
- Share leave with a spouse/partner  
  - End of career donation  
- Holiday – Day after Thanksgiving
Q: If you could change one thing about leave, what would it be?
- Leave without pay (trades) 4 hours, 8 hours, 2 hours – variable amount
- Issue of leave costs – accrued in one project (researchers) and paid out in another (accrued leave system that manages costs, billing – a central system)
- Same for all – more fair
- What about C-Basis, faculty, and staff (currently earn 0)
- Do not want to lose flexibility as a supervisor
- Both more flexibility and more vacation
- Very generous compared to private sector (a good problem to have)
- One standard consistent plan for all vs. different allocations for different kinds of employees
- Good for retention
- Same calendar for everyone
- Value all employees and recognize
- Easier to schedule, easier to stagger leave
- Like having PH for probationary period
- Currently, if you move between certain classifications, i.e. project, classified, your vacation and personal holidays and legal holidays accrued but not used to NOT carry with you to the new position. They are paid out and then you have to wait for a long time to get leave benefits. Like insurance, leave benefits should move with you to any internal position regardless of classification.
- Combine personal holidays and vacation
- Community service – 2 hour increments
- Maybe pressure to reduce
- Flexibility associated with PH
- Would need to address scheduling vs. “I want this day off.”

Q: What has been most confusing about your benefits?
- Signing up – too much information, a massive packet
- Coinsurance (vs. copay) on health insurance
- Vague, less/no clear answers to questions
- Billing/statements confusing
- Web-based information confusing
- Would like benefits counseling (idea: benefits counselor on call)
- WC does not cover everything (if health does not cover)
- ICI discrepancies for classified $ unclassified Can we have one system for all?
- Better information about benefits available in retirement
- Benefits signup/deadlines not timed well with benefits fair
- Need benefits education/counseling
- Move user-friendly (drop-in) vs. benefits 101

COMPENSATION
Q: What do you see as the pros and cons of a system where performance and compensation are more directly linked?

Pros
- Requires robust measurement system
  - Core competencies for job
- Transparency
- Why did someone else get a raise?
- Make goals available
- 360 degrees
- Bar should be raised for seniority
- Should be able to reward excellent performance
- Rewarded for going extra mile.
- Incentives to do good job
- Good performance review process
  - Bias (Performance Management)
- 360 degrees
- Skills and experience should start at higher wage
- Performance-based increase four skills and knowledge
- Rewarded for performance leads to better performance/efficiency leads to more $.
- Industry certification, awards, extra bonuses for certifications that are at a higher level than required for a job.
- Develop ranges – likes broad ranges (plumber)
- Must stick with plan. Do not abandon plan 1 to 2 years down the road.
- Cost of living raises.
- Performance should move with the employee as the employee moves to different jobs.
- Incentive to do a good job.
- Progression raises
- Everyone should be able to reach the top of the scale. No need to have a 5-point scale if the 5 cannot be reached (Performance Management)

CONS
- Supervisor does not like you
- Lack of union in evaluation area
- New hire paid same as senior employee (compression)
- Not tailored to the variety of positions
- Not tied to merit increases
- Merit systems not fair

COMPENSATION
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- Can lead to competition among coworkers to do projects.
- Supervisor needs to be equitable.
- Time for process
• Streamlined
• Bias – depending one evaluator (Performance management)
• Pressure on supervisor train and develop
• Supervisory bias – need safeguards (Performance management)
• Need to eliminate pay compression
• If supervisor does not like you, no raise. Need a 360 degrees review

Q. Who do you compare yourself to for pay equity?
• Coworker working similar hours in division (housing)
• Job/position dependent
• Balance between internal and external equity
• Peers
• Sometimes more flexibility with new employees
• Took pay cut from private sector to work at university because of benefits
• UW-Madison
• City workers more $ less vacation days (custodian)
• Private industry (landscape architect)
• Schools
• Aerospace
• Other professionals in field
  ○ Pay – benefits
• Similar campus positions and nonprofit organizations (Marketing)
• Only way to progress, transfer or private industry.
• UW-Madison (Classified Administrative Support)
• My own department (Academic Staff)
• City of Madison, public schools (blue collar)
• Lots of comparisons to similar jobs in private industry or nonprofit

Q: HOW WOULD YOU EXPECT GOOD PERFORMANCE TO BE REFLECTED IN AN EMPLOYEE'S COMPENSATION?
• Training to enhance skills
• Compensation $
• Employee development
• Need to look at compensation as a package that includes work life, benefits, etc.
• Compensation does not have to be only $ money.

Q. Should individuals be compensated for length of service? If so, what methods or types of compensation would you suggest.
• NO – LOS payment
• YES – As a bonus
• YES – Arbitrary line
• Should be part – but not all.
• More time off as reward for LOS.
• Choice: Parking fees, $ monetary, time off; a menu.
• Bonus program
• Link to performance
• Reward good performers for retention
• Flexibility for LOS – a tool
  o Those that are not SUPER employees
• Leave time, $
• Some LOS should be incorporated into programs.
• Link years of service to performance. If you have been her 5 years with average performance, you should receive an increase.

COMMENTS

• Where will dollars $ come from?
• Compensation is the whole picture, i.e. benefits.
• Where are the dollars coming from for compensation?
• Grievance procedure – Who will you appeal to?
• Industry certification, awards, extra bonuses for certifications that are at a higher level than required for a job.
• Ability to hire above pay range.
• Supervisors want to be able to reward good performance.
• Need to address cost of living. Employees should receive cost of living.
• OT: Straight time when leave time is used/required. Boo!
COMPETENCIES

Q1: What are the knowledge, skills, and job-related mindsets that help you be successful?

• On hire, do we need to know everything?
• Specific skills, knowledge of impact (refrigeration certification)
• Teaching
• Knowledge of data base (IT)
• Training for change
• Proper chemical use  
  o Avoid hazards
• Train others
• Ability to simplify employee tasks
• Ability to clearly state needs and requirements to others
• Complete job safely with necessary equipment
• Ability to communicate with employees under stress
• Ability to respect all other employees  
  o Respect personal boundaries
• Listening effectively
• Respecting opinions of others
• A customer-oriented mindset
• Ability to communicate to everyone on the team, not just a select few.
• Team-building.
• Facilitating communication among other groups
• Ability to work with conflict
• Ability to recognize who your team members are
• Ability to influence others to do things they may not want to do…for their own good.
• Effectively communicate across multiple groups.
• Critical thinking skills
• Ability to communicate across diverse cultures, i.e. their unfamiliarity with basic elements (toilets, elementary schooling).
• Knowledge of available services and the ability to match these services to needs.

Q2: What skills and job-related mindsets do you believe would be important for all employees?

• Ability to manage time
• Ability to communicate
• Managers: Clear articulate purpose and goals of job.
• Dependability – Be where you need to be
• Work ethics
• Respect of all
• Ability to think on feet
• Ability to take directions
• Want competencies as a milestone for development of employee development, compensation, etc.

COMPETENCIES
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• Everyone on the UW campus should be able to:
  o Be inclusive engaging
  o Deal with conflict
  o Understand and value people skills in all employees
  o Ability to mentor and develop others
  o Ability to disagree with others without being disagreeable

• Ability to cooperate
• Respect for the diversity we have
• Compassion and empathy
• Continuously improve the quality of the work each of us does
• Patience – listen well
  o Our campus diversity makes this critically important
• Knowledge of UW mission and how are we living that mission every day
• Ability to recognize when we are not fulfilling the mission and how to correct that.
• Serve others … not just students.
• Passionate – commitment to your job.
Q1: What else could we focus on in addition to workplace climate?
- Glass ceilings for minorities on campus
- Salary inequities
- Bullying

Q2: What contributes to a positive workplace climate?
- Enjoy working with students
- Supervisors listen to issues and follow up to improve conditions
- Patience
- Encourage all to work as a team
- All are equal
- Welcoming, friendly
- Orientation training
- Helping all understand, especially staff from different countries with different languages
- Pride in working at university
- Same job – different boss makes huge difference
- Offers information to keep me in the loop
- Open to meet with leadership or "underlings"
- Included in department goals
- Trust
- Learning opportunities
- Clear expectations
- Orientation
- Dedicated to our mission
- Respect from all levels
- Work that each does
- Ability to voice, to be heard with respect
- Seen as opportunities
- Training to cover more than racial and gender diversities, i.e. social inequities
- Standardized across campus
- Treated as an equal
- Share with everyone what we learn in professional development
- Mentors; learn as you go
- Arenas for engagement to raise the bar, improve skills
- Use all talents

Q3: Based on your experience, what contributes to negative climate in a work unit?
- Supervisors do not want to hear some information.
Q4: What are the current barriers to achieving and maintaining a diverse workforce at all levels?

- Morale down because of state issues (try to help others understand at least we HAVE a job)
- Trust broken with state
- Lack of consistency or information

CONSIDER IN OUR RECOMMENDATIONS

- Supervisors take classes
- Better recruitment for minorities like we have done for women, especially in leadership positions
  - Not in silos (minority serving programs)
- Encourage students working on campus to build a resume
- Campus climate survey.
- Exit interviews
- Ongoing training in workplace equity rather than sensitivity
- Change in concept that each department is "on their own." We are all in this together
- Mentorship of diverse workers
- Support OHRD
- Ensure compensation is equitable and fair so rules are followed along with flexibilities
- Concerns around discipline. Can employees have a chance to go to classes to learn different behaviors?
- Appeals process?
- Equities about insurance costs for high and low wage earners.
- Look at student recruiting and training programs as a model for employee recruiting and training.
EMPLOYEE CATEGORIES

MODEL #1: All classified employees are moved to Academic Staff.
- Loss of bargaining rights
- Split between governance and steward
- Who helps represent in place of steward
- Could be directionless
- Everyone in academic staff too big.
- Losing collective bargaining rights is bad.
- Deals with caste system
- Very complicated
- Need to define employee in training
- Make it clear what people in each category stand to lose or gain
- Could there be grandfathering for employees that have changes to benefits and competencies?

MODEL #2: Hourly (nonexempt) Classified Staff are placed in a new category. Salaried (exempt) Classified Staff are moved to Academic Staff.
- Like this because supervisory staff should never be unionized.
- Might provide sense of comfort for represented staff.
- Non-represented classified are most mistreated – this is best for them.
- Keeps operational staff as different and issues of difference not addressed.
- Rule differences are hard to remember between academic and classified.
- Could we have 1 HR system without 2 categories?
- Need to define employee in training.
- What is test and how done to differentiate between operations and academic staff.
- Will each position be examined to see if it should remain hourly or salaried?

MODEL #3: No change from current categories.
- Need to define employee in training.
- Hard to know if we should move to another model until details are made clear.
- If there isn't anything wrong, we would not be having this conversation.
- Recruitment methods for classified now are very complicated and challenging.
- Rules differences between academic and classified are hard to remember
- Current division between academic and classified make people manipulate job description to hire a position.
- Moving back and forth between categories is hard and prevents people from considering moving.
Q: What does employee development mean to you?

- Development within your chosen field
- Training
- Learning new skills i.e. computer abilities, specific to my job.
- Nice to develop so you are more prepared to move
  - Up
  - Sideways
- Personal skills, i.e. computer not needed for my job but could help me.
- Communication, first aid, (anything), conflict resolution, safety.
- Everyone who works at UW should have the opportunity to develop skills, i.e. custodians should have opportunities.
- Each person has to be a salesman – sell themselves to your employer.
- How do we train our managers to be better managers?
- IF a person gets development on their own, they can get "lost" to the system if they leave.
- What about if you know that your boss needs classes so they can be a better manager.
- Employees may know that their managers need development.
- Employee development is about keeping employees who are skilled and happy.
- You should be able to stay and advance in your current job, and also you should be able to advance across jobs.
- Cost of living increase.
- Do not want people to be frustrated by "topping out". Need people to be exposed to other opportunities, i.e. electricians, old timers expend to old technology and like it, but new employees more familiar with new technology, need both.
- I can expand my skill set to make myself diverse for new opportunities.
- Need to be exposed to new opportunities for employees to grow.
- Coming to work and being able to train people how to do their job at UW.
- Skill development, increased marketability for employee, develop leadership skills.
- Employee development does not always have to be job specific – but out-of-the-box job specific.
- Help people be more effective and creative.
- If my works is basic, it would be huge to get skills to move into areas that actually NEED more skills.
- Taking your job and climb the ladder to grow to other jobs – being more valuable to UW and themselves.
- Knowing the system – We need to be able to explain what the next steps are.
- How do we get to know skills of people to know their value for development.
- Everyone should get to have a development plan for them.
- Basic skills training for everyone. Shocked we do not have this.
- Expected accessible for all.
- Opportunities for growth.
- Ability to identify the best fit for an employee or supervisor with what employee can do.
- Career development.
• What about training that prepares an employee to move to a completely different job that UW values.
• Apprenticeship model – training is given with expectations that person would stay in for a minimum period of time.
• Training for deepening a skill is different from giving employees lifelong pathway for advancement.
• Developing employees to be better, not a commodity – need to get something valuable out of training.
• Training brings back value to the university as a whole, not just the individual.

Q: What are the barriers to employee development?
• Lack of funding.
• Different; categories are encouraged more to train classified staff not funded to train/develop academic staff or faculty.
• Inequity in development, i.e. trades, classified, and other categories.
• No expectation of development for some.
• No program to achieve it.
• Flexibility to cover schedules in order to take advantage of training.
• If you are understaffed, it is hard to make time for training.
• Lack of expectation of training.
• Supervisor support for ED
• Why are we here? Sports is so valuable since it is paid so highly. This seems to be contrary to our value of providing education.
• Perception about budget and equity are bummers.
• Barriers – how to find out what I want to do. No tools for finding out new careers, i.e. career counseling for employees.
• OHRD - Is it for employees or HR?
• Most people want to develop but do not have the opportunity.
• Training – When I get it, it is not needed on my job. I do not get to apply my new training.
• Do not have the time or ability to practice.
• Without opportunity to use it, I lose it.
• Travel policies restrict training
• Lack of commitment by our leaders to Ed.
• Not only money – managers need to see the benefits of this.
• Many leaders are threatened by talented subordinates and this is a barrier.
• Lack of understanding of different people's paths to advancement.
• Manager may have different view than employee.
• Lack of flexibility is a barrier – schedule or workload.
• Money, travel are limited
• People and units have different budgets and opportunities
• ED needs to be universal.
• Why do some managers get to do managing when they were not good employee?
• Staff shortages are barriers.
• No rewards for offering ED
• How does it link to career paths?
• Transparent access to training opportunities.
• How do you get people to think about career paths?
• Barrier – money!
• Communication about development opportunities is lacking.
• Finding time amidst other priorities. Difficult to fit it in.
• ED not a cultural expectation which is weird for an educational institution.

Q: Future of Employee Development
• How do you get experience needed to advance while in your own job?
• Career counseling for employees – also an excellent way to recruit people.
• Equity about how to compete for jobs internal to UW, i.e. probationary, employee competing with outside applicants is told they cannot apply for internal transfer.
• Open process for ED and advancement.
• Employees need clear guidance and help to figure out to advance.
• Career counseling.
• Have everyone be a team player so people "above" you are willing to cover, i.e. phones to allow employees to attend training.
• Establish career paths for all different jobs and abilities.
• Employee Development tied to employee category definitions.
• Need to be tied to clear goals for advancement – not always about money.
• More direct connection to how we should advance.
• We need "guidance counselor" to help employee with development.
• How does development link to recruiting or diversity?
• Training within job you have but should also have a career plan.
• In the past, there was more mobility between categories, i.e. in DNR, maintenance folks became rangers.
• Some now get training but not all.
• Should allow employees to keep with innovation.
• Just in time training – get it when you heed it as opposed to just in case.
• Training plan at DNR did not exist at UW.
• We need a training plan available to all – part of employment.
• Salary has been flat but employee development may not lead to advancement, so we need clearer idea of the value of ED.
• There are "age" issues for ED. It should be encouraged for all employees regardless of age.
• Pay to be more equitable.

Employee Development
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• Time should be put into jobs for ED
• Cross-training so people can leave and unit will still function.
• Mentoring.
• Supportive management at all levels.
• Include access to all appropriate ED by all employees
• Consistent expectations from management level that allows/encourages ED.
• No consistency now – we need transparency.
• Need everyone to know about their rights to access ED and what is available.
• Employee should have choice to either change their job or advance within job while keeping their benefits.
Q: What are the strengths of the current performance management process?

**Group 1**
- Past – support for staff by labor agreement/union.
- Annual cycle of performance review
- Review is in writing, signed
- Ability to respond to review
- Employee can participate in good setting.
- Some management support is done well.
- +/- HR support (needed in all areas)

**Group 2**
- Develop training
  - For advancement
  - For consistency.
- Setting expectations.
- Sharing mission – engagement with staff.
- Direct supervisor are trying to help advance.

Q: What are the weaknesses of the current performance management process?

**Group 1**
- Some staff unaware of evaluation process.
- Lack of training for supervisor – need update.
- One way communication – no open conversation.
- Lack of discussion how to develop skills.
- Lack of goal setting.
- Lack of feedback (performance) – during year.
- Not enough time spent on performance evaluation.
- Supervisor training not required for academic supervisors.
- Lack of acknowledgement for special event/duties.
- Lack of support for campus-wide activities/service.
- +/- HR support for supervisor/employees

**Group 2**
- No feedback
- No performance evaluation in years.
- Go to training but no feedback on progress or results
- No reward for good performance (recognition)
- Lack of cross-training to assist in advancement.
- One supervisor's input that is biased.
- Lack of range for more accurate rating of performance.
- Lack of communication of goals/expectations.
- No support of supervisor to keep up to date.
• Lack of incentive to create positive environment.

**Group 3**
• No performance review in a long time (*academic*
• Lack of guidance when a new employee in supervisor role, i.e. goals.
• Would be difficult to create consistency with such variety of positions.
• Too much negative feedback.

**Q: What are the important aspect of a performance management system?**
• Appeal process to be available.
• Standardized evaluation process.
• Place value on good performance
• Relate career path, training with performance management
• Mentoring program
• Form process for exemplary achievements
• Rid the feeling of isolation where supervisor is never available to do evaluation.
• Reinstate unions for support and fairness of evaluation.
• Incorporate performance evaluation throughout the year.
• Include employee input.
• Create process of mini-reviews during year.
• Better way to communicate positive evaluation/feedback. (Highlight positive)
• Focus on reason for good performance to better serve students
• 360 degrees and strength based approach
• Toolkit for performance management – accessible to all.
• Standardization and consistency.
• Emphasize need for cultural change.
• Supervisor learn to coach – performance.
RECRUITMENT AND ASSESSMENT

Q: What part of this recruitment and applicant assessment Works Well?
   • Posting on UW site.
   • Giving HR PD – it gets posted quickly/well.
   • Dept. of Corrections has good career paths.

Needs Improvement?
   • When sending department transfer posting (Thursday), the link is not working well. Just sticks in body of e-mail (Housing specific)
   • With new jobs, the process is slow, due to all the steps in HR (L&S)
   • In engineering – every position has to be reviewed by dean – very slow process (18 months from start to hire)
   • When hiring classified, process is cumbersome because of list.
   • Give the whole list (Classified) instead of 10 at a time. Sometimes have to go back 10 to 12 times. Very slow and frustrating.
     • Tests are not helpful and accurate (PPL with high scores are not qualified) - medical
   • Tough for LTEs to get on list, i.e. custodians in housing.
   • Long time, excellent LTEs get laid off a lot.
   • Need streamlined process to hire LTEs into position without taking test. They are already testing in the job.
   • Do not make us interview people if we know we will not hire them, i.e. interviewed before, will not pass criminal check.
   • When hiring supervisors, focus less on technical skills and more on human skills.

Q: Should there be an internal recruitment process for all employees? If so, how would like to see it work?
   • NO – want national market for instructional staff/faculty, etc. only when appropriate.
   • Should still meet qualifications for job.
   • Limited options to move up. Demoralizing when external candidates are hired.
   • Need career path within and across divisions.
   • Our divisions are isolated – makes it hard to move across divisions.
   • Can be demoralizing when someone internally is promoted, but they are not competent. Use internal experience as a factor, but do not require internal hiring.
   • Internal recruitment should be available, never mandatory.
   • How do we identify managers
     • Thing about how we evaluate employees. We have a problem hiring, retaining good managers across nation. Work with people to develop goals and help them train for future jobs.
   • There is not trust of managers to hire right people.
   • All positions should be open. We keep hiring same personality.
   • Look at national certifications, i.e. locksmith, could be part of the test or instead of test
   • Only if qualifications, skills, etc., meet/exceed job.
Q: Are there circumstances where an individual can be hired into a position without recruitment? If so, what are those circumstances?

- Appoint to position for projects (6 mos.-2 yrs.)
- You KNOW who you want – do not do a national search, wastes time and $.
- If multiple positions, can appoint one person and open others for all.
- LTE who is already doing job well, have mindset "fit" ★ ★
- When job is written, really think about qualifications. Is it crucial they have a BS/BA, for example?
- Make it more open for LTEs so when they transition, it is more diverse.
- No nepotism.
- Natural progression/promotion.
- Avoid getting job for "what you know."
- Training, like OHRD – if they learn through that. Also, show skills, experience, need qualifications.
- Internally ok, externally no.
- Could be OK for researchers i.e., they had a team and are bringing a team.
TITLING

Q: Current state
- Two main systems; CL and UC
- Titles and leaves
  - Assoc. librarian
  - Financial specialist 3
- Not consistent levels – some don't have them
- Titles used to get compensation
- Some titles too general – some too narrow.

Q: Possible issues.
- What does it take to move to the next level?  (Federal government do not have to compete)
- Value increasing knowledge.
- Standard PDs
- Reward for longevity.
- Too many titles – simplify broad range of titles – allow flexibility
- Certifications (industry recognized) qualifications
- Work may not change limit
- Who decides level change?  Supervisor?
- All jobs equally valuable
  - More general t show common interest
- Limited level, i.e. custodians
- Concern that employees would have to reapply for position – if it changes, do you reapply for a position?
- Jobs that you "make your own."
- Divisions need flexibility to recognize what people do.
- Consistency of supervisors
  - Can be allowed, trust, but need training
- Too complex – simplify
- Clear definitions, define levels clearly
- Do not like the levels – need to see benefits
- Who writes PDs?  Who evaluates them?
- Be clear about when new PD is required.
- What happens when stakes are low?
- Things change rapidly
- Ops (2010)
TRANSITION AND SUCCESSION

Q: What does the campus do well when an employee transitions from UW?
- Collaboration with like employees
- Ability to recognize higher level responsibilities
- Let people try out/job rotation before job announced
- Need more training to help supervisors
  - 80 hours minimum in federal govern to learn EEO
- Plan out retirement – use to train employees
- Ability to hire/rehire annuitants, especially during peak times.
- Ability to recognize higher performance
- Recognize lead workers – authority for employees to listen.
- Allow for overlap when someone retires to help transition to new hire.
- Cross-training, shadowing.
- Not hiring internally hurts transition and knowledge
- We do a good job counseling retirees to help them transition
- Would do more but hands tied until employee is about to retire
- Referral priority program works well
- Contractual transfer – too easy because should be able to display talents (interview)
  - Employee might come back/not pass probation.
  - Do not just base on seniority
- Transfer policy
- Knowledge should be consistent across campus
- East for employees to be pushed out.

Q: Succession planning
- Find out employee goals
- Ongoing conversation
- Help prepare all employees – not just doing correct job.
- Enforcement
- All employees should identify their tasks
- Allow for exceptions so organization can move forward.
- Create a pool within UW so employees could pursue a new career path.
- Develop of job training
- Communication is key
- Ability to have sabbatical convert to sick leave to pay for healthing – credits

Q: What factors should be considered when positions need to be eliminated? (layoffs)
- Seniority and skills.
  - Offer opportunities to learn new job
- Avoid discrimination when looking at layoffs.
- How do you deal equitably when a gap in funding happens?
  - Demoralizing to get letter.
Transition and Succession
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- Protection to employees – either first priority
- Need to foster a loyalty to UW
- Helps fill positions faster
- Needs to be a history of performance
- Supervisor give clear expectations
- Employees need feedback about why the decision has been made.
WORKPLACE FLEXIBILITY

Q: If you could have whatever flexibility you wanted, what would it be?
• Flex time (in/out)
• Core hours (four 10-hours)
• Comp time
• Split shifts
• Telecommuting
• Summer/seasonal schedules
• Technology/office space/appropriate equipment (mobile workplace)
• Retirement (phased or able to use leave to reduce schedules)
• Flexible work times when staff is not around.
• Shorter work week (fewer hours)
• Flex hours (do not lose what you might already have)
• Cross-training
• Allow for family/personal obligations
• Happy workers
• Fair/consistent decision making
• Better productivity

Not comfortable asking for reduced # of staff so not flexible
• Some staff resentment when others have more flexibility (causes issues among team)
• Consistent flex hours
• Straight shifts vs. rotating
• Proper staffing levels to allow for flexibility
• Flexibility within your own work environment (determine workflow, responsibilities)
• Feel guilty asking

Q: Do you feel comfortable asking supervisor for flexibilities?
• Top down management
• Team concept vs. top down
• Comfortable asking, however, supervisor's hands tied/already know response.
• Trust staff

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Workplace Flexibility
Q: How does workforce flexibility contribute to the effectiveness of a work unit?

- Employees feel they have more control of their lives
- Happier – more productive.
- Better workplace coverage.