

Human Resources Progress Update

Celebrating Success Across Campus!

Effective Human Resource Practices are a Shared Responsibility

As we continue to report to you on current initiatives and results, this issue focuses on stories and profiles of people across the campus. “Human Resources” leadership is a shared responsibility. We take our responsibility to promote positive and productive work and learning environments, and attract, retain and reward faculty, and staff very seriously. As stewards of policies and programs that have the potential to impact everyone who works for the University of Saskatchewan, we will continue to provide you with information on a regular basis. We will also let you know about upcoming events.

Celebrating our collective and individual success will help us to continue to move forward. There are many, many success stories about people at the University of Saskatchewan – some we know about and some we don’t. For now, we offer you a variety of success stories from individuals, departments and Colleges. To wrap up this month’s update, our Vice-President (Finance and Resources) speaks to the importance of building a culture of high performance.

We will continue to highlight people successes, so please submit them to us whenever you can for profiling in future

Progress Updates. Again, your input and feedback is welcome – please email us at:
HR_progress_update_feedback@usask.ca.

Barb Daigle, Associate Vice-President, Human Resources

MAY 18, 2006 2ND ANNUAL DIVERSITY DAY

**Convocation Hall - 8:30 a.m. to 12 noon
Everyone is Welcome!**

Featured Speakers:

- Trevor Wilson, Author, Global and Human Equity Strategist, *Diversity and Beyond: To Inclusion and Human Equity*
- Patricia Katz, Life Balance and Renewal Strategist
- *Restoring Balance and Wellness to the Workplace*
- Special Presentation - Campus Diversity Committees

1:00 - 4:00 **Press Pause...Press On** - Patricia Katz will lead a “work-life balance” workshop. This is open to all faculty, staff, supervisors and administrators on a “first come, first serve” basis (limited enrolment). Please reserve a spot by contacting Sandra.friesen@usask.ca. There will be a nominal registration charge of \$50.00

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Health & Wellness Plays Instrumental Role in Employee’s Future

“When the doctor told me you can’t work with animals anymore I was devastated,” said former Animal Technician III Kyle Constantinoff. “I’d worked at the Animal Care Unit for 16 years, but I could no longer breathe!”

Suffering from ongoing respiratory problems, Kyle connected with Joan Meidl, the Occupational Health Nurse Consultant in HR’s Health and Wellness Resource Centre. “I’ve never been sick before and when all the education I acquired over the years was animal related it was very difficult to know that I wouldn’t be able to do that anymore,” Kyle said.

Margot Buckley, Kyle's supervisor at the Western College of Veterinary Medicine, worked with Kyle to help him stay on the job. "We discussed various respirators among other things, but none were feasible for his type of illness, and his health had to come first." Through a collaborative effort, many people (Margot Buckley, Kavita Britton, and Joan Meidl from HR, and Judy Wall, Acting Manager Parking Services) helped Kyle find other work in Parking Services.

While the position doesn't match the level he was at before, Kyle is not discouraged. "I hadn't realized how awful I was feeling as the illness built slowly over the years. I'm optimistic now and I'm feeling so much better. A huge thank you has to go to Judy and Parking Services for giving me the chance and the opportunity." Kyle hopes to reach his goal to get to the position level he was at before this happened. "Overall my interaction with Human Resources and their Health and Wellness Centre, WCVM, Parking, Workers' Compensation and everyone else was a good experience – it's worked for me and I'm so grateful!"

Joan Meidl and Kavita Britton remind us that "medical information is confidential. The Health and Wellness Centre works with fitness-for-work information provided by caregivers (e.g. restrictions on working with animals) to help staff return to work or find alternative work after an illness or injury. Kyle agreed to share his health information for this story to help others understand the services.

Aboriginal Employment - Experiencing a Dream

"It is my dream to be in the position that I am in right now," says Aboriginal Student Advisor, Angus Sanderson. "My career path will be in the growth of the program, measured by the success of the students."

Candace Wasacase-Lafferty, a Human Resources Consultant, recruited Angus in 2001 as part of HR's Representative Workforce Strategy. She has worked with Angus from his first job as a Clerk II at the Student Kiosk to his current position at the Aboriginal Student Centre where he monitors the academic performance and attendance of the students enrolled in the Aboriginal First Year Experience Program and the Math and Science Enrichment Program. "Each job I have has helped me build my skills to work with students," Angus said. "I was challenged through teamwork and through the people I worked with. My supervisor,

Jacquie Fraser, mentored me on how a person should be in a professional environment. I also learned so much from working with students. Jacquie, Rosalie Sulik and Donna Madsen were great leaders to learn from."

Angus meets with students regularly, prepares performance reports, and works closely with First Nation communities and other funding agencies. He refers students to services on and off campus – "everything from daycare to housing to finance to where to buy books". In addition, Angus works with the resources coordinator, Lori Delorme to market the programs to the public and talks to high school students to encourage their enrollment at the U of S.

"Working at the U of S is a great thing to have on your resume! There are structures, principles and rules in place to help Aboriginal people succeed here. I would remind them that a dream does not come true unless you take that step, once you take that step, the experience will enable you to take another. The people you meet in the 'bowl' and around campus greet you professionally and you have an opportunity to gain friendships. Aboriginal people can achieve anything they put their mind to – my growth does not just include me, it includes my team."

Leadership Program Can Be Career Enlightening

"I was at a crossroads in my career working on a secondment in the Integrated Planning Office and really soul searching – about where I wanted to be," Registrar and Director of Academic Services and Financial Assistance, Kelly McInnes said. "That's when I took the Franklin-Covey Leadership program sponsored by Human Resources. A time commitment of five days (spread over a few months) is a small price to pay to help you learn more about yourself and your leadership style. I was with a diverse group that helped me reflect on my work. The 360 degree feedback was defining for me as it confirmed things I knew about myself, and highlighted things that I didn't." The feedback gave Kelly a confidence boost as it confirmed that people thought highly of her and her work. This helped Kelly to decide to return to the Student and Enrolment Services Division when her secondment ended.

"The Covey Leadership program experience was absolutely the right decision and if I hadn't gone through it, I might not have had this career-enlightening experience." Kelly finds that when she is struggling, she goes back to what she learned. "I need to think

more about the outcomes I'm looking for, and make sure they're clear and that they're communicated to my staff." By going back to the program materials I continue to move ahead. HR reaches out to those of us who took this program to keep the learning alive through refresher sessions and I really appreciate that."

Planning Support for the Department of Archaeology

"We asked HR to help us set objectives for the next five years for our Department," Professor and Department Head, Archaeology, Dr. Ernie Walker said. "We're a small department and we needed a mission statement so we asked HR to help us. They offered their assistance and support to help us put our plan together."

Following a less than stellar review as a result of the Strategic Planning Review process, "we knew we weren't a disagreeable bunch, we just needed and wanted some guidance and a basis to put our plan together," Walker said. "When I took over as Department Head in July 2005, we invited HR consultants Glenn Hilton and Rebecca Macaulay to begin the process." They interviewed all the faculty members in the Department of Archaeology. Next, they had two planning sessions with the group to set objectives for the next five years. They also reported their results to the Dean of Arts and Sciences "who was very impressed – even suggesting that other departments and Colleges use their services".

Walker says they were "impressed with Glenn and Rebecca because we felt we had a very fair and objective hearing and they didn't make academic judgments. We were more than upset with an earlier Review so doing this work with HR has been tremendously important to us and our long-range plans."

The implementation of the Department's plan is tied to resource allocation as part of the Integrated Planning process. "Because of our work with HR we're on a better footing with our solid short- and long-term plans to end up with the resources we need."

College of Agriculture Works Closely with Human Resources

"I've been here since 1981 and I've seen a lot of change over those years as a member of faculty, a Department

Head and now a Dean, and I'm incredibly impressed with HR's competency and dedication," said Dr. Ernie Barber, Dean of Agriculture. "And, it's not just the leadership; it's also the staff - all the way through the department. They understand that they don't necessarily have all the capacity so they bring in the help they need to provide targeted support."

HR introduced the Dean to a personal coach who has helped develop his capacity for leadership. "I don't think that Deans and Department Heads always have the expertise to manage people issues," Barber said. "Like any organization, there are problems at times, although we don't have many - things like peer-to-peer conflict, performance and behavioural issues. HR consultants have helped us resolve issues in a compassionate way that left people feeling that they had been fairly treated. It's always a balance between due process and our responsibility as stewards of public funds."

Dean Barber initiated a review of the College of Agriculture's organizational design two years ago and asked HR to help them by working with the Dean's Executive Management Team. "We asked HR to work with us on communications issues and position profiles," Barber said. "Their staff and an outside consultant helped us and encouraged our progress. Our position profiles are now in place and up-to-date. We made some changes and while it was a long time in coming, we have a stronger and more effective organization now, with a trained and informed management team. With leadership from our own Planning and Operations Manager, we will now continue working with HR on the development of position profiles for staff in the departments."

"I also think it's noteworthy that HR introduced the Covey Leadership program to the U of S," Barber added. "Our staff who participated came back to the job feeling enabled to do the job even better. And, the 360 degree feedback as part of that program was extremely useful. We were able to discuss feedback in a structured and safe way. HR also worked with the Provost to develop position profiles for Deans and introduce a more formal performance review process around accountabilities and competencies. There's still work to do, especially in assessing how well people are doing and helping employees develop career and leadership skills, but no question that I recommend the skills of the people in HR!"

Building a Culture of High Performance

Vice President (Finance and Resources), Richard Florizone defines culture as “the sum of all the ways we interact with each other, the norms and standards we set across the organization, the way we work together, and the processes we follow. It is an environment where performance expectations are clearly defined in terms of outcomes and behaviours, where people listen and respect each other and are committed to articulating clear requests, and follow through on those requests. It includes aligning rewards with achieving results. It’s also an environment where we use data to make decisions and changes as necessary to support the direction of the organization.”

An organization has a high performance culture when employees are fully engaged, feel greater job satisfaction, feel their values are aligned with those of their organization, and are motivated and more likely to stay. At a unit level the workplace is positive and productive, problems are openly discussed and resolved, workloads are equitable and roles are clear. At the organizational level, leadership sets a vision for a more effective organization. When people know what the goals are, they can better achieve those goals, and are rewarded for their success. “A culture of high performance is about ensuring that employees have the resources and development they need, and are supported and rewarded”.

I think we’re starting to make progress, and with the leadership work that HR encourages, which includes 360 degree feedback, along with the employee opinion survey where we’re measuring baseline opinions to see how people feel – we’re moving in the right direction.” Human Resources has programs available to encourage people to think about leadership and work on leadership development.

“We need to keep in mind that things won’t change overnight,” adds Richard. “This isn’t a big marketing campaign, it’s more practical than that, it’s simple things like ensuring expectations are clear, agreeing on how we will give and receive feedback, open and constructive problem solving, ensuring that the leaders set the tone, and embracing diversity. The most important thing is that we start the conversation – what does it mean to you? We all need to talk about how to make our workplace a better environment. I encourage everyone to think about their values and the types of interaction

that reflect those values. Start the conversations. Think about leadership and your own leadership style and our organizational strengths and weaknesses. Look at the opinion survey results and think about our workplace.”

“We have leading-edge examples to follow – I’ve seen change implemented elsewhere and with continued effort and your input and ideas we can get there too. I enthusiastically endorse everyone’s effort and discussion and know it will continue to put us on the right track. We have our strengths, with committed and dedicated people - many of those who are committed to change because they understand the rationale for change.”

UPCOMING EVENTS

Workshop - Enhancing your Personal Effectiveness in the Changing University - Facilitated by Donalda Cormier

In this two-day workshop, which is sponsored by the Associate Vice-President, Human Resources and the Vice-President, Finance and Resources, you will explore how to bring out the best in yourself and others even in the midst of disruptive change. You will learn how to shift out of non-productive states that diminish your energy and harm relationships. Finally, you will learn how to stay in integrity in your relationships, regardless of the circumstances.

**2006 Dates: May 25/26; Sept 27/28; Oct 18/19
Willows Golf & Country Club**

There will be a nominal charge of \$100.00 per person to cover the costs of food and refreshments, material, etc. We encourage you to attend individually or in work teams. The sessions will fill up quickly so please register soon by contacting Barb Meier at Barbara.meier@usask.ca.

NEW ON THE HR WEBSITE:

ASPA Performance Review / Merit / Special Action Processes
http://www.usask.ca/hrd/manager/perf_feedback.php

Collective Agreement - <http://www.usask.ca/hrd/>

In the Next Issue:

Look for ‘Moving to Action’ – addressing the issues identified in the Employee Opinion Survey

Collective Bargaining Update

April 2006

The University continues to bargain with all of its unions in 2006 and continues to focus on changes to practices and programs to support the University's directions.

An Agreement was reached with CUPE 1975 in January (see below). That agreement expires on December 31, 2006.

Bargaining will continue to add pressure to the organization as the University and its unions seek to achieve a balance – between the needs and expectations of all staff and the goals of the University plan, while ensuring the effective use of limited resources.

The University is committed to taking a problem solving approach to bargaining. We value our relationships with all our unions. While we may have differences, we also have common interests to work toward: most importantly the success of the University and its people.

We are focused on solving tough problems with respectful negotiating processes.

Over the long-term it is the University's goal to improve bargaining processes so that new agreements are in place before old ones expire. This approach will provide employees with timely salary decisions; improve our recruitment and retention efforts, and improve input to the University's planning processes. There are some challenges to more timely bargaining, which we hope to address by learning from our history and by continuing to clarify our priorities.

Implementation of the NEW CUPE 1975 Agreement

We are pleased that we were able to negotiate an agreement with CUPE without any labour disruptions. The new agreement benefits the University, our employees and our community. It is our hope that this outcome has set the stage for a more cooperative relationship in the future - reaching an agreement was a long and complex process. We now have a significant opportunity to move

forward with an agreement that recognizes our employees' tremendous contributions and provides the University with the flexibility needed to continue our leadership position in a highly competitive environment.

The principal features of the new CUPE Agreement include a new compensation model that sees all positions divided into six phases within six job families. The new model begins to define career paths for employees and ensures competitive salaries based on the marketplace to allow us to recruit and retain staff. The new model is effective March 1, 2006.

All CUPE members received letters from Human Resources at the end of March, which provide details about placement into the new salary bands and salary adjustments. The placement into salary bands was based on job information, which is dated. The University is committed to ensuring the placement in bands reflects the current nature of the work. If you believe your job has been incorrectly placed there is a process for job review described on the HR website.

Preparation for next round of CUPE Bargaining

The University is committed to returning to the bargaining table to ensure another agreement is in place before this one expires. Discussions are planned to begin in the fall 2006.

Progress Update from the: Administrative and Supervisory Personnel Association (ASPA) Bargaining Table

The Collective Agreement between ASPA and the University expired on April 30, 2005. This agreement covers about 800 management, professional and technical staff across the campus.

Bargaining began in May 2005. The University and the union attempted to engage in an interest-based problem-solving approach and tabled a list of themes and interests

for discussion. Those discussions were interesting but did not resolve in identifying priorities or moving to resolution. Recently, the University expressed frustration at the slow progress of bargaining. In an effort to facilitate progress at the table the University has developed proposals which more clearly define our key interests and how they related to the collective agreement. We believe this approach may improve the focus at the bargaining table so that we can develop solutions and move to outcomes more quickly.

Priority issues for the University in bargaining with ASPA are to:

- Review the compensation model to ensure that it supports our goals with respect to market competitiveness, enhancement of performance based rewards, support for recruitment and retention, and cost affordability and sustainability
- Ensure a total compensation approach through the alignment of benefit programs to support healthy and productive work environments with a focus on long-term sustainability
- Develop alternatives to support recruitment and retention of ASPA staff

Progress Update from the University of Saskatchewan Faculty Association (USFA) Bargaining Table

The Collective Agreement between the Faculty Association and the University expired on April 30, 2005. This agreement covers about 1,000 faculty . Bargaining has been slow and no significant progress has been made.

We are committed to taking a proactive, problem-solving approach and hope to engage the union in a problem solving process to reach an agreement on a timely basis.

Early in the process the University’s bargaining team identified 3 priority themes for this round of bargaining:

1. Recruitment and faculty appointments:

- Remove barriers in the collective agreement and introduce flexibility to appointment categories to meet the changing needs of the university
- Review Article 10.8 (developed in the late 70s), which places restrictions on teaching by non-members, and is the source of increasing conflict between the faculty association and administration

2. Total Compensation and Rewards:

The University is committed to a total compensation strategy for faculty (salary ranges, increments and benefits) that allows us to achieve our priorities of attracting and retaining outstanding faculty and rewarding exemplary contributions. This requires us to be competitive on a national and international basis. With that goal in mind we are interested in assessing all aspects of compensation.

3. Changing practices to improve efficiencies and reduce bureaucratic processes:

Bargaining has been delayed because of discussions that arose when the Faculty Association filed several grievances and a labour board application with respect to which of the University’s employees should fall within the scope of the Faculty Association Agreement. A mediated agreement last spring referred the dispute to a sub-committee of the Joint Committee to Manage the Agreement (JCMA). Discussions since then have not resulted in agreement. The Faculty Association believes the matter must be resolved before progress can be made at the bargaining table. The University is concerned by the difficulty in considering these issues apart from bargaining of a new Collective Agreement and recently requested that these discussions be merged with the bargaining process. The University has emphasized its willingness to focus on priority items in an effort to reach an agreement.

Progress Update from the Sessional (CUPE 3287) Bargaining Table

The Collective Agreement between the CUPE 3287 and the University expired on August 31, 2005. This agreement covers about 400 sessional lecturers who are deemed to be in-scope of the bargaining unit.

Bargaining began in November 2005 The University and the union have engaged in an interest based problem-solving approach and have reached agreement on a significant list of items related to the themes and interests presented for discussion. We are hopeful that the remaining matters will be resolved in the coming weeks.

Other Staff Group

If you do not fall into any of these staff groups and are wondering how your compensation will be determined in the future, please check with your supervisor or contact Cheryl Carver at 966 – 1219 or cheryl.carver@usask.ca.