

HR SOLUTIONS

LOOKING TOWARD THE FUTURE

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Workforce demographics suggest that we are about to experience a profound change in the composition of our workforce. In the State of Alaska Executive Branch, 26.6% of our current workforce can retire within 5 years. 8.1% is eligible for retirement now. These numbers are growing rapidly. The percentage of those who can retire immediately has increased by 6.9% over the last year. Similar increases can be seen for those employees who are eligible to retire within one year (up 2.6%) and those who can retire in 5 years (up 7.3%). At the same time, national and statewide demographic trends indicate that there is unlikely to be a sufficient labor pool available to replace our outgoing workforce.

State of Alaska managers and supervisors are already experiencing difficulty in attracting qualified candidates to fill vacant positions at all levels in our organization. Job classes where recruitment difficulty is currently impacting the ability of operating agencies to meet their program missions include: Nurses, Engineers, Analyst/Programmers, Biologists, Correctional Officers, Probation Officers, Pharmacists, Equipment Operators, Environmental Conservation Managers, and the supervisory and management levels in the Alaska State Trooper series to name a few. Recruitment difficulty is likely to increase as the number of vacancies due to retirement escalates and managers and supervisors are competing for the same, limited applicant pool.

How can we best position ourselves to deal most effectively with the projected labor shortage? The answer to that question is complex and will require a variety of strategies to be truly successful. However, one of the strategies within our immediate sphere of influence is to

take a step back and re examine our organizational structure. Over time, our organizations and work processes tend to adjust to the staffing resources that are available. The State of Alaska has a mature organization and we've developed ways of conducting business that reflect that level of tenure and expertise. We want to retain and reward our valued team members, so we look for ways to assign work to accomplish that goal.

As managers and supervisors we need to rethink our basic business processes in order to create an environment that maximizes the expertise of our more experienced staff and to create an environment that fosters the development of less experienced staff. We need to become more savvy at surveying our organizations for those who are successful and in identifying the underlying competencies that help those staff succeed. Then we need to look for those qualities in the candidates we recruit. In short, we need to figure out how to grow our own to the extent possible.

This issue is geared toward looking at some of those topics. Inside, you'll find articles on the changing nature of workforce demographic, turnover within the executive branch, knowledge and business process management, tips on creating a mission and vision statement, and an interesting and timely overview of a recent arbitration decision related to promotions within the LTC bargaining unit.

The Division of Personnel is ready and eager to partner with you in rethinking the way you conduct business. Assistance is readily available from your Management Services contact.

HR

DIVISION OF PERSONNEL VISION STATEMENT

The Division of Personnel is a unified staff who coordinates strengths and talents to deliver client focused human resource services. We provide innovative program development, consultation, and direct service delivery.

HR...passionate about your success.

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CREATING A MISSION AND VISION STATEMENT: THE FIRST STEPS OF STRATEGIC PLANNING

Strategic Planning is a comprehensive process for determining where an agency is going. A clear strategic road map is critical to understanding what human resource needs the organization will have in the short and long term. Thus, it is critical in laying the foundation for workforce planning.

Where does a strategic plan start? The first steps in developing a strategic plan are to create mission and vision statements. Simply stated, a mission statement defines the agency's reason for existence, a vision statement describes the desired future position of the agency.

Mission Statements

A mission statement succinctly identifies what the agency is, why it exists, and its unique contribution. A mission reminds everyone – agency personnel and clients – of the unique purposes promoted and served by the agency. The mission must be clearly understandable to the public and should, at a minimum, answer the following questions:

- Who are we as an organization and whom do we serve?
- What are the basic purposes for which we exist, and what basic problems are we established to address?
- What makes our purpose unique?



- Is the mission in harmony with the agency's enabling statute?

Generally, the mission statement should be no more than one paragraph in length.

Vision Statements

A vision statement can be described as *an inspiring picture of a preferred future*. The vision statement should be:

- Brief: so that employees can remember it without having to look at a card or poster on the wall.
- Verifiable: so that people can agree on whether or not it has been achieved.
- Focused: on major goals, or on one or two elements of performance critical to the agency's success.
- Understandable to all: in order to communicate clear direction to employees so they can help the agency get there.
- Inspirational: to make employees feel good about the agency's direction and motivate them to help achieve the vision.

For additional information or assistance in developing a mission and/or vision statement contact your [Management Services Consultant](#).

HR

“A clear strategic road map is critical ..”

A BURNING SENSE OF MISSION

Before reading this column, please gather the following: one book of matches, one large steel drum (empty), one container of lighter fluid, and all available copies of your organization's mission statement. "Copies" can include business cards, plaques, wall-hangings, desk ornaments, and other imprinted items.

Situate the steel drum outdoors on flat ground at least 50 feet from the nearest building. Fill the drum with all collected copies of the mission statement. Sprinkle liberally with lighter fluid. Then ignite a match and toss it into the drum, being careful to maintain a safe distance. Stand back and watch the blaze. Cheering is optional but recommended.

So now you know: I've got a problem with mission statements. Missions are vital. Meaningful missions are what prompt people to use their hearts and minds at work. But mission statements are something else entirely.

Sure, there are organizations that have mission statements and meaningful missions. There might even be a connection between the two. But there are many more companies that have elaborate mission statements and yet are all about tasks, only about tasks, devoid of any deep purpose.

How does it happen? A few senior leaders huddle in a con-

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A BURNING SENSE OF MISSION CONT.

ference room, they cobble together their best dangling modifiers, and they emerge with "our" mission statement. It gets sealed in laminate, distributed to the employees, slapped on marketing materials, and added to the organization's Web site. Then it's on to the next task.

Ask most leaders about their mission and you'll hear a common response: "You mean a mission statement, right? Sure, we have one. We did that a year or so ago. Let's see, it's..." And the exec flips over a business card for a quick refresher, reading it with all the passion of someone scanning the day's obituaries.

Ask employees about their mission, and most will scratch their heads and talk about tasks. Ask them about their mission statement, and you'll get all sorts of responses. Some will shrug their shoulders and wonder aloud whether they have a mission statement. Others will mumble something vague about "being world class" or "serving customers." And many will laugh out loud. "Our mission statement? You mean their mission statement." By "their," they mean top management.

Mission statements became all the rage during the 1990s. Stephen Covey's *The 7 Habits of Highly Effective People*, first published in 1989, had a lot to do with it. With a zillion copies sold to date, the book exposed people to the importance of mission statements for individuals, families, and organizations.

Organizations took the advice -- sort of. With factory-like efficiency, executives began to produce long-winded, run-on mission statements. Along the way, they fooled themselves into thinking that they were creating a more mission-driven workplace. In reality, they were further alienating employees and giving Scott Adams, the creator of Dilbert, more fodder for his cynical cartoon strip.

Covey warned us about this. It's right there on page 139 of *The 7 Habits*: To be effective, the mission statement "has to come from within the bowels of the organization. Everyone should participate in a meaningful way -- not just the top strategy planners, but

everyone. Once again, the involvement process is as important as the written product and is the key to its use."

I'm not sure about the bowels metaphor. I'd rather have a mission that emerges from the heart and mind instead of the bowels. But I appreciate what he's saying -- and I hope you do, too.

So here we are, up to our hips in an overproduction of meaningless mission statements. What can we do?

First, get rid of your current mission statement. Burning it is one option. The dramatic touch makes a powerful point, and there are wonderful team-building benefits when employees lock arms and sing songs around a roaring fire. But if you can't get your hands on an empty steel drum, or if you'd just as soon avoid all things incendiary, use one of the traditional methods. Hit the delete button. Activate the shredder. Load up the trash can.

Then start from scratch, this time avoiding the efficient (but terribly ineffective) factory approach to generating a mission statement. Involve as many employees as possible, in all areas and levels of the organization. Get them talking about customers and purpose. Ponder exactly why you're all in business. And keep the conversation going and growing.

If a statement develops, great. If it doesn't, that's fine, too. What you want is a brightly burning sense of mission -- and not the flame-out of a mission statement that does more harm than good.

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"...the mission statement "has to come from within the bowels of the organization."

ALASKA'S WORKFORCE: WHERE WE'VE BEEN AND WHERE WE'RE GOING

Trends in demographic patterns and economic development indicate that Alaska is likely to experience significant changes in its employment market and in the state labor force during the next 5 to 10 years. This article provides turnover data for the State of Alaska's Executive Branch for calendar year 2004 and some projections of employment and occupational opportunities in Alaska through 2010.

within the Executive Branch. For more detailed information by department and job class, please contact the Statewide Planning & Research Team at 465-1457.

According to the U.S. Department of Labor, Bureau of Labor Statistics, in calendar year 2004 the average turnover rate in the public sector nation-wide was 15%. The public sector included federal, state and local government entities.

State of Alaska Turnover Rate

The Division of Personnel's Statewide Planning & Research Team has begun tracking workforce turnover within the Ex-

Alaska Occupational Forecast to 2010

A 2003 study conducted by the government agency CPS Human Resource Services identified trends in Alaska's work sites and pro-

"...in calendar year 2004 the average turnover rate in the public sector nation-wide was 15%."

EMPLOYEE MOVEMENT BETWEEN DEPARTMENTS AND OUT OF THE EXECUTIVE BRANCH CALENDAR YEAR 2004

Department	Employee Movement	Position Count	Percent
Administration	172	843	20%
Law	41	229	18%
Revenue	76	461	16%
Education & Early Development	43	247	17%
Health & Social Services	534	3157	17%
Labor & Workforce Development	152	974	16%
Commerce, Community & Economic Development	55	343	16%
Military & Veterans Affairs	49	262	19%
Natural Resources	93	945	10%
Fish & Game	226	1642	14%
Public Safety	107	828	13%
Environmental Conservation	57	479	12%
Corrections	170	1414	12%
Transportation & Public Facilities	413	3787	11%
Executive Branch Statewide	2185	15,606	14%

ecutive Branch. Table #1 shows employee movement between departments and out of the Executive Branch by department for calendar year 2004. Non permanent, temporary, excluded, and exempt employees are not included in this report. The table displays movement out of a department or the Executive Branch so movement of an employee within the same department is not reflected. The Position Count column shows permanent classified and partially exempt positions

jected employment and occupational opportunities for Alaska to 2010. The focus of CPS' analysis was on the long-term trends in the public sector that might affect or influence personnel sourcing, recruitment and hiring.

The impact from aging of baby-boomers will be strongly felt in Alaska. By the year 2010, the number of people of age 55 and older is expected to double in size from the year 2000.

ALASKA'S WORKFORCE: WHERE WE'VE BEEN AND WHERE WE'RE GOING CONT.

That increase is expected to drive a dramatic growth in Alaska's service jobs. Alaska's recruiters need to anticipate that, as older workers move out of the state's labor force, it will become increasingly difficult to replace them with younger workers.

The trend shows that the number of Alaskans between ages 20 and 34 declined by about 36,000 from its peak around 15 years ago, so fewer people are available to enter the labor market. For at least the next 10 years, it appears doubtful that a college educated workforce of sufficient size will be available for recruiters to easily replace retired workers from professional and managerial occupations in the state's higher industries, such as state government. The average age of Alaska government employees is considerably older than the state's private sector employees. Large numbers of government employees – and state employees in particular – are already beginning to reach retirement age.

Collectively, the total number of public sector jobs in the federal, state and local government levels is expected to remain relatively flat in Alaska for the foreseeable future. The total number of federal defense-related jobs is expected to increase slightly, while the total number of state government jobs is expected to drop slightly in response to budget pressures. The number of city and borough government jobs is projected to grow slightly as they try to assume the delivery of some services that were previously provided by the state.

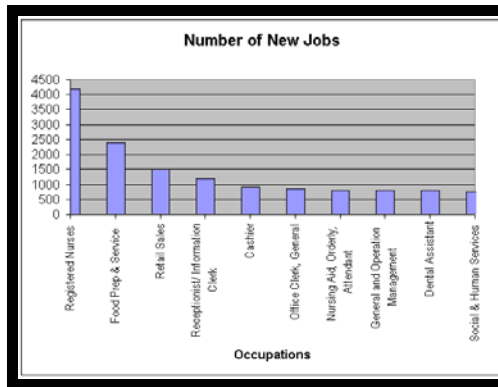
Two factors – current job openings and occupational growth – are usually considered when projections are made of future employment needs and the challenges faced by recruiters to attract sufficient numbers of qualified candidates. Large occupations with slower growth may offer many employment

opportunities for job seekers and, at the same time, greater demand from businesses. The larger occupations often can require more resources on the part of recruiters to meet business needs.

A significant amount of Alaska's occupational growth will come from large-size occupations for which high levels of recruitment activity will be required. Alaska's 10 largest occupations

(in terms of number of people actively engaged in them) are projected to account for 14,000 new jobs, or 30% of the state's total employment growth during 2000-2010 (see list below).

Top Ten Alaskan Occupations with the Largest Job Increases by 2010



These statistics and projections reinforce previous predictions that state government faces a significant challenge in recruiting and retaining an adequate workforce from now until around 2015. Workforce planning can be an effective tool to help managers weather this labor shortage.

“Collectively, the total number of public sector jobs in the federal, state and local government levels is expected to remain relatively flat in Alaska for the foreseeable future.”

KNOWLEDGE MANAGEMENT BASICS FOR MANAGERS AND SUPERVISORS

No one is indispensable—managers and supervisors know that. It is also true that it doesn't always seem that way. Lean budgets are crafted to support lean staffing. Lean staffing seems to conspire with time to create a limited number of subject matter experts at all levels of our organization. The knowledge gained and created by these subject matter experts belongs to the organization as well as the employee. Organizational knowledge management is a critical competency that enables managers and supervisors to identify, gather, store and communicate this valuable asset.

What is knowledge in this context? According to a leading author on the subject, Tom Davenport (University of Texas), "knowledge is information combined with experience, context, interpretation, and reflection. It is a high-value form of information that is ready to apply to decisions and actions." The types of knowledge that managers and supervisors must effectively manage are:

- customer/client information
- regulations and policies
- effective practices and processes
- technology, especially new technology
- competencies
- employee directories and resumes
- training and meeting documentation
- Innovations

Typical organizational knowledge management models include the following components:

- Identifying when and how knowledge is created within the organization.
- Identifying knowledge sources and applications.
- The collection of external and internal knowledge.
- Determining how knowledge will be organized.

- Addressing how to effectively share knowledge.
- Strategies and processes for adapting knowledge from user to user.
- Development and delivery of learning to enable the use of knowledge.

Every employee has a role in the successful and effective management of knowledge. This article focuses on two important aspects of organizational knowledge management where managers and supervisors have a significant impact: creating a knowledge sharing culture and using process management as a workforce-planning tool.

Creating a Knowledge Sharing Culture

One of the most important characteristics of a knowledge sharing culture is the existence of incentives that promote knowledge sharing. Assess the culture of your workgroup and the organization that surrounds it for signs of the following anti-sharing issues:

- Individuals tend not to share knowledge based on the belief that doing so will impede their ability to manage and grow their career. This is a significant issue in work cultures where hiring and promotion of individuals has too much of an emphasis on technical expertise without a balanced assessment of other competencies such as learning.

- Individuals resist seeking and using other's knowledge because

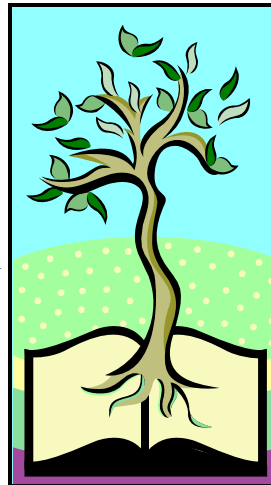
they are concerned that they will appear to be less knowledgeable than they should be. They may also fear that they may be perceived to be dependent on other employees to do their job.

- Individuals place too high an emphasis on achieving and maintaining "expert" status. This can lead to a preference not to collaborate with others.

Managers and supervisors can mitigate or even eliminate these issues in a variety of ways:

Determine and use ways to encourage and reward the acquisition and sharing of organizational

"Every employee has a role in the successful and effective management of knowledge."



KNOWLEDGE MANAGEMENT BASICS FOR MANAGERS AND SUPERVISORS CONT.

knowledge. This would include negotiating appropriate development and performance goals in this area. Managers and supervisors must model knowledge sharing at every opportunity.

- Include coaching and mentoring skills in management and supervisory performance improvement plans. Encourage all employees to develop peer-coaching skills as a part of their career development plans.
- Assess the role and scope of training in your work plans. This should include an assessment of prevailing attitudes about learning. Knowledge management has a significant learning component. The organizational attitudes and systems associated with learning are intertwined with the organization's ability to manage knowledge. Organizational knowledge must be synthesized with individual knowledge to be successfully and effectively applied to the completion of a task. This process is dependent on a broader concept of training that includes time and energy for conversation, dialogue and even discourse.
- Consider that identifying lessons learned is organizational knowledge. Deal effectively with management and staff reluctance to discover and discuss the root cause of projects or activities that did not work well. Develop a feedback rich environment that places an emphasis on taking the time to identify what went right and what could have been done better in the completion of assignments and projects. Challenging assumptions about activities and projects should be encouraged.
- Determine if differing cultures among departments and divisions inhibits the transfer of knowledge. Find and eliminate roadblocks that prevent the flow of organizational knowledge between departments and divisions.

While it is true that strategic planning, leadership and on-going support from the highest levels in the organization are required to implement a knowledge management strategy, it is also clear that managers and supervisors play a critical role in sustaining a culture with a positive orientation to knowledge and



knowledge management.

Using Process Management As A Workforce Planning Tool

In the context of workforce-planning a process is a sequence of tasks that when linked together create a specific product or service. Managers and supervisors who effectively manage processes on an on-going basis create a significant knowledge resource for their organizations. Indeed many organizations consider Continuous Process Improvement (CPI) a critical management competency.

Arguably the most important first-step managers and supervisors can take is to identify all of the mission-critical processes that they and their direct reports follow to get the work done. The next critical step is to document those processes. In the context of knowledge management, process documentation is important because:

- Process documentation in and of itself is organizational knowledge worthy of managing.
- CPI is often the spring-board for innovation and innovation is another form of organizational knowledge worthy of managing.
- Managers and supervisors can scrutinize process documentation for opportunities to incorporate knowledge management tasks such as feedback loops, project debriefs, and root cause analysis.
- With documented processes managers and supervisors can identify opportunities to cross-train employees, build coaching relationships and move or realign tasks to compensate for staff shortages. This could include creating opportunities for individuals to identify and transfer critical organizational knowledge prior to retirement or promotion.
- Creating and maintaining a knowledge sharing culture and using process management tools are critical components of effective organizational knowledge management. Use of these tools and activities are well within the role and scope of managers and supervisors. You are encouraged to develop these and other workforce planning competencies.

“Managers and supervisors who effectively manage processes on an on-going basis create a significant knowledge resource for their organizations.”

THE HULLABALOO ABOUT TURNOVER

What is employee turnover; and why does it seem to be getting so much press lately? Several issues revolve around turnover, including rate, cost, and future impact. Understanding turnover, and its effect on an organization, provides supervisors and managers with critical insights into their operations. To gain the greatest advantage from this information, it is necessary to understand the teams associated with turnover.

Turnover Defined

First, there is the turnover rate, a number that indicates how much of the State's workforce is changing jobs during a specific time period. The turnover rate can help managers identify those job classes, locations, or agencies that are experiencing an unusually high level of employee movement. This in turn can help managers pinpoint potential causes for the turnover such as recruitment and selection decisions, training availability, or opportunities for advancement. The formula used by the State of Alaska to determine turnover rate is:

$$\frac{\text{\# of employees who have left the identified job classes, locations, agencies (divided by)}}{\text{total \# of positions in the identified job classes, locations, agencies}}$$

This percentage is called the "turnover rate."

Second is turnover costs. The methods for calculating turnover costs vary widely; however, the three primary elements of turnover cost include:

- **Staffing.** Staffing costs – sometimes called cost-per-hire – include the costs of recruiting job applicants, screening applicants, and staff time used during the recruitment and selection process.
- **Vacancy.** While a position is vacant, the productivity of the former employee is lost and the productivity of the overall organization is reduced as remaining workers cope with being short-handed.
- **Training.** No new employee starts work at 100 percent proficiency. The replacement employee's time, other employees' time and valuable resources must be expended to train each new employee and to facilitate the transition. Conservative estimates put the comprehensive cost of replacing a lost employee at 25 percent of

the annual compensation amount.

Third is the future impact of turnover. As the State of Alaska faces worker shortages, primarily due to the retirement of the baby boomers (see HR Solutions Issue 1), reducing turnover becomes even more important. Supervisors are hiring for the future success of their units, sections and agencies. When strategic planning is linked to workforce planning, managers and supervisors can plan ahead for upcoming worker shortages and take immediate action to alleviate the potential impact. Knowing the turnover rates and costs for your team or division will assist you in accurately determining turnover's impact for the future.

Turnover Rates and Tendencies

Nationally, some turnover rates and tendencies have been identified. A recent survey by the Society of Human Resources Management (SHRM) indicates that employee turnover is highly correlated to the state of the economy. In a report on employee tenure, the Bureau of Labor Statistics found that in January 2002, the median time that wage-and-salary workers had been on the job was 3.7 years. These trends continue and State of Alaska supervisors can anticipate employees will spend, on average, 4 years in a particular job or profession.

Some significant variations in tenure and turnover, however, were also identified. Workers in the 55 to 64 age range had a median tenure that was three and a half times that of workers 25 to 34 years old. Other interesting results: public employees had higher tenure rates than those in the private sector. Officials and administrators in public administration had the highest tenure: 11 years. Food service workers had the lowest tenure: 1 year. In addition, according to a recent AARP study, approximately two-thirds of baby boomers plan to continue working during the "retirement" years.

Ideas for Retaining Employees and Reducing Turnover

Employers across the nation are actively searching for ways to retain employees. Listed below are several low-cost strategies that have worked for other employers:

- Recruit and hire older workers

Cont. on page 9

"When strategic planning is linked to workforce planning, managers and supervisors can plan ahead for upcoming worker shortages and take immediate action to alleviate the potential impact."



THE HULLABALOO ABOUT TURNOVER CONT.

- Offer flexible schedules
 - Consider job sharing
 - Ask for worker suggestions, and implement them when possible
 - Provide training
 - Give workers authority to make decisions
 - Create a pleasant workplace
 - Remind employees that they are important to you, the supervisor
 - Care about employees as people
- For more information about turnover, employee retention and workforce planning,

please see the related articles in HR Solutions Issue 3 or contact the Statewide Planning and Research Team in the Division of Personnel.

Sources:

article, Employee Turnover – A Critical Human Resource Benchmark, December 3, 2002, HR Benchmarks, www.epf.org

article, Influences on Employee Turnover, Janet Attard, Attard Communications, Inc., www.businessknowhow.com

article, The Cost of Turnover, November 2003, Workforce Management, www.workforce.com



ARBITRATION/CASE LAW PROMOTING WITHIN THE LTC BARGAINING UNIT

Promoting from among the two most senior competent and qualified employees is the rule for employees covered by the Labor Trades and Crafts (LTC) labor agreement. Promoting employees on the basis of seniority and sufficient ability often seems cumbersome and frustrating to managers and supervisors. The process can seem so limiting that supervisors and managers are tempted to give up and select the most senior employee without taking advantage of management's right and obligation to determine competence or qualification.

An arbitrator's examination of one LTC promotion selection process shows that with effort the process can be used to meet some of management's needs and comply with the labor agreement. Many LTC positions require highly skilled employees with a wide range of knowledge, skills and abilities from their work experience; this is particularly true of foreman positions.

The employer posted two openings for Building Maintenance Foreman. Two primary tools were used to screen applicants for their qualification and competence: a resume and interview questions. A hiring panel of three was used throughout the process to review the job requirements, develop interview questions, review resumes and judge the competency and qualifications of the applicants. A score of 70 percent on the combined resume and interview tools was determined to measure minimum competence or qualification. The interview team was composed of a section manager, a second-line supervisor and an incumbent Building Maintenance Foreman.

Consistent with the labor agreement, the openings were posted in the appropriate loca-

tion. Eighteen employees signed the posting and seventeen submitted the required resumes. At this point, the employee without a resume received no further consideration. Candidates were interviewed in seniority order, consistent with the labor agreement. The first two employees were unable to demonstrate the minimum level of competence and qualification. The next two employees met the competence and qualification requirement but refused the positions. The employer continued to interview in seniority order and determined that the 11th and 12th senior candidates met the minimum competency and qualification requirements. These candidates accepted the positions. One candidate was unable to pass the probationary period and the employer ran the process again.

The union filed a grievance after the probationary employee was replaced alleging that the employer failed to comply with the contract requirement to promote from among the two most senior competent and qualified employees. Additionally, the union alleged that the employer had no right to require resumes; exceeded its discretion in determining competence and qualification; and asked non-job related questions. Management did not agree with the union and the parties submitted the case to an arbitrator, consistent with the provisions of the labor agreement.

The arbitrator's review of management's hiring process shows the effort and care that was put into the selection. In preparing the interview questions the hiring team reviewed past hiring processes, developed new job descriptions, consulted the incumbent Building Maintenance Foreman and had Human Resources review

Cont. on page 10

"Promoting employees on the basis of seniority and sufficient ability often seems cumbersome and frustrating to managers and supervisors."

ARBITRATION/CASE LAW CONT.

their questions. From the job requirements and using its resources, the team developed questions that probed both technical knowledge and supervisory work experience. All applicants were interviewed in seniority order. The team members scored each applicant resume and interview responses, and the scores were averaged to determine a final score.

Based on review of the facts and evidence, the arbitrator determined the following:

- Resumes provided an effective review of the applicant's work history and provided a valid writing sample consistent with the requirement of the job.
- The employer's questions were job related, and the employer had a specific need to determine the supervisory skill and the technical skill of the candidates.
- Interviewing the candidates in seniority order met the letter of the labor agreement.
- Management's use of a 70 percent score was a reasonable standard of qualification and competence consistent with the labor agreement and past hiring processes.

The arbitrator relied on these determinations to deny the grievance and uphold management's hiring selections.

This review of the LTC promotion process provides a number of lessons for meeting management's need and maintaining compliance with the labor agreement. Additionally, some of these lessons are transferable to all hiring and selection processes. So, what made these

supervisors and their process successful and effective?

Preparation: Reviewing and writing a new position description started them out on the right foot. Having a clear idea of what they were looking for helped them to develop questions and tools that were job related.

Panel hiring: The benefits of having a hiring panel are many. Management used the panel to divide up the work of preparation and developing interview questions. Averaging the scores across the team provided some personal bias control. Having an employee member of the team provided transparency for the process and a subject matter expert for the work.

Contract compliance: Willingness to follow the letter of the contract by interviewing in seniority order proved to the arbitrator that management was seeking a set of knowledge, skills and abilities rather than a specific employee.

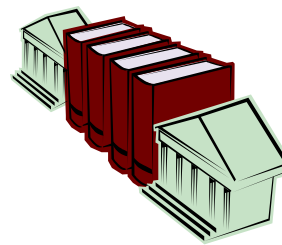
Courage/creativity: When faced with an opportunity to reshape the organization they worked to find a solution that met the needs of the employer and gave they employees a fair process consistent with the contract.

Those managers hiring and promoting employees covered by the LTC labor agreement should pay particular attention to this case and implement these lessons in their next hiring process. All hiring managers can learn from the general lessons of preparation and panel hiring.

This article represents general advice to State managers and employees about solutions to existing issues and does not represent a waiver of the employer's right to make policy changes or seek contract changes in the future.

HR

“Those managers hiring and promoting employees covered by the LTC labor agreement should pay particular attention to this case and implement these lessons in their next hiring process.”



STANDARD TIMESHEET ELEMENTS WHY ARE START AND STOP TIMES NECESSARY?

How an individual is compensated for the hours worked is determined by a combination of collective bargaining provisions, personnel rules and state and federal statutes. The Fair Labor Standards Act (FLSA) sets minimum wage, overtime pay, record keeping and child labor standards for employment. State and federal statutes require an employer to maintain accurate records, which include certain identifying information about the employee, including data about the hours worked and the wages earned. For overtime-eligible employees, start and stop times are necessary to accurately pay for time worked and any premium pays

which may be due for those hours. Without complete and accurate reporting of time, it is difficult to tell if an employee has been paid appropriately. Accurate reporting of time protects the employer from false pay claims and assures that the employee receives all compensation due.

Answers to this and other frequently asked questions regarding the implementation of standard timesheet elements can be found at in the [Standard Timesheet Elements Implementation FAQ](#).

HR

CHANGE (GASP!) CAN (GASP!) BE FUN

On my 39th birthday, after eating two huge pieces of my favorite pistachio cake, I decided to make a seemingly simple lifestyle change. "It's going to be a new me during the coming year," I announced. "No more three pieces of cake per sitting-only one."

Everyone laughed and clapped. "Whatever you say!" Someone passed me a third piece of cake.

"I'm going to start jogging, too," I said.

Suddenly, silence filled the room. "Yep, I'm going to start running." Silence. "As in jogging up and down the streets, getting in shape." More silence. "Anyone want to join me?"

No one did, but that didn't stop me. At 5 o'clock the next morning, I woke up with the birds for my first run in at least five years. I figured it would be easy—an inaugural 15-minute canter around a few suburban blocks. Was I ever in for a shock. My "simple" lifestyle change quickly turned into a painful exercise in change management, full of lessons for those of us who want to achieve better results, whether we're talking physical fitness or managerial vigor.

I started with a brisk walk, then speeded up to a slow run. The first five minutes were exhilarating. The next five were sobering. And the third five minutes were excruciating. My strides turned into a clumsy cadence of step-step-gasp, step-step-gasp. Three thoughts kept running through my head: (1) My bed is way better than this. (2) There must be a better way to get in shape. (3) I don't have any ID, so if and when I collapse, the EMT people won't have a clue whom to contact. (Lesson #1: Get started, no matter how much it hurts.)

As soon as I stopped, my mind started messing with me. "This running thing is way too tough," I'd say to myself one moment. "It's no fun. It hurts. Forget it. Take up walking or checkers." The next moment I'd be cheering myself on. "You can do it! It's just running. And it'll get easier." Then I'd chide myself. "Are you gonna be a quitter? Don't be a quitter. Get out and run like the wind!" (Lesson #2: Expect doubt. Just don't let it win.)

Two days later I was back out there, but running like the wind? Not unless we're talking about very slow, heaving-type winds. I went through the requisite stretching and warm-up walking, but 20 minutes into my run, I had two thoughts in mind: (1) Is it possible for the human heart to beat so robustly that the entire organ literally bursts through the rib cage? (2) Thank goodness I remembered to bring my ID.

After regaining my breath, I started thinking again about change management. Rationally, I knew I had a noble goal: to get in better shape. But what about my approach to achieving the goal? Was I on the right track with my running? (Lesson #3: Make sure your means will get you to the intended end.)

Knowing I didn't have the answer, I called a friend who's a health and fitness fanatic. I told her about my birthday resolution, and she gave me firm instructions: "Twenty minutes of running when you haven't jogged in ages? No way! Start with walking, and build from there." But that's not exciting, I protested. I want

to sweat. I want to know I'm getting a decent workout. "What you want to do is get in shape. And you won't do that with shin splints and a cardiac incident."

The words "cardiac incident" resonated with me, so two days later I decided to walk instead of run. I followed the same route, but it seemed so different. This time I realized that at 5 a.m., the birds are waking up, and they're singing wonderful songs. And I noticed how the sun rises so beautifully over a farm field near our house. (Lesson #4: Reach out for advice—and follow it.)

Mindful of my friend's counsel, I kept walking, and after a while, I added a five-minute running segment. Then I notched it up to 10 minutes, then 15, and so on. After a couple of months I could run two miles and enjoy it and notice the birds and sunrise along the way. (Lesson #5: Savor those fringe benefits of change.)

Then it happened. During an especially busy time that took me away from home for a week, I didn't run at all. When the alarm sounded at 4:30 a.m. on Saturday, I went straight for the snooze button—and kept dribbling it until 6 o'clock, when I decided to put off my run for one more day. The same thing happened on Sunday.

At 5 a.m. on Monday, I started my run just fine. But 15 minutes into it, I could sense the return of step-step-gasp, step-step-gasp. This time, though, I didn't have visions of EMT personnel huddling over my heap of a pistachio-cake body. I turned my run into an enjoyable walk, and two days later I mixed walking and running. Within a week I was running at my best pace and distance ever. An improvised adjustment to my plan made all the difference. (Lesson #6: Be judiciously flexible.)

Seven months have passed since my birthday resolution to get in shape, and I'm happy to report that my change-management efforts are succeeding. I still flirt with the snooze alarm some mornings, and my out-of-town work trips make it easy to postpone the day's run. But just about every other morning, you'll find me pounding the pavement—and enjoying it. Best of all, I'm feeling great.

The change-management lessons continue to hit home. I recently got a call from a manager who was desperate for a sounding board. He was struggling to get employees more involved in improving their work processes, but their apathy seemed too great. "Our first meetings about this were so painful," he said. "I'm not sure if it's worth continuing." He sounded a lot like I did after my first couple of runs.

We talked about the goal of having an engaged workforce. He explained his approach, and our conversation gave him a few new ideas. Two weeks later he called again. "Great news," he said. "One of our departments has formed an improvement team, and they're on the brink of some major breakthroughs. Two more departments are looking into doing the same."

"Sounds like you're hitting your stride." I said.

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