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April 2014 UPDATE

Labor and Employee Relations – UPDATE

Branch Manager Local 748

On March 26, 2014, Ginger Thrasher, AFSCME Council 65 Labor Representative, informed GRRL that the employer's second proposed settlement, presented to the Union on February 10, was voted down by the members.

General Unit (St. Cloud Staff)

We are waiting for the mediator to offer dates for the next mediation session for this unit.

Legal Compliance/2015 Budget - UPDATE

As we work through the 2015 budget process, we are consciously aware of the following legislative proposals/requirements that may/will impact on GRRL's 2015 personnel budget.

- Minimum Wage – On April 14, 2014, Governor Dayton signed into law an increase to the state's minimum hourly wage to \$9.50, phasing it in by 2016, and indexing for inflation starting in 2018.

Effective August 2014, minimum wage will increase to \$8.00 per hour. This increase does not impact GRRL's 2014 budget as all staff are currently earning more than \$8.00 per hour.

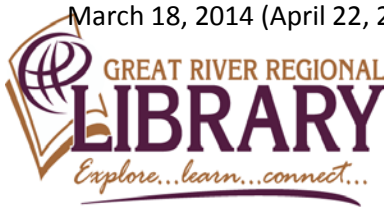
Effective August 2015, minimum wage will increase to \$9.00 per hour. We project an increase in the 2015 personnel budget line of approximately \$13,210 to bring all positions to minimum wage. *This projection includes the impact to social security and Medicare taxes. It does not include the potential impact to employer PERA contributions.*

Effective August 2016, minimum wage will increase to \$9.50 per hour. We project an increase in the 2016 personnel budget line of approximately \$13,350 to bring all positions to minimum wage. *This projection includes the impact to social security and Medicare taxes. It does not include the potential impact to employer PERA contributions.*

PLEASE NOTE: According to our compensation consultant, the increase to all Aide positions will not result in compression issues throughout the organization.

- PERA Contribution – On April 10, 2014, the MN Hours of Representatives passed the 2014 Omnibus Pension Bill (HF 1951). This bill will increase employee and employer contribution rates by 0.25 percent for the Coordinated Plan of the Public Employee Retirement Association (PERA).

If signed into law, we project an increase in the employer contribution for GRRL of approximately \$1,000.00 in 2015.



Supervisor Training Program

Submitted by Sunny M. Hesse, Associate Director - HR

GRRL's 2013-2015 Strategic Plan identifies on-going, annual training for all staff members who oversee and provide work direction to other staff members as a key objective under Service Priority 4: Informed Decisions. To support this objective, an increase to the overall training budget has been recommended as part of the 2015 budget planning process. Additionally, thorough research has been conducted regarding the development and implementation of a formal Supervisor Training Program at GRRL.

An Executive Summary and Recommended Solution based on the research conducted is included below. More information, including a copy of the full research report, is available from the HR department.

Executive Summary

Great River Regional Library (GRRL) is a regional public library headquartered in St. Cloud, Minnesota, with approximately 280 employees in 32 locations. GRRL prides itself in providing top-notch library service to the communities it serves. In order to do this, it is critical that GRRL provides training to all staff to ensure consistent levels of service throughout the organization. While GRRL has been successful in developing an online orientation program for most positions, it lacks supervision training that adequately prepares supervisors and managers for leadership responsibilities.

The purpose of this paper is to develop a formal supervisor training program for recommendation to the Executive Director and GRRL Board of Trustees. Such training is necessary to ensure that supervisors throughout GRRL possess the knowledge and skills to manage and lead employees in a manner which is consistent with the vision and mission of the library. The research is significant in that it addresses a long standing issue for the organization and provides consistency throughout 32 library locations.

The data collection and analysis utilized many types of data for this study including; 1) an evaluation of GRRL's current training practices; 2) an in-depth literature review in regards to effective supervisor training, employee development, the human capital theory, and the importance of employee and supervisory training and development; and 3) thorough evaluation of the results of an internal supervisor survey. The results of the research demonstrated that training is beneficial to both the employee and the employer. Furthermore, survey results demonstrated a real lack of knowledge in specific areas of supervisory responsibility.

In order to determine what type of training would be most beneficial to supervisors and GRRL, four (4) different recommendations were reviewed for consideration. They included one-on-one (1:1) training, classroom style training, formal mentorship, and maintaining the status quo. While each option had its advantages and disadvantages, the final recommended solution consisted of primarily classroom style training.

Classroom style training will ensure that all supervisors are provided supervision training which is critical to being successful. It will also offer regular opportunities for GRRL supervisors to collaborate with each other, share ideas and concerns, and learn from each other. The initial development of the program will require time and effort from HR and management staff. Maintaining the program will be less time intensive but will still require some effort on an annual basis from HR staff to identify topics of focus, develop training materials, and retain external presenters as appropriate.

The cost of training is broken into direct, indirect and training materials. It is also separated by first-year initial implementation and annual costs after implementation. Upon implementation of the program, the estimated costs will be replaced with actual costs and the return on investment (ROI) will be calculated to determine whether the program was a good investment for GRRL.

Implementation of the training program will result in two (2) bi-annual sessions during the first year. Each session will include basic training in key supervisor skills. All active GRRL supervisors will be required to attend both sessions. Ongoing basic and advanced supervisor training will continue after the first year of implementation. The program will be created by HR staff using the Minnesota Continuing Legal Education (CLE) employment law conferences as a primary reference.

Recommended Solution

If a supervisor training program is going to be effective, it must meet the needs of GRRL's supervisors. In order to accomplish this, the program will be designed around the feedback gathered from the GRRL supervisor training survey in conjunction with the information learned through the literature review.

Since each proposed alternative solution has advantages and disadvantages, a decision matrix was utilized (Table 3) to help determine which option may be a good fit for the organization. I consulted my executive mentor to identify the appropriate criteria and weighting factors and solicited feedback from the Associate Director of Patron Services. The criteria were weighted based on importance. A rating for each criterion was assigned to each alternative solution based on whether the solution fit the needs of the organization relative to each criterion and whether the organization could support and sustain the solution based on each criterion. The weight was multiplied by the rating scale for each alternative solution which provided a final score for each option. The option with the highest score is presumably the best fit for the organization.

Table 3: Decision Matrix and Rating Scale

Criteria	Weight	Alternative Solutions							
		1:1 Training		Classroom Style		Formal Mentorship		Status Quo	
		Rating	Score	Rating	Score	Rating	Score	Rating	Score
Cost	20	1	20	2	40	2	40	3	60
Organized/Structured	5	3	15	3	15	3	15	2	10
Time from Creation to Implementation	5	1	5	2	10	3	15	3	15
Adaptability to responsibilities of supervisor position and workplace culture (including supporting management decisions and the direction of the organization)	20	3	60	3	60	3	60	2	40
Time Commitment of Participants (GRRL Supervisors)	20	2	40	2	40	2	40	3	60
Time Commitment/Effect on Management (Presenters) - time and effort required for successful implementation	20	1	20	3	60	2	40	3	60
Fits GRRL supervisor's learning styles based on Survey Q1 (Most effective type of training format for GRRL's supervisors learning styles)	10	3	30	3	30	3	30	2	20
Total Score	100	14	190	18	255	18	240	18	265

Rating Scale	Rating
Does not match needs. Organization unable to support/sustain.	0
Minimally matches needs. Organization minimally able to support/sustain.	1
Moderately matches needs. Organization moderately able to support/sustain.	2
Perfectly matches needs. Organization able to support/sustain.	3

Based on the results of the decision matrix, the option of leaving training at status quo scored the highest (265). While this would be the cheapest, least time intensive and least complicated decision, it is not a viable option for a number of reasons. First, the survey indicated a real deficiency in the following supervision areas:

- Basic understanding of FMLA and administering and documenting leave of absence requests;

- Performance management including developing and issuing a policy/procedure review, performance improvement plan and disciplinary and/or corrective action;
- Dealing with employee complaints of harassment; and
- Addressing employee complaints and tensions/disputes between staff members

Second, supervisor training has been identified as a need by GRRL's management team and board of trustees and is included in GRRL's strategic plan. Third, supervisors have expressed a desire for more supervisory training to assist them in performing the supervision responsibilities of their position.

Classroom style training scored the second highest (255), formal mentorship was close behind (240) and 1:1 training received the lowest score (190). Based on the decision matrix, classroom style is the obvious solution to developing a supervisor training program. However, GRRL has had success with a formal mentorship program for one (1) supervisor position in the organization and 1:1 training has proved beneficial in certain situations. While classroom style is definitely the most effective and efficient training solution, the inclusion of limited 1:1 training and a basic mentorship program would also be beneficial to supervisory staff and the organization as a whole.

The final recommended solution for developing a supervisor training program consists primarily of classroom style training. The recommended supervisor training program will include two (2) classroom style training sessions per year. These sessions will be developed in-house by the Human Resource department and may include retaining external experts in specific areas of focus. 1:1 training has been identified and included in the already-established orientation program on a limited basis. Meetings between managers and their direct supervisor reports occur through regular monthly branch visits. These will continue in order to ensure effective communication of expectations and improve consistent supervision region-wide. Additionally, regular meetings between supervisors and their non-supervisory staff will be required to allow supervisors necessary time to communicate effectively with their staff. The existing mentorship program for the Library Services Coordinator position will be formalized and offered to all supervisory positions throughout the organization.