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Appendix A: Trailblazers Program

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I. Setting Out On The Trail

Introduction

Welcome. The University of Texas at Arlington and the Office of Staff Development are glad you have chosen to be a part of the Trailblazers program. This program is designed for new supervisors who are looking to develop their skills and succeed in this new endeavor. The program is also for current supervisors who are looking to sharpen their skills and open new doors in their work. It is our hope that your involvement in this program will be an incredible tool to empower you, your team, and your department.

It is important to note that this program is not just about the manual you hold in your hand. Trailblazer: Pathways to Effective Supervision is also about skills development. The Office of Staff Development has created this manual as a guide and support document, but if you really want to find the heart of the program your best choice is to get involved in the training and development programs created to connect with this manual. The Office of Staff Development has created a three level certificate program designed to provide you with the needed skills to effectively navigate the difficulties as well and the successes in the supervisory role. A total of 14 classes make up all three levels of the program. If you take one class each month you can complete all three levels in a little as 14 months. Take a few minutes to review the section in the back of this manual for the details of the training program. It is essential to be clear that this program is a challenge by choice and there are no guarantees of advancement or monetary increases.

Why “TRAILBLAZER”? The name “trailblazer” is an important title for this program for two reasons. First, here at UT Arlington all faculty, staff, and students are called to “Be A Maverick”. This is a direct challenge to these individuals to think outside the box and not settle for the status quo in regards to functions, systems, and processes. This means that Mavericks are always looking for ways to improve the world around them and they are willing to take the needed steps to help things change. In many ways, Trailblazer’s are Mavericks. The term chosen for the program is fitting because it cries out about who all UT Arlington employees are supposed to be in their work life.

Second, the term “trailblazer” is important because it, by itself, defines who supervisors need to be. Since your team, individual employees, and work area are all unique to you in almost every way, you are blazing a new trail to achieve your department’s goals and objectives. Supervision is obviously not a new concept, so
you are not a pioneer, but you are certainly a trailblazer who’s challenges, successes, and experiences are all part of the individual path you and your team are on. Even if you are using tips, tricks, and tools other supervisors have used, you are still on your own trail.

**Claiming the Identity.**
Now that you have read and considered the explanation and definition of the program, it’s time to make a commitment. If you are ready for all of the challenges and growth opportunities and if you are ready to claim the identity, then keep reading and get ready for a great professional development journey.

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II. Trailblazing 101 (Supervisory Basics)

Trailblazers are known for making their own path and leading where no one has gone before. It is even stated in our definition in the previous section that you are, “on your own trail.” However, even the best of Trailblazers take time to look at other Trailblazers to gain insight and wisdom. The following information is basic supervisory tools and information that will help you move and function along your path as a Trailblazer.

Four Key Roles:

**Communication** - Having and maintaining an appropriate line of communication is the most important tool you have as a supervisor. Many employees will overlook problems and shortcomings in other key supervisory areas if there is a great level of communication. Here are a few tips to set your communication on the right path:

1. Listen actively
2. Check your nonverbal messages
3. Choose your words and messages carefully
4. Use repetition
5. Be open, honest, and candid
6. Learn to involve others
7. Encourage feedback
8. Be sensitive

**Coaching** - This can be one of the best and most rewarding roles you fill as a supervisor. Taking time to focus on and implement good coaching skills can help you move through tough times and help guide you through periods of change. Here are some important keys to your development:

1. Establish good relationships
2. Be approachable
3. Maintain mutual respect and trust
4. Strive for one-on-one coaching
5. Demonstrate empathy and understanding
6. Listen to suggestions
7. Decide and communicate plans
8. Learn to empower others

**Enhancing Work Performance** - Taking time to develop and empower your team not only benefits the individual, but also adds value to the whole team. Do not overlook the role of essential and on-going training. It takes time and
effort, but it is worth it. Here are some things to keep in mind as you consider this issue:

1. Make sure you have all the facts
2. Communicate standards and expectations
3. Explain possible concerns
4. Make S.M.A.R.T. Objectives (Strategic, Measurable, Attainable, Realistic, Timely)
5. Give clear feedback
6. Follow-Up

Dealing with Difficult Employees - No matter how hard you work in the previous roles, you are guaranteed to run into employees who are tough to work with. Here are some important strategies for dealing with this situation:

1. Don’t take the easy way out
2. Look for assistance
3. Communicate expectations
4. Focus on performance issues not personal problems
5. Document, document, document

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III. Proper behavior for Trailblazers and traveling partners (Ethics and Sexual Harassment)

The following information is addressed in detail in the UT Arlington Standards of Conduct Guide. This information does not replace any information found in the guide itself. It is your responsibility to read and familiarize yourself with the full contents of the guide as well as applicable policies and procedures of UT Arlington. This section is designed to briefly cover important issues related to your role as Supervisor and provide important and helpful tips. A complete copy of the Standards of Conduct guide is included in the back of this manual. Additional copies can be obtained from the Office of Institutional Compliance.

ETHICAL DECISION MAKING
As a supervisor, you are called to make many decisions related to work and employee relations. It is your responsibility not only to make decisions that uphold all policies and procedures, but also make decisions that conform to the ethical expectation of UT Arlington. As you make decisions now and in the future, consider the following tips:

1. Respond to events and activities rather than react to them

2. Get all the facts

3. Evaluate all options from various moral perspectives

4. Ultimately, you have to take responsibility for what you do and do not do. Can you live with this decision?

5. Is your action ultimately doing more good than harm?

6. How is this decision affecting the "stakeholders" in this situation?

7. Are you using excuses to justify your behavior?

8. Would you be proud to have your decision placed in the headline news?

9. Are you practicing the “Golden Rule” - “Do unto others as you would have them do unto you?”
SEXUAL HARASSMENT AND SEXUAL MISCONDUCT

Sexual Harassment is a serious issue. No employee of the University of Texas at Arlington deserves or should be exposed to any type of harassment. As a Supervisor, it is your responsibility to not only monitor your own behavior, but to create an environment that discourages and proactively works to prevent harassment of any type. The following tips are designed to help you in your efforts.

1. Perception is what matters; not intent. Harassment is in the “Eye of The Beholder”

2. Harassers can be managers, supervisors, co-workers, or 3rd parties, (i.e. Clients or vendors).

3. Limit physical contact to handshakes

4. Be careful what you email or what you display on your computer.

5. Victims can be anyone who is offended by the offensive behavior.

6. Work hard to create an environment in which employees feel safe to report sexual harassment.

7. No matter where you work or who you are: sexual harassment laws apply to you and all your employees!

8. Make Sure Words Or Actions have a “G” rating!!!
IV. Choosing the Right Traveling Partners (Employment)

Making the right hire for your department is a critical step in the short and long-term effectiveness of your team. The following information is designed to help you make the right moves as you begin the process of filling a vacant role or hiring for a new position.

1. Make contact with the Office of Human Resources. The Office of Human Resources is on your side. It is essential that you work with Human Resources to not only help you advertise your position, but also to make sure you have the right job description, compensation, and essential resources for the position. In addition, the Office of Human Resources can help you abide by all state and federal regulations regarding the hiring process.

2. Conduct an appropriate interview. When bringing someone new to the staff, you want to make the best choice that you can for many reasons. However, there are some important keys that you need to observe in the interview process.
   a. Create an environment that puts the applicant at ease
   b. Communicate about the interview process
   c. Ask open ended questions
   d. Avoid the simple “yes” or “no” questions
   e. Listen actively
   f. Check your non-verbal communication

3. Avoid asking inappropriate questions. Although you want the interview to be a time to get to know the candidate, there are some subject areas that you cannot discuss in relation to the interview and hiring process. Here are some topic areas to avoid:
   a. Age
   b. Gender
   c. Religion
   d. Race
   e. National Origin, citizenship
   f. Marital Status, children
   g. Medical Information
   h. Memberships

4. “Red Flag” in the Interview. As you are talking and getting to know the applicant, it is vital that you listen actively for more then just the
buzzwords and important topics you want to hear. In addition, as you review a resume and/or application there are some things that should stand out to you. Here are some “red flags” you should watch out for in an interview and/or in a resume.

a. Missing dates in employment
b. Salary Information-lateral move or decreases
c. Unclear reasons for leaving a previous job
d. Missing supervisors name
e. Unclear or inconsistent job history
f. Education and training inconsistencies
g. Incomplete resume/application

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V. Caring for Your Traveling Supplies (Compliance/Internal Control)

The following information is addressed in detail in the UT Arlington Standards of Conduct Guide. This information does not replace any information found in the guide itself. It is your responsibility to read and familiarize yourself with the full contents of the guide as well as applicable policies and procedures of UT Arlington. This section is designed to briefly cover important issues related to your role as Supervisor and provide important and helpful tips. A complete copy of the Standards of Conduct guide is included in the back of this manual. Additional copies can be obtained from the Office of Institutional Compliance.

USE OF STATE-OWNED PROPERTY

As a general rule, an employee may use UTA property and assets only for state purposes; personal use of university property is prohibited. Incidental personal use of UTA e-mail, a state telephone to make a local telephone call, or the Internet, provided that the use complies with applicable UT System policies and does not result in additional cost to UT System, is permissible.

PHOTOCOPYING OF COPYRIGHTED MATERIAL

Permission must be obtained from the copyright owner to copy copyrighted materials where: a) copying is not fair use, b) advice of the Office of General Counsel has not been sought, and c) copying extends beyond the boundaries of the guidelines contained in Appendix I of the Photocopying Copyrighted Materials policy: (http://www.utsystem.edu/ogc/intellectualproperty/copypol.htm) Additional information may be found at Handbook of Operating Procedures, Subchapter 5-300, Copying Copyrighted Materials. Most works should be presumed to be copyright protected, unless further information from the copyright holder or express notice reveals that the copyright holder intends the work to be freely used by the public.

INTELLECTUAL PROPERTY

Intellectual property includes creations or expressions. Examples are discoveries, scientific or technological developments, inventions, copyright materials, artwork, computer software, or other forms of expressions. This applies to persons employed by UTA, anyone using university facilities or resources, including undergraduates, candidates for masters and doctoral degrees, and to postdoctoral and pre-doctoral fellows. If intellectual property is created by an employee of UTA or was developed using UTA facilities or resources, the Board of
Regents of the UT System owns the intellectual property. The creator must assign his or her rights in the intellectual property to the Board. This includes all faculty, staff, and students. Intellectual property must be disclosed to the University’s Intellectual Property Committee as early in the development process as possible. Disclosure should occur well before submitting any information about intellectual property for publication, or making any public disclosure, oral or written, or even a private disclosure.

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VI. Keeping a Great Trail Guide (Documentation & Evaluations)

1. Documentation: Keeping accurate records on an employee is not just an Office of Human Resources responsibility. As a supervisor, you should have an employee file for each person you supervise. Your documentation should contain both positive and negative information relating to performance. Good documentation is essential in helping to conduct accurate performance evaluations as well as helping you deal with difficult situations should they arise. Here are some tips for keeping great employee records:
   a. Make specific/detailed notes.
   b. Be sure that all documentation contains performance related issues and not personal opinions.
   c. Include any verbal and/or nonverbal reactions and/or responses of the employee.
   d. Support observations with factual descriptions of incidents. Use these questions to assist with documents. What was observed? What was heard?
   e. Record negative and positive behavior.
   f. Make sure that all documentation has dates, times, and locations of specific events.

2. Evaluations: Conducting an employee evaluation is not a one-time event. The actions and reactions of employees occur over the course of one year. It is important that you as a supervisor are ready to conduct a proper employee evaluation that is productive for your department and for the individual. The following tips are designed to help you prepare great evaluations:
   a. Keep up-to-date employee records/performance documentation
   b. Plan ahead and communicate your expectation about performance
   c. Create a proactive plan of growth for each employee
   d. Consciously monitor all performance related issues
   e. Review documentation and expectations regularly
   f. Focus on the individual. Don’t compare or contrast one employee with another.

(SEE PERFORMANCE MANAGEMENT SECTION FOR MORE INFORMATION)

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VII. Keeping your traveling partners emotionally healthy:
(Employee Assistance Program)

An EAP (Employee Assistance Program) provides valuable services at no cost to employees and their families in the form of short-term counseling, legal and financial consultations through Law Access, and work life resources and referrals through Work/Life Standards.

Here is the key information for our EAP provider at UT Arlington:
Alliance Work Partners understands the constant interplay between problems on and off the job. We know too that almost any issue can be dealt with if it is identified and treated early.

With over twenty-eight years of uninterrupted continuity as EAP specialists, Alliance Work Partners is uniquely qualified to serve you and is committed to meeting your needs. They are one of the oldest and most respected freestanding providers of EAP services in the nation.

Alliance Work Partners EAP can help you with:
- Job performance
- Marital difficulties
- Family issues
- Communication skills
- Managing depression and anxiety
- Alcohol / Substance Abuse
- Child and elder care resources
- Parenting support
- Anger management
- Legal and financial issues
- Grief and bereavement
- Smoking cessation
- Time management
- Stress management
- Personal concerns
- Career management
- Self-improvement plans

For general inquiries
888-EAP-INFO (4636)

To speak to a counselor
800-343-3822

EAP Teen Line
800-334-TEEN (8336)

TDD
800-448-1823

(Servicios en español disponibles.)

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VIII. Keeping Your Traveling Partners On the Trail  
(Retaining top employees)

Employee retention matters! Organizational issues such as training time and investment, lost knowledge, mourning, insecure coworkers and a costly candidate search aside, failing to retain a key employee is costly.

Employee retention is one of the primary measures of the health of your organization. If you are losing critical staff members, you can safely bet that other people in their departments are looking as well.

TIPS FOR RETAINING TOP EMPLOYEES:

Quality supervision is critical: People leave managers and supervisors more often than they leave companies or jobs. It is not enough that the supervisor is well-liked or a nice person, starting with clear expectations of the employee, the supervisor has a critical role to play in retention. Anything the supervisor does to make an employee feel unvalued will contribute to turnover. Frequent employee complaints center on the following:

• lack of clarity about expectations,
• lack of clarity about earning potential,
• lack of feedback about performance,
• failure to hold scheduled meetings,
• failure to provide a framework within which the employee perceives he can succeed.

Employee needs to speak his/her mind freely within the organization: Does your organization solicit ideas and provide an environment in which people are comfortable providing feedback? If so, employees offer ideas, feel free to criticize and commit to continuous improvement. If not, they bite their tongues or find themselves constantly "in trouble" - until they leave.

Utilize an employee’s skills and talents: A motivated employee wants to contribute to work areas outside of his specific job description. How many people
could contribute far more than they currently do? You just need to know their skills, talent and experience, and take the time to tap into it.

**Treat employees with fairness and equity:** In one company, a new sales rep was given the most potentially successful, commission-producing accounts. Current staff viewed these decisions as taking food off their tables. You can bet a number of them are looking for their next opportunity. In another instance, a staff person, just a year or two out of college, was given $20,000 in raises over a six month time period. Information of this type never stays secret in companies so you know, beyond any shadow of a doubt; the morale of several other employees will be affected.

**Provide and seek out opportunities for Staff Development:** Without the opportunity to try new assignments, sit on challenging committees, attend seminars and read and discuss books, they feel they will stagnate. A career-oriented, valued employee must experience growth opportunities within your organization.

**Employees want to know they exist in the eyes of top managers:** Help top management to connect with all of your employees. Create time for them to meet with new employees to learn about their talents, abilities and skills. Allow them to meet with each employee periodically. They will have more useful information and be able to keep their fingers on the pulse of your organization. It's a critical tool to help employees feel welcomed, acknowledged and loyal.

**Never threaten, verbally or non-verbally, an employee’s job or salary:** Even if you know layoffs loom, if you fail to meet production or sales goals, it is a mistake to foreshadow this information with employees. It makes them nervous; no matter how you phrase the information; no matter how you explain the information, even if you're absolutely correct, your best staff members will update their resumes. Don’t keep solid information away from people, however, think before you say anything that makes people feel they need to search for another job.

**Reward and recognize your employees:** Frequently saying thank you goes a long way. Monetary rewards, bonuses and gifts make the thank you even more appreciated. Understandable raises, tied to accomplishments and achievement, help retain staff. However, recent studies indicate that non-monetary rewards and recognition can be more powerful in the long term in helping employees stay encouraged and connected.
IX. Charts, Maps, and Trail Guides (Essential Resources and Important Contacts)

UT Arlington Contacts:
Accounting and Business Services: www.uta.edu/policy/index.html

Compliance: www.uta.edu/compliance

Employee Assistance Program: www.wapeap.com

Human Resources: www.uta.edu/hr

OIT Training: www.uta.edu/oit/cs/training/index.php

Payroll: http://policy.uta.edu/index.php?navid=10375


Important Supervisory Websites:
Society of Human Resource Management: www.shrm.org

Supervision Magazine: www.supervisionmagazine.com

What makes a great manager: www.whatmakesagreatmanager.com

Successful Meetings: http://www.effectivemeetings.com

Coaching: http://www.coachu.com

Management Library: www.mapnp.org/library/

Leadership Assessment: http://www.aimmconsult.com/SamplePBA.html

Employee Motivation: www.motivation123.com

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X. Helping Your Traveling Partners See Where They Are and Where They Are Going (Performance Management)

GUIDELINES FOR EFFECTIVE PERFORMANCE MANAGEMENT

The purpose of performance management is to improve communication about performance between an employee and his/her supervisor. The performance management system at UT Arlington is designed to provide alignment between the University’s mission, constituent needs, and performance expectations. The program fosters ongoing two-way communication between employees and managers; supports the development of clear, consistent, and measurable goals linked directly to UT Arlington’s core values and competencies; helps to articulate and support training needs and career development; and establishes the criteria for making reward and recognition decisions.

Effective performance management at UT Arlington begins with respect for one another and ends with excellence in performance. It is the responsibility of every supervisor to communicate on an ongoing basis with his or her employees. These conversations should provide clear and honest role expectations and feedback and should help identify improvement, development, and career issues. Each employee has a responsibility to participate fully in these conversations, be sure they understand their role responsibilities and expectations, and communicate any obstacles or training needed in order to perform their role at an optimum level.

THE PERFORMANCE MANAGEMENT ANNUAL MEETING

Performance management should be happening all year long. When a manager compliments an employee for a job well done or coaches an employee through a difficult situation, that is part of performance management. UT Arlington’s performance management process includes an annual review assessment that should bring closure to the performance period and provide a basis for performance management for the next period. The following suggestions help set the stage for a productive discussion.

1. Establish the proper climate.
   • Create a sincere, open, and constructive atmosphere.
   • Schedule the meeting in advance and stick to it.
   • Allow enough time to discuss the review.
   • Locate a private space and guard against interruptions.
2. Make it clear that this is a joint discussion.
   • Prior to one-on-one meeting, provide the employee with a copy of the Employee Self Evaluation form and ask them to complete it and bring it with them to the meeting.
   • Listen and ask for the employee’s opinion.
   • Avoid words or body language that criticize the employee’s view.
   • Understand your employee’s point of view. Working together is better than being at odds.
   • Be willing to modify the Performance Management Document to reflect what is discussed and agreed upon at the meeting.

3. Discuss the job description, communicated expectations, and performance requirements.
   • Explore the competencies required for successful performance.
   • Update the role document if needed.

4. Discuss goals for the performance review period.
   • Review whether the goals were met.
   • Discuss obstacles and roadblocks that affected goal achievement.

5. Discuss opportunities for growth and development in the current role or a different role.
   • Discuss the employee’s developmental and career goals.
   • Remember there is also the opportunity for growth and development within the current role. There are new things to be done and more effective and efficient ways to accomplish work

DEVELOP GOALS FOR THE COMING YEAR

Remember, performance management is about ongoing two-way communication between the employee and her/his supervisor. The annual performance management review should be a summary of various meetings throughout the year (interim goal reviews/updates). There should be no surprises at this summary meeting.

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PREPARING FOR ANNUAL PERFORMANCE MANAGEMENT DISCUSSION

Tips for the Employee
Employees have a responsibility in the performance management process and should be prepared to give feedback to their manager.

• Review your job description, communicated expectations, and performance standards. Does it reflect your current role in the department? If not, discuss with your supervisor about revising your role document.

• Complete the Employee Self Evaluation Document provided by the Office of Human Resources.

• Review your goals for the year. Have they been met? Review your achievements. Think about obstacles/roadblocks you encountered and how you dealt with them.

• Is there anyone else your supervisor should speak with before preparing your evaluation? Let your supervisor know this before the review meeting.

• Identify specific areas of expertise or skills that you would like to develop or improve. Identify your strengths. In what areas have you improved? Can you identify any developmental goals for the coming year?

• What ideas do you have for changes that would help you perform your role better and/or improve the operation of the department? Think about obstacles/roadblocks that you face in performing your responsibilities and what help is needed from your supervisor to overcome them.

• If you manage others, what have you done to develop/strengthen your staff’s performance and skills?

Tips for the Supervisor
The supervisor is responsible for ongoing communication about performance throughout the year. Performance problems should be addressed as they occur. There should be no surprises in the end-of-the-year summary. The supervisor is responsible for preparing the summary documentation.
• Review the employee’s job description, communicated expectations, and performance standards. Does it reflect their current role in the department?

• Review the primary position responsibilities. Has the employee effectively performed these? What is your overall assessment of how these responsibilities were performed?

• Review the employee’s goals from last year. Were goals modified or changed during the review period? Have the goals been met? Have you been able to provide the employee with the tools and support to get the job done?

• Review last year’s appraisal. How does this year compare to last year? Have there been improvements?

• Consider whether you need to speak with anyone else in order to have a more complete and accurate picture of your employee’s performance.

• Assess the employee’s strengths, weaknesses and areas of greatest improvement. Is there a specific area where you would like to establish a developmental goal?

• What suggestions do you have for the employee that will help improve his/her performance in their role or the overall operations of the department?

• If the employee supervises others, discuss what he or she has done to strengthen her/his own staff. Ask about regular communication of information, job expectations, and feedback.

• Contact the Human Resources Office for assistance if substantial performance issues exist. Remember though that there should be no surprises in the performance review meeting. Significant problems should have already been addressed in other conversations.

**FINALIZING THE PERFORMANCE MANAGEMENT DOCUMENT**

The supervisor is responsible for completing the final draft of the Performance Management Document and forwarding a completed copy to Human Resources to become part of the employee’s personnel file.
The supervisor should provide a copy of the final Performance Management Document to the employee.

The employee must sign the Performance Management Document. Signing the Performance Management Document indicates that the employee has met with their supervisor to provide input to the document, that they have reviewed the document, and that they have met with the supervisor to discuss it. However, the employee’s signature does not necessarily indicate that the employee agrees with the evaluation. The employee has the right to respond to the evaluation in writing.

**TIPS FOR ONGOING, EFFECTIVE FEEDBACK**

Feedback involves treating each other with respect.

Constructive feedback tries to reinforce the positive and change the negative by:

- Identifying what was done well or poorly.
- Describing what action or behavior is desired.
- Explaining the effects of the observed and desired acts of behavior.

Good feedback is timely. Give the feedback as quickly as possible after the event. Delayed feedback is rarely effective.

Feedback involves both parties listening carefully. Check for clarity to ensure that the receiver fully understands what is being said.

Good feedback should be specific. Generalized feedback does not explain what behavior to repeat or avoid. Describe exactly what was done well and/or what could be improved. For example, “This report is well organized and the summary clearly states your conclusions and proposed actions” rather than “Good report.”

Keep feedback objective. Use factual records and information whenever possible. Include details that focus on specific actions and results rather than characteristics of the employee. For example, say “this happened” rather than “you are.” “You hung up the phone without saying good-bye.” rather than “you are rude.”

Feedback about performance issues is best delivered in person. The employee will have a chance to respond to any issues raised. Especially avoid delivering negative feedback via e-mail messages.
NON-MONETARY WAYS TO RECOGNIZE AND MOTIVATE EMPLOYEES

• Thank employees for a job well done. Do not take good work for granted.
• Provide meaningful feedback.
• Find special assignments.
• Offer opportunities for high visibility and notice by your supervisor.
• Share information.
• Get employees involved.
• Empower your employees.
• Celebrate employees’ successes.
• Provide opportunities for training.

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XI. Blazing new trails (Change Management)

UNDERSTANDING THE EMOTIONS OF CHANGE
The five phases of change: Helping employees support change--of whatever scope--starts with understanding the five phases of a change initiative and the emotions each phase typically provokes.

Stagnation. Those in the organization who are aware that things can't go on like this begin to push for change. Others go into denial. They declare that everything's on track and bristle at suggestions to the contrary.

Preparation. Leaders decide to make a change and announce the decision. Managers' and employees' emotions range from fear to relief to excitement.

Implementation. Leaders announce new assignments, define new reporting lines, or mandate new processes. In addition to feelings of threat, fear, and uncertainty, people may experience confusion, apathy, resentment, worries about inadequacy, or exhilaration. Some feel a surreal sense of living simultaneously in two worlds, as they grapple with the current state while striving to build the new desired state.

Determination. Some things seem different, but the changes haven't taken firm root yet. Working with new bosses, new rules, and/or new processes, people are confused. They make mistakes that can slow down the change process.

Fruition. Ideally, all the hard work starts showing tangible results: rising stock price or sales, increased efficiency and lower costs, promising new products, more customers. Emotions include confidence, optimism, and energy. But leaders take note: individuals' satisfaction with outcomes may become complacency that can stand in the way of future change.

FOUR WAYS TO HELP EMPLOYEE MANAGE CHANGE

Stay accessible. Whenever there is a change in the workplace, employee anxiety can run high. Make sure employees know that your door is open. Their constant questions can disrupt your work schedule, so you may need to come in a little earlier or stay later to concentrate on your own tasks.

Explain the basis for change. Once employees understand the reasons for change, they feel less threatened. The needs of employees will vary with the type of
change. Some change may just be procedural and require little more than a brief explanation. Major events such as mergers and reorganizations will take more time.

**Don’t undermine top management change by being critical.** Be as forthright as possible. Avoid conveying a negative attitude. Even if you think senior management didn’t handle the situation in the right way, don’t put your career at risk or undermine any change by criticizing it.

**Show results.** Point out the positive results after a change takes place. This makes it easier to convince employees to accept other changes in the future. Refer to a successful change if you meet resistance when introducing something new.
XII. When a Traveling Partner Needs a New Trail (Terminations)

TIPS FOR PREVENTING TERMINATION HEADACHES
Ask any HR professional the most difficult aspect of human resources management, and a likely answer will be involuntary terminations. Far too often, what should be a routine termination ends up in litigation, arbitration, or mediation. "How did we get to this point?" ask many employers. Most employment litigation is the direct result of some common termination mistakes that could be prevented. To counter these mistakes, we have identified ten termination tips that should make the process less stressful and help you and your employer stay out of the courtroom.

Follow UT Arlington’s written termination policies. Supervisors or Managers that ignore our own policies are asking for trouble. Employees can claim the policy implied an obligation that terminations would be handled in a specific way and that they were wrongfully discharged in violation of the policy. Make sure that managers who handle terminations work with the Office of Human Resources department and are trained on how to apply the policies.

Investigate thoroughly before considering termination. The threshold for initiating an investigation should be relatively low. When you have a good reason to believe that an employee violated a rule, policy, guideline, or procedure, you should investigate. Timeliness in an investigation is crucial. In some cases, such as situations involving harassment, failing to investigate thoroughly and promptly could expose the University to liability. In addition, you may appear to condone the employee's actions by allowing too much time between infractions and corrective actions. Further, if you do not act promptly, it will be more difficult to initiate or defend discipline in other cases.

Consider alternatives to termination in appropriate cases. Look for alternatives to discharge when you can. Termination is not always the appropriate disciplinary action. Oral and written warnings and suspensions can be viable alternatives. However, make sure you are consistent in your disciplinary actions with other employees for the same offense.

Give the employee an opportunity for corrective action before termination, where appropriate. Remember that you are trying to turn around inappropriate behavior and help the employee improve. Employee turnover is a significant cost
to most employers, so you can save both money and headaches if you can redirect an employee who is performing below expectations.

**Carefully consider each step of the termination.** Take the time to plan the phases and details of the termination process. Specifically: Think through your decision and follow UT Arlington’s termination policy. Be patient and reasonable.

**Consult with the Office of Human Resources.** You need to speak with a member of UT Arlington’s Employee Relations team prior to making a decision that you would like to terminate an employee, not after you have already decided that you want the employee terminated. In truth, it is in your best interest to partner with the Office of Human Resources when you begin to see poor performance patterns that could result in the termination of an employee.

**Document the causes for the termination.** Before discharging an employee, ask yourself, "Is there a fully documented history of poor performance?" Your employee files should include recent performance reviews, documentation of conferences with the employee to discuss the problem, and any corrective measures taken. Don't get caught where the only document in the personnel file of an employee terminated for "performance problems" is a three-year old, partially completed performance review that indicated the employee was doing a great job.

**Plan the details of the termination meeting.** Many employers adequately plan the process but ignore the details. Ask yourself these questions:

- When are we going to have the termination meeting?
- Who should be there?
- What can we do to maintain the dignity of the person?
- Will all the final compensation be ready?

**Give the employee the real reason for the termination.** Some employers provide phony reasons for termination because they do not want to hurt the employee’s feelings. A false or misleading reason may support future litigation. Supervisors should be trained to explain tactfully the reason for discharge and to discuss only verifiable facts that influenced the decision. The employee’s personnel file also should reflect the reasons given to the employee since it may be used in subsequent litigation.
Limit your discussions of the termination. To ensure confidentiality and limit defamation claims, discuss termination decisions only with those people who need to know. This list may include the employee’s immediate supervisor, your own supervisor, and legal counsel.

While these suggestions may not prevent all problems, they can create an orderly termination process. Following the steps will reduce liability, will ensure that the policy is implemented correctly and consistently each time, and will document your actions.

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XIII. Injuries Along the Trail (EH&S and Workers Compensation)

Although the title of this section might imply that you should read this section after an injury, it is essential that you read the first part of this section to help your team and its members avoid injuries. However, the second half of this section does provide some useful tips on what to think and do when an injury does occur.

REDUCING WORK PLACE STRESS AND INJURIES

To reduce stress and prevent fatigue, it is important to take mini-breaks (not many breaks) throughout the day. If possible, change tasks at least once every two hours. Stretch your arms, neck, and legs often if you do the same type of work for long periods of time. Rest your eyes often by closing them or looking at something other than the work at hand. For a quick pick-me-up, breathe deeply several times by inhaling through your nose and exhaling through your mouth. In addition, always try to eat your lunch somewhere other than your desk.

Other examples of stress-relieving exercises that can be done at your desk include the following:

**Head and Neck Stretch**
- Slowly turn your head to the left, and hold it for three seconds.
- Slowly turn your head to the right, and hold it for three seconds.
- Drop your chin gently towards your chest, and then tilt it back as far as you can.
- Repeat these steps five to ten times.

**Shoulder Roll**
- Roll your shoulders forward and then backward using a circular motion.
Upper Back Stretch
• Grasp one arm below the elbow and pull gently towards the other shoulder.
• Hold this position for five seconds and then repeat with the other arm.

Wrist Wave
• With your arms extended in front of you, raise and lower your hands several times.

Finger Stretch
• Make fists with your hands and hold tight for one second, and then spread your fingers wide for five seconds.

TIPS FOR PROPER ARRANGEMENT OF YOUR WORKSTATION
• Following are some recommendations for ensuring employee comfort through proper workstation set-up.

WORK POSTURE
Your seating position at work is important to your comfort and safety. To reduce the painful effects of repetitive motion, follow these tips when working with computers or typewriters:
• Always sit up straight.
• Make sure your chair is adjusted to provide adequate support to your back.
• Place your feet flat on the floor or on a footrest.
• Lower legs should be approximately vertical, and thighs should be approximately horizontal.
• The majority of your weight should be on the buttocks.
• Ensure that there is at least 1 inch of clearance between the top of your thighs and the bottom of the desk or table.
Keep your wrists in a natural position. They should not rest on the edge of the desk.

Keep the front edge of your chair approximately 4 inches behind your knees.

**EQUIPMENT SET-UP**

By properly arranging your equipment, you can also help reduce the harmful effects of repetitive motion. Following are some tips for arranging office equipment:

**Lighting**

- Lighting around computer workstations should illuminate the work area without obscuring the video-display terminal (VDT) screen or causing glare.

- Position computer screens, draperies, blinds, and pictures to reduce glare during work hours (e.g., place the VDT screen at a right angle to the window).

**VDT Screen**

- VDT images should be clear and well defined. Adjust the screen's brightness, contrast and display size to meet your needs. If a screen flickers or jumps, have it repaired or replaced.

- Place the VDT 20-28 inches away from your face. The center of the VDT should be approximately 15 to 25 degrees below your line of vision.

**Keyboards**

- Position computer keyboards so that the angle between the forearm and upper arm is between 80 and 120 degrees.

- Place the keyboard in an area that is accessible and comfortable.

**Wrist Support**

- Use wrist supports made of padded material; the support should allow you to type without bending your wrists.
Document Holders

• Keep documents at approximately the same height and distance from your face as the VDT screen.

Telephones

• Neck tension is a common problem caused by holding the telephone between the head and neck. Use a headset or speakerphone if you are on the telephone for extended periods of time.

IMPORTANT TIPS FOR INSIGHT AND INFORMATION FOR WHEN AN EMPLOYEE IS INJURED ON THE JOB

1. When you, as a supervisor, become aware of an employee’s work-related injury, illness or exposure to an occupational disease; you are required to complete and submit a Supervisor’s First Report of Employee Work-Related Injury or Occupational Disease to the UT Arlington Workers’ Compensation Insurance Program (WCI) within the Environmental Health & Safety Office (EH&S).

2. You may become aware of a work-related injury, illness, or exposure to an occupational disease in the following ways:
   • You may hear someone mention that an employee has been injured.
   • You may witness a specific event involving an employee injury, such as a fall.
   • You may become aware of an occurrence, which may expose an employee to an occupational disease that may or may not result in contraction of the disease. (Examples are complaints about smoke inhalation or chemicals in the environment that are causing physical symptoms.)

3. Employees who are working for UT Arlington out of state or out of the country are also covered by WCI when they are injured during the course and scope of their job assignments.

4. When an employee is injured at work:
   • Assess your employee’s condition immediately.
• If immediate emergency medical care is needed, or if they are unable to drive, call the UT Arlington Police Dispatch at 817-272-3003 and request an ambulance.

• If your employee wants to seek medical attention for a minor or non-emergency injury, they should drive their personal vehicle to any physician of their choice who accepts work-related injuries.

• A partial list of medical treatment facilities near UT Arlington is available on the EH&S website in the WCI section.

5. After Assessing the injury:
   • You, or your designee, should give your injured employee a completed and signed Notification of a Work-Related Injury or Occupational Disease form, unless their injury requires immediate emergency medical attention.

   • This form notifies the medical provider that your employee reported a work-related injury and provides insurance carrier information.

   • Tell your employee to present this form with their UT Arlington staff ID card to their medical provider before receiving treatment, if possible.

   • Give your employee the MyMatrixx First Fill Pharmacy Card form after they report a work-related injury. Fill in the form with the appropriate information and instruct your employee to give this form to their pharmacy, if their doctor orders medication for them.

   • You should also give your injured employee a copy of the Injured Employee Workers’ Compensation Guidelines. This document will guide your employee through the Workers’ Compensation process and will clearly define their responsibilities.

6. Reporting injuries: You, or your designee, should report all injuries as soon as possible by calling the UT Arlington WCI Claims Analyst at
817-272-5563 to provide the following information (*leave a voice mail message, if necessary*):

- Your name or the name of the person making the report
- Phone number where you can contacted
- Name of the injured employee
- Nature of the injury
- Date, time and location of the occurrence

7. When work restrictions *do not* require accommodations:
   - Your injured employee is required to give you a copy of every Work Status Report they receive from their treating physician until they are released to full duty without restrictions.
   - If you, in collaboration with the UT Arlington WCI Claims Analyst, determine that the work restrictions listed on a Work Status Report won’t interfere with your employee performing their regulator job duties, your employee may continue working without interruption.
   - Your employee is required to attend all scheduled doctor appointments until they are released to full duty.

8. When work restrictions require accommodations:
   - Research has shown that employees experience a quicker recovery from their injuries when they are able to perform meaningful work during the healing process.
   - UT Arlington supports our employees’ recovery through the WCI Return to Work program. Therefore, you are encouraged to try to accommodate your employee’s work restrictions within your department.
   - If you, in collaboration with the UT Arlington WCI Claims Analyst, are unable to accommodate your employee’s working restrictions with your department, the WCI Claims Analyst will attempt to negotiate a temporary duty work assignment for your employee with a UT Arlington host department.
If it becomes necessary for your employee to be placed temporarily in a host department, your department will continue to be responsible for paying your employee’s salary and benefits.

Please refer to Return to Work Policy #8-8 for more information.

KEY INSIGHTS FOR THE ON THE JOB INJURIES:

1. Do not take the injured employee to the Health Services located on campus because they are not on the approved doctors list to treat workers compensation injuries.

2. An Employee's Report of Work-Related Injury or Occupational Disease form must be filed on all work-related injuries that may or may not require medical attention, as well as for incidents that have involved the physical body but there is no obvious evidence of injury. If the supervisor has information or reason to believe that an employee’s injury may not be work-related or may not be legitimate, the supervisor should notify the WCI Claims Analyst by phone to discuss the situation and complete a follow-up written statement.

3. Employees cannot be terminated for filing an injury claim. However, if an employee violates UT Arlington policy/procedures or has filed a “fraudulent” claim, he or she can be terminated.

4. Employees should not be charged by the department for any time missed from work on the day of the work-related injury, whether or not they seek medical attention.

   Note: However, for all doctor and physical therapy appointments, excluding the day of injury, employees will be required to utilize accrued leave time.

5. Supervisors should make it a practice to stay in contact with injured employees, even if it means calling them at home, to show that the University values them as an employee.
XIV. Keeping Sensitive Trail Information Safe (FERPA, Computer Security, Document Handling)

Family Educational Rights and Privacy Act (FERPA) Basics
The Essence:
• Federal law designed to protect the privacy of education records. It also provides guidelines for appropriately using and releasing student education records.

• It is intended that students’ rights be broadly defined and applied. Therefore, consider the student as the “owner” of his or her education record, and the institution as the “custodian” of that record.

KEY TERMS/DEFINITIONS
Education records: Include any record maintained by the institution that is related to the student (in whatever format or medium) with some narrowly defined exceptions:

• Records in the “sole possession of the maker” (e.g., private advising notes).

• Law enforcement records created by a law enforcement agency for that purpose.

• Employment records (unless the employment is based on student status). The employment records of student employees (e.g., work-study, wages, graduate teaching associates) are part of their education records.

• Medical/psychological treatment records (e.g., from a health or counseling center).

• Alumni records (i.e., those created after the student was enrolled).

Directory Information: Those data items that are publicly releasable, so long as the student does not have a “No Release” on his or her record. Each institution establishes what it considers to be directory information. Common examples include: name, address (local, home and e-mail), telephone (local and home), academic program of study, dates of attendance, date of birth, most recent educational institution attended, and degrees and awards received.
• Directory information cannot include: race, gender, SSN, grades, GPA, country of citizenship, or religion.

• Every student must be given the opportunity to have even directory information suppressed from public release. That is referred to as a “No Release.” Everyone within the institution must respect a student’s No Release on his or her record.

• Parent: With reference to FERPA, the term “parent” refers to either parent if the student is financially dependent (IRS definition).

WHEN DO FERPA RIGHTS BEGIN?
A FERPA-related college education record begins for a student when he or she becomes 18 or enrolls in a higher education institution at any age.

Basic Rights of Students:
• Be notified of their FERPA rights at least annually.

• Inspect and review their records.

• Amend an incorrect record.

• Consent to disclosure (with exceptions).

ANNUAL NOTIFICATION
Every institution must notify students of their basic FERPA rights at least annually.

INSPECTION AND REVIEW
• Students have the right to see everything in their “education record,” except: Information about other students,

• Financial records of parents,

• Confidential letters of recommendation if they waived their right of access (which cannot be required).

A record of each request for access to and each disclosure of personally identifiable information from a student’s education record is maintained with the requested records for as long as the records are retained. Records are retained according to the UT Arlington state-certified records retention schedule; however, records that are subject to an information request or litigation hold are not destroyed until authorization is given.
RIGHT TO CONSENT TO DISCLOSURE
Start with the premise that the student has the right to control to whom his or her education record is released. Then, there are several exceptions when that permission is not required.

Historically, we had to have a signed release. Regulations now provide more flexibility for utilizing electronic signatures.

WHEN IS PRIOR CONSENT NOT REQUIRED?
The institution may release records without consent, but is not required to do so. Some examples of the exceptions for having a release include:

“School officials” with a “legitimate educational interest”/“need to know;” Employees and legal agents have access to education records in order to perform their official, educationally related duties.

- Disclosure to organizations conducting studies to improve instruction, or to accrediting organizations
- Disclosure to parents of dependent students (IRS definition); Check to see how your institution expects parents to show that dependent status
- To comply with a judicial order or lawfully issued subpoena
- Disclosure for a health/safety emergency
- Disclosure of directory information

TIPS FOR FACULTY AND INSTRUCTIONAL STAFF
POSTING GRADES: Since grades can never be directory information, it is generally inappropriate to post grades in a public setting. However, if the instructor posts grades in such a manner that only the instructor and the individual student know the posted grade (e.g., with a personal ID; however not any portion of a SSN or institutional Student ID Number), that is acceptable. It is recommended that such a posted list not be in the same order as the class roster or in alphabetical order.

COURSE WEB SITES: In this age of increasing technology, many courses are supported by class Web sites and/or discussion groups. Only directory information can be available to the general public and other class members, so
it is recommended that such Web sites have a security layer such that only class members and instructors can access appropriate information.

COMPUTER SECURITY

COMMON SECURITY PROBLEMS
- Constant attacks by viruses, worms, keyloggers, bots and spyware that infect computers.
- Email scams (Phishing) targeting sensitive information / attempting to infect networks.
- Social Engineering attempts where unauthorized persons pose as staff to obtain access.
- Criminal / Illegal Acts (Copyright Violations).
- Failure to protect account passwords.
- Installation of unauthorized software.

COMPUTING POLICY / LAWS
All UT Arlington students, staff and faculty are expected to abide by:

- UT Arlington OIT Policy, Practice Standards and Guidelines
  www.uta.edu/oit/policy

- UT System Policies
  www.utsystem.edu/policy/lib_number.html

- UT System Policy 165
  www.utsystem.edu/policy/ov/uts165.html

- Texas Administrative Code 202
  www.sos.state.tx.us/tac

- Family Educational Rights and Privacy Act (FERPA)
  www.ed.gov/policy/gen/guid/fpco/ferpa

- Health Insurance Portability and Accountability Act (HIPAA)
www.dol.gov/ebsa/newsroom/fshipaa.html

• Digital Millennium Copyright Act (DMCA)
  www.copyright.gov/legislation/dmca.pdf

• Federal Copyright Laws (Title 17)
  www.copyright.gov/title17

• UT System Policy 107
  www.utsystem.edu/policy/ov/uts107.html

• UT Arlington Compliance
  www.uta.edu/compliance

NETWORK MONITORING
The University of Texas at Arlington (UTA), Information Security Office has network monitoring software and hardware devices in place that allow our Security Services Team to monitor inbound and outbound network communications. Users of the UT Arlington computing network may be subject to computing audits in accordance with the Texas Public Information Act. University administration will provide any evidence of illegal computing activities to law enforcement officials such as UT Arlington Police, Local and State Police, FBI, CIA, Interpol.

SENSITIVE AND CONFIDENTIAL DATA
UTS165: www.utsystem.edu/policy/ov/uts165.html

Sensitive Data: Information maintained by state agencies or institutions of higher education that requires special precautions to protect it from unauthorized modification or deletion. Sensitive information may be either public or confidential. It is information that requires a higher than normal assurance of accuracy and completeness. The controlling factor for sensitive data is that of integrity.

A designation of “Sensitive” shall be based on compliance with applicable Federal or State law or on the demonstrated need to (a) document the integrity of that Digital Data (i.e., that the Data had not been altered by either intent or accident), (b) restrict and document individuals with access to that Digital Data, and (c) ensure appropriate backup and retention of that Digital Data. These would most frequently be required by:
  • Federal or State agencies (e.g., Food & Drug Administration)
• Employee Benefit Providers
• Office of General Counsel or Institutional Office of Legal Affairs
• Intellectual Property and/or Technology Transfer requirements; or Federal regulations (e.g., FERPA, HIPAA, Gramm-Leach-Bliley, Biodefense, Homeland Security, DOD etc.)

Confidential Data: Data maintained by state agencies and universities that is exempt from disclosure under the provisions of the Public Records Act or other applicable state and federal laws. The controlling factor for confidential Data is that of disclosure.

If you must store sensitive data on your computer, for business related reasons, be sure to follow portable computing and encryption practice standards. For more information visit: www.uta.edu/security Note: Never send sensitive information by email or FTP (especially unencrypted!) it can be intercepted!

Forward all open records requests to UT Arlington Business Services Office x2194 for processing.

INCIDENT HANDLING
UT Arlington computers and networks may have sensitive information on them so it is sometimes necessary to collect information regarding any potential breach of access. If your computer has access to sensitive information and you suspect that someone has gained unauthorized access or your computer has been compromised by malicious code (such as a virus) contact the UTA Helpdesk immediately: helpdesk@uta.edu 817.272.2208

If your computer or laptop is stolen, contact the UT Arlington Police and file a report: 817.272.3381

PASSWORD SECURITY
Your password is your first line of defense! You should always use a strong password which is one that uses a combination of lower case and uppercase letters, with a combination of numbers and symbols at least eight to ten characters in length. Never use a common word that is found in the dictionary of any language.
An example of a poor password would be a common word like your pets name (Fluffy) even combining it with numbers such as (Fluffy1945) is not secure! An example of a strong password would be (F!4fe19for+y5). A pass phrase is even stronger, for example (I like th4 song y3!!0w*Tz). However, some systems may limit how many characters can be used for a pass phrase.

Note: Do not use any of the above example passwords since they are now known. Create your own!

Do not share your password with anyone and try to avoid writing it down. If you do have to write it down, to remember it, then be sure to keep it secured, not stuck to monitor or under keyboard!

Implementing a strong password helps avoid the password from being compromised by password cracking software. For more information on password security visits: www.uta.edu/security

DATA ENCRYPTION
Encryption is the conversion of data into a form that cannot be easily deciphered by unauthorized persons. You are required to use encryption if you absolutely must store sensitive data on a laptop or removable storage. Encryption is necessary if you plan to transfer sensitive data via the internet.

Without the use of encryption files may be intercepted and accessed by unauthorized persons resulting in a data compromise, a breach of privacy and disclosure of sensitive information. FERPA, HIPAA, GLBA and other laws may be broken whenever there is an unauthorized disclosure of our students sensitive information.

Do not forget your password (key) once you have implemented encryption. If the password is lost there is no reasonable expectation that you will be able to access that information ever again! Be sure to protect your password! Keep it secure!

If you are faculty or staff needing help implementing data encryption on your UTA assigned computer or laptop contact the Helpdesk by email helpdesk@uta.edu or by phone 817.272.2208.
ANTIVIRUS SOFTWARE
Beware: Software downloads from the internet can potentially infect your computer with Spyware. AntiVirus Software, approved by OIT, is required to be loaded on all UT Arlington computers and updated regularly for the latest virus protection. Because there is a constant proliferation of new viruses and malicious code that circulates on the internet and removable storage devices daily, it is important that you keep your AntiVirus up to date. It is also highly recommended that you install Anti-Virus software on your home computer. Microsoft Forefront is available to all UT Arlington faculty, staff, & students for free. It can be accessed by download at www.uta.edu/antivirus Contact the helpdesk for more info: 817.272.2208.

SOFTWARE PATCHES
Software Patches are regularly created and disseminated by software vendors in order to help protect your operating systems and software keeping them potentially free of security risks. It is especially important to keep your operating system up to date. Contact the helpdesk for more info: 817.272.2208

EMAIL / VPN
Email at UT Arlington can be accessed by using a UTA email client on your office computer or by accessing it over the internet via owa.uta.edu. You can also use the email client at home but must use VPN to connect. For more information on MavMail email visit: www.uta.edu/email VPN (virtual private network) must be installed before you can access UT Arlington email using the Microsoft Outlook client from an off network computer. This creates a tunnel through the firewall allowing for secure email traffic to flow to and from your computer to UT Arlington network. For more information visit: www.uta.edu/vpn

MAVSPACE
MavSpace is an area on the UT Arlington servers where you can store and backup your digital files. It can be accessed by navigating with your internet browser to mavspace.uta.edu where you can use your NetID and Password to gain access. The server that hosts this service is backed up and maintained regularly and is designated as "https" which means that it is secure. It also is useful because it allows you to access your files from any computer that has an internet connection. Be careful, do not use your NetID and Password on any computers that you do not trust (hotel lobby computers, public kiosks). These computers may be infected with viruses or have key loggers installed.
RECORDS MANAGEMENT

UT Arlington’s Records Management Program
UT Arlington is considered a “state agency”. All Texas state agencies are required to have programs that help manage their official business records. UT Arlington is currently implementing a newly revised program.

Each state agency has an appointed Records Management Officer (RMO) responsible for implementing and maintaining its records management program. UT Arlington’s RMO is the Vice President for Business Affairs and Controller. The Net Solutions department has been delegated responsibility for the implementation and daily operations related to the program. Records Management Contacts (RMCs) are currently being appointed to help coordinate records management information and activities throughout the University.

Records Management and the New Employee
As a new employee, you will no doubt be introduced to records related to your job. You may need to organize or reorganize the records, and you may need to know what to do with old records that are seldom or never used and are taking up needed space.

Because our revised program is still being implemented, there may not be a knowledgeable RMC in your area to help make good decisions about what to do with the records. Please contact Net Solutions when you have questions like these:

1. How long must these records be kept before they can be disposed of, and how should I dispose of them? We cannot legally dispose of official records unless they are listed in our retention schedule certified by the Texas State Library and Archives Commission, so it’s important to know where you records fit in the schedule. Also, some records require secure procedures for disposal to avoid unauthorized access, and some records will need to be moved to the University Library’s Special Collections for archiving.

2. I need to reorganize the records I work with. Should I just alphabetize them? Not necessarily! We can help identify the best file structure for the files.

3. Can I just get these records microfilmed or scanned to save room? Conversion is expensive and not always necessary. We can discuss these options with you and provide specific state guidelines that must be followed for keeping official records in an electronic format.
We encourage you to review the new fiscal procedure for records and information management at [http://www.uta.edu/policy/fiscal_procedures/oabs/rim/13-5.php](http://www.uta.edu/policy/fiscal_procedures/oabs/rim/13-5.php) or call Net Solutions at 272-0222 or email kphillip@uta.edu or davidp@exchange.uta.edu

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XV. When Your Traveling Partners Need a Rest Stop (Sick Leave, Vacation, and FMLA)

INSIGHTS REGARDING VACATION AND SICK LEAVE

• Make sure you read and understand UT Arlington’s policies regarding vacation and sick leave. Follow the policy in helping employees utilize vacation and sick leave or seek help from the Office of Human Resources when your have questions about vacation or sick leave.

• Set the tone for each employee from the day they start on the job or the day you begin supervising them what the policies and procedures are for accruing and utilizing vacation and sick leave.

• Discuss with your employees your expectations regarding how they are to contact you if they are taking an unplanned sick day. Do you want them to leave a message on your office phone prior to the start of the work day or do you want to give employees a cell phone number and ask them to leave a message?

• Discuss with your employee the office procedures about planning vacations. Offices with multiple employees need to have good procedures in place on how far in advance they need to plan and how to handle the office load when multiple employees are on vacation. The goal is to make sure that everyone gets equal opportunity to utilize vacation while maintaining office productivity and effectiveness.

• Look for patterns of inappropriate use of vacation and sick leave before jumping to a conclusion that an employee has an attendance problem. For example, an employee who, on multiple occasions, calls in sick on the Monday after the office already had a Friday off, is likely to have an attendance problem.

• An employee who legitimately utilizes all of their accrued and authorized vacation and sick leave during the year should not be automatically considered a person who has an attendance problem.
What is the FMLA?
The Family Medical Leave Act of 1993 covers all employees who have worked for the University for at least 12 months and have worked at least 1,250 hours in the last 12 months.

Employees are eligible for 12 weeks of FMLA-protected time in a revolving calendar year. This does not mean paid time, but only that any time taken (paid in the form of sick or vacation, or unpaid time) is protected and the employee cannot be disciplined for missing this time. This time may be in the form of a continuous leave of absence, or may be used intermittently. Any paid time used during the FMLA leave will run concurrently with FMLA time.

Time missed is qualified under the FMLA for the following reasons:

- to care for a child after birth, adoption, or placement for foster care;
- to care for spouse, child, or parent with serious health condition; or
- your own serious health condition makes you unable to perform your job.

What if an employee does not want to designate missed time as FMLA?

It is not up to the employee whether they wish time to be qualified under the FMLA. Under the FMLA, the University is obligated to designate time missed as FMLA time when the time qualifies for one of the above reasons.

The FMLA offers the employee protection that they cannot be disciplined for time missed that qualifies under the FMLA, and it also protects their position during the absence. If an employee bids on a position in another area of the University, which has sick leave limitations, any time designated as FMLA is not considered missed time for this purpose. In addition, FMLA processes improve communication, helping to ensure that the employee is not required to perform functions that are outside of any limitations set by the physician during the leave.

What are my responsibilities as a supervisor?

- Contact UT Arlington Office of Human Resources when any of the following occur:
- Employee has missed three consecutive days of work;

- Employees disclose medical condition or indicate they are seeking diagnosis or treatment from a physician for a medical problem; or

- Employee continues to miss intermittent time over the course of a month.

• When an employee is out and returns the FMLA form or other medical updates, have the employee submit the materials directly to Office of Human Resources, or if they are mailed to you, they should be sent immediately to the Office of Human Resources.

• In cases when UT Arlington Human Resources advises that the employee cannot return to work without an authorization, send the employee to UT Arlington Human Resources when they arrive. They should NOT be allowed to begin working.

**What are my employee's responsibilities?**

• Provide 30-day notice of leave when foreseeable.

• In an emergency, notify supervisor as soon as possible.

• Have his/her healthcare provider complete and return the *Family and Medical Leave Certification Form* to LHR by the date specified.

• Provide updates to the supervisor and LHR as specified in the *Employer Response to Employee Request for Family or Medical Leave* form (received from LHR in response to your completed certification form). Medical documentation should be turned in directly to LHR. Make sure to contact LHR immediately if there are any changes to leave needs.

• Mark absences related to the approved FMLA leave by adding an "A" to the time used, as indicated on the back of the vacation sick leave card.
“Trailblazers: Pathways to Successful Supervision”
Supervisory Skills Training Curriculum

These courses are designed to meet the needs of current supervisors as well as those individuals who are just entering the supervisory field. The Staff Development Supervisory Program consists of three levels:

Basic Certification: 12 hours from the required course list

Intermediate Certification: 18 hours from the required course list

Advanced Certification: 24 hours from the required course list

Once a candidate has completed the requirements of any level, they will receive a certificate of completion indicating the level of completion as well as the courses include in this level.

Suggested Pre-requisites: Staff Development Core:
All Administrative Professional staff members should complete the Staff Development Core 8 prior to engaging in any of the following courses. The Core 8 provides the basic framework for this program.

* Maverick 101          * Institutional Compliance Training
* Customer Service 101         * Professional Telephone Techniques
* Welcoming Diversity         * Essential Communication Skills
* Get Organized: Skills for Everyday Office Success
* Dealing Effectively with Conflict and Confrontation

Basic: Choose 6 of the following courses
* Fundamentals Skills for Supervisors and Managers
* Advanced Supervisory Skills: Exercises in the Four Points of Supervision.
* Dealing With Difficult Employees
* Leadership Skills for Supervisors
* Effective Performance Reviews
* Coaching Skills for Supervisors
* Making the Right Hiring Decision
* Managing Across Generation

Intermediate: Choose 9 of the following courses
* Fundamentals Skills for Supervisors and Managers
* Advanced Supervisory Skills: Exercises in the Four Points of Supervision.
* Dealing With Difficult Employees
* Leadership Skills for Supervisors
Effective Performance Reviews
Coaching Skills for Supervisors
Making the Right Hiring Decision
Managing Across Generations
E.A.P. Program for Supervisors/Managers
Effective Delegation
Team Building
Grief Sensitivity for Supervisors

Advanced: Choose 12 of the following courses
* Fundamentals Skills for Supervisors and Managers
* Advanced Supervisory Skills: Exercises in the Four Points of Supervision.
* Dealing With Difficult Employees
* Leadership Skills for Supervisors
Effective Performance Reviews
Coaching Skills for Supervisors
Making the Right Hiring Decision
Managing Across Generation
E.A.P. Program for Supervisors/Managers
Effective Delegation
Team Building
Grief Sensitivity for Supervisors
ADA in the Workplace
Motivating your Employees

*These classes are the basics for all levels of Supervisory Training. These classes should be taken first as the foundation for future supervisory development.

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APPENDIX B

“Trailblazers: Pathways to Successful Supervision”

Course Descriptions:

**Fundamentals Skills for Supervisors and Managers:** This is a basic course that provides an overview of the essentials skills you will need to function as a supervisors. Participants will learn best practices for communication, coaching, dealing with difficult employees, and performance enhancement.

**Dealing With Difficult Employees** This class is designed to help supervisors identify and deal with employees that create and stimulate difficult work environments. Participants will be given a variety of information regarding the proper way to discipline as well as alternatives to firing.

**Leadership Skills for Supervisors:** This course is designed to provide supervisors with the information that will help them to become effective leaders in the workplace. We will explore different leadership styles how to bring out the best leader in you.

**Advance Supervisory Skills: Exercises in the Four Points of Supervision**
This course is a continuation of the discussion begun in Fundamental Skills for Supervisors class. Participants will revisit the four points of supervisors and use role-play and dialogue to explore each point at a deeper level.

**Effective Performance Reviews:** Participants will be trained in the latest skills available to get the most out of performance reviews. Supervisors will be able to use the performance reviews to assess needs, identify problem areas and effectively convey information that leads to employee development.
E.A.P. Program for Supervisors/Managers: this course, conducted by our Employee Assistance Program coordinator, will explore the resources available to UT Arlington supervisors through the EAP program. Participants will also learn best practice about how to connect their team with the EAP resources.

Coaching Skills for Supervisors: Great coaches inspire great achievement, expect sacrifice, demand excellence, inspire victory, and garner respect. This top-level course gives you the essential coaching skills to immediately improve your day-to-day and long-term performance as a manager. The benefits of coaching you’ll find in this short course will change the way your work and lead.

Hiring Good People: Hiring the right people for the right job is essential in today’s market. This class will provide you with the knowledge and tools to enable supervisors to recruit and retain good employees.

Managing Across Generations: The needs and expectations of the next generation entering the work force today are greatly different from the generation on the verge of retirement. This course help managers and supervisors understand the needs expectation of their own generation and other generation. Participants will also explore how to relate to other generation without giving up their own generational identity.

Effective Delegation: Discover the essential skills to effectively manage projects and bring out the best in your team. Successful managers and supervisors are the ones who learn how to delegate effectively. They know there’s no better resource than a fully functioning and dedicated team. This great course can help you take control of your projects and priorities. Learn practical tips and specific steps to boost productivity maximize teamwork, and meet deadlines.

Team Building: As a manager, what kind of relationship would you like to have with your employees ... Leader? Friend? Teacher? Mentor?... the person who motivates them, guides them, encourages them, and makes them want to win? Our team-building seminar is designed to teach you powerful employee coaching methods to turn even problem employees into super productive, motivated winners! This team-building training shows you how to pull everyone together with a shared drive and purpose.
**ADA In the Workplace:** The 1992 American with Disabilities Act has greatly impacted the workplace and the workforce. Successful organizations today have made a commitment to hire individuals with disabilities. Co-workers and managers are often not equipped with the necessary skills to fully integrate these employees into their workforce. This workshop introduces will present proven principles and common sense ideas on how to best support and work with disabled individuals.

**Grief Sensitivity for Supervisors:** There are many ways in which families, friends, co-workers, neighbors and professionals can be supportive of those who have suffered a loss. In this workshop we will point out how people grieve differently and present ways to assist them through this difficult time. This workshop will provide supervisors and managers the basic tools for helping grieving employees and present guidelines on how to deal with the different phases of grief in the workplace.

**Motivating your Employees:** Course participants will learn how to motivate employees to a higher state of productivity and create a work environment that is beneficial to everyone and assists the department at getting the job done.
APPENDIX C

Staff Development Program
“Trailblazers: Pathways to Successful Supervision”
Check List

Place a check mark by those classes you have completed. Keep this page as a record to mark your progress toward the completion of the Trailblazers Program.

Fundamentals skills for Supervisors and Managers
Advanced Supervisory Skills: Exercises in the Four Points of Supervision.
Dealing With Difficult Employees
Leadership Skills for Supervisors
Effective Performance Reviews
E.A.P. Program for Supervisors-Managers
Coaching Skills for Supervisor
Hiring Good People
Managing Across Generation
Effective Delegation
Team Building
Grief Sensitivity for Supervisors
ADA in the Workplace
Motivating your Employees

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Office of Human Resources: Staff Development
For more information, contact us at
817-272-5554 or hrtraining@uta.edu