

# LASER.

Lehigh All-Staff Employment Rewards

ISSUE 10 / JANUARY 2006

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## ...Core Success Factors ...Managerial Success Factors

If you've been reading *LASER* and *Spotlight* in recent months these are familiar terms. But you may still be wondering what success factors are, how they will be used, and how they will affect you now and in the future. Success factors define how work is to be accomplished and results achieved at Lehigh.

*Core Success Factors* and *Managerial Success Factors* were defined by the leadership group in a series of focus groups held in spring '05.

The Job Family Compass Advisory Committee suggested a 'soft' introduction of success factors at the end of the performance appraisal process. This would allow staff to develop familiarity with this new concept and prepare for the future as success factors are fully incorporated into the HR programs and processes. We thought this was an excellent idea. Since success factors are so essential to excellence at Lehigh, we should all begin to start weaving them into our daily work, into our language, and into how we review our performance. Success factors will become a formal part of the performance appraisal process in the future (probably in 07-08).

### The 2005 Performance Appraisal Process

After the appraisal has been completed, you can expect your manager to encourage you to complete the *Success Factors Worksheet* and to begin a conversation about success factors.

We hope that you will use this opportunity to familiarize yourself with success factors and conduct a self-assessment.

The process will help you understand your strengths and your areas for enhancement.

While discussing success factors with your manager can be very helpful, at this point the self-assessment is something that you are not required to share.

### Completing the *Success Factor Worksheet*

*The process will be simple:*

1. Read through the *Core Success Factors*, as well as the *Managerial Success Factors* if they apply to you. Remember that *Core Success Factors* apply to everyone while *Managerial Success Factors* apply to those responsible for the work of others.
2. Think about the type of behaviors the success factor is describing using the listed behaviors as a guide. Think about how well you demonstrate these behaviors in your job.
3. Rate your assessment in the space provided next to each behavior within a success factor. Is it a strength? Or an area for enhancement?  
At the end of each set of success factors is an opportunity to summarize and document specific plans to address areas for enhancement. If you would like, you can use the plan you create here and incorporate it into your *Individual Development Plan* or in the Performance Appraisal Process.

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Let's take a look at an example of how this might work.

1. First, read through all the *Core Success Factors* to understand the big picture.
2. Next, go to each individual success factor, read the associated behaviors, and circle how well and consistently this behavior is demonstrated. Below is an example of a individual self-assessment for *Core Success Factor #3*:



**Assessment:**

*How Well Do I Demonstrate this Success Factor?*

Core Success Factor	Associated Behaviors	Assessment:				
		Low			High	
<i>Accountability for Work Achievements</i>	Plan work carefully in order to handle job responsibilities and meet goals	1	2	3	4	5
	Keep focused on achieving job responsibilities and goals even when faced with issues or problems	1	2	3	4	5
	Follow through on commitments	1	2	3	4	5
	Effectively prioritize tasks and assignments	1	2	3	4	5
	Flexible in adapting to changes in work demands or schedules	1	2	3	4	5
	Demonstrate proficiency in role by successfully accomplishing assigned tasks and responsibilities	1	2	3	4	5
	Take responsibility for mistakes without blaming others and accept the consequences of actions and decisions	1	2	3	4	5
	Value diverse perspectives and incorporate them in the work	1	2	3	4	5

## LASER.

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1. In scanning this assessment, it is clear that this individual generally exhibits *Accountability for Work Achievements*, but has some areas to work on.
2. This individual doesn't really prioritize assignments well and is frequently distracted by whatever comes up during the day. Therefore, this individual often has trouble maintaining focus on goals when the day-to-day work gets hectic.
3. He/she could also work on taking responsibility for mistakes without blaming others and for valuing diverse perspectives, but really needs to work hardest on the other two areas.
4. This individual will incorporate these areas for improvement into an *Individual Development Plan* for the coming year, as follows:

Two areas of greatest improvement are actually related – difficulty focusing on goals because of a hard time prioritizing all the work needed to be done. Have the capability to handle the workload, but the manner in which he/she works currently makes it difficult to do everything and do it all well.

*A sincere effort needs to be made to be more deliberate in how work gets done. To begin with, more structure is needed in how work is approached.*

- ▶ Summarize annual goals on a single sheet of paper and put them in a prominent place as a reminder of the “big picture” priorities
- ▶ Make a list of the work needed to be done in the following week at the end of each week and rate each with a priority code
- ▶ Use the calendar for the following week and see what commitments are already there; block time off to work on the items on the list, adding the high priority items first
- ▶ Cross off what has been accomplished at the end of the week and add any new assignments
- ▶ Evaluate each new task as it comes up – Is this urgent and/or critical? Am I the only or best person to handle the situation? Is it something that can wait?
- ▶ Get a good guide to time and project management to see if there are ideas that would make sense.

*In about three months this individual will ask his/her manager if she has noticed any improvement in the work processes and outcomes.*

This can be a very enlightening experience because most of us are so focused on getting the work done that we overlook the success factors that will help us improve how we work in support of our departmental and university goals.

As we mentioned earlier, the *Success Factor Worksheet* process is something you are not required to share with your manager. However, you may find that your manager can provide some interesting insights and different views on how well you demonstrate success factors. In addition, he/she may be a helpful resource and guide in your self-improvement efforts.

## Glossary

### Career Development

A process by which an employee takes control and manages his/her own career. It is a process in which an employee makes advance preparation to take on different roles and accountabilities to meet the changing needs and goals of the department or functional area, identifies and develops the skills and abilities needed to stay ahead of the changes that will alter the way he/she performs the current job, and develops the success factors necessary to take on a broader scope of responsibility and authority.

### Equity Adjustment

An adjustment to a staff member’s salary that ensures current staff pay rates are properly distributed through the salary ranges of the grades to which they’ve been assigned.

### Job Family

A group of jobs in which the work performed is of a similar nature. For example, the Finance/Accounting job family includes positions that perform work related to finance and accounting while the Information Technology job family includes positions that work with computers, networks, systems, and programming. The jobs may reside in any functional area of the University, such as Athletics, the Controller’s Office, a Dean’s office, or Library and Technology Services. The primary consideration is the nature of the work — not the department or stem in which the work is done.

### Performance Appraisal

One of the ways in which employees receive meaningful feedback from their managers. A process that evaluates performance as a step toward improving it. An integral part of this process is forward looking. Setting goals and objectives provide the framework for future appraisals and link individual goals and staff development to the departmental and University strategic plan.

### Salary Targets

Salary targets represent the average salary that would be paid to all individuals in the salary grade who were appointed to their position in the same year. They do not represent the salary that each individual staff member should earn. The appropriate salary for each staff member at the university may be more or less than this target and will reflect the performance of the individual in the position.

### Self Appraisal

A process that gives a staff member the opportunity to provide his/her perspective regarding performance during the appraisal period. This process also prepares the staff member for a participatory discussion with the manager/supervisor about his/her performance. The self appraisal process encourages an employee to be proud of his/her accomplishments and candid about his/her areas for enhanced performance.

# Compass Chronicles: What I Want To Do When I Grow Up



Another new year is here. As we reach the end of the old year we reflect on what has transpired and what has changed in our lives – both professionally and personally. We look ahead to the new year with anticipation and hope. A new year provides us with a fresh slate, a fresh start.

2005 brought new things to many Lehigh University staff members. A year ago language like job family, *Compass*, and *Success Factors* meant nothing to most staff. Employees in the Athletics, Finance / Accounting, Human Resources, Information Technology, and Student Life job families have had the opportunity to participate in focus groups and other sessions for the purpose of developing *Functional Success Factors* and a *Compass Guide*. Even those of us in the above mentioned job families may still be uncertain what it all means while those whose job families have yet to undertake the Job Family Compass activity will be less knowledgeable.

So what does it all mean? And what impact does it have on us when our job family has completed the *Compass Guide*? Recently a family member and I were talking about his job. He made the comment that he was still trying to figure out what he wanted to do when he grew up. I found it interesting that less than a week later a Lehigh employee made a similar comment. The comments were whimsically stated since both individuals are well established in their careers. But I believe the question, “*What do I want to do when I grow up?*” may help us understand one of the purposes of the Compass Initiative.

*...Change is constant and yet when I compare my job at Lehigh to my brother's job with a major US corporation, the differences are staggering.*

We are all very much aware of the changes that have taken place at Lehigh in the last few years. Change is constant and yet when I compare my job at Lehigh to my brother's job with a major US corporation, the differences are staggering. As I write this my brother is preparing to move his family for the fourth time in ten years. Why? Because the corporation's philosophy, among other things, focuses on two-year assignments. The reason for this is that the organization's strategic plan constantly changes due to customer demand and competition. Granted, my brother's corporate culture is very different from higher education, but what if we knew that every two to three years the focus of the job would shift and we'd need to quickly find another role at Lehigh?

Some of us would welcome that type of continual change – even be challenged by it. Others would find it intimidating. But the truth of the matter is our jobs have been evolving due to rapid changes in economies, institutional priorities, regulations, and technology. External change means internal change. Your job has certainly been evolving and changing, even in the most subtle ways. Have you kept up with it? Better still, have you taken an active role?

An active role may be more than staying current in your present job. Taking an active role in your job or career may mean a transition to another position at Lehigh. Many employees have successfully transferred their job skills from a position in an administrative department to an academic department. Others have made the transition from an area focused on research to an administrative role. Each of us needs to assess our skills, interests, and values in order to know what we want to do “when we grow up.” And since we are always growing up, we need to make that assessment again and again.

This is the purpose of the *Job Family Compass* – to encourage staff to take charge of their own career growth and development. This does not mean we need to carry our *Compass Guide* with us wherever we go and be able to recite the key accountabilities from page 17. Whether or not your job family has completed the *Compass Guide*, the process at this point can be very informal – immerse yourself in thought. Lehigh values the personal and professional development of all employees to enhance their ability to contribute to the institutional mission. In other words, Lehigh wants to develop staff to advance within the campus community. As you think about what you want to do when you grow up, ask yourself the following questions:

- ▶ What are my interests?
- ▶ Would developing in my current position fulfill those interests?
- ▶ Is there a position in my job family that fulfills those interests?
- ▶ Is there a position in another job family that fulfills those interests?

At the same time you need to assess your talents, where they might lead you, and identify additional skills needed to acquire your desired role.

Our skills may take us in one direction while our interests take us down a very different path. Which path to pursue can be a difficult decision. It helps to talk with people who know you well – and that includes your supervisor. Your supervisor can assist you in assessing your skills and having an open conversation is one of the keys to making the right career decisions for you and Lehigh. So, it's always good to be thinking and talking about what you want to do when you grow up.

### Job Family Compass Schedule Rollout

(completed and in process)

Job Family (number of employees)	2005 (Quarters)				2006 (Quarters)				2007
	1st	2nd	3rd	4th	1st	2nd	3rd	4th	1st
Human Resources (13) <i>completed</i>	✓								
Finance/Accounting (78) <i>completed</i>		✓							
Student Life (74) <i>completed</i>		✓							
Athletics (30) <i>completed</i>		✓							
Information Technology (126)			✓	✓					
Administrative Services (240)			✓	✓	✓				
Library (42)				✓	✓				

### Job Family Compass Schedule Rollout

(in process and proposed)

Job Family (number of employees)	1st	2nd	3rd	4th	1st	2nd	3rd	4th
Administrative Services (240)	✓							
Library (42)	✓							
Development/Fund Raising (42)	✓							
Purchasing (2)	✓							
Trades (72)	✓	✓						
Marketing/Communication (24)		✓	✓					
Graphic Arts/Design (8)		✓	✓					
Police (29)		✓	✓					
Legal (2)			✓					
Performing Arts (21)			✓					
Alumni (16)			✓					
Health Care (13)			✓					
Technical/Scientific (43)			✓	✓				
Health and Safety (3)			✓	✓				
Higher Ed Administration (47)				✓				
Facilities/Physical Planning (17)				✓				
Government Affairs (3)				✓				
Adult and Child Care (18)					✓			
Research/Administration (16)					✓			

# LASER Crossword Puzzle Contest

*"There are just too many terms and it's all very confusing to me!"*

One of the outcomes of any new program or process is a new set of terms and associated acronyms that can be more than a little confusing. To clarify some of the new Lehigh terminology, we have created a contest based on the LASER Crossword Puzzle. The topic, of course, is the *Staff Employment Value Strategy* and the related initiatives to implement the strategy.

Take a few minutes, review the previous issues of *LASER* and *Spotlight* on your desk or in your files, and take a stab at completing the crossword puzzle on the next page. When it is complete, submit it to HR with your name and phone extension by February 15, 2006.

All of the submitted answers will be reviewed by a subcommittee of the Compass Advisory Committee to determine correctness and completeness. Those entries that "pass" will be entered into a random drawing for one of the following prizes:

- ▶ Two vouchers for training programs worth \$500
- ▶ Two Lehigh University gift certificates worth \$100
- ▶ Two Lehigh University gift certificates worth \$25
- ▶ A variety of books, such as:
  - ✓ *1001 Ways to Take Initiative at Work*
  - ✓ *1001 Ways to Reward Employees*
  - ✓ *Chicken Soup for the Soul at Work*
  - ✓ *The Empowered Manager*

Don't delay – submit your winning entry today!

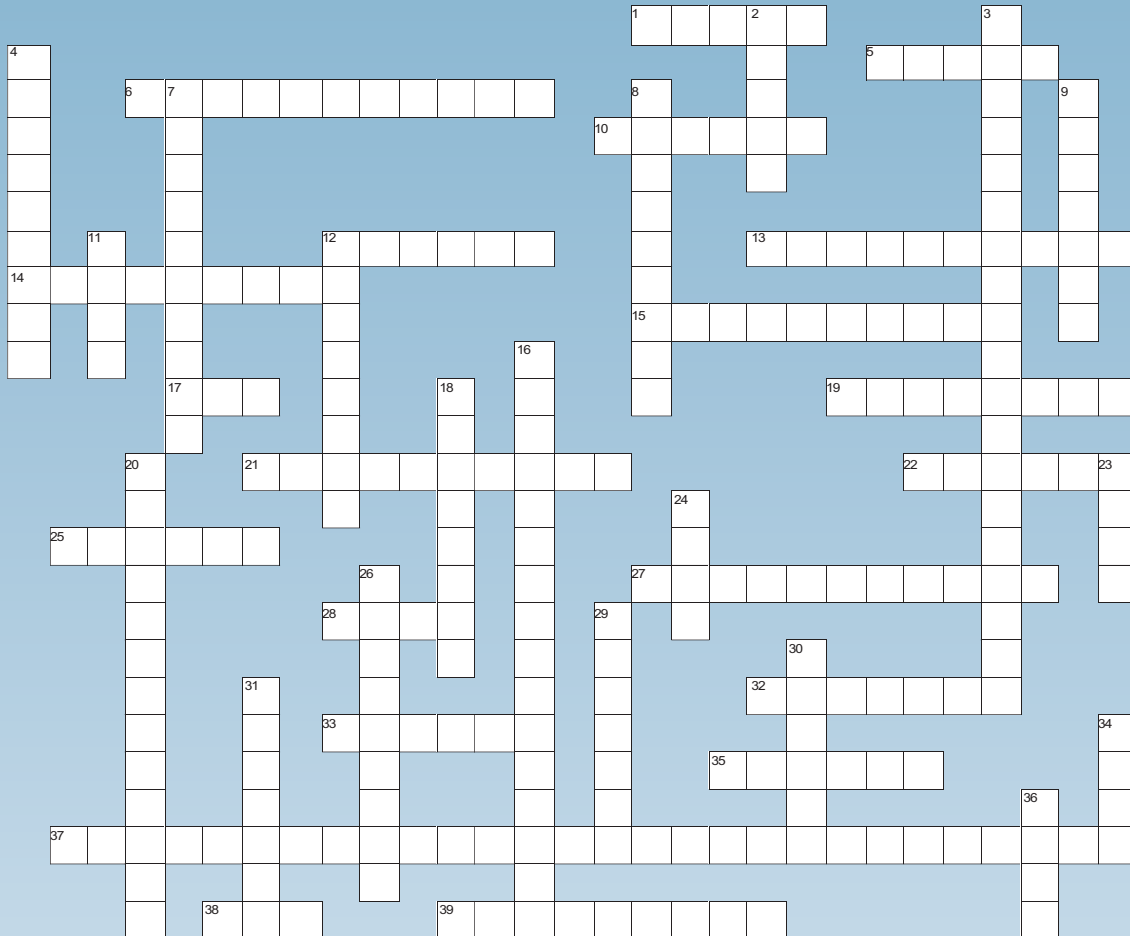
Human Resources staff and members of the Compass Advisory Committee are excluded.

## Advisory Committee Members

Job Family Represented	Staff Member	E-mail	Extension	Department
Administrative Services	Mary DeJarnette	mad6	84788	Goodman Center
Administrative Services	Dorothy DeMasi	mdd0	84251	Environmental Health & Safety
Administrative Services	Erica Nastasi	en03	83810	Sociology and Anthropology
Athletics	Cleveland McCray	cjm2	84413	Athletics
Development/Fund Raising	Karla Morales	kam4	85958	Development Office
Development/Fund Raising	Sharon Upton	slu2	86166	Development Office
ERAC	Melanie McDonnell	marj	85530	Enterprise Systems Implementation
Finance/Accounting	Amy McCrae	alm2	83247	Lehigh Support
Higher Education Administration	Vivien Steele	vls1	83314	English
Information Technology	Jason Slipp	jqs7	85343	LTS Client Services
Information Technology	George Yeh	gey2	83160	Bursars Office
Library	Brian Simboli	brs4	85503	LTS Client Services
Marketing/Communication	Stephen Oblas	sjo3	83018	Internet Services
Performing Arts	Jacob Campbell	jaca	85453	Zoellner Arts Center
Police	Robert Bruneio	rsb5	84200	University Police
Research/Administration	Ruth Tallman	rt01	83024	Office of Research & Sponsored Programs
Student Life	Thomas Dubreuil	trd2	86598	DOS – Residence Life
Technical/Scientific	Daniel Zeroka	dmz3	83542	Civil and Environmental Engineering
Trades	Wilfredo Colon	wic2	85108	Facilities Services

# LASER Crossword Puzzle

How much do you know about LASER and Lehigh?



www.CrosswordWeaver.com

## ACROSS

- 1 Section of the performance appraisal that maps plans for the next year: \_\_\_\_\_ & Objectives  
 5 \_\_\_\_\_ Goals for Lehigh  
 6 Individual \_\_\_\_\_ Plan  
 10 Name of Lehigh's first president and a building on campus  
 12 Lehigh seeks to be a \_\_\_\_\_ in all areas in which we compete  
 13 Factors that describe expectations within a job family \_\_\_\_\_  
 14 Creating \_\_\_\_\_ is fundamental to Lehigh's academic mission  
 15 Our approach to learning, teaching, and research  
 17 When merit pay is delivered in the form of cash payments separate from base pay (abbr)  
 19 Scholarly or scientific investigation  
 21 Success factors that apply to those responsible for the work of others  
 22 Knowledge, \_\_\_\_\_, and Abilities (KSAs)

## DOWN

- 25 External peer institutions/universities and other employers to whom we compare ourselves; salary \_\_\_\_\_  
 27 Working together across traditional boundaries  
 28 Success factors that all staff are expected to demonstrate  
 32 Behavioral indicators that define how work is to be accomplished and results achieved: Success \_\_\_\_\_  
 33 Expresses the character and nature of our university; guiding principles  
 35 Graduates or former students of a school  
 37 A set of objectives that will guide us as we look at HR programs and practices and develop a comprehensive package of rewards for staff (4 words)  
 38 One of Lehigh's reward and recognition programs (abbr)  
 39 Honesty, accountability, respectfulness, and \_\_\_\_\_
- 2 Lehigh All Staff Employment Rewards (abbr)  
 3 Major responsibilities of your position (2 words)  
 4 Founded Lehigh in 1865 (2 words)  
 7 One of President Farrington's mantras is "Achieving \_\_\_\_\_"  
 8 Lehigh is defined by a vibrant \_\_\_\_\_ that \_\_\_\_\_ emphasizes a caring, involving, and personal approach.  
 9 Will help chart and direct career growth and development; also an instrument  
 11 Twenty-\_\_\_\_\_ Job Families  
 12 Workplace \_\_\_\_\_ and Performance  
 16 An increase to a staff members salary that ensures pay rates are properly distributed through the range (2 words)  
 18 Voted #1 Arts Center in the Lehigh Valley  
 20 Adjustments resulting from

- satisfactory performance in areas such as quality and quantity of work (2 words)  
 23 Defines the total compensation philosophy for the university (abbr)  
 24 \_\_\_\_\_ Bonus: Awarded to staff for exceptional contributions  
 26 A group of jobs in which work performed is of a similar nature (2 words)  
 29 One who attends classes at a school  
 30 From the university's motto: "Man, the servant and interpreter of \_\_\_\_\_"  
 31 An institution of higher learning  
 34 Ghost of Linderman Library  
 36 An HR training subsidy is available to faculty and staff through this program (abbr)

Name \_\_\_\_\_  
 Department \_\_\_\_\_  
 Phone \_\_\_\_\_  
 Email \_\_\_\_\_

# Why Career Development?

*Take a moment and think back over just the past five years. Can you identify all the ways your job has changed?*

The term “career development” often conjures up images of ambitious people climbing up the corporate ladder. That’s an old paradigm and presents a very narrow view of career development in the modern world. The reality of our workplace can be summed up with two words: continuous change. Changes in technologies, regulations, markets, economies, and governments within the external environment affect the internal environment of organizations of all types and sizes. Such changes can be amazingly rapid. Take a moment and think back over just the past five years. Can you identify all the ways your job has changed?

**Why career development?** Organizations are constantly looking to re-invent themselves at both the institutional and the departmental level. Sometimes re-invention is in anticipation of, or a response to, changes in the external environment; sometimes it is part of an organizational change initiative to support a new / revised mission and strategic plan. Career development means advance preparation to take on different roles and accountabilities to meet the changing needs and goals of your department or functional area.

**Why career development?** Expect the nature of the work you perform to evolve and change over time. Also expect that you will need to develop additional knowledge and expertise just to keep up with these changes and sustain your current level competency. Career development means identifying and then developing the skills and abilities needed to stay ahead of the changes that will alter the way you perform your current job.

**Why career development?** Organizations have flattened out. Through restructuring and re-engineering, organizations have evolved in their on-going quest for greater efficiency and responsiveness. Gone are the multiple layers of middle management that used to be characteristic of large organizations. Career development means looking for new challenges and opportunities at all levels of the organization ... sometimes up, increasingly lateral, and even occasionally down.

**Why career development?** The distinction between “staff” and “management” has become blurred. Staff members are encouraged to take on more “managerial” responsibilities while managers are encouraged to take on more “staff” responsibilities. Additionally, the boundaries between jobs have become blurred. While specialties still exist, talented individuals with a broad range of capabilities have become highly desirable in today’s workplace. Career development means developing the success factors necessary to take on a broader scope of responsibility and authority.

**Why career development?** The baby boomers are getting ready to retire. This will require organizations to review and revise their staffing strategies. To attract and retain talent, organizations have expanded their work options (e.g., flex time, part-time positions, compacted work weeks, etc.) and enhanced their benefit plans (e.g., generous leave policies with greater attention to work/life balance). Organizations need to develop a pool of transferable/promotable talent to handle temporary leaves, fill vacancies, and plan for successions. Career development means more opportunity for staff members and greater flexibility for the organization.

**Why career development?** It’s rare in today’s workplace to find lifetime employment. Although estimates vary, the average person can expect to change careers – not just jobs – at least five times over his/her lifetime. It’s important to recognize that the reality of the current job market is most people will need to move around in order to advance in their careers. Career development means taking control and managing your own career.

# New Compensation Program Recap

It's been over two years since we announced that Lehigh would be implementing a new Staff Compensation Program for all classified exempt and nonexempt staff positions. With the support and assistance of the senior leadership team, supervisors and staff, a hard working Advisory Committee, and **Segal-Sibson**, an excellent consulting firm, a great deal has been accomplished since then. It's time to review all that's been done and to thank each of you for your participation in this project.

Human Resources and the University's senior administrators asked for your help and you responded – through each step of the process. The accomplishments described below could not have been achieved without the contributions of staff and supervisors who shared their thoughts about working at Lehigh, told us what they wanted from a new staff compensation program, and invested their time and energy to learn about the project and its results. The “we” referred to in the remainder of this article is not Human Resources. It is the collective “we” that is the Lehigh community.

## ***Staff Employment Value Strategy***

In the summer and fall of 2003, our consultants conducted 18 individual interviews with senior administrators and 8 focus groups with staff and supervisors. We learned what staff members believe are the positive attributes of employment at Lehigh, what issues they wanted the University to address, and what their expectations were for a new staff compensation program.

We used this information to formulate the *Staff Employment Value Strategy* and to develop an aggressive timetable for Human Resource initiatives that will support the University and the staff as they work to achieve excellence (see the Seven Goals at <http://www.lehigh.edu/~inhro/forms/SevenGoals.html>)

A key component of the *Staff Employment Value Strategy* is to ensure “Salary levels that are competitive with Lehigh's competition in the marketplace, that reflect the economic value of the job, and that reflect the type and quality of work performed.” The new staff compensation program was designed with that goal in mind.

## ***Program for Lehigh University Staff Salaries***

Significant effort was required from the entire campus community to gather the information necessary for the design and implementation of the *Program for Lehigh University Staff Salaries*. A comprehensive salary administration program is comprised of many components, including a job evaluation system, a salary structure, and pay policies.

The *Lehigh University Market Reference Job Evaluation Program for Staff Positions* was designed to classify staff positions based on the salaries paid for similar work in the newly defined labor markets for each position. The system requires that we have current information about the work being done, the markets we want to compare to, and the salaries being paid in those markets. All of the position descriptions created in the late winter and early spring of 2004 were reviewed by Human Resources and our consultants. Survey data was researched and compiled for most of the positions and a whole job ranking system was used to classify nonbenchmark positions.

A salary structure of 15 salary grades and related salary ranges was developed as a management tool to help ensure consistent and fair compensation levels for staff. The structure was designed to reflect salaries that are competitive with the median salaries paid for similar position in the identified labor markets or comparison groups.

*continued on next page*

### **Staff Compensation Project Fast Facts**

92 members of the campus community representing 61 different departments/areas participated in project-related focus groups in summer and fall 2003

685 staff and supervisors attended training to learn how to compose a position description in the on-line tool

27 position description training sessions were conducted and 18 lab sessions were scheduled

1008 Positions Descriptions were created by staff and supervisors in February and March 2004

787 positions were directly benchmarked to published salary survey data

592 staff and 160 supervisors attended informational presentations on the *Lehigh University Market-Referenced Job Evaluation Program*

888 staff members confirmed position dates for Phase 2 of the implementation

14 staff members participated in the Advisory Committee that guided the HR compensation project team in its work

358 staff and supervisors attended informational presentations about Phase 2 of the implementation

Four brown bag information sessions were held: Two in summer 2004 and two in fall 2005

A comprehensive review of the University's pay policies was also conducted. All of the policies related to staff compensation were open for discussion and revision. As a result, we revised existing policies and implemented new policies to address many employment and compensation level situations. The new policies are:

- ▶ Access to additional pay for special assignments
- ▶ Access to developmental pay and in-grade adjustments
- ▶ Cash merit payments in lieu of merit increases for staff paid salaries over the range maximum
- ▶ On call pay for nonexempt staff who meet policy criteria
- ▶ Shift differential pay for nonexempt staff who work afternoon/evening or night shifts.

In addition, existing policies related to salaries for new hires, salary adjustments for position reclassifications and promotions, extra duty pay for nonexempt staff, on-campus consulting pay for exempt staff, and compensation for staff who are called back to work after their workday ends or who are required to work on a holiday were also reviewed and updated.

All of these components are part of the *Program for Lehigh University Staff Salaries*, our new contemporary and competitive staff compensation program. This is the framework for salary administration at Lehigh.

### **Implementation Phase 1: Salary Adjustments to Range Minimums**

The *Market Referenced Job Evaluation Program* and new salary structure were implemented effective January 1, 2005. Classified staff members who were paid salaries that were below the salary range minimums for the grades to which their positions had been assigned received salary adjustments to increase their salaries to the salary range minimums.

### **Implementation Phase 2: Internal Equity Adjustments**

In Phase 2 of the Program's implementation, we addressed the task of distributing current staff pay rates properly through the salary ranges of the grades to which their positions had been assigned. The factors used in this process were:

- ▶ The experience and performance of staff in their current roles, and
- ▶ The rates at which pay has increased at Lehigh over time.

Human Resources developed salary target ranges for staff based on the length of time in current position and grade and the potential for salary growth during that time. The salary target ranges and a history of individual merit increases for the last five years were provided to area leaders who have the responsibility for determining staff salaries. These leaders, in consultation with department managers, made recommendations for internal equity salary adjustments within their areas. Individuals with salaries below those target ranges were identified and their salaries will be adjusted beginning January 1, 2006.

### **What's Next?**

What happens now? The management of a comprehensive salary administration program is a continuous process. Each year, the salary structure will be re-calibrated to remain competitive. Position descriptions and market data for all classified positions will be reassessed at least every three years. All of our policies and procedures will be routinely reviewed and, if necessary, revised to ensure that they continue to meet the needs of the university and the staff. These actions are necessary to keep the Program current.

And, while all these things are happening, people and positions at the university will continue to evolve. New needs will be identified. Staff duties and responsibilities will change. Staff will move into different positions. New staff will be hired. Position descriptions will change. We're fairly certain that salary administration will continue to be a very active area in Human Resources.

# HR's Timetable

## *What we've accomplished*

### **Objective:**

Incentive Programs

### **Lehigh Action:**

- ✓ Tradition of Excellence Award—*done*
- ✓ Spot Bonus Program—*done*

Look at healthcare benefits

- ✓ 2002 Medical Coverage Review—committee appointed to select next carrier and review issues such as plan design and costs—*done*

Pilot Project—Positive Time Reporting for nonexempt staff

- ✓ Finance and Administration completed in 2003—*done*

Positive Time Reporting for nonexempt staff

- ✓ Full campus rollout—*March to August 2004—done*

New Staff Compensation Program

- ✓ Define a total compensation philosophy (*Staff Employment Value Strategy—SEVS*)—*done*
- ✓ Write position descriptions—*done*
- ✓ Job evaluation program—*done*
- ✓ Develop the program—includes market assessment, salary structures, pay policies and titling criteria—*done*
- ✓ Rollout—training and implementation—*done*

Market Equity Adjustments

- ✓ Develop methodology to assess appropriate salary range placement for Lehigh staff employed before March 2004—*done*
- ✓ Determine appropriate salary rates for individual staff members who may be eligible for adjustments—*done*
- ✓ Implement adjustments—*done*

## *It's on our plate—We're working on these right now*

Career and Professional Development

- ✓ Develop job family accountabilities and standards—*some completed; some in process*
- ✓ Develop job family career development guide—*in process*

## *Looking to the future . . .*

Benefits Allocation Review

- ✓ In 2007, we will begin a comprehensive benefits review and complete this review in 2008 (note change in time frame—see box below)

Career and Professional Development

- ✓ In 2006, we will begin to align work place learning with *SEVS*
- ✓ In 2007, we will complete the alignment of work place learning with *SEVS*

Performance Management Program

- ✓ In 2007, we will look at the current performance appraisal program and implement improvements to align with *SEVS*



### **Benefits Allocation Review Postponed**

The Benefits Allocation Review, originally scheduled to begin in Fall 2006, will be rescheduled to begin in Fall 2007 to accommodate changing schedules and increased demands on resources.



Lehigh University  
Human Resources  
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## Q&As

I've seen the example of the banking jobs mentioned in several *LASER* newsletters and presentations. Why is HR using a bank teller to explain the compensation program since there are no bank positions on campus?

We used the banking example because there is no comparison to these positions on campus. We wanted to steer clear of singling out any existing Lehigh positions. However, everyone knows and understands what bank teller job duties are and can relate to them.

I want to look at my position description (PD) and maybe make some changes. Can I do this, and if so, how do I do it?

You can review your PD at any time. You will need to access the PD through the on-line PD tool on the *Campus* Portal. If you do not remember your position number and password, just call Human Resources at extension 83900 and we can provide that information for you.

Performance Appraisal time is always a good time to review your key accountabilities to make sure they are still accurate. Review the proposed changes with your supervisor. Have your supervisor contact **Ronnie Hesch** at extension 85020 so that the PD can be opened for revisions. Always make sure to inform your supervisor if changes have been made to your PD

Will all job family compasses eventually be available on the *Campus* Portal?

Yes. When a specific compass is completed for a job family and it is distributed to all job family members and supervisors, that compass will be available on the web.

My job has changed significantly since I first wrote my position description in 2004. How do I request to have my position reevaluated to see if the grade has changed?

As of October 2005, supervisors may request that a staff member's position be reevaluated. If the position changes are significant, the employee may be eligible for an ingrade adjustment OR a position upgrade. Your supervisor should contact **Ronnie Hesch** in Human Resources at extension 85020 for information on the procedures.

When you mention the leadership group, to whom are you referring?

At Lehigh University, the leadership group generally refers to the president and his direct reports (provost, vice presidents, dean of athletics, general counsel, chief of staff, and executive director of the alumni association) as well as the college deans, vice provosts, associate and assistant vice presidents, budget director, and selected executive directors of major programs. They participated in focus groups to help develop the *Staff Employment Value Strategy (SEVS)* and the *Core and Managerial Success Factors* and provide guidance to HR throughout the implementation of *SEVS*.

## Where to go for more information...

The members of the project team for the *Job Family Compass* include:

- ✓ Rebecca Bowen ([rab6@lehigh.edu](mailto:rab6@lehigh.edu)) extension 83897
- ✓ Ronnie Hesch ([vah0@lehigh.edu](mailto:vah0@lehigh.edu)) extension 85020
- ✓ Jackie Matthews ([jamh@lehigh.edu](mailto:jamh@lehigh.edu)) extension 85657
- ✓ Mary Jo McNulty ([mjd4@lehigh.edu](mailto:mjd4@lehigh.edu)) extension 83894
- ✓ Linda Parks ([linda.parks@lehigh.edu](mailto:linda.parks@lehigh.edu)) extension 85195
- ✓ Alice Sikorski ([ams404@lehigh.edu](mailto:ams404@lehigh.edu)) extension 82789

You will also be able to go to the *Campus* Portal and select the "Employee" tab to see more information about the *Job Family Compass*. The Portal will also continue to house information on the staff compensation program.