

When it was evening the owner of the vineyard and to his foreman, "Summon the laborers and give them their pay, beginning with the last and ending with the first..."

When those who had started about five o'clock came, each received the usual daily wage.

So, when the first came, they thought that they would receive more, but each of them also got the usual wage.

Thus, the last will be first, and the first will be last.
Matthew 20: 3,4,7

Objectives for Wednesday, July 14

- Discipline Issues
- Termination procedures
- *Architects of Catholic Culture*, Chapter 9
- Collective negotiations - historical
- Catholic Church and Unions
- Role Play
- Compensation - "theory"
- Variables affecting compensation

Things to Keep in Mind . . .
"Legally Defensible Evaluations"

- Develop criteria for feedback from documented job analyses
- Communicate performance standards to employees in writing
- Base evaluation on various performance dimensions
- *Handbook* Include employee self-evaluation
- Include an employee appeals process
- One person should never have absolute authority to determine a personnel action
- Document all information bearing on a personnel decision in writing

Do your HW on a memo of counsel & for locals - observations are critical

Always look at handbook at EOY

Employee Discipline

- Discipline: condition in an organization created by employees not conducting themselves according to the rules and regulations of the organization and in a socially accepted manner.
- Excessive absences and inappropriate behavior
- Response: corrective and progressive
↳ change behavior & correct it

Adherence to teachings of Church, Handbook

- ① Verbal warning
- ② Written warning
- ③ Suspension
- ④ Termination / Non-renewal

To ensure an employee is treated fairly

Fundamental Fairness Formula
Taking the High Road - A Guide to Effective and Legal Employment Practices for Nonprofits

- Notice of performance expectations and consequences
- Performance counseling / *given written notice*
- Opportunity to correct *→ give them assistance to correct*
- Consistency with internal policies and procedures
- Objective review by someone other than the decision-maker
↳ peer / mentor "extra set of eyes"

Performance Counseling

- To put the employee on notice of the school's expectations
- Clarify how the employee's conduct or performance has fallen short of the expectations
- Give employee notice of consequences if the employee continues to fall short of expectations
- Discuss the steps the employee should take, within what time frame to meet expectations

lay teachers of
counseling memos - plan of assistance
not working

Developing Termination Procedures

- Dismissal vs Non-Renewal of Contract
- Terminating "tenured" teachers
 - Incompetence, Insubordination, Immorality, Moral Turpitude, Neglect of Duty, Good and Just Cause
- Notification for teachers
- Appeal process
- Probationary teachers
- Revocation of license to teach

N.O.T.I.C.E.

- Notice
- Objective review
- Time to correct the deficiencies
- Inform the employee of the consequences
- Counseling
- Examine the policies and procedures

Taking the High Road - A Guide to Effective and Legal Employment Practices for Nonprofits

"Would you hire this person
as a teacher???"

MANAGING DISMISSALS

- Dismissal should be "just" in that sufficient cause exists for it
- Should occur only after all reasonable steps to rehabilitate or salvage the employee have failed
- Many dismissals start with bad hiring decisions
- Federal equal employment opportunity various state laws and court rulings increasingly limit management's right to dismiss employees at will

take your time hiring



Termination of Employees

- Principals should be fully familiar with applicable federal, state, and local *statutes* and know how to uphold their requirements
- Follow diocesan policies and procedures
- Consistent application of rules
- Do not act in anger
- Utilize the HR department

Suspension for a day or two is beyond cooling off period for all parties



Guidelines for the termination or non-renewal of contract

- Plan the ^{meeting} ~~interview~~ carefully
- Invite a third person to be present
- Get to the point
- Describe the situation
- Listen
- Review all financial information
- Identify the next step

Say what you need to say and nothing more

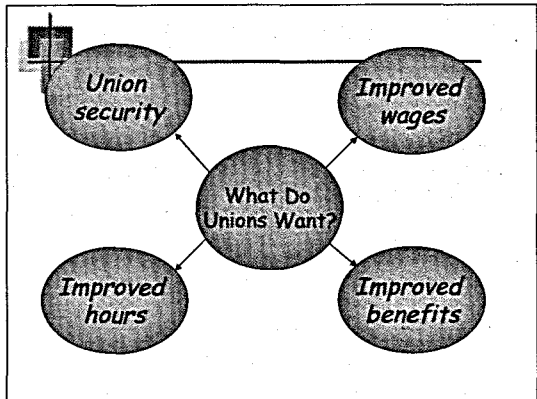
↳ I will accept your resignation & that would be communicated to school community. can only say "resigned".



Why Do Workers Organize?


- Workers' belief that it is only through unity that they can get their fair share of the pie
- Often means that low morale, fear of job loss, and poor communication foster unionization





UNIONS AND THE LAW

- Until about 1930, Employers didn't have to engage in collective bargaining with employees and were virtually unrestrained in their behavior toward unions
- Norris-LaGuardia Act (1932)
- National Labor Relations Act (Wagner Act) (1935)
- Taft-Hartley Act (1947)



lot of unions in auto industry - poor working conditions, pay

Unfair Employer Labor Practices

- Interfere with, restrain, or coerce employees* in exercising their legally sanctioned right of self-organization
- Dominate or interfere with either the formation or the administration of labor unions
- Discriminating in any way against employees for their legal union activities.
- Discharge or discriminate against employees simply because the latter file unfair practice charges
- Refuse to bargain collectively



Catholic Social Teaching on Work

1. Pope Leo XIII *Rerum Navarum* (*On the Condition of Labor*), 1891
2. Pope Pius XI *Quadragesimo Anno* (*After Forty Years*), 1931
3. Pope John XXIII *Mater Et Magistra* (*Christianity and Social Progress*), 1961
4. *Gaudium et Spes* (*The Pastoral Constitution on the Church in the Modern World*), 1965

Favor of Unions & fair labor practices

↳ Unions should also not try to strongarm employers



Catholic Social Teaching on Work

1. Pope Paul VI, *Octogesima Adveniens* (*A Call to Action*), 1971
2. Pope John Paul II, *Laborem Exercens* (*On Human Work*), 1981
3. Catholic Bishops of the United States, *Economic Justice for All*, 1986
4. Pope John Paul II, *Centesimus Annus* (*On the Hundredth Anniversary of Rerum Navarum*), 1991

1998 by Sisters of Mercy



A Fair and Just Workplace: Principles and Practices for Catholic Health Care

- identify critical issues shaping the work environment today
- identify the core convictions within the Catholic tradition in regard to relationships within the work environment
- identify new models of relationships between management and labor and between religiously sponsored health ministry and organized labor

A Fair and Just Workplace: Principles and Practices for Catholic Health Care

- Does the institution provide a safe and healthful working environment?
- Do the lowest paid workers receive wages sufficient to sustain themselves and their families? *Issue in CS*
- Is health care insurance provided or are wages sufficient for a worker to sustain a family and purchase health care insurance?
- Are work hours flexible so as to permit adequate rest, leisure time, educational opportunities and quality family time?

These questions can be asked
of our schools

Health Care becoming more &
more critical

A Fair and Just Workplace: Principles and Practices for Catholic Health Care

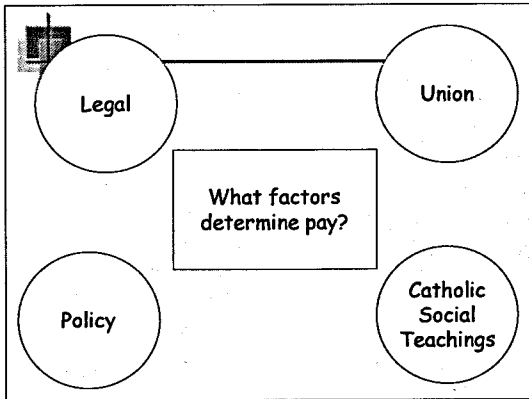
- Are training and educational opportunities that will lead to advancement and promotions available to workers?
- What is the purpose of part-time or contract positions - to advance the mission and meet the needs of the workers or to avoid paying benefits?
- Do workers have easy access to written procedures that explain how to resolve disputes with superiors or file a grievance to protect their rights or the rights of others?
- Do workers have avenues for meaningful input into decisions affecting the workplace?

Can we provide an environment
in CS that would make it so
unions weren't necessary?

Another way -> are we just for our
employees?

Role Play

The principal became aware of a situation where the teacher has a Facebook page. The teacher indicates that this is a way for him/her to stay connected to his/her students. The teacher never approaches his/her students on MySpace or Facebook but if they send a "friend request" s/he approves it, adding the student to the page. At times, the teacher uses the site to talk to the students about class. Some parents have expressed concern, so the principal asks to meet with the teacher.



Compensation Models

Springer & Gardner: we know a lot more now → should we look at different ways to compensate?

Living Wage Initiative

- Wages should be sufficient to support a "frugal and well-behaved" earner. (Pope Leo XIII)
- "Wealth must be distributed among the various individuals and classes of society." (Pope Pius XI)
- Remuneration should be fixed arbitrarily and determined with justice and equity (Pope John XXIII)
 - "... equitable remuneration which will enable him and his family to lead a worthy life on the material, social, cultural and spiritual level." (Pope Paul VI)
- Msgr. John Ryan - Catholic University - labored for living wage legislation

Variables

- Performance
- Effort
- Seniority
- Skills
- Job requirements

Complexities ←

How do you reward this?

↳ Secretarial vs. Para Professional vs. Receptionist

Trends in Compensation

- Competency / Skill - Base
- Competencies
- Skill-based pay programs
- Broadbanding
- Establishing pay rates
- Ranking method - *supp of staff*

Point system

Step Scale → fine

Career ladder → credentialing / promotion

Knowledge (Skill) based → degree learning

Pay for Performance → do this, get TMS

Broadbanding → do more to get to new level, most do w/in certain # of years

Hard to Staff Bonuses

Results of Survey (n= XX)

1. Rate your interest in pay for performance. (1 no interest, 5 most interest)
2. Should teachers be rewarded? Yes -
3. Should groups of teachers be rewarded?
4. Should specific schools be rewarded for academic success?
5. Who should be rewarded?

Results of Survey (n= XX)

6. Elements to consider in a pay-for-performance model (Top 3):
7. What would motivate you to consider Pay-for-performance? (Top 3)
8. What obstacles do you expect/have experienced in implementing a pay-for-performance program? (Top 3)

Elements to PPP

<i>achievement</i>	<i>Motivate to consider PPP</i>
<i>Evaluative</i>	<i>improve effectiveness</i>
<i>Pay/Dec</i>	<i>improve retention</i>
<i>Care Ident</i>	<i>Motivate teachers</i>
	<i>improve achievement</i>

Obstacles to PPP

Accuracy of measures

While teachers evaluate achievement



Teacher Advancement Program (TAP)

- Agree on a common description of good teaching and a coordinated system of peer observation
- Student academic growth accelerated under the TAP program
- Career Ladder (Career, Mentor and Master teachers)
- Ongoing professional development
- Instructionally focused accountability
- Performance-based compensation




Incentive Bonus Plan

- Determine amount available for increase
- Give all teachers a percent raise (1.5%)
- Establish rubrics that focus on performance indicators for professional educators
- Teachers choose to participate or not




Summary of Performance Indicators

- Planning and Preparation 10 pts.
- Classroom Instruction and Observation 32 pts.
- Other Responsibilities 24 pts.
- Professional Development 14 pts.
- Miscellaneous 20 pts.
100 pts.

 **Benefits**


- Employee benefits
- Supplemental pay benefits
- Insurance benefits
- COBRA
- Social Security
- Retirement
 - Pension: Defined benefit
 - Defined contribution
- Employee Assistance Program
- Flexible benefit plans

 **Case Study 4 Due Thursday, July 15**

Thursday, July 15

- Role Play: **Meghan Weyland**
Keith Martin

Jan Moore
Nick Green

 **Journal Reflection**

Guiding Questions

As you reflect on the readings and class today,

- How does this relate to your current position?
- How will this influence you as an administrator?
- What do you wish to pursue?
- What are your general impressions that you wish to carry forward?
