

Appendix 11: Discussion Group Protocol Discussion Group Topics for Classified Staff

Welcome and Introductions

I know that most of you have heard of the Millennium Project which is intended to enhance the climate for everyone who works at the University of Arizona. This is a terrific project and I am honored to be part of it.

The purpose of this meeting is to help us identify work life issues that are of concern to classified staff. We are going to design a survey that will be sent to every member of the classified staff, but we want to make sure that we include the issues that are important. Based on other studies I have conducted and what has been written about work life on campus, we have a number of topics that we would like throw out for your reaction. We are going to take notes, but we are not going to tie your name to your comment. You don't even have to say that this is your personal issue--just tell us whether these are issues for the people who work here and why you think so.

1. Let's begin with the *work itself*—
 - Do classified staff know what is expected of them?
 - Are the responsibilities of the jobs clear?
 - Do employees complain that the work is too much?
 - Do you feel that your job description accurately reflects what you do?

2. How do *employees get along* in your unit—
 - Are the relationships within your unit good?
 - Is there good communication?
 - Is there a sense of teamwork?

3. Let's talk about *supervisors*—
 - Are supervisors seen to be fair? Well-trained?
 - Are supervisors supportive of the decisions employees make?
 - Do they provide the guidance employees need to do their jobs?
 - On the other hand, do classified staff have freedom to decide how to do their jobs?

4. Supervisors are usually responsible for *evaluation*—
 - Do supervisors provide good feedback?
 - Are classified staff evaluated?
 - Do classified staff know what the criteria are for adequate performance?
 - Is their evaluation discussed?
 - Does it help them improve their performance?
 - Are evaluations related to salary or wage considerations?

5. In addition to feedback, let's move on to *recognition*—
 - Do classified staff feel recognized for a job well done?

- Do they feel valued?
 - Are there any awards for a really well done job?
6. How are the *relationships between your unit and other groups*?
- like the faculty? Administrators?
 - students? or the public?
 - Are the relationships positive?
7. What kind of support is provided for *skill development, training or re-training*?
- What kind of activities are supported?
 - Who is eligible to participate?
 - What is needed?
 - Are jobs re-classified or descriptions changed based on new skills?
8. How about *promotion*?
- Are there jobs to apply for? Are there jobs within the university that classified staff can get to move up or increase their responsibility?
 - Are classified staff promoted from inside or do hires come from the outside?
 - Is hiring fair?
 - Do staff move laterally?
9. Do classified staff in your unit *feel they are treated fairly*?
- Do they feel that they are treated differently based on their sex, race, ethnicity, or age?
 - Is there discrimination or harassment?
 - How are these disputes resolved? Is there a formal process to settle these disputes?
10. Now let's talk about specific *working conditions*—
- Wages or salary?
 - Parking?
 - Benefits? Childcare?
 - Safety?
 - Equipment in good repair?
11. Are there *changes* that have made the jobs of classified staff more difficult?
- Workload?
 - Technology?
 - Rules? Regulations?
 - Red tape?
12. How about *job security*? Are classified staff worried about outsourcing?
- Layoffs?
 - Transfers?
 - Are these decisions made fairly?