



# ROGUE VALLEY SHRM NEWSLETTER

DECEMBER 2013

## PRESIDENT'S CORNER

Hello Chapter Members,

I hope that you enjoyed Thanksgiving!

As a reminder, we will not be hosting a program during the month of December. Please check our website after the first of the year for more details on our upcoming 2014 programs. We'll be starting off the year with a program on learning styles by Karen Bolda on Thursday, January 16<sup>th</sup>, I hope to see you there.

I cannot believe that the end of the year has already arrived and that the end of two years serving as your chapter president has come to an end. Time definitely flies when you're having fun! I have had the privilege of working with some really amazing individuals on the Rogue Valley SHRM Chapter Board of Directors. I would like to take this opportunity to personally thank the 2013 board for all of their time and efforts this past year:

- Jill Auburn, Membership Director and Programs Co-Director
- Erica Baker, SHRM Foundation Director
- Wendi Brown, Workforce Readiness Director
- Tabitha Carlson, Programs Co-Director
- Trish Forde, Director at Large
- Sarah Elkinton, Hospitality Director
- Tanya Haakinson, SHAPE Director
- Sarah Heiken, College Relations Director
- Fred Holloway, Website Director
- Suz Montemayor, Director at Large
- Ainoura Oussenbec, Diversity Director
- Michelle Robinson, Newsletter Director
- John Underwood, Legislation Director and President-Elect
- Valerie Wilson, Treasurer
- Monica Weyhe, Secretary

Thank you for the dedication you've given to our community and the HR profession! I have really enjoyed working with all of you, you made this position much easier and I've learned so much from you. Thank you!

John Underwood is our incoming 2014 chapter president and Tanya Haakinson is our incoming 2014 chapter president-elect. I am excited about their leadership for our chapter during these next 2 years, and am looking forward to working with them, there are some great things to come.

I hope everyone has a wonderful holiday season,

Shannon  
2013 Chapter President



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## **UP CLOSE & PERSONAL**

**With Michael Wood**

**Oregon OSHA Administrator**

This is your chance to enjoy lunch with the Oregon OSHA Administrator first hand, ask your questions and learn about recent hot topics in occupational safety and health.

Confined Space, Cranes and Derricks and Hazard Communication rule changes, Combustible Dust National Emphasis Program, ongoing enforcement efforts, voluntary compliance and consultation audits, education workshops and conference planning and facilitation are some of the many things going on at Oregon OSHA today.

### **Mark your calendars today!**

To learn more about this event, American Society of Safety Engineers or our local chapter, visit our website:

[www.asse-southernoregon.org](http://www.asse-southernoregon.org)



**January 7<sup>th</sup>, 2014**

**11:30 to 1:00 PM**

**Inn at the Commons**

200 N. Riverside Avenue • Medford, Oregon

*Regular ASSE-Southern Oregon Chapter Meetings held the 1<sup>st</sup> Tuesday of each month unless otherwise specified.*

*Membership is not required to attend. Buffet Style lunch will be served for \$11.00 or \$3.00 for beverages only.*



## Rogue Valley SHRM Chapter Presents:

### Learning Styles

Learning styles refers to the way people prefer to learn something new. Some people like to see it, some people like to hear about it, and some people like to just do it. There is no right or wrong style, but communicating information can be ineffective if only one style is used. In this two hour presentation, you will determine what your learning style is, its strengths and weaknesses, and how to present information in a way that all three styles can take it in. You also may learn why you sometimes get a little frustrated with another learning style, and how to work with styles other than yours.

**Date:** Thursday, January 16, 2014

**Networking:** 7:30 am to 8:00 am  
**Workshop Time:** 8:00 am to 10:00 am

**Presenter:** Karen Bolda, M.A.

**About the Presenter:** Karen Bolda, M.A., is a meeting facilitator and professional development trainer who operates her own consulting business in Southern Oregon. She facilitates meetings and provides workshops for clients such as the Bureau of Land Management, USDA Forest Service, Rogue Valley Council of Governments, and Jackson County, as well as holds workshops open to the public. Her focused and efficient meeting facilitation style helps groups move forward to define and meet their goals. Topics covered in her workshops range from meeting facilitation, co-worker communication and learning styles, to tactics for finding and landing a job, including online resumes and mastering interviews.

**Meeting Location:** Smullin Health Education Center  
2825 E. Barnett Road  
Medford, OR 97501

**Cost:** \$10.00 per member / No charge for first time guests and students  
\$15.00 for non-member

**HRCI Credit:** HRCI Credits are pending

**RSVP To:** Tanya Haakinson [thaakinson@sierrapine.com](mailto:thaakinson@sierrapine.com)

**SHRM Foundation will be raffling off one registration to the 12<sup>th</sup> Annual Labor & Employment Law Conference co-sponsored by Oregon State Council and the Stoel Rives Labor & Employment Group on March 6<sup>th</sup>. This is a \$199 value!**

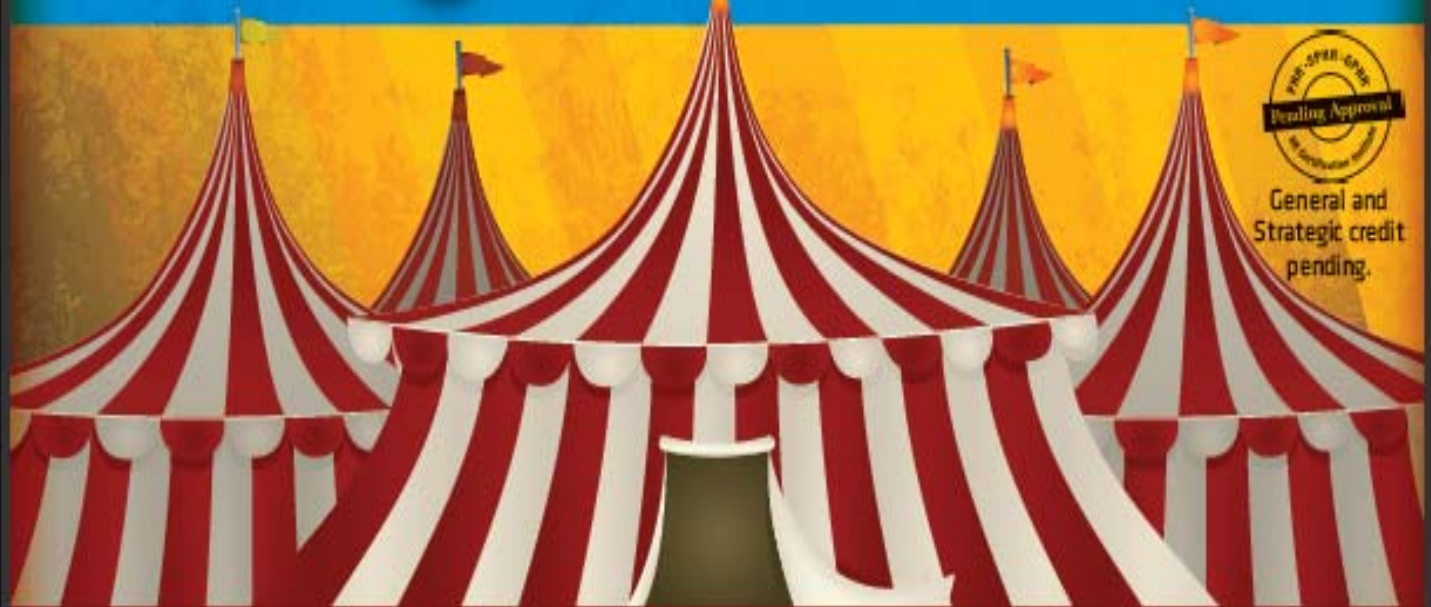
SHRM OREGON STATE COUNCIL AND  
THE STOEL RIVES LABOR & EMPLOYMENT GROUP PRESENT

# SAVE THE DATE



THE 12TH ANNUAL  
LABOR & EMPLOYMENT  
LAW CONFERENCE

THURSDAY,  
MARCH 6, 2014



  
Pending Approval  
General and  
Strategic credit  
pending.

**\$199 Early Bird Registration**  
by January 10, 2014 (a 25% discount)

**\$100 Student Registration**

Register by visiting:  
[www.shrm2014.eventbrite.com](http://www.shrm2014.eventbrite.com)  
or <http://oregon.shrm.org>





THURSDAY, MARCH 6, 2014

## Sponsorship Opportunities

- Exhibit at a Booth
- Sponsor Branded Promotional Items
- Sponsor a Meal
- Advertise Your Business

Reach 350 Oregon and SW Washington HR Professionals at the only conference sponsored by the Oregon State Council of SHRM

**For more information, please contact:**

**Alan Cabelly, SPHR**

alanc@sba.pdx.edu, 503-250-3758

**Robin Conrad, SPHR**

Robin.conrad@ingramcontent.com 541-817-4910



## **LEGISLATIVE UPDATE**

**by John Underwood**

### **OREGON IS FIRST IN THE US**

Effective Jan. 1, 2014, Oregon becomes the first state to require certain private sector employers to provide bereavement leave to their covered employees. The new law amends the Oregon Family Leave Act (OFLA) and applies to employers and employees already covered under that act. To be eligible for bereavement leave, employees:

- Must have worked for a covered employer... 180 calendar days immediately preceding the leave.
- Must have worked average of 25 hours per week during the 180 day period.
- May take up to 2 weeks leave per death of family member (OFLA definition)
- May take maximum of 12 weeks in 12 month period for making arrangements, attend funeral or memorial service or to grieve.
- Must take the leave within 60 days of receiving notification of family member's death
- Must give employer 24 hour notice of beginning the leave
- Must give employer written notice within 3 days of returning to work

There are some other rules you should consider. Go to BOLI: <http://oregon.gov/BOLI/pages/index.aspx>  
Review your handbooks and consider training your managers and supervisors about the new law.

### **INTERNS NOT FREE LABOR?**

Oregon Gov. John Kitzhaber, on June 13, 2013, signed a new law which entitles interns to workplace protections. One of these is PAY... IF the intern is performing the work for purposes of training only. If **all** of the following are not in place when you hire an intern, you may have a problem:

- Employer is not committed to hire the person performing the work at the conclusion of the training period
- Employer and the individual agree in writing that he or she is not entitled to wages for the work performed
- Work performed
  - Supplements training given in an educational environment that may enhance the employability of the intern
  - Provides experience for the benefit of the person performing the work
  - Does not displace regular employees
  - Is performed under the close supervision of existing staff
  - Provides no immediate advantage to the employer providing the training and...
  - May occasionally impede the operations of the employer

With this last bullet point you must be asking yourself, "Really?!" . From this you may consider asking your intern candidates the behavior based question, "Tell me about a time when you have occasionally impeded the operations of your employer".

Probably the best legislation to come out of the State of Oregon legislature is HCR 51 which was the adjournment sine die... (it's Latin for no future meeting date assigned). What a relief.



# 15 Things I've Learned Since I Started Teaching HR classes at Southern Oregon University

~ by Patricia (Trish) Forde, SPHR, GPHR

These are the 15 things I've learned since I started teaching Human Resources classes at Southern Oregon University. Since many of my students will be and are entering the workforce here in the Rogue Valley, I think it will give my HR colleagues some insights into the new crop of talent that will become our supervisors, leaders and managers of tomorrow. Also, many of my HR colleagues are trainers and teachers. Therefore, these concepts will resonate with you and help you prepare for the developmental needs of these newcomers to your workplaces.

## 1. I really enjoy teaching.

I enjoy teaching more than I thought would. Working with bright, engaged students is rewarding. I like that I have the opportunity to teach other people and share my experiences to caution them to avoid the mistakes I have made. I feel that it is an honor and a huge responsibility to teach others. Each term I try to refresh the curriculum by carefully including discussions about current issues in the news, such as the recent case of bullying in NFL football by player against player. What was the HR department for the Miami Dolphins doing to prevent this? With an "all female" HR staff, it is likely the HR team probably never set foot in the team locker rooms, right?

I truly love teaching beyond words because I can explore current events and HR concepts in an environment where students want to learn about the topic and I can guide them as well as learn from their experiences thus far in the workforce, as many of them are working adults.

## 2. Teaching is a learning experience for me.

I always learn so much through the process of teaching and I feel it makes me improve my skills ... even makes me more comfortable using technology. When I was in college myself, I was so busy taking classes and working at the same time, I couldn't give each concept much time for synthesis and exploration. Sure, I learned the basics, but now as an instructor, I have more time to spend with the material, textbook, research, as well as learning directly from my students. The opinions of Generation Y students that they bring into discussion concepts are often ideas that I wouldn't have seen otherwise – and these are awesome teaching moments for me. They show me tools, tell me experiences, and share with me the things that motivate and engage them.



### **3. Understanding adult learning theory is important.**

Adult learning theory imposes on an instructor different learning needs and backgrounds of college students compared to children or adolescents. College students tend to have quite a bit of life experience, and they tend to want to work independently and see the relevance of the class and the curriculum to their lives, their jobs and their career aspirations. So the instructor needs to offer hands-on lessons that they can sink their teeth into. You must provide real life complex HR problems for them to discuss and attempt to solve.

### **4. Getting students to stick to schedules and due dates can be challenging.**

No matter how hard we try as instructors, students still tend to procrastinate and complete work at the last minute. Not everyone, mind you, but I've really heard some tall tales from students on why their work is going to be late or how they missed an assignment deadline. I have a standard points-per-day deduction for late work and a cut-off date. I tell them it's the same as any HR company policy: you must enforce it fairly for all students (employees) or it is unfair to others. But I do feel like the recent crop of college students has been coddled a bit by high school educators and those in lower grades. The hand-holding that they got in lower grades is not going to prepare them for the real-world of organizational deadlines and work responsibilities, so I feel it's important that I deliver that lesson before they get the impression their good looks and great personality will result in rules not applying to them.

### **5. Students sometimes don't truly understand what is expected of them.**

Students enter college not fully understanding that it is --- and should be --- harder and different, and that grades really do matter. Many students, by virtue of having been in the public school system 13 or more years, have "holes" in their learning where they were allowed to turn in work that was misspelled, using poor grammar and punctuation, and not proofreading their work. When teaching, I spend a large chunk of time reminding them to use tools like spell-check. I mean, really? My generation never had such great tools when I was in school, and they don't even take the time to use them?!

You'd be surprised at how many students have not proof-read a paper before they turn it in. What is up with that? The best way to overcome this is by sharing my expectations for work quality not only in the Syllabus, but giving them examples of poorly written resumes, etc., to show them how such inferiority ends up in the "no way" pile in the real work world. If they are going after that "golden job," they are not even going to get an interview if they submit a resume that is full of mistakes.

### **6. Treat students with respect "as equals".**

As a professor, yes, I have more formal academic training, as well as being a full-time HR professional, so my students are not literally equals, but they should always be treated as equals. Every one of my students has special gifts and unique talents. Moreover, treating everyone with respect and kindness goes far in creating a successful learning experience for my online students. So in my HR class, they are all HR Managers for the entire term so they can think, learn and formulate problem solving as if they were truly in the role.





### **7. Make full use of the CASE method.**

Copy And Steal Everything (CASE) for educational purposes. I think it's pointless to reinvent the wheel if I don't need to. I find materials in many forums that can be used as teaching tools, experiences of my HR colleagues (*confidentiality matters preserved, of course*). Also, when I find a great resource on a topic we're studying, I include it in the Resources Section of our "Moodle" online classroom. In that way, students who are really interested in pursuing a career in Human Resources or in Management can gather together these resources to take with them when the class is over.

### **8. Have *everything* covered in the syllabus.**

I create a comprehensive Syllabus that I have refined over several years, based on the questions I have gotten from students from one term to the next. It's usually about 6 pages, and, frankly, much of it is "common sense." But given the nature of the students who are "very literal" and the "future lawyer types", it is important to outline everything related to the course and anticipate that students are looking for loopholes. You must clearly spell out the grading criteria, the importance of proofreading, proper spelling, etc. I know some students only skim the Syllabus at the beginning of class to order their textbook. and then never look at either the book or the Syllabus again. But, I do refer them back to it instead of answering their question when the answer is already in the Syllabus.

### **9. Challenge students beyond their comfort zone.**

I have found through various experimentation that students actually try harder, do more work, are better prepared, and make higher grades if the assignment is "hard." When the assignments are "too easy," students slack off and get lackadaisical. Students will rise to the challenge if pressed a bit. They secretly want to be challenged. Always add some real world or current event content on each week's lessons so that students can connect the learning with what's actually going on in the world ... not stuff that happened 20 years ago.

### **10. Numerous low-stakes assignments that use a variety of online tools are best.**

I feel that students should have as many opportunities to earn their grade as possible, so I use a point system. They earn points for participation in Discussion Forums, points for the 4 papers (2 case studies, and 2 article review papers) they are required to write during the term, points for 3 quizzes, and then a Mid-Term and Final Exam based on points. I give them a mix of assignments that include reading, writing, speaking, listening, and taking quizzes/ tests. I change up assignments every semester in an attempt to eliminate the opportunities for plagiarism.



### **11. Quizzes guarantee students have to open the textbook.**

Since the class I teach is entirely online and I assign chapter readings each week, I found from some of the discussion forum posts that students were not doing the reading due to their responses being way off base. So I began using quizzes. That little change made a big difference in ensuring the students were doing the textbook reading because otherwise they would do very poorly on the quizzes. I assigned open-book quizzes so that they would be able to read to find the answers. I guess it's a little bit of bribery, but if a student is pressed for time, what activity are they probably going to skip? You guessed it ... "the reading". Therefore, I had to "incentivize" the reading by awarding points for successful quiz results.

### **12. Encourage students to post in the discussion forums and use different learning techniques.**

I believe that my students remember far more of what *they say* than what *I say*. It's a proven fact that most human beings remember 10% of what they read, 20% of what they hear, 30% of what they see, 50% of what they see and hear, 70% of what they see and write, and 90% of what they do. My goal in the classroom is to engage all of the senses as much as possible, so I often use the videos to create the discussion forum questions.

I am an "auditory" learner myself. I found that I learned Spanish better from listening to Pimsleur CD's on my daily commute than from using Rosetta Stone on the computer. So I use my audio lectures and the videos for those students who are visual and auditory learners in order for them to feel engaged.

### **13. Create a Biography Forum and Interact with Every Student when they first Enroll and Interact with Students regularly in the Discussion Forums**

I have each student create a biography that includes their reasons and expectations for taking my class. Then I have them revisit that in a forum called Reflections at the end of the course. I interact with every single student in the Biography Forum and in the Reflections Forum with substantive feedback about their discussion post.

I've found if I lead a class correctly, it begins to take on a life of its own. Even if there are moments when students veer off topic a little, these are the opportunities where real life connections can be made and give students a chance to see me and their classmates as regular people. Because of my unique situation of being only a part-time college professor and a full-time HR Manager, I feel that it's important for my students to see me as a subject matter expert, but also as a real person with flaws, faults and who is still learning because this industry is never static. In return, this makes them more willing to learn and more comfortable the rest of the term.



#### 14. Use Technology

I am not entirely knowledgeable about all the technology resources out there. However, I've learned that most of my students are very comfortable with it. So I do try to add some technology resources to my Moodle class. After all, the entire class is an online class, so I never actually meet my students face to face. I post PowerPoints of the book chapters for the students to review on their own. I used to lecture with the PowerPoints, but I realized they only skim through the slides, so I know they aren't listening to my entire lecture. I, therefore, record a 10 minute lecture each week about the coursework, but include more relevant "real world" scenarios in my lectures rather than what is in the book.

Also, I use YouTube videos, other educational videos and even print articles for discussion question forums, so that students have to watch and/or read the materials to actually be able to participate in the required discussion forums. That's where the real learning takes place as they view a video of how an inexperienced manager handled an employee complaint and can "pick it apart" and decide what the manager did wrong.

When I taught the BA486 course, which is a "hybrid" (part online and part in-class lecture format). I often brought in guest lecturers, which was always a big hit with students. When they can actually see and interact with an HR professional and/or business manager with experience, it has a stronger impact on how the material we are covering in class and the real world applications relate.

#### And now, about Grades!

In my college days, I was an adult learner as I did not finish college until I was in my 40's, so I was fanatical about my grades ... I wanted all "A's". Many of my online students are not like I was. I have noticed that for many of them, a grade is a grade. They don't take the grade personally or even think about it all that much. Some students start out very engaged and enthusiastic with very active participation, meeting deadlines, etc. Other students have priorities elsewhere. There are some students who are really not ready for college, and some have personal challenges that come up during the term and derail their early promise. Some struggle due to inadequate preparation from their high school years. Yes, there will always be some students who will make wonderful, sincere improvement over the course of a semester.

In summary, I have learned to try to not take it personally when I have some "unengaged" students. Even if I've done my best to make it a rich and varied learning experience, I cannot control who will embrace the learning and other students who are just not engaged.

If you've ever thought of turning to teaching at some point in your career, you might consider teaching an online class some day. It is something I can see myself doing even after I retire from my "day job" because teaching one online or hybrid class is not as huge of a time commitment as being a full-time professor.

If you think you might be interested, there are several institutions that are looking for online instructors and all require at least a Bachelor's degree and a Master's degree in Business or HR. (Some schools also require a PhD, which I don't have.) It is an opportunity to use your wealth of HR knowledge to pass along to the next generation of leaders, and a chance to stay up-to-date and viable in the human resource profession. It's something to think about J.

*[About the author: Patricia (Trish) Forde has been an adjunct faculty member at Southern Oregon University since 2009. She has a full-time day job as HR & Safety Manager at The Hershey Company's Dagoba Organic Chocolate plant in Ashland, Oregon. She began teaching BA486 and BA586, Personnel Selection and Appraisal in 2009 at SOU, which is a hybrid class (part online and part-in classroom). She also taught BA374 Business Management in 2010, which was a hybrid class at the Southern Oregon Community College Campus in Coos Bay. She began teaching BA481, BA581 Principles of Human Resource Management in 2011, which is an online class and continues to teach*