

DEPARTMENT
OF HUMAN
RESOURCES

JULY/AUGUST 2009

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2009 TUFTS DISTINCTION AWARDS

A day to honor some of our best people



Recipients of the 2009 Tufts Distinction Awards. A complete list of recipients is on page 2.

PRESIDENT LAWRENCE S. BACOW SAYS it's the people who make Tufts a great university, and on June 3, Tufts honored some of the best—the staff and faculty recipients of the Tufts Distinction Awards.

The recipients had been nominated by their colleagues and students and were chosen by the Selection Committee of 12 staff and two faculty members from all three campuses.

Hundreds gathered on the Boston campus in the Behrakis Auditorium of the Jaharis Family Center for the second annual Awards ceremony to celebrate the contributions of the recipients. In addition to the live ceremony (Boston), employees also gathered on the Grafton and Medford campuses to watch a live video feed of the event and one Award recipient, **Gabriella Goldstein**, participated via video from the Talloires campus in France.

The event was hosted by **President Bacow**, who was aided in presenting the awards by members of the senior leadership team. Emcees were Chief of Staff **Michael Baenen** and Human Resources Vice President **Kathe Cronin**, who served as non-voting co-conveners of the Selection Committee.

“Our university is about people. It’s about great students. It’s about great faculty. It’s about great staff. It’s about bringing them all together to do really, really important work—the important work of educating the next generation,” President Bacow said. “It’s also about doing great scholarship that will help to advance the boundaries and frontiers of knowledge and in the process help to improve the human condition. And every single person who works on each of our three campuses is part of this important mission of education and research.”

Continued on next page

Distinction Awards 2009

Continued from page 1



Tufts
Distinction
AWARDS
PEOPLE MAKE A GREAT UNIVERSITY.

Through the Distinction Awards, he added, we “come together to celebrate on a university-wide basis the good work that each of you do that makes Tufts the special place it is.”

Vice President Cronin pointed out that over 200 faculty members, staff and students had nominated some 120 individuals and teams. “It was an extremely hard job to select winners,” she said. “There were so many more nominees than could be recognized this year. We were overwhelmed not just by the number, but by the quality of the nominations we received—a wonderful challenge to have!”

The 12 individuals and two teams who received this year’s Tufts Distinction Awards are:

The Bridge Builder Award, for bringing out the best in others

Debbie A. LeeKeenan, staff, Arts and Sciences
Donald R. Megerle, staff, Arts and Sciences

The Change Agent Award, for creating new opportunities for innovation

Ryan A. Saunders, staff, Arts and Sciences
Laura E. Vanderberg, staff, Arts and Sciences

The Extra Mile Award, for exceptional customer service

Christopher J. Candiello, staff, Operations
Gabriella Goldstein, staff, European Center
Nancy Iovanni, staff, Arts and Sciences
Mari Anne Paraskevas, staff, University Advancement
MUGAR CAFÉ TEAM, STAFF: Jose Cazeau, Linda DeSimone, Dante R. Goytizolo, Linda M. McDonald, Giovanna Scrivo, Constane Vincent

The Unsung Hero Award, for accomplishing the extraordinary every day

Lynne Ausman, faculty, Friedman
Gayle Grant, staff, Arts and Sciences
Richard Harding, staff, Cummings
Gerard F. Sheehan, staff, Fletcher
FACILITIES GROUND SUPPORT TEAM, STAFF:
Patrick Ahearn, Jesse Carrerio, John Fairweather, Ken Ferrante, Kenneth A. Longo, Michael Madden, Jack Ng, Timothy O’Brien, Joseph F. Pacheco, Philip Ruggiero, Michael T. Salami, Edward G. Stiffler, Robert Ventura Jr.

We thank and salute these wonderful employees, who are role models for us all!

Examples of Resourcefulness and Results at Tufts

IN THE MAY-JUNE ISSUE OF *PERISCOPE* we focused on Resourcefulness and Results, and we asked for examples of how you have demonstrated this competency. Below are some of your examples that supported the university's mission and increased job satisfaction. We hope they inspire your creativity and resourcefulness.

Look to each other for creative ways to provide development opportunities and reduce costs

The managers of three departments in the Cummings School of Veterinary Medicine held a combined staff retreat so staff could learn from each other and share. "We wanted to respond to Executive Associate Dean **Joe McManus's** call for us all to become more efficient. We realized we all had very capable and talented staff members who could learn about the skills and resources of their counterparts and become resources for each other. And it has turned out that way," said **Florence Niklewski**, manager of Biomedical Sciences. **Jennifer Ebert**, manager of Clinical Sciences, and **Sheila Moffat**, manager of Environmental and Population Health, collaborated on the retreat. "We work in separate buildings, and there they could put faces to the names they had seen or voices they had talked to," Florence said. Conversation moved quickly from introductions to raising problems and sharing ideas, she said. One person was especially skilled at Microsoft Word formatting, for example, and became a resource for someone else. Another staff member offered cost-saving ideas in purchasing supplies. The event was so successful that the cross-sharing has continued since the retreat."

Collaboration, creativity and technology help students find jobs

Career Services, Arts and Sciences, in Medford developed two initiatives to help graduating students facing a tough job market. The first was a weeklong job-oriented event called LOST, which was capped by a senior job fair that included employers with

job openings. "Everyone from the director to career counselors was involved," said **Steve Maser**, assistant director. Director **Jean Papalia** gave a workshop on interviewing etiquette, Assistant Director **Nicole Anderson** brought in an expert who discussed creating one's personal brand. Counselors helped students with crafting such important items as cover letters, resumes and the "elevator pitch," a 30-second career/skill summary that can be used in networking. LOST was resourceful as it demonstrated a creative new approach to help students and it produced positive results: several students were offered jobs!

A&S Career Services Senior Associate Director **Donna Esposito** and **Moira Todd**, program administrator for the Program in International Relations (IR), worked together to create a weeklong online global networking forum for IR majors. "Virtual networking is a resourceful approach to connecting IR majors in Medford with alumni working in the broad field of international affairs around the world. Students posed questions to participating alumni, who wrote responses over the course of the week. "These exchanges created an ongoing dialogue between students and alumni on career topics that ranged from graduate degree programs to advice on landing that first job." It was a collaborative effort: Career Services reached out to alumni, IR program staff to students, and both worked with Arts & Sciences IT staff. This initiative demonstrates resourcefulness because it is a new approach that draws on the resources of three departments and utilizes technology to provide an important and cost-effective service to students.

The Office of Alumni Relations responds to the recession

Senior Associate Director **Gretchen Dobson** works with New York City Women's Networking Group, composed of Tufts alumnae who are over 10 years out of col-

lege. To respond to this recession, Gretchen suggested that Group members serve as peer mentors/advisers to younger alumni who have experienced downsizing or were facing other career choices. She created a panel program to discuss issues and offer advice and counsel on building resumes, job searches, etc. Gretchen demonstrated resourcefulness by being flexible and creatively working with others to coordinate an event that was timely and responsive to the needs of younger alumni affected by the economic climate.

Examples of resourcefulness that may also work in your department

- **Kayla Layne**, staff assistant, Tufts Fund for AS&E, found that staff can save money on business travel. Employees are eligible for an exemption from the Hotel Room Occu-

"We realized we all had very capable and talented staff members who could learn about the skills and resources of their counterparts and become resources for each other."

—*Florence Niklewski, manager, Biomedical Sciences, Cummings*

pancy Tax in nine states, she said, because of Tufts' status as a non-profit organization. That could remove \$50 night from your bill in New York State, depending on the rate.

- **Marilyn Blumsack**, director of Osher Lifelong Learning Institute, said the institute is printing its catalog on cheaper paper, using volunteers to affix mailing labels (rather than an outside service), and encouraging members to get course information via the website. Osher is one of several groups that also said they have saved money by canceling bottled water delivery.

- **Rita Dioguardi**, department administrator, Drama & Dance, A&S, stopped buying disposable goods like tissue, paper towels, cups, and plastic utensils. She also cut back on printing course booklets since the information is available online.



Performance Plan Checklist

I. Clarify the Goal

- Does the goal support department, school/division goals and university goals?
- Is the goal clear and understood by both the manager and the employee?
- Is the goal challenging and realistic?

II. Determine how results will be measured

- Do the goals reflect specific performance measures such as costs, target numbers and percentages
- Have specific milestone targets and completion dates been identified?
- Is there agreement on what is to be achieved?
- Is it clear what the impact and consequences are for not achieving the goals?

III. Ensure that the goals can be achieved

- Are there sufficient resources available for the task?
- Does the employee have the required competencies to carry out the tasks?
- Does the employee have the authority to act?

WHAT IS A PERFORMANCE PLAN AND WHY WOULD YOU WANT ONE?

KATE LANDRY, SENIOR LEARNING AND DEVELOPMENT SPECIALIST

July is Performance Planning time! Performance Planning is the first of four phases in the Performance Development Program Cycle. It is a time for employees and managers to collaboratively draft individual performance goals that are aligned with department goals that support the school or division and the university mission.

What is a Performance Plan?

The Performance Plan is the blueprint for a productive year and a tool to foster clear communication. Mutually agreed upon goals that utilize the **SMART** criteria (**S**pecific, **M**easurable, **A**ttainable, **R**elevant and **T**ime-based) ensure that both employee and manager are on the same page with regards to expectations and priorities that support the department. A Performance Plan is usually comprised of three—six goals.

Performance Plan goals may be any of the following:

- **Expectations and/or standards** relating to important ongoing responsibilities, projects and activities.
- **New assignments** related to unit goals for the year.
- **Tasks** related to responsibilities that focus on one or more of the Tufts Organizational Competencies (or Tufts Leadership Competencies for managers).
- **Improvement of a skill or behavior** identified in the Job Description or the previous Performance Review.
- **Development of a new skill** related to new or changing assignments.

How do employees benefit from participating in the Performance Planning process?

- The process provides employees with insight into how their work and individual contributions fit into department goals, which support school/division goals and the university mission.
- Performance Planning is an opportunity to identify specific ways to improve and/or develop skills that relate to the job and support the work of the department.

- The collaborative nature of the process allows employees to participate in the process, which results in increased buy-in, motivation and better performance.
- Collaboration ensures that employees have an opportunity to talk with their manager about the goals and discuss the support that they will need to accomplish the goals.
- Performance Plan goals provide clarity with regard to expectations and concrete measures of performance.

How do managers benefit from participating in the Performance Planning process?

- Performance Planning is an opportunity to set and communicate priorities for the year. Annual Performance Planning encourages managers to develop department goals and discuss how staff members support those goals.
- Performance Plans are important tools to help managers develop staff members. The Performance Review identifies skills to improve and develop. The Performance Plan documents specific goals to improve and/or develop those skills. Performance Planning discussions also provide managers with an opportunity to consider the career aspirations of staff and look for opportunities and goals to support the department and development of individuals.
- Measurable goals provide concrete measures of performance. A clear Performance Plan is the first step toward a successful year and a positive Performance Review.

And remember The Performance Plan is just that—a plan and may be revised during the year to reflect changes in priorities. It is important to review the Performance Plan during the year and to update it as necessary to reflect changes in goals. The mid-year Checkpoint Review is a formal meeting to ensure the Performance Plan is updated to reflect changes since the plan was developed.

Performance Plan forms and instructions can be found in the @Work Guidebook and on the HR website <http://www.tufts.edu/hr/pdp.html>.

Books that build skills

Books are excellent resources anytime and especially when training and development funds are limited. Here are some books that are recommended for developing two of the Tufts Organizational Competencies: *Customer Focus* and *Interaction with Others*. The contents of these books rival the content of most day long seminars on these topics. Read these “classics” at your own pace and make an investment in yourself and your work satisfaction. You might even want to get a couple for your department and share them with your colleagues.

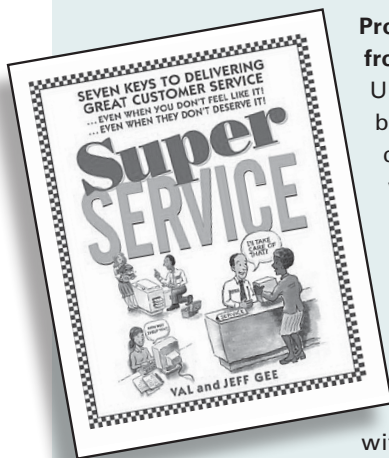
Customer Focus

Super Service: Seven Keys to Delivering Great Customer Service...

Even When You Don't Feel Like It!...

Even When They Don't Deserve It!

By Jeff Gee and Val Gee, 147 pages (Paperback), McGraw-Hill; 1 edition (July 26, 1999)



Product Description (excerpt) from Amazon.com:

Unlike other customer service books, Jeff and Valerie Gee's concise motivational book is written both for executives and managers, and for the millions of front-line workers who serve customers directly. The authors share their straightforward, proven techniques and guidelines for coping

with angry customers, minimizing stress, and making customer service providers feel great about doing their jobs. In the bestselling tradition of *Delivering Knock Your Socks Off Service*, the authors' “pep talk” includes concrete tips on how to: sympathize with the customer; take a call, transfer a caller, or end a call smoothly; defuse angry customers; maintain a positive frame of mind...and more!

Interaction with Others

Difficult Conversations:

How to Discuss What Matters Most

By Douglas Stone, Bruce Patton, Sheila Heen, 250 pages (Paperback), Penguin Books, (April 2, 2000)

Description (excerpt) from the book cover:

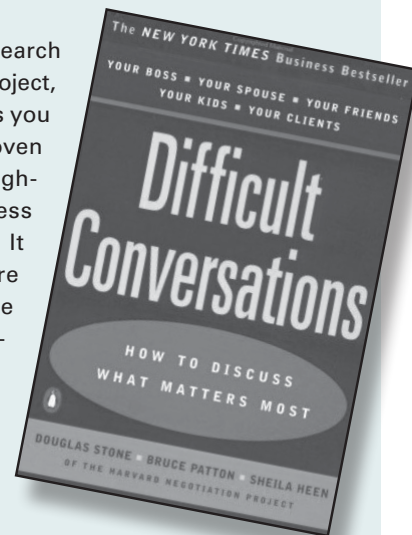
Whether you're dealing with an underperforming employee, disagreeing with your spouse, negotiating with a difficult client...we attempt or avoid difficult conversations every day. No matter how competent we are, we all have conversations that cause anxiety and worry.

Based on fifteen years of research at the Harvard Negotiation Project, *Difficult Conversations* walks you through a step-by-step proven approach to having your toughest conversations with less stress and more success. It shows you how to prepare yourself; how to start the conversation without defensiveness; and how to keep it constructive and focused regardless of how the other person responds.

You'll learn how to:

- Decipher the underlying structure of every difficult conversation
- Interpret the significance of what is said—and what is not. Identify the erroneous but deeply ingrained assumptions that keep you stuck
- Manage strong emotions—yours and theirs
- Spot ways your self-image affects the conversation—and ways the conversation affects your self-image

Filled with examples from everyday life, *Difficult Conversations* will help you on the job, at home, or out in the world. It is a book you will turn to again and again for advice, practical skills, and reassurance.



TUFTS LEAGUE SOFTBALL

We're at mid-season in Tufts League Softball, with plenty of games left for teams to move up in the standings—and down. Founded in 1985 or thereabouts (there are no written records), the league has 16 Tufts employee teams, each with about 15 players (approx. 250 players in all). Co-commissioner **Sam Sommers** (Associate Professor, A&S) says that although the two divisions are called “Medford” and “Boston,” “We’re open to teams from any campus.” The Medical and Dental Schools, Fletcher, and Friedman School of Nutrition are represented and departments from Medford, while Grafton has not fielded a team. For more information contact Sam Sommers at sam.sommers@tufts.edu, or Co-commissioner **Keith Maddox** (Associate Professor, A&S), keith.maddox@tufts.edu. Come out and root for your colleagues!



THE HUMAN RESOURCES TEAM

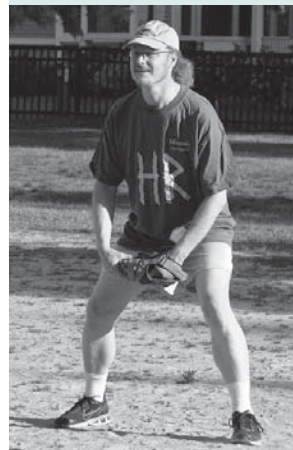
Top: Front row (L-R):
Emma-Kate Kallevik,
Kathryn Michaels,
Michelle Conroy, Suzanne
Brown, Kate Landry,
Anne DeBenedictis

Second row (L-R):
Rich Turk, Rich Kelley,
Bryan Lagasse, George
Cangiano, Dave Yanolis,
Doug Ferraro

**HR team members not
pictured: Regina Corrao,
Marika Francis**

Middle:
Emma-Kate Kallevik

Bottom:
Dave Yanolis



REMAINING SCHEDULE 2009

Date	Fletcher Field	Cousens Field
M 7/13	Micro vs. Human Resources	Fletcher vs. Arts
T 7/14	Biomed vs. Psychology	HNRC vs. Advancement
W 7/15	Med School vs. Education	Dental vs. Development
TH 7/16	Nutrition vs. Chemistry	UEP vs. S. Services
M 7/20	Psychology vs. Advancement	Biomed vs. Micro
T 7/21	Development vs. HR	Dental vs. Fletcher
W 7/22	Chemistry vs. Education	Med School vs. UEP
TH 7/23	Student Services vs. Arts	HNRC vs. Nutrition
M 7/27	Arts vs. Advancement	HNRC vs. Micro
T 7/28	Biomed vs Nutrition (Makeup)	Micro vs. Fletcher (Makeup)
W 7/29	Dental vs. Biomed (Makeup)	HR vs. Advancement (Makeup)
F 7/31	Biomed vs. Fletcher (Makeup)	HNRC vs. S Services (Makeup)
M 8/3	P1 (M1/M8) (PLAYOFFS)	P2 (B3/B6)
T 8/4	P3 (B1/B8) (PLAYOFFS)	P4 (M3/M6)
W 8/5	P5 (M2/M7) (PLAYOFFS)	P6 (B4/B5)
TH 8/6	P7 (B2/B7) (PLAYOFFS)	P8 (M4/M5)

PLAYOFFS

Remaining Games at Fletcher, Make-ups at Cousens

M 8/10	Playoff Game 9 (Medford Quarters; winners of P1 & P8)
T 8/11	Playoff Game 10 (Boston Quarters; winners of P3 & P6)
W 8/12	Playoff Game 11 (Medford Quarters; winners of P4 & P5)
TH 8/13	Playoff Game 12 (Boston Quarters; winners of P2 & P7)
M 8/17	Playoff Game 13 (Medford Semis)
T 8/18	Playoff Game 14 (Boston Semis)
TH 8/20	Playoff Game 15 (Championship)

TEAM STANDINGS AS OF JULY 2

BOSTON DIVISION

Team	W	L	T	%	Vs. Conf.
HNRC	3	1	0	.750	2-1
Biomed	2	1	0	.667	1-1
Med School	4	2	0	.667	2-2
Dental	3	3	0	.500	3-1
Nutrition	2	2	0	.500	2-1
Fletcher	2	3	0	.400	2-1
UEP	2	4	0	.333	1-3
Microbiology	0	4	0	.000	0-4



MEDFORD DIVISION

Team	W	L	T	%	Vs. Conf.
Psychology	7	0	0	1.000	5-0
Education	5	2	0	.714	4-1
Chemistry	4	2	0	.667	2-2
Development	4	3	0	.571	2-3
Student Services	2	3	0	.400	1-3
Advancement	1	4	0	.200	1-2
Arts	0	4	0	.000	0-3
H. Resources	0	3	0	.000	0-3

Knitting from the heart

KAREN MOLLUNG HAS BEEN A KNITTER for years. Since joining the Fletcher School three years ago as a staff assistant, she has often taken out her knitting at lunch to knit and purl between bites. Over time, several of her colleagues at Fletcher voiced interest in learning the craft. Karen started teaching them the intricacies of knitting in the staff lounge during lunch. Since then, the group has knitted a variety of sweaters, scarves, hats, and other items. In addition to Karen, the knitting staff members include **Linda Batista, Sandra Gasbarro, Celia Mokalled, and Fran Parisi.**

This past February, a friend and fellow knitter gave Karen a pile of baby yarn she no longer wanted. “Rather than knitting something just for ourselves, I thought it would be a good idea to knit for needy infants, and besides, it was Lent.” She contacted Stitches from the Heart, a California-based charity that donates hats and sweaters knitted by hundreds of volunteers for newborns—many of them premature—in hospitals across the country. It was a challenge, requiring a new technique, stitching in the round, with fine yarn. Lots of laughs were shared when some of the knitters got creative with the pattern, quite by accident.

In April, the knitters donated 12 baby hats and three hat-and-sweater sets to Stitches from the Heart. There’s still plenty of yarn left, and the group plans to continue knitting. Karen said: “The project was a real success, and we enjoy knitting at lunchtime, so we’ll do more.”



Above, The lunchtime knitters, l-r: Celia Mokalled, Sandra Gasbarro, Karen Mollung, Fran Parisi, and Linda Batista.



Left, some of the baby items knitted by the group for Stitches from the Heart.

HR ANNOUNCEMENT

Alison Blackburn has joined Tufts as the Director of Human Resources & Talent Management. Alison will lead the Medford campus Employee Relations & Employment group. Additionally, she will be collaborating with HR directors and staff to enhance greater connectedness between the HR functions to provide seamless customer service and help Tufts be an employer of choice to attract and keep highly motivated staff employees.

Alison brings a wealth of HR experience to Tufts, having worked in HR in a number of industries, including legal and retail. Keep an eye out for a profile of Alison in an upcoming issue of *Periscope*.

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WHAT'S YOUR OPINION?

What do you think of
Periscope? Do you have
ideas for future topics?
How to make it better?
We want to know!
Contact Regina Corrao at
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BENEFITS**Have you heard about the Delta Dental Plan Rollover Maximum Benefit?**

- If you were enrolled in the Delta Dental Plan of Massachusetts during calendar year 2008 and continued as a Delta Dental participant in 2009, a portion of your unused 2008 benefit dollars may have been rolled over and can be to spent in 2009 and subsequent years.
- This benefit feature allows benefit eligible employees flexibility in planning for more expensive procedures that may be needed in the future, such as crowns, root canals and bridges. There is no additional cost for the **Rollover Max** benefit.
- To qualify, enrolled employees must visit their dentist for at least one cleaning or oral exam in the calendar year, and paid claims must not exceed the maximum 'threshold' amount of \$1,500.
- Annual maximum dollars are used first. **Rollover Max** dollars are available for use after the annual maximum is met.
- Eligibility for the **Rollover Max** dollars depends on your date of enrollment. For example, members enrolled after the beginning of the fourth quarter of a benefit period cannot begin accruing rollover dollars until the next calendar year.
- To learn how **Rollover Max** dollars may benefit you, please go to: <http://www.tufts.edu/hr/webcm/docs/bene/Health/DentalMaxRollover.pdf> to download a PDF with specific plan details OR call Delta Dental at 800-872-0500.

