

INDIANA UNIVERSITY OF PENNSYLVANIA

EMPLOYEE PERFORMANCE REVIEW EPR FACTOR LINKS

11/14/08

INSTRUCTIONS

FOR COMPLETING EMPLOYEE PERFORMANCE REVIEW FORM

General Information

This section, if the form is sent from the Human Resource Office, will be completed with the required employee/supervisor identification information. If it is completed, verify that all information is accurate and the section is complete. If the form is to be completed on-line, fill-in the required data, ensuring that all information is accurate.

General Instructions

This section guides a supervisor through the sequential procedural process for assessing an employee's performance and completing the form. It includes updating an employee's job description; rating an employee based upon job responsibilities and performance expectations; providing comments; preparing an overall rating; assessing employee strengths and opportunities for development; coordinating with the reviewing officer; discussion with the employee, and preparation for the next rating cycle. Check each block as you proceed through the process. The Human Resource Offices will provide specific processing instructions such as due date.

Communication of Performance Standards

This section requires the supervisor to indicate the date or dates when job standards were conveyed to the employee. Standards should be conveyed near the start of the rating cycle and when changes occur - adding, modifying, or deleting standards. Supervisors should maintain a record when standards were conveyed/changed so that accurate dates can be placed on the form. Job standards may be in any format, such as objectives, expectations, job duties correlated to expected results, and job factors correlated with job standards. They can be conveyed in any manner that provides for mutual understanding of assigned work and expectations for the work products.

Communication should occur with the reviewing officer to ensure consistency with expectations and similar job functions. Where large groups of employees perform similar duties, managers may develop organizational standards for aspects of employee job duties.

Sample standards or areas to be considered in developing standards are contained within the *Job Factor Links*. The number and type of performance standards should be as inclusive as necessary to adequately measure the behaviors and activities identified in the definitions of the job factors. The sample standards are examples of how standards can be written to establish specific standards/expectations consistent with operational needs, agency strategic plan and priorities, agency business processes, and polic

Employee Strengths

the form. Where certain factors are weighted, information is to be provided to explain the overall rating.

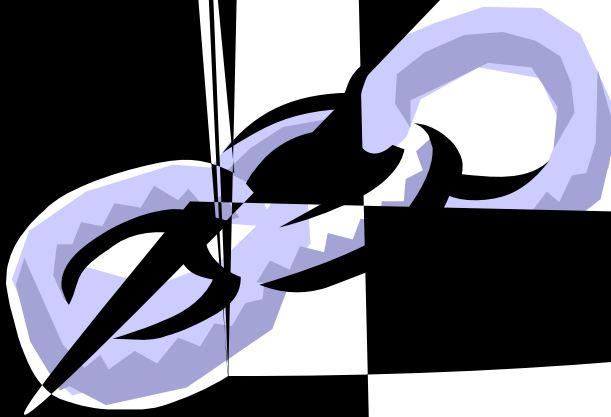
Reviewing Officer: The reviewing officer generally is the supervisor's supervisor. Comments from the reviewing officer should reinforce the rating since the supervisor and reviewing officer should have discussed the rating and generally agree on the employee's standards and their achievement. Where disagreement occurs, discussion should include documentation to support individual assessments. If disagreement remains, the next level in the supervisory chain and/or the Employee Relations Director should be consulted to resolve the issues. Unless it can be documented that the supervisor has violated agency policy, or disregarded organizational standards, or evidence of discrimination exists, the reviewing officer cannot require the rating to be changed but can add comments to address areas of concern.

Employee: The employee should check a block that reflects their agreement, disagreement, or acknowledgement that they have received the rating. They also may check a block indicating that they wish to discuss their evaluation with the reviewing officer. It is the responsibility of the supervisor to ensure the employee has the opportunity to meet with the reviewing officer, and the date that occurs should be listed on the form before it is sent to the HR Office. If the employee requests union representation for the discussion with the reviewing officer and for any subsequent discussions of the evaluation, arrangements should be coordinated to ensure union representation is provided. If the employee refuses to sign the rating, the supervisor should make a comment on the signature line to that effect. The employee may also make additional written comments that are relevant and job related, including information that disputes dates when expectations were provided.

Processing of Form

The **original** completed EPR form should be sent to the HR Office and placed in the employee's Official Personnel File consistent with agency policy and procedures. The supervisor and employee should maintain copies of the completed form. Electronic processing of the form from the rater to the reviewer for comments and then

**JOB FA
LINE**



Job skills: Demonstration of skills necessary for the performance of duties, i.e., technological, electrical, mechanical, clerical, managerial, and supervisory.

Performance management: Knowledge of supervisory/management techniques, policies and procedures.

Customer Service: Customers can be internal or external to an organization. Knowledge and skill is reflected in behavior that demonstrates an understanding of appropriate interaction with customers. It includes the employee's demeanor and assistance with or for customers. The standard also relates to proactive efforts to ensure that customer needs are anticipated and addressed, unnecessary processes and/or regulations are eliminated/streamlined, and responses are timely.

Mentoring: A step beyond training; mentoring is when an employee takes interest in the professional development of other employees and shares relevant knowledge and skill. It includes the sharing of insight, constructive criticism, and serving as a positive role model.

SAMPLE STANDARDS for Job Knowledge

For this factor and other performance factors, the extent that supervisors and managers can make standards more specific to their individual or department requirements, the more valid and measurable they will be. In developing a standard, it is essential to determine how that standard will be measured, how much time is required for the measurement, whether the standard reflects a priority of the job, and whether it is realistic to expect it of a satisfactory employee.

Standards may be numeric or behavior, or be in the form of objectives. It is important to know what the expectations are, convey them in a manner that can be understood by the employee, and can be measured in a reasonable manner. The number and type of performance standards should be as inclusive as necessary to adequately measure the behaviors and activities identified in the definitions of the job factors. Communication also should occur with the reviewing officer to ensure consistency with organizational expectations and similar job functions. Where large groups of employees perform similar duties, managers may develop organizational standards for aspects of employee job duties. Supervisors/managers should develop standards specific for a position and or groups of positions that adequately determine whether the incumbent(s) is meeting expectations that are consistent with the Department's strategic plan, priorities, business processes, and contribute to the measurement of the job factors.

The following sample standards and performance areas are examples of how standards may be written and are not intended to be University standards. In addition, not all employees or supervisors will have responsibility for certain elements contained within the sample standards. They are written in different formats for illustration purposes.

Non Supervisory Positions

- Documents/materials are misfiled no more than # percent of the time due to lack of knowledge of subject areas.
- Screens calls properly and channels them to the proper person # percent of the time.
-



WORK RESULTS

DEFINITION: *Measures employee's results in meeting established objectives, expectations, and standards of quality, quantity, customer service, and timeliness both individually and in a team.*

When rating an employee on this factor, a supervisor should consider/assess the following:

Quality. **How well work is performed.** Consideration should be given to completeness, accuracy, neatness, technical and analytical proficiency, adherence to established priorities, and effectiveness of results obtained. **For supervisors**, both individual work and total work products of organization supervised should be assessed.

Quantity. **The amount of acceptable work performed** in relation to established standards. Only the amount of work that is subject to an employee's control should be considered. Realistic deadlines should be assigned to ensure that adequate time is available for completion. **For supervisors**, both individual work and total work products of the organization supervised should be assessed.

Timeliness. **Promptness in completing routine work and special assignments.** Due dates and schedules are met (or exceeded) except for circumstances beyond the employee's control. The employee's skill in adapting and making necessary adjustments should be considered when circumstances or work requirements change to meet deadlines. **For supervisors**, both individual work and total work products of organization supervised should be assessed.

Note: **If the employee is assigned to a work team that is not under the supervisor's direct supervisory authority, it is necessary that the supervisor coordinate with the team leader or supervisor/manager in charge of the team to obtain input on the employee's demonstrated performance, contributions, attendance, work results in terms of quality, quantity, timeliness. In addition, other performance factors such as interpersonal relations, communications, job knowledge, and work habits exhibited on the team should be assessed and when necessary, input should be discussed with the employee. Sound judgment should be used in incorporating relevant findings into the EPR.**

SAMPLE STANDARDS for Work Results

Non Supervisory Positions

- Work projects are completed with no more than # errors and assigned due dates are met with no more than # exception per rating period.
- Work activities are completed within assigned time schedules.

- Patient care/management work activities meet organizational standards with no more than # exceptions per rating period.
- Regulations are evaluated for purpose of determining unnecessary or overly restrictive requirements. Recommendations are made to eliminate/streamline operations where indicated.
- Operates equipment and completes work tasks within assigned timeeel

COMMUNICATIONS

DEFINITION: *Measures employee's performance in exchanging information with others in an effective, timely, clear, concise, logical, and organized manner. Communications include listening, speaking, writing, presenting, and sharing of information. Consideration is given to client/data complexity and sensitivity.*

When rating an employee on this factor, a supervisor/manager should consider the following functions/activities in relation to communications with peers, supervisors, subordinates, customers, clients, and the *required* responsibilities of the position.

Writing skills—Includes written material that is clear, concise, organized in logical sequential order; conveys required message; incorporates required information/facts; content is tactful and sensitive to recipient.

- Ensure written and verbal communications are well conceived, logically sequenced, grammatically correct, and convey a philosophy of customer service to promote maximum acceptance and understanding by the receiver.
- Provides regular feedback to supervisor regarding assignments, accomplishments, problems encountered, inability to meet established guidelines, and assistance required.
- Clarification of instructions or additional information from supervisory personnel is

INITIATIVE/PROBLEM SOLVING

DEFINITION: *Measures the extent to which the employee is self-directed, resourceful, and creative in performing job duties individually or in a team. Also measures employee's performance in identifying and resolving problems; following through on assignments; and initiating or modifying ideas, methods, or procedures to provide improved customer service, redesign business processes, and accomplish duties.*

This factor measures the employee's performance in accomplishing tasks without the supervisor having to follow-up more often than would normally be expected; optimizing individual and/or organizational resources to meet goals; demonstrating originality and creativity in performing responsibilities individually or as part of a team; and identifying and resolving or suggesting solutions to problems or potential problems. Consideration should be given to:

- § The amount of supervision relative to the supervision normally provided by a supervisor
- § Following through with assignments
- § Identifying and resolving situations before they become problems
- § Identifying and resolving problems either individually or as part of a work team
- § Developing creative/innovative solutions to problems or innovative ideas for improvements
- § Offering suggestions for improving customer service
- § Offering recommendations for streamlining and improving procedures and business processes
- § Conveying a willingness to help
- § Working within established policies and procedures to accomplish difficult tasks
- § Making suggestions for changes to policies and procedures when needed
- § Recognizing when to seek and seeking assistance to resolve problems

When rating an employee on this factor, a supervisor should consider the following:

Initiative—the degree to which an employee takes initiative/pro-active action to identify cost effective/efficient ways of performing job duties and/or recommending changes to achieve that end; looks for opportunities to make improvements; attends training and other opportunities to learn ways to improve; and takes action to research/resolve problems/issues within level of authority and without specific direction.

For a supervisor, it also includes promoting/reinforcing/rewarding positive and creative improvements and efforts; providing time/resources within means, and recognizing team efforts to address new initiatives for performance improvement. It also involves demonstrating openness to change and obtaining/encouraging training to facilitate improvement.

Analytical skills—the thoroughness and accuracy of considering, understanding, interpreting, analyzing, and presenting data, facts, rules, legislation, options, procedures, customer input and incorporating/applying that knowledge/analysis in work products. It also includes adequately preparing for the impact of these issues on the project/assignment.

SAMPLE STANDARDS for Initiative/Problem Solving

All employees

- Recognizes and takes the initiative to identify and resolve problems.
- Performs necessary tasks without specific direction, where appropriate, and within established limits of responsibility.
- Identifies problems or potential problems or areas of potential improvement and makes suggestions for solutions or improvement.
- Demonstrates willingness to participate in PRIME initiatives.
- Explores alternative approaches to problem solving individually or as part of a work team.
- Demonstrates ability to understand varied circumstances, limitations, or restrictions when proposing solutions.
- Demonstrates ability to determine what needs to be done according to established priorities and pursues appropriate means of accomplishing tasks. Adapts to changing work requirements to complete assignments.

Supervisor/Manager positions

- As policy and procedural changes occur, takes action to insure appropriate personnel are trained and functions are prioritized to maintain/improve services.
- Identifies sources of problems, conducts research to recommend or take action to resolve difficulty, coordinating processes with other work units.
- Seeks ways of increasing efficiency and effectiveness of the work unit, making recommendations that result in areas of improvement to the responsiveness, quality of work or professionalism of the department.
- Makes necessary changes to ensure ope

- Encourages staff to rethink business practices and is open to suggestions to improve and streamline operations. Provides innovative incentives for staff creativity.

INTERPERSONAL RELATIONS/EEO

DEFINITION: *Measures employee's development and maintenance of positive and constructive internal/external relationships. Consideration should be given to the employee's demonstrated willingness to function as a team player; give and receive constructive criticism; accept supervision;*

assist in achieving EEO objectives for the work unit; implementing plans involving hiring and training; ensuring employees are knowledgeable of their EEO/diversity responsibilities and are encouraged to fulfill them; and taking corrective action to ensure EEO and diversity objectives are met. It includes establishing/enforcing EEO/interpersonal relations standards, investigating and addressing employee complaints, cooperating with EEO office investigations, and taking appropriate corrective action.

Diversity—This function involves demonstrating respect for people regardless of race, creed, age, gender, lifestyle, disability, or viewpoint and recognizing the impact of individual actions on internal/external diverse groups' and values. **For a supervisor**, it also involves proactive actions to include diverse groups in the formulation of policy; encourage/promote a supportive environment for diverse views/teams; recognize and respect needs, sensitivities, and cultural differences of others; ensure decisions regarding opportunities for training, promotion, recognition, favored assignments are considered for diverse groups; and actions/programs planned reflect consideration of the potential impact of decisions on diverse groups' values both internally/externally.

SAMPLE STANDARDS for Interpersonal Relations/EEO

Non Supervisory Positions

- Employees do not mistreat or display a demeaning attitude or behavior (including inappropriate ethnic, race, religion, gender jokes and/or written material) in the work

- Inappropriate behaviors such as fighting,

WORK HABITS

DEFINITION: *Measures employee's performance relative to efficient methods of operation, customer service, proper conduct, speech, ethical behavior, and work unit policies and procedures such as attendance, punctuality, safety, security, proper care and maintenance of assigned equipment, and economical use of supplies.*

When rating an employee on this factor, a supervisor should consider the following:

Efficient Methods of Operations—This involves the ability to accept and to adapt to procedural, operational and/or organizational changes. Work reflects adjustments when conditions demand new approaches. Advanced planning is accomplished to ensure minimal backlog of work. Supervisor is notified in advance of issues or potential problems that may delay project or work assignments. Organizes work to minimize paperwork and eliminates redundancy of like work activities. Final work assignments are prepared in accordance with established guidelines and submitted within established time frames.

Customer Service—This involves demeanor and responsiveness toward organizational customers. Understands customer needs and satisfies customer concerns within authority to act. Exhibits courtesy and pleasant attitude toward customers without expressing displeasure and dissatisfaction. It also includes: identifying internal and external customers; developing an understanding of customer needs and expectations; anticipating customer needs; providing timely service; and listening to and considering customers' concerns and complaints.

Proper Conduct and Ethical Behavior—This involves adherence to University and work unit conduct and behavior policies and guidelines. Maintains professional behavior and work results which reflect adherence to established guidelines when dealing with other employees, individual customers, outside business or industry representatives.

Attendance and Punctuality—This involves conformance to established work hours, break and lunch periods, punctuality at required work activities, timely completion of Requests for Leaves including acceptable documentation, if applicable, and proper use of sick leave. Behavior such as arriving late, exceeding lunch hours or breaks, leaving work early, or prolonged unexcused absences from the work site is to be considered. The number of variables to be considered in evaluating attendance precludes the effective use of numerical standards. Consequently, judgment must be exercised in reviewing employee sick leave records and long-term illnesses or circumstances beyond the control of the employee. Patterns of suspected abuse or consistent/frequent single day absences should be evaluated and discussed with the employee and appropriate counseling/leave restriction given in a separate meeting at time of occurrence.

When rating supervisors on attendance, only their personal attendance/punctuality practices should be assessed. Their responsibilities as supervisors to monitor and control their employees' attendance should be rated in the Supervision/Management factor.

Safety and Proper Care of Assigned Equipment—This involves the conformance to established work rules and other safety considerations, and appropriate use and maintenance of equipment. Work results reflect safe operation involving precautions and/or practices that

minimize potential safety hazards or accidents. Exercises care, maintains equipment, and uses

- Reports personal work-related injury/accident to the immediate supervisor according to prescribed agency procedures and timeframes.
- Utilizes protective devices and personal protective equipment application to ensure

- Provides acceptable documentation with the Request for Leave when sick leave is for three work days or more, and for other leave use requiring documentation. No instances occur in which employee fails to provide the required documentation.
- Adheres to the established work hours for arrival and departure from work and the lunch and break periods.

SUPERVISION/MANAGEMENT

DEFINITION: *Measures leadership, judgment, initiative, and achievement of expectations. Effectively manages programs/projects, employees, budget, technology, and organizational change to produce positive result. Engages in strategic planning and measurement, performance management, teamwork, staff development, and recognition of accomplishments. Promotes diversity, customer service, inclusiveness, collaboration, effective communication, and positive labor/management relations. Uses innovation and fulfills administrative requirements.*

When rating a supervisor/manager on this factor, a manager should consider the following:

Leadership: This function relates to overall direction, guidance, and inspiration provided to staff. It incorporates and supports positive qualities of cooperation; inclusiveness; expertise; cost effectiveness; initiative; creativity; customer service; dependability; ethical conduct; dedication; effective staff and technology utilization; recognition and support; facilitation of positive change; and adherence and commitment to high standards of achievement. Leadership stimulates, plans for, and sustains change and innovation in order to improve services, streamline operations, and eliminate unnecessary processes.

Planning: This function involves anticipating what needs to be done, by whom, with what resources, and within specific timeframes. It includes effective project and time management activities, such as:

Scheduling—a logical plan outlining when individual or group activities will be started/completed. Priorities, work schedules, and deadlines are to be considered.

Organizing—the design of the number and kinds of positions, along with their duties and responsibilities, and other resources required to achieve objectives. It also involves the best use of staff, resources, space, equipment, and technology.

Prioritizing—Knowing what results are important and focusing resources to achieve goals.

Procedure setting—a detailed method/process for carrying out a specific program function.

Budgeting—planned expenditures required to achieve objectives and required tasks. Consideration should be given to effective use of overtime, supplementary work forces,

Diversity—ensuring that program objectives, activities, and results reflect an understanding and minimization of adverse impact on diverse groups by ensuring adequate research and input from affected individuals/groups are included to the extent possible in decisions and work activities. It also involves recognizing and articulating the mutual benefits of diversity.

Collaboration—proactive efforts to seek the advice, assistance, and information of informed staff to “brainstorm” various options and solutions for addressing problems or seeking opportunities for improvement.

Judgment: Makes decisive and appropriate decisions based upon accurate assessment of issues, problems, alternatives, and factors impacting on a situation or person. Has solid understanding and respect for organizational culture and sensitivities of staff. It also includes the use of analytical thinking that identifies patterns/connections between situations that are not obviously related.

Performance Management: This function includes not only the establishment of performance standards/expectations, employee monitoring, and evaluation but also staff development and recognition, constructive communications, employee counseling/discipline, attendance management, recruitment/selection, and equitable/fair treatment. Specifically it includes:

Directing—assigning work, responsibilities, and authority so that employees can make maximum use of their time, expertise, and abilities to achieve objectives/expectations.

Inclusiveness—proactive efforts to seek a broad range of involvement from staff, customers, and those with differing opinions to maximize ownership of decisions and work results, and to increase employee involvement, commitment, and morale.

Controlling—establishing appropriate monitoring activities and program measures to ensure knowledge of the status of work assignments, standards, attendance, and adherence to established deadlines and taking corrective action when necessary.

Establishing performance standards/objectives/expectations—the development and modification of employee performance expectations and integration with organization mission, strategic plan, and agency standards. It also includes expectations for streamlining and making programs more responsive, customer oriented, and operationally efficient.

Measuring—establishing program measures and determining through evaluation of work products whether employee assignments and organizational objectives are being completed within expectations.

Evaluating—determining causes and effects on performance and possible ways to act upon significant deviations from expected performance. It involves substantive evaluation of each employee's performance within established time frames, with adequate documentation and appropriate coordination with the reviewing officer and other relevant staff.

Counseling—holding constructive discussions with subordinates about issues impacting upon their performance, including regular feedback, progress reviews, annual evaluations, referral or information about SEAP, and discussion regarding career opportunities and employee development.

Mentoring—sharing relevant knowledge, skill, insight, encouragement, and constructive criticism for the professional development of another.

Recognition—recognizing quality work both formally and informally, particularly for innovative changes/recommendations resulting in program improvements, streamlining of operations, and technological advances.

Training/staff development—assessing employee strengths and weaknesses and providing opportunities for employees to increase their skills/knowledge. Providing training or coordinating with appropriate resources to obtain relevant training. Arranging for both formal and informal learning opportunities. Mandating training where needs/policy exist.

Correcting—taking corrective action to address inadequate employee or program performance, inappropriate behavior, or unfavorable trends. It includes reasserting expectations or adjusting unrealistic performance standards, modifying work functions/resources, reemphasizing quality control, safety, and cost saving methods, initiating corrective changes, taking appropriate discipline in a timely manner, effectively managing employee probationary periods, and effectively monitoring employees' time and attendance standards.

Attendance management—effectively monitoring staff attendance and ensuring compliance with Department policy and administrative procedures.

Customer Service:

- Recommends/implements, and encourages program initiatives involving policy change or significant alterations of procedure or practices in order to eliminate or streamline unnecessary processes/regulations to make operations more responsive and customer oriented.
- Clearly communicates agency priorities, establishes measures, provides regular feedback to subordinates.
- Establishes and communicates performance expectations and program measures to employees at the beginning of the rating period, as changes occur, and provides feedback on meeting those expectations, with at least one formal progress review.
- Completes meaningful Employee Performance Reviews by the required due date, consistent with established standards/objectives and adequate documentation to support ratings.
- Prepares and updates job descriptions, including Essential Functions Statements, at least annually.
- Ensures that workloads are fairly distributed consistent with responsibilities in job descriptions.
- Communicates customer service standards/values/expectations to staff and customers and empowers employees with authority to meet customer expectations in a timely manner. Provides recognition for quality service and addresses inadequate service through discipline, additional training, or other appropriate means.
- Clearly defines project objectives and realistically formulates action plans so that results are achieved within specified time frames.
- Meets monthly with subordinates to discuss projects, program changes and program improvements and provides overview of resulting discussions to rater within one week of meeting.
- Establishes appropriate work plans and monitoring activities to ensure work is accomplished according to expectations/standards.
- Counsels employees on work related problems. Follows designated procedures if further discipline is required. Where necessary, advice and assistance is sought from the Employee Relations Director at 357-2689 or ddonahue@iup.edu .
- Trains and provides orientation to all new employees on procedures, job functions and objectives of the section. Employees are provided with training and instruction on changes or updates to policies and procedures.
- Assesses employee training/developmental needs and within means attempts to provide opportunities for employees to obtain necessary training/development. Provides input into agency training needs assessments and identifies areas of improvement and/or training needs on employee performance evaluation forms. Discusses with employees opportunities for improvement and arranges for opportunities to occur.

- Provides cross-training and seeks development assignments for staff.
- All new employees and employees promoted into positions receive their job description, performance standards/expectations within two weeks of start of probationary period. Employees are provided necessary feedback regarding performance with at least a mid-probationary period progress review. Probationary period/interim ratings and discussions are conducted prior to the end of the probationary period, and decisions relative to extensions of probationary periods or termination are discussed with appropriate

- Suspected leave abuse/misuse or unauthorized leave is documented.
- Employees suspected of leave abuse are counseled and designated procedures are followed if further discipline is required. Where necessary, advice and assistance is sought from the Human Resource Office and/or higher levels of management.
- Leave approvals are consistent with management's responsibility to maintain efficient operations. Appropriate collective bargaining agreements are followed when it is necessary to limit the number of employees on leave.

OPPORTUNITIES FOR DEVELOPMENT

This section is designed to identify for the employee areas of performance that either need improvement or where additional knowledge or skill could enhance current performance or prepare an employee to perform different or higher level assignments. Developmental opportunities also provide the employee with an appreciation of other program functions that impact on the mission of the organization.

Supervisors should identify where improvement and or developmental experiences may be appropriate and discuss with the employee various options for achieving the desired result. **Training and education courses are only one option** and may not be the best method for addressing the need. The supervisor and the employee both are responsible for ensuring that the employee has opportunities for improving performance and should develop an action plan and monitor it throughout the rating period. Where applicable, coordination should occur with the agency training officer.

Examples of Performance Improvement Activities

- **Self-Instructional**—completing systematic instruction at the learner’s own pace.
- **Directed Reading**—selecting and assigning appropriate, work-related literature for study and discussion.
- **Problem Solving**—making an assignment involving research, problem solving, or innovation that requires creativity and logic.
- **Delegation**—reviewing the work and tasks at hand and making assignments based in part on the developmental value of the assignment.
- **On-the-Job Training**—imparting knowledge and skills using specific adult training model.
- **Job Enrichment**—developing new assignments to provide challenge and to develop new skills.
- **Stretching**—expanding performance by qualitatively challenging the employee.
- **Self-Fulfilling Prophecy**—communicating expectations in a way that enables the employee to excel.
- **Modeling**—conveying expectations for behavior and performance through example.
- **Formulating/Articulating Over-Archiving Goals**—determining and reinforcing what is really important in your unit.
- **Making Meaningful Assignments**—delegating work so that everyone is clear as to why the assignment is being made.

- **Questioning**—asking the right questions and using methods designed to increase staff autonomy.
- **Tolerance of Failure**—allowing learning by experimentation and practice without undo fear of failure.
- **Feedback**—providing positive reinforcement and constructive corrective feedback in the development process.
- **Orientation**—orienting a new employee to the agency, job responsibilities, and performance expectations. This also applies to orienting a new supervisor to supervisory/management responsibilities.
- **Job Exchange**—exchanging jobs within a unit for six to nine months for purposes of cross training.
- **Mentoring**—pairing a less experienced employee with an experienced one for a period of time.
- **Rotational Assignments**—assigning an employee to another unit for six to nine months to develop new skills or knowledge.
- **Meetings**—sending a staff person to represent you at certain meetings.
- **Off-Site Assignments**—observing operations at a work location other than the one where the employee normally works for less than one week.
- **In-Service Training**—formal instruction provided by internal resources.
- **Out-Service Training**—formal, instruction provided by external resources and funded by the employee’s organization.