

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 policy. In addition, not all employees or supervisors will have responsibility for elements contained within some of the sample standards and therefore those standards would not be appropriate for their positions.

This section also requires the date or dates when a **progress review** was conducted with the employee. A record should be maintained as to when the progress review(s) occurred. One minimum progress review is required during probationary and annual rating cycles. Progress reviews are not ratings. They should be designed to discuss with the employee the status of assignments, problems or issues relating to the successful achievement of standards, need for additional training or guidance, and modification of assignments or standards due to factors beyond the control of the employee. If the employee is not meeting expectations, the supervisor and employee should develop an action plan to address issues.

Job Factors

All employees are to be rated on six performance factors—job knowledge/skills; work results; communications; initiative/problem solving; interpersonal relations/equal employment opportunity; and work habits. Supervisors are to be rated on a seventh factor, supervision/management.

A brief definition of each job factor is provided on the form. For expanded explanation of the various issues and behaviors that are included in assessing and measuring each job factor, refer to the *Job Factor Links*. If the form is completed on-line, hyperlinks exist between job factors on the form and the corresponding job factor link.

Rating Scale

Each factor is to be rated on a five point rating scale—*Outstanding, Commendable, Satisfactory, Needs Improvement, and Unsatisfactory*. Examples of the relative level of performance are provided for each rating. The rating scale is progressive with each higher level containing the essentials of the previous rating (satisfactory to outstanding). Since a broad range of positions, duties, and responsibilities are rated using this form, the examples are not all-inclusive and should be used only as a guide in relating the job specific standards to the five point rating scale.

Written comments are required for *Outstanding, Needs Improvement and Unsatisfactory* ratings but are highly recommended for all ratings. Comments are to be specific to work products and behavior and be consistent with the rating. Supervisors should comment on specific examples of work products/behavior in relation to the standards to justify the rating. If completing the form on-line, hyperlinks exist to the last page of the form where comments can be written. The space will open to meet the need.

An ***Overall Rating*** should be based on an assessment of the total work products and job factors contributing to their accomplishment. When one or more factors are considered significantly more important, their relative weight should be indicated. If completing the on-line form, hyperlink to the overall comment space on the last page of the form.

Employees are to be rated in relation to the performance standards/expectations established and any mitigating circumstances impacting on their achievement. This form is not designed to lower previous ratings. The intent is to more clearly communicate standards and expectations of the job and to accurately assess their achievement during the specified rating period.

Employee Strengths

This section should identify strong attributes or abilities of an employee, such as specific knowledge or skills. The purpose is three fold: first, to recognize and give credit to the employee's performance and proficiency in that area; second, to maximize the employee's contribution to the organization by involving that employee in additional assignments requiring specific abilities; and third, to identify the employee as a potential mentor who could assist in cross-training or in the development of another employee. Supervisors should assess employee strengths and give appropriate feedback throughout the rating period. Although skilled employees may assist in the development of another employee, supervisors are not to abdicate primary responsibility for the supervision and development of employees under their supervision.

Examples of employee strengths would include:

- If an employee enjoys and performs well conducting a training activity even though conducting training is not a regular part of the job, additional assignments of that nature could be considered.
- If the employee has demonstrated proficiency in a specific software program, such as Microsoft Excel, consideration could be given to encouraging that employee to share that knowledge with co-workers.
- The employee may have a preference for working with groups of people or organizing team projects and recognition of those strengths not only gives credit to the employee, it also serves to assist a supervisor in selecting staff for specific assignments.

Opportunities for Development

This section affords the supervisor the opportunity to identify with the employee what knowledge, skills, and abilities need improvement. It also is used to identify developmental and or training activities to assist the employee in addressing either areas of concern or opportunities for professional growth. For more information on completing this section, [refer to pages 29-30](#).

Comments and Signatures

This section contains space for comments/signatures from the rater, reviewing officer, and employee. If completing the form on-line, hyperlinks exist between individual factors and the comments section on the last page of the form to provide adequate space for substantive comments. All comments are to be relevant and job related. If any comments do not appear to meet those criteria, discussion should occur with the agency HR Office for a determination.

Rater: The rater generally is the employee's immediate supervisor. Additional comments can be provided for aspects of the employee's performance that have not been addressed elsewhere on

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.

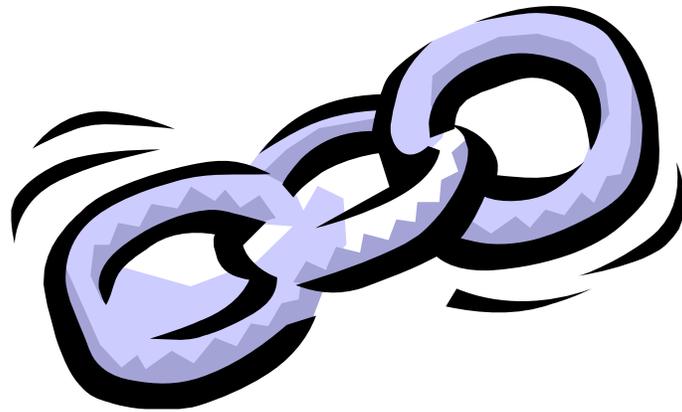
Employee: The employee should check a block that reflects their agreement, disagreement, or acknowledgement that they have received the rating. They also may check a block indicating that they wish to discuss their evaluation with the reviewing officer. It is the responsibility of the supervisor to ensure 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 back to the rater should be encouraged. Although raters may send an electronic copy of the completed form to the employee in preparation for a discussion of the rating, raters should arrange a meeting with the employee to discuss the employee's performance, providing positive reinforcement, recognition, and constructive criticism. Employee strengths should be discussed as well as opportunities for development, allowing employee perception and input into action plans.

Following the completion of the rating process, supervisors should arrange to discuss standards and expectations for the next rating period, including the review and update of the employee's job description where necessary.

JOB FACTOR LINKS



JOB KNOWLEDGE/SKILLS

DEFINITION: *Measures employee's demonstrated job relevant knowledge and essential skills, such as work practices, policies, procedures, resources, laws, customer service, and technical information, as well as the relationship of work to the department's mission. Also measured are the employee's self-improvement efforts to enhance skills and knowledge and to stay current with changes impacting the job.*

When rating an employee on this factor, a supervisor is rating the employee's demonstrated job relevant knowledge/skill. While employees may be knowledgeable in many aspects of their job, if they do not apply their expertise, it is irrelevant in terms of a performance appraisal. Similarly, knowledge that is not work-related also is irrelevant. Sound judgment must be used in determining whether the employee's inability to perform is due to a lack of knowledge/skill or due to an unwillingness to apply what is known. If problems are due to an unwillingness to apply the knowledge, these issues should be addressed in other factors such as *Work Results*, *Work Habits*, and *Communications*. Employee discipline also may be warranted depending on circumstances.

The *Knowledge* job factor is essential in determining what developmental and/or training needs exist for the employee, and these needs should be documented under *Opportunities for Development* on page four of the 363L form. [Refer to pages 29-30](#) of this guide for additional guidance in completing the *Opportunities for Development* section.

When evaluating supervisors/managers with respect to their knowledge/skill in performing performance management responsibilities, judgment should be used to determine whether areas needing improvement are due to a lack of knowledge on how to perform these duties or whether they are due to an unwillingness to perform them, or to some other reason such as a lack of priority, inadequate planning, or disregard for certain policies/procedures. If it is determined that the inadequacies are primarily the result of lack of knowledge due to the supervisor not having been trained or having the opportunity to become proficient in the information/skill, the *Opportunities for Development* section should address these areas. On the other hand, if the areas needing improvement are primarily due to the unwillingness of the supervisor/manager to adequately perform their performance management responsibilities, the deficiencies should be addressed in the *Supervision/Management* factor.

Likewise, if the supervisor/manager performs these functions well, their knowledge of performance management functions should be recognized and considered along with other required knowledge for the job. However, the actual performance of these functions should be recognized and rated in the *Supervision/Management* factor.

Knowledge/skills that can be considered when rating this factor include:

Program Knowledge: Understanding of relevant policies, procedures, practices, laws, regulations, manuals, computer software, and other material applicable to the performance of job duties as demonstrated in the manner in which work is performed and results produced.

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

- Demonstrates sufficient knowledge of software by selecting the appropriate software to properly complete work assignments.

- 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.
- Utilizes office equipment (copiers, fax machines, printers, etc.) as outlined in manufacturer's instructions and office policy.
- Organizes and types correspondence and reports in accordance with established guidelines with no more than # instances of incorrect application of procedure.
- Types correspondence and reports in accordance with office style and format as outlined in the office standard operating procedures manual.
- Sorts and distributes mail to appropriate staff with no more than # of misdirected mail.
- Inputs time and attendance of office staff into the computer in accordance with the prescribed schedule with no more than # error(s).
- Accomplishes filing and logging according to the prescribed schedule in a systematized format. Filed material is accessible and can be retrieved quickly.
- Updates/purges files, correspondence, directives, manuals, reports in accordance with prescribed procedures.
- Properly identifies focus of nursing care and treatment as reflected in proper diagnosis of problems, relevant issues, and treatment recommendations.
- Formulates diagnosis based on identified patient needs, relevant research, and obtaining other necessary data to make an informed decision.
- Demonstrates knowledge of benefits plans, including supplemental benefits, by having no more than # instances where incorrect application of procedures occurs during the rating period.
- Adheres to applicable PASSHE rules and regulations governing the dispensation of benefits, with no more than # instances where incorrect customers have been improperly awarded benefits.
- Demonstrates knowledge of current office practices, procedures, and policies with no more than # exceptions during the rating period.
- Possesses a thorough knowledge of the current and future direction of development methodologies, as they relate to . . .
- Participates in the following training programs during the rating period to improve the employee's ability to perform the following job duties:
- Shares information, knowledge to assist others to accomplish work assignments.

Supervisor/Manager Positions

- Understands program functions and integrates them with agency mission.
- Reevaluates program functions/regulations for the purpose of determining unnecessary steps or regulatory burdens.
- Understands and effectively uses and requires staff to use technology/equipment to accomplish projects.
- Understands and utilizes procedures for budget development.
- Demonstrates understanding of employee performance and program evaluation processes by establishing realistic and meaningful program measures and integrating them with evaluation of employee performance.
- Demonstrates knowledge of dealing effectively with sensitive issues and people.
- Participates in the following training programs during the rating period to improve his/her ability to perform job duties....
- Shares knowledge and instructs subordinates in the performance of their duties and responsibilities and encourages employees to further develop their job knowledge and skills.
- Performs personnel management functions with the demonstrated knowledge of applicable policies and procedures to include:
 - √ knowledge/skill in appropriately interviewing candidates
 - √ knowledge/skill in addressing employee grievances and union/employee concerns
 - √ knowledge/skill of preparing substantive performance evaluations and program measures
 - √ knowledge and skillful use of relevant personnel/administrative policies/procedures regarding leave, overtime, travel
 - √ knowledge/skill in dealing with unsatisfactory performance, discipline
 - √ knowledge/skill in providing leadership, employee recognition, and managing staff to effectively use employee expertise, experience, and interests.

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 time frames with no more than # injuries or property damage due to unsafe operation by employee.
- Reports are completed within assigned time frames with minimum revisions, and they provide the user with an acceptable product consistent with instructions/objectives.
- Analysis is completed within assigned time frame and work results reflect industry/organizational standard of analysis with minimal need for revisions by supervisor.
- With few exceptions, provides accurate and timely information/advise in a manner that meets the customer needs.
- Objectives are generally met within assigned time frame with minimal revisions and acceptable quality of end product. Exceptions are discussed with the supervisor prior to due date.

Supervisor/Manager Positions

- Work Unit output meets established standards of quality, quantity and timeliness with few exceptions. (Identify specific assignments or objectives listing what is to be done, general or specific expectations of quality/end product, and due dates.)
- Unit work results generally are accomplished consistent with organizational standards concerning customer service such as, timeliness, appropriateness of service, accuracy of information, and positive/constructive interaction.
- Provide training to (#) organizations regarding (topic) by established date.
- Actively and promptly identifies nonconforming conditions and implements corrective actions with minimal exception to meet organizational standards.
- All regulations overseen by Department are reassessed and a report is provided by (date) with an assessment of appropriateness and need and recommendations for changes.
- Operations are conducted in a cost-efficient manner using available technology for the accomplishment of work.

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.

Oral communication/feedback—Includes oral exchange of information that is clear, concise, organized logically, conveys required message, and provided in timely manner. Feedback is provided to clarify understanding of information received and given. Manner of communication is tactful and sensitive to recipient.

Oral/training presentations—Includes oral presentations to small/large groups, at meetings, training functions, and speeches. Uses appropriate technology effectively to convey information/training. Manner of presentation is sensitive to audience needs.

Interviewing skills—Includes appropriate/logical questions to elicit required information in a manner that is non-confrontational and sensitive to issues/recipient.

Listening skills—Includes demonstrated understanding of conveyed communications and minimal interruptions of speaker.

SAMPLE STANDARDS for Communications

Non Supervisory Positions

- Demonstrates professional and courteous communication skills during interaction with individuals when communicating in person, by telephone and by email.
- Supervisor is briefed promptly about sensitive matters and is provided with regular updates.
- Reviews assignments with supervisor to ensure full understanding of assignments.
- Responds to phone calls and messages within # hours.

- 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 sought, if needed, in order to continue work assignments.
- Reports and letters contain accurate information conveyed in clear, concise language.

Supervisor/Manager Positions

- Specific and clear instructions are provided to staff members to ensure staff understands what is expected with respect to program assignments and administrative requirements.
- New employees receive a thorough orientation relating to agency, bureau, and division goals, objectives, and operational procedures.
- Information regarding new legislation and updates to existing legislation are disseminated throughout the office.
- Subordinates are apprised of changes to policy and procedure that impact upon the work flow process performed within the work unit.

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 required, 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 businesses 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 operations are meeting agency mission and requirements but in a customer oriented and efficient manner, utilizing current available technology.
- Identifies policy/procedures that are redundant or do not add value to the process.

- 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; resolve conflicts; recognize needs and sensitivities of others; and treat others in a fair and equitable manner. Supervisors and team leaders also are to be assessed on their demonstrated commitment to Equal Employment Opportunity, diversity, and proactive actions to prevent and address all forms of discrimination.*

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

Relationship with people—this function involves how well an employee maintains a good working relationship and a nondiscriminatory work environment, accepts authority, and accomplishes work through working relationships with peers, supervisors, subordinates, and internal/external customers. It includes behavior and demeanor that is professional, objective, and fair with minimal conflict that is disruptive to the accomplishment of work objectives. Activities such as inappropriate ethnic, racial, or sexual jokes, literature, postings, and behavior at the work site also are to be considered.

Teamwork—this function involves working in a group/team to accomplish assignments and projects. It includes delivery of work assignments, adherence, to timeframes, cooperative attitude, recognition/respect of individual and group needs.

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 and program decisions on internal/external diverse groups' values. Within an employee's authority, actively seeks out/incorporates diverse groups into the research/decision making process to enrich decisions and ensure that work results do not adversely impact on groups/individuals except as necessary.

Equal Employment Opportunity and Diversity for Supervisors:

EEO—This function includes compliance with administrative requirements relating to the agency EEO plan and action plans. It includes following proper interview procedures relative to interview questions, employment considerations, recruitment/promotion practices, equitable training opportunities for staff, investigation and resolution of discrimination complaints, consideration of disability accommodation requests, timely and appropriate completion of EEO forms/paperwork/reports, and proactive actions to ensure staff are knowledgeable and comply with EEO and anti-discrimination policies.

This function specifically involves maintaining a non-discriminatory work environment without regard to race, sex, national origin, disability, age, and other non-work related factors. It includes providing equitable treatment and opportunity regarding hiring, assignments, promotions, performance evaluations, and training. It involves the process of developing action plans that

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 place toward another employee, client, or member of the public.
- Employees interact effectively with peers and the public to accomplish assignments and deliver services in a fair and equitable manner.
- Employees cooperate with others on team assignments, actively participating and performing assigned functions consistent with team goals and objectives and timeframes.
- Employees show respect for the opinions of others, constructively discussing areas of disagreement.
- Employees assist other staff as needed without complaining.
- Employees promote harmony among co-workers, keeping personal problems from affecting the performance of work and the need for cooperative effort to achieve results.
- Employees attend and participate in required training programs relative to equal opportunity, diversity, sexual harassment, and discrimination.
- Within means, incorporates policies of diversity and inclusiveness in conducting work assignments, assessing effect of decisions/policies on various effected groups, and including diverse representation at meetings and in the decision making process.

- Inappropriate behaviors such as fighting, pushing, yelling, overt demonstration of extreme anger, threats, and non-professional language are not acceptable for the workplace.

Supervisor/Manager positions

- Takes proactive steps to achieve equal opportunity goals that have been approved for the work unit, effectively and creatively using recruitment, promotion, training, and employee development strategies.
- Ensures individuals are treated and services are provided in an equitable manner.
- Promotes an awareness and respect for diverse interests, opinions, cultural differences and incorporates diverse groups into the decision making process and ensures staff incorporate this awareness into their work activities.
- Responds to allegations of discrimination and/or sexual harassment through a fair and complete investigation of facts and takes corrective action consistent with facts and agency policy.
- Receives and ensures staff receive required training relative to EEO, ADA, diversity, sexual harassment, and HIV/AIDS.
- Maintains a work environment free of discrimination and harassment by reinforcing policies in staff meetings, memos, and personal actions.
- Responds to requests for disability accommodations constructively and consistent with agency policy.

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 protective devices and/or personal protective equipment that minimizes work injuries/accidents. Work areas are clean, clear and free from personal or University obstacles that could result in injury or impede job duties. Promptly reports personal work-related injury/accidents to immediate supervisor.

Security—Adherence to proper protection measures as prescribed by agency and work unit standards to insure no or minimal loss of University property. Security includes but is not limited to documents, files, cash, negotiable instruments, sensitive/confidential information, equipment facility, or supplies.

Economical Use of Supplies—Prudent use and care for organizational supplies. When feasible, effectively uses existing supplies to conserve costs and to minimize discarding of outdated supplies. Employee's ordering of supplies reflects consideration of existing inventory.

SAMPLE STANDARDS for Work Habits

All Positions

- Exhibits courtesy and pleasant demeanor toward customers without expressing displeasure and dissatisfaction.
- Accepts procedural, operational, and/or organizational changes and adjusts when conditions demand new approaches.
- Adheres to the established work hours for arrival and departure from work and the lunch and break periods. This also includes appointments, meetings, interviews, and other time-sensitive activities during the workday.
- Considerate of other staff in the scheduling of meetings, adherence to established time frames, and efficient conduct of business.
- Behaves in an ethical manner.
- Schedules equipment for regular preventative maintenance according to the established schedule.
- Adheres to instructions for the safe operation and care of equipment.
- Ensures proper security measures for (documents, files, cash, negotiable instruments, sensitive/confidential information, equipment, facility, or supplies) are followed according to prescribed procedures.
- Adheres to safety rules and regulations and applies necessary safety precautions and/or practices in the performance of assigned duties and reports recognized existing or potential safety hazards to the immediate supervisor within prescribed agency standards.

- 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 minimal work injuries/accidents.
- Performs duties in an environmentally friendly ("green") manner as outlined in agency procedures.
- Discards and stores cleaning chemicals and material according to manufacturers' instructions, residual waste procedures, and agency policy.
- Maintains work areas to be clean, clear, and free from all obstacles that could result in injury or impede job duties.
- Adheres to agency-mandated policies when dealing with outside business associates or industry representatives.
- Prepares assignments in accordance with established guidelines and submitted within established time frames.
- Allows flexibility in planning schedule to accommodate "unusual" or "must have" projects.
- Notifies supervisor in advance of issues or potential problems or planned absences that may delay project/assignment completion.
- Organizes key activity tasks to minimize paperwork, reduce follow-up calls, and eliminates redundancy in the handling of like activities wherever possible.
- Effectively manages workload to insure completion of work.
- Works in other units during idle time (equipment failure) to help other staff.
- **ATTENDANCE STANDARDS For All EMPLOYEES**
- Uses leave in accordance with established eligibility policy and does not misuse or abuse leave.
- Requests leave in advance unless there are extenuating circumstances
- Requests for unscheduled absences are made to the immediate supervisor, as soon as possible, within the established time frames and guidelines for the department. If the supervisor is unavailable, the request is made to the next supervisory level or designee.
- Completes the Requests for Leave forms appropriately by providing all required information, including leave balances, and submits them in a timely manner. Leave slips include required information, such as Sick Family and Sick Bereavement relationships.

- 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, purchases, and cost saving activities.

Technology—effective/creative use of available technological resources and pursuit of new technology and changes to improve operations. It includes openness to staff innovation projects and suggestions.

Change management—proactive efforts to change business methods to increase efficiency, customer service, or other improvements.

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.

Coordinating—ensuring that activities are carried out in relation to their importance and proper sequence with a minimum of conflict and with appropriate input between and among employees and organizations, both internal and external, and with available and projected staff, budget, and technical resources.

Staffing—ensuring that adequate qualified employees are hired and duties are assigned based on employees’ skill levels and clear lines of responsibility and authority. Included is adherence to recruitment/selection/promotion policies, including interviewing, background checks, development of job descriptions and essential job functions, and staff assignments for peak work loads.

Supervising—giving employees day-to-day instructions, follow-up, guidance, and training as required for them to fulfill assigned duties and responsibilities.

Motivating—encouraging employees to perform by providing adequate recognition for work results, effort, and contributions as well as identifying opportunities for employees to improve and determining ways to assist employees in addressing those needs.

Teamwork—functioning and instilling in staff the willingness to cooperate in groups to accomplish work objectives and providing necessary time for team assignments. It involves utilizing teams to engage diverse concerns or engage diverse skills, expertise, and abilities. It includes effectively evaluating team products and also individual contributions to these results.

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: This function involves identifying customers and their needs, establishing customer service standards/expectations/measures for staff, recognizing and rewarding customer service efforts, and holding subordinates accountable for quality customer service. It also includes providing customers with opportunities for consultation on concerns; accepting responsibility for quality service delivery; seeking innovative approaches for improvement based on customer feedback; evaluating, streamlining and/or eliminating unnecessary processes; and responding to customer needs.

Management/Union Cooperation: This function involves the manner in which a supervisor effectively coordinates with union representatives and employees to maintain a harmonious work environment consistent with labor management agreements/contracts and I.U.P policy. It includes addressing employee complaints in a timely and appropriate manner, and effective coordination and communication with management and the Employee Relations Director.

Administrative Requirements: This function involves adherence to I.U.P's procedural responsibilities relative to the preparation and monitoring of required reports such as project status reports, overtime/leave utilization, accident/safety reports, and travel regulations.

SAMPLE STANDARDS for Supervision/Management

- Develops program action plans identifying staff, budget, technology, and other resources, priorities, action steps, time requirements, and expected outcomes.
- Provides leadership, direction, and support to evaluating and changing program functions for the purpose of eliminating and or streamlining unnecessary processes/regulations, and utilizing/recommending technological or innovative resources for more efficient and effective operations.
- Effectively coordinates through discussion, written correspondence, and regular feedback with employees, management, and organizational entities to obtain support, resources, commitment, and action to accomplish assignments.
- Provides leadership/direction without direct supervision to teams, organizations, and employees in a manner that generates cooperation, program expertise, identification and resolution of issues, and achievement of objectives.
- Effectively utilizes available resources, maximizing staff expertise, budget, equipment, and technology. Does not exceed overtime budget allotment without adequate/approved justification.
- Encourages an inclusive environment by ensuring input is sought and considered from relevant groups/interests to maximize customer service and ensure program functions address appropriate issues while minimizing negative impacts.
- Coordinates implementation and collaborates on projects with other work units and departmental personnel.

- 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 management/Human Resource staff prior to end of probationary period.
- Provides employees with appropriate recognition of quality work and encouragement to improve and to take initiative to make programs more effective, streamlined, responsive, and technically proficient.
- Follows I.U.P.'s procedures for interview and selection of candidates. Refrains from making commitments without Human Resource Office approval. Prepares appropriate correspondence in timely manner as required by agency policy.
- Investigates and addresses employee complaints/grievances in a timely manner. Takes constructive action to resolve issues consistent with policies and procedures. Involves management staff and/or Human Resource Office consistent with policy and delegated responsibility relative to issues or grievances.
- Documents in a timely manner to address performance problems or misconduct.
- Meets with union representatives on a need basis to discuss issues of concern and works cooperatively to facilitate a good union-management working environment. Addresses union issues consistent with policy while remaining open to requests that are not adverse to operations.
- Conducts regular safety briefings and ensures safety rules are followed.
- Sets an example of professional behavior expected of subordinates.
- Identifies consumer concerns and takes necessary action or refers customer so that problems can be addressed.
- **ATTENDANCE MANAGEMENT STANDARDS For SUPERVISORS**
- Departmental time and attendance policies/procedures for work unit are followed.
- Ensures employee eligibility for leave and that the necessary documentation (including leave balances on Request for Leave) is provided before approving/disapproving leave requests.
- Employee leave balances and usage patterns are reviewed at least quarterly.
- Proactive activities are initiated to recognize employees who judiciously use sick leave.

- 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-Arching 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.