

Performance Management Guide

ABOUT THIS GUIDE

This revised **Performance Management Guide** provides the necessary tools to assist leaders in conducting comprehensive and effective performance meetings with their employees. Additional resources are also available to guide the continuous feedback and coaching processes. After reading the Guide and the forms mentioned, please take a moment to complete the [User Survey](#) for the Performance Management Guide.

Nursing Practice employees, for your tools click on:

<http://intranet.urmc.rochester.edu/Nurses/Working/evaluation/index.asp>

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ORGANIZATIONAL PRINCIPLES OF PERFORMANCE MANAGEMENT

The principles below are the foundation for performance management. Every employee should incorporate many, if not all, of the principles into their daily work. The principles are intended as guidelines during the performance management process and are defined as:

1. **Service Excellence** – Supports an environment of service excellence, continually improving internal/external customer satisfaction through identification of needs and point of contact problem resolution.
2. **Quality Improvement and Safety** – Assists in creating and maintaining high quality processes using initiative and data as a foundation of the work. Ensures practices and procedures are conducted within regulatory guidelines and in the safest method possible.
3. **People** - Supports policies, systems and processes that create equal opportunities for all staff members. Fosters an environment where employees have the resources, assistance and support needed to achieve the highest personal and professional level.
4. **Financial Responsibility** – Uses resources and time effectively and efficiently, creating and maintaining a sense of organizational stewardship.
5. **Growth** – Supports the achievement of the University's strategic plan, mission and goals, contributing to its positive reputation and image both within the University community and in the general community.
6. **System** – Measures and continually improves processes, procedures, programs and services that enhance the ability to manage work flow across all systems, fostering teamwork, collaboration and integration wherever possible.

THE FIVE BEHAVIORAL COMPETENCIES

CORE COMPETENCIES

The University has identified five core competencies that speak to the skills and behaviors necessary for personal and professional success. All employees should demonstrate each of these competencies in some way as part of their day-to-day tasks and job responsibilities. These five core competencies are:

- **Interaction with Others/Communication:** Uses effective listening, verbal, and written skills to provide necessary information clearly and in a timely fashion. Is flexible and willing to listen to ideas that are different from their own in order to promote understanding.
- **Customer Service:** Participates in creating and maintaining an environment of service excellence, continually improving internal and external customer satisfaction and quality results.*
- **Expertise/Continuous Learning:** Demonstrates knowledge and skills related to the functional area and exhibits commitment to developing personal and professional abilities.
- **Resourcefulness/Results:** Uses available resources to assist in day-to-day operations to produce quality products/services. Demonstrates a sense of organizational stewardship.
- **Personal Accountability:** Takes responsibility for own work in completing tasks. Assists others so that resources, assistance or support are provided to achieve success in their daily work.

These five core competencies are defined at the individual level, depending upon the employee's current job and responsibilities. They are described in more detail in the generic competency models:

- [Clerical/Support Staff/Paraprofessional Generic Competency Model](#)
- [Research/Technical Generic Competency Model](#)
- [Administrative/Professional Generic Competency Model](#)
- [Supervisory Generic Competency Model](#)

* Strong Memorial Hospital employees should also refer to the [Strong Commitment Staff Performance Competency Form](#).

SUGGESTED PERFORMANCE MANAGEMENT TIMELINE

January:

- Begin reviewing information, comments, or observations obtained throughout the year.
- Solicit feedback from employee's customers/peers.
- As a department, determine the rating scale criteria for each position to ensure consistency and equity.

February-March:

- Review the employee's functional job description to ensure it is current and accurate; revise as necessary and give to employee.
- Schedule the formal performance assessment meeting, giving the employee at least two week's notice.
- Ask the employee to complete a self-assessment.
- Meet with the employee to discuss contributions, competencies, goals, and growth opportunities.
- Agree on a plan of action.
- Finalize the performance evaluation document and give to the employee.

September-October:

- Meet with each employee to review his/her progress.

As Applicable Throughout the Year:

- Provide ongoing coaching and feedback.

THE EIGHT-STEP PROCESS

Periodic Performance Assessments are an important step in the overall performance management process. A comprehensive performance assessment includes:

1. Reviewing the employee's functional job description (updating as necessary) as well as the specific competencies and performance standards for the position.
2. Collecting feedback from the employee's customers/peers.
3. Setting a date with the employee for the formal performance assessment meeting. (Allow at least 30 minutes.)
4. Asking the employee to complete a self-assessment which includes 3-5 goals for the upcoming year.
5. Drafting a formal assessment that includes measurable core competencies and standards for the position.
6. Holding the performance assessment meeting, documenting any changes or plans for further action.
7. Finalizing the formal assessment tool to include employee input and goals to be signed by the employee and supervisor.
8. Providing a copy of the assessment to the employee.

FEEDBACK PROCESS AND TOOLS

Collecting feedback is an excellent method to determine how well the employee interacts with others as part of their daily work. To use this method:

- Ask the employee to select five or six individuals with whom they regularly interact. Select three or four from this list.
- Request feedback on that employee either informally via an e-mail, or for a more formal approach, a tool can be used.

There are three types of feedback:

- **Peer Feedback:** Co-workers can provide insight into the employee's daily work habits and customer interactions. (More than one peer must be used to ensure balanced feedback.)
- **Customer Feedback:** External or internal customers who are not direct reports or peers can be selected; however, ensure the customer has had multiple points of contact with the employee so that a comprehensive evaluation can be made.
- **Direct Report Feedback:** Also called Upward Feedback, a manager or supervisor can request feedback from his or her staff. It is important, however, that the feedback is sent to a third party so that it remains confidential and anonymous.

ASKING FOR FEEDBACK

Sample of an Informal E-mail to an Employee's Customer:

Dear (Selected Individual):

As part of (employee's name) annual performance review process, I ask him/her to provide names of some customers she/he has worked with during the past year. She/he has given me your name; I understand you worked together on the _____ during the last several months.

Would you please provide some feedback on your interactions with (employee name) on that project? I am particularly interested in her/his ability to _____. Your comments are confidential and will not be shared with her/him unless you feel it is appropriate to do so. Thank you for your time.

Using a Formal Tool:

A more formalized approach can be used to gain feedback. The [Feedback Tool](#) (generic) contains a few examples of the type of qualities that can be rated. The tool can also be expanded to focus on job-specific competencies as well.

For example:

If phone skills are required as part of the job, statements could be included such as:

- Answers the phone within three rings
- Responds to phone mail messages within 8 hours
- Leaves clear and concise messages on others' phone mail

If face-to-face customer interactions are part of the job, statements could include:

- Greets customers warmly, using standard scripting
- Keeps customers informed of delays
- Ensures the customer understands next steps in our processes

SELF-ASSESSMENT PROCESS and TOOL

An important part of an employee's performance management meeting is the self-assessment. This can be accomplished either informally, or formally by using a tool.

If an **informal method** is used, the employee can be asked to briefly outline:

- His/her level of success in demonstrating how standards were met and how competencies were applied when completing duties and responsibilities.
- Goals achieved during the past year.
- Goals that have not been reached, and what obstacles are in the way of achieving them.
- Accomplishments that were beyond the goals.
- Goals for the upcoming year (three to five).
- What resources they need to do their job for the upcoming year.

If a more **formal Employee Self-Assessment Tool** is used, it should contain the elements listed above and can be further tailored to the person's specific job responsibilities,

Process for using a formal self-assessment tool:

1. Provide the tool to employee at least two weeks prior to the performance meeting.
2. Ask the employee to fill it out, adding whatever information they feel needs to be discussed during the meeting.
3. Ask that the form be returned to the evaluator at least one week before the meeting.

PERFORMANCE MANAGEMENT TOOLS

To conduct a comprehensive performance assessment, the supervisor needs to determine all of the components of the position that will be used to evaluate the employee. An up-to-date functional job description is crucial in this process.

THE FUNCTIONAL JOB DESCRIPTION

An employee's [functional job description](#) contains the responsibilities, tasks, competencies, education, and experience required to perform a specific job. Functional descriptions are developed and maintained at the department level and typically contain:

- Specific purpose of the position
- Responsibilities/tasks listed with percents of time associated with each duty
- Reporting relationships
- Requirements of the position in terms of education, experience, and competencies
- Any preferred requirements (not required) such as specific competencies or advanced degrees

Once a functional job description has been created, a performance assessment tool can be created, using a Performance Standards Worksheet.

COMPETENCIES and PERFORMANCE STANDARDS

Competencies are defined as the knowledge, skills, attributes, and behavioral traits required for individual and organizational success. Competencies relate directly to an individual's particular job family and involve demonstrating knowledge in a technical, professional, occupational, vocational, or process area.

Where applicable, population-specific competencies or patient safety competencies should be added as components of the performance review, based on the job description. Additionally, standards set by regulatory agencies (Joint Commission, OSHA, NYS) may need to be included as well, as applicable.

The generic competency models provided here are examples that might be included for assessing individual employee performance. However, each employee's assessment tool should be customized to their position; the [Performance Standards Worksheet](#) can be used to assist in this process.

PERFORMANCE STANDARDS WORKSHEET

A Performance Standards Worksheet can be used to define measurable and observable behaviors which demonstrate how well an employee performs their duties and responsibilities. To create a worksheet, three columns of information are needed:

- a. **Critical Job Responsibilities:** Use this column to define the five to seven most essential/critical job duties and responsibilities.
- b. **Specific, Observable Behaviors:** After defining the duties and responsibilities, list those behaviors that demonstrate successful completion of each responsibility. These behaviors should describe work processes or interactions with people.
- c. **Assessment Method(s):** Use this column to assess whether the standards are met. These may include:
 - Direct observation
 - Meetings with the employee
 - Feedback from others (co-workers, or customers)
 - Audits
 - Employee's self-assessment
 - Review of credentials
 - Review of reports, charts, letters
 - Measurement of cost, time, quality, or quantity

The sample provided of a [Performance Standards Worksheet](#) for a secretary also uses each of the core competencies under which the critical job responsibilities are listed.

Additionally, the underlying [Organizational Principles](#) should be kept in mind when creating the Worksheet.

Contact your HR Representative at the [Medical Center](#) or on the [River Campus](#) if you need assistance in developing a Performance Standards Worksheet.

JOB-FAMILY-SPECIFIC COMPETENCY MODELS

The following four job family competency models:

- Clerical/Support Staff/Paraprofessional
- Research/Technical
- Administrative/Professional
- Supervisory

were developed by creating competencies in incremental levels or steps: "Entry," "Intermediate," "Advanced," and "Group Leader/Specialist." **Note:** these levels or steps are also associated with typical pay (nonexempt, hourly paid) or salary (exempt, salaried) grades.

These consecutive levels within each job family were created to provide generic examples of competencies/behaviors typical for a position within that job family. For example, the core competency, Resourcefulness/Results, is defined very differently for an "Advanced Level" Clerical/Support Staff position versus an "Advanced Level" Research/Technical position.

CLERICAL/SUPPORT STAFF/PARAPROFESSIONAL GENERIC COMPETENCY MODEL

This model has four incremental levels based on pay (nonexempt, hourly paid) grade:

- *Entry Level* (typically associated with pay grades 1-3, such as a Secretary I or Library Assistant II).
- *Intermediate Level* (typically associated with pay grades 4-5, such as a Secretary II or Accounting/Bookkeeper II).
- *Advanced Level* (typically associated with pay grades 6-7, such as a Secretary III or Ambulatory Patient Representative I).
- *Group Leader/Specialist* (typically associated with pay grades 8-10, such as a Secretary IV or Lead Medical Records Coder).

For employees in the last level of "Group Leader/Specialist" who also hold supervisory responsibilities, in addition to referring to the generic competency model for [Clerical/Support Staff/Paraprofessional](#) staff, you may also want to refer to the "Entry Level" generic [Supervisory Competency Model](#) as appropriate.

RESEARCH/TECHNICAL COMPETENCY MODEL

This model has four consecutive levels based on pay (nonexempt, hourly paid) or salary (exempt, salaried) grade:

- *Entry Level* (typically associated with pay grades 73-75, such as a Laboratory Technician II or Lab Animal Technician Assistant).
- *Intermediate Level* (typically associated with pay grades 76-79, such as a Laboratory Technician III or Biomedical Equipment Technician).
- *Advanced Level* (typically associated with pay grades 80-82, such as a Laboratory Technician V or Computer Operator Lead)
- *Group Leader/Specialist* (typically associated with salary grades 51-54, such as a Technical Associate I, II, or Senior)

For employees in the last level of "Group Leader/Specialist" who also hold supervisory responsibilities, in addition to referring to the generic [Research/Technical Competency Model](#), you may also want to refer to the generic [Supervisory Competency Model](#) as appropriate.

ADMINISTRATIVE/PROFESSIONAL COMPETENCY MODEL

This model has four incremental levels based on salary (exempt, salaried) grade:

- *Associated with Salary Grades 50-51* (such as an Administrative Assistant or Staff Accountant).
- *Associated with Salary Grades 52-54* (such as an Administrator I or Analyst/Programmer).
- *Associated with Salary Grades 55-57* (such as an Administrator II or Program Administrator)
- *Associated with Salary Grades 58-59* (such as Director level positions)

LEADERSHIP ACCOUNTABILITIES

As there are no specific pay/salary grades associated with a supervisory position, generic examples have been provided within the organizational framework to define the six University leadership accountabilities:

- Visionary Management
- Managerial Consistency
- Staff Development
- Manage Diversity
- Achieve Satisfaction
- Process Excellence

NOTE: All new supervisors are invited to attend either the [Strong Leadership](#) or [University Leadership](#) courses to learn in detail about each of the six accountabilities.

Below are outcomes of each of the leadership accountabilities. Included in parentheses are the Organizational Principles that can be aligned with the accountabilities.

Visionary Leadership (Organizational Principle - Growth)

- Staff members consistently understand their value and importance in achieving goals and objectives.
- Customers are excited by the new ways to serve them.
- You are energized by your team's direction.
- Management supports your ideas.

Managerial Consistency (Organizational Principles – Systems and Financial Responsibility)

- Customers verbalize appreciation of staff competence.
- Management recognizes your ability to achieve results.
- Systems to wisely use organizational resources are in place and used.
- Department/staff are in compliance with federal and regulatory guidelines and procedures.

Staff Development (Organizational Principle - People)

- Staff members seek your expertise.
- Customers recognize your staff is competent and trust in their abilities.
- Management views you as a model of exceptional behavior.
- Performance problems decrease significantly.
- You reward staff performance regularly.

Manage Diversity (Organizational Principle - People)

- Staff cooperation and appreciation increases.
- Staff members are open to new ideas and concepts.
- Performance and performance outcomes have a broader perspective.
- Discrimination among staff decreases.

Achieve Satisfaction (Organizational Principle - Service Excellence)

- Staff members exceed standards for excellence.
- Customers come to expect continuous excellent service.
- You seek out creative, new ideas for doing business.
- Press/Ganey scores continually improve (if applicable).

**Process Excellence (Organizational Principle - Quality Improvement/
Safety)**

- Everyone can be counted on to “do what’s right” for customers.
- Customers provide positive feedback on service.
- Staff retention rates improve.
- Other departments seek collaborative relationships with your area/unit.

SBI FEEDBACK FRAMEWORK

When providing constructive feedback to improve behavior, meet with the employee as soon as possible after an event has occurred:

- Find a private setting.
- Describe the situation, sticking to the facts.
- Describe the behavior observed in neutral terms.
- Explain the impact that behavior had on the event.

The SBI Framework is an acronym for ***Situation, Behavior and Impact***. Using the SBI Framework brings the message back to the facts, making it easier to find solutions, rather than letting emotions control the situation.

Situation: Explain the problem that needs to be discussed.
Be specific about the details.

Behavior: Describe the behavior the person used, using 'I' statements.
Talk about both what the person did and how it was done.
Focus on body language, tone of voice and choice of words

Impact: Explain how the behavior impacted the circumstances.
Communicate how the behavior affected the organization, work team, program or customer.
Communicate what you need to happen, and if appropriate, include a consequence if the desired behavior does not occur in the future.

Example – Constructive Feedback for a Difficult Situation

Situation – I overheard you talking with Mrs. Smith's family on the phone...

Behavior – The tone of your voice sounded harsh to me.

Impact – Perhaps Mrs. Smith's family member was angry and you felt you were not getting through to him/her. Our relationship with Mrs. Smith's family may have been negatively impacted by the tone of voice you used.

What I need: I need you to be aware of this and use a tone of voice that demonstrates your willingness to assist. Let's talk about how you can better handle a situation like this in the future.

Example – Positive Feedback

When providing positive feedback, meet with the employee as soon as possible after the event has occurred and:

- Determine if a private setting is necessary. (Is the situation confidential?)
- Describe the situation, sticking to the facts.
- Describe the behavior observed in neutral terms.
- Explain the impact that positive behavior had on the event.
- Express appreciation for a job well done.

When using the SBI Framework to give positive feedback concerning a difficult situation, the person receiving the feedback understands exactly what they have done correctly and will be encouraged to behave that way again.

Situation – An angry family member called the facility (When Mr. Smith's family member called yesterday...)

Behavior – You remained calm and clearly communicated the situation and the reasons behind it.

Impact – This put our facility in a good light and helped the Smith family understand how and why our program has the rules that it follows.

Appreciation: Well done! I appreciate your ability to stay calm under pressure and provide excellent customer service. You are a positive role model!

CONDUCTING CONVERSATIONS WITH HIGH, MIDDLE and LOW PERFORMERS

Each employee can be placed into one of three categories—a High, Middle or Low Performer. Each of these categories can be defined generically:

- High Performer** - Consistently exceeds standards, proactively problem solves, takes appropriate initiative, and is a positive influence on others as well as a good role model.
- Middle Performer** - Meets standards, responds well to others' problem-solving ideas, strives to do a good job and may need more experience or coaching. May be influenced either by the high or the low performer.
- Low Performer** - Does not consistently meet standards, may respond to problems in a negative way. May not recognize the need for performance improvement.

These categories can also be used as guidelines for the three-point rating scale used in the formal performance review. (See the [exempt](#) or [nonexempt](#) Performance Assessment Tool for definitions of Exceeds Expectations, Meets Expectations, and Needs Improvement)

A supervisor needs to communicate regularly with employees; it should not be a once-a-year conversation during performance review time. It is important to remember that all employees at all performance levels need regular positive feedback and when appropriate, constructive feedback and coaching to help them improve.

High performers are more likely to look for another job than other performers because they feel unrecognized and unrewarded. It is important to communicate to them regularly. When meeting with a high performer:

- Thank them for a job well done.
- Emphasize specifically where their actions make a positive difference in the workplace.
- 'Re-recruit them' – ask what needs to be done to assist them in performing their current duties.
- Provide opportunities for them to grow beyond their current duties.
- Ask them to mentor others.

Note: It is also important not to continue to pile on the extra work because the high performer will get it done without complaint. At some point, the

additional responsibility could become too much and the high performer might leave.

Middle performers are often seen as the steady contributors; the staff who do the job well most of the time. They might be ignored, however, as they usually do not cause problems or ask for opportunities to increase their skill or knowledge. It is important to communicate with middle performers regularly. When meeting with them:

- Thank them for their hard work.
- Emphasize specifically how their actions contribute to the overall success of your department/unit.
- Coach them in those areas that will assist them in better performing their current duties.
- Provide opportunities for them to grow beyond their current duties.

Low performers often take up a majority of a supervisor's time, as they require much attention to discuss inappropriate behavior. It is up to each supervisor to either assist the low performer in improving, or determine whether that staff member is in the appropriate position/department. It is important to communicate with low performers until their performance improves. When meeting with them, be focused, constructive and firm:

- Describe the unacceptable performance or behavior, using specific examples.
- Using the [SBI method](#), explain the impact of their actions.
- State the desired behavior, performance or attitude.
- Remind them of the consequences if they do not improve their behavior or performance.

Your HR Representatives at the [Medical Center](#) or on the [River Campus](#) are available to assist you while you are preparing to counsel or coach employees.

COACHING FOR SUCCESS*

Effective Coaching is a Critical Component of Performance Management

When an area for improvement or a growth opportunity has been identified, the manager acting as coach yields the best results.

Coaching is a:

- Process of providing individuals with the knowledge, tools and opportunities they need to be more effective in their endeavors.
- Process that allows an individual to discover their own 'best fit' and own "best self."
- Personal paradigm shift for the manager.

Coaching is not:

- Counseling
- Mentoring
- Consulting
- Training

Coaching provides:

- Opportunities for individuals to become more committed to and more invested in the outcomes of their work and the overall success of the organization they work within.
- The glue that binds training with sustainable results
- The leverage for individual strengths and abilities to achieve maximum performance
- Proactive learning as well as reactive learning aimed at a particular situation or concern
- A "safer" context for feedback and a stronger support for changed behavior

* Taken in part from Corporate Coach U, 2003

MANAGERS and the PERSONAL PARADIGM SHIFT

For a manager to move from “supervisory” behavior to “coaching” behavior, the following shift in thinking and actions needs to occur:

Traditional Managerial Approach	Coaching Approach
Being focused only on the immediate outcome	Creating sustainable results and having employees who are fully engaged in their work as a bonus
Having complete control over employees' actions	Giving employees power to make decisions and act on them whenever feasible
Fear of consequences if the employee does not do the job well	Encouragement of guided risk taking and willingness to fail as part of learning
Pointing out weaknesses when the job is not done correctly	Recognizing strengths during the learning process
Being a problem solver for the employee	Assisting others in working through problems so that the employee comes to their own solution
Listening to the words only during a performance conversation	Understanding the meaning and the emotions behind the words
Having the final word in difficult situations	Opening the door to collaboration and resolution to conflict

For more information on coaching, contact your HR Representative at the [Medical Center](#) or on the [River Campus](#), or [Human Resource Development](#).

CAREER DEVELOPMENT

An important component of the performance management process is to encourage and support continued growth and development of employees. Working with staff to enhance and improve their skills is a form of recognition, a tool for motivation and a benefit not only to the employee but to the organization. Continuous coaching and mentoring are an integral part of this process once a specific plan with measurable goals has been developed.

The following characteristics may identify an employee who is ready to grow:

1. Works independently
2. Uses sound judgment when s/he does not have clear direction
3. Is sought out to give help to co-workers or to those outside the department
4. Offers innovative ideas that are feasible
5. Asks clear questions when s/he does not understand what needs to be done
6. Provides solutions when presenting problems
7. Takes the initiative or a risk to try something new
8. Inspires others to do their best
9. Does whatever it takes to meet the deadline
10. Holds her/himself accountable for quality results

Career development should be for all staff, not just those who want to learn more about their current responsibilities or how to move to the next level. *It should be noted, however, that career development activities will not always be upwardly focused, nor will they necessarily lead to salary increases.*

The implementation of a career development plan needs a strong commitment from both the employee and the organization. This requires the staff member and the supervisor to regularly define, develop, and refine his/her career goals, skills, aptitudes and responsibilities and be aligned with realistic opportunities for him/her in terms of the University's needs, requirements and strategic direction.

Supervisors support career management by:

- Engaging staff in discussions about the skills and knowledge to be developed, determining the level to be achieved, and proposing action plans.
- Providing honest feedback regarding the employee's skills, knowledge level and growth potential
- Assisting in the creation of development plans which should include clear, specific, and attainable career goals.
- Suggesting resources to assist in reaching the goals

It is the supervisor's responsibility to be aware of the appropriate resources both within and outside your department. Resources may include:

HRD (HUMAN RESOURCE DEVELOPMENT)

Focuses on linking employees and departments to organization-wide initiatives such as customer service and leadership development.

HUMAN RESOURCE REPRESENTATIVES AT THE [MEDICAL CENTER](#) OR ON THE [RIVER CAMPUS](#)

Provide individual guidance in how to approach a problem and can help develop strategies for talking to a supervisor or a co-worker about a situation. In addition, some career coaching is available.

TUITION BENEFITS

University of Rochester sponsors and encourages employees to pursue college degrees. It's possible to take up to two classes per semester through the tuition benefits program. See specifics in the University of Rochester [Benefits Program](#).

TOASTMASTERS

Provides experience and peer feedback in presentation skills workshops such as "Speaking Skills for Beginners."

UNIVERSITY JOB LISTINGS

The University of Rochester initiative is to promote and transfer employees within the organization first. Job listings can be accessed online by logging in to the Human Resources Management System (HRMS) at <http://www.rochester.edu/working/hr/hrms>, going to 'Employee Home' and then 'Recruiting Activities Home.' Or you can visit the Employment Center, located in the Towne House, Suite 202.

MENTOR/INFORMATIONAL MEETINGS INTERVIEWS

Find a person who works in the field of interest. Assist the employee by setting up meetings with this mentor to discuss the job, what it takes to advance and succeed in the field.

ON-THE-JOB TRAINING

Set up scheduled time for employees to learn a new skill or apply new knowledge in a hands-on setting.

PARTICIPATING IN PROJECTS

Delegate responsibilities and projects to employees who are ready, willing and able to handle the growth opportunity.

CAREER DEVELOPMENT SERVICES

Provides individuals with help for establishing career plans through counseling, resume writing, networking and other developmental areas. (Services provided on a "fee-for-service" basis at the Career Development Services <http://www.careerdev.org/> or call 244-0750 for more information.)

ROCHESTER WORKS!

Provides individuals with help for establishing career plans through counseling, resume writing, networking and other developmental areas. Services are provided free of cost. Call 258-3500 or 266-7760 or go online to www.rochesterworks.org

AREA BOCES PROGRAMS

Offer special adult education courses in many business-related topics.

AREA COMMUNITY CONTINUING EDUCATION PROGRAMS**PROFESSIONAL ORGANIZATIONS**

The Monroe County area has numerous professional organizations. A complete listing of organizations is offered in a booklet published by the public library system.

Section III of the [nonexempt](#) or [exempt](#) Performance Assessment and Goals/Objectives Forms can be used as a template for the written record / capturing the details of the Career Development Plan.

Contact your HR Representative at the [Medical Center](#) or on the [River Campus](#) if you need assistance in creating a career management plan for your employees.