

STATE OF WISCONSIN  
DEPARTMENT OF MILITARY AFFAIRS  
Office of the Adjutant General  
Post Office Box 8111  
Madison, Wisconsin 53708-8111

Support Personnel Regulation No. 250-1

30 June 1993

PERSONNEL MANAGEMENT EVALUATION

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1. PURPOSE: This plan establishes requirements for statewide Personnel Management Evaluation (PME) by tasked managers and Support Personnel Management staff members. It establishes responsibilities for the State PME coordinator, the PME team leader, team members and SPMO personnel. This plan implements TPR 250.B.

2. PERSONNEL MANAGEMENT GOALS: The PME Program will monitor and facilitate statewide achievement of the goals listed below by ensuring that the Support Personnel Management Office is providing optimal assistance throughout the Wisconsin National Guard.

- a. Use personnel resources economically and efficiently.

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Supersedes WING SPR 250-1, dated 15 July 1988.  
WING SPR 50-1

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b. Apply policies, plans and services consistently and equitably to all full-time support personnel.

c. Implement and enforce laws, regulations and policies which govern hours or work, leave, working conditions, pay, allowances, retirement, federal benefits, compatibility and comparability.

d. Ensure equal employment opportunity.

e. Optimize utilization of fiscal and personnel resources through effective position classification and position management.

f. Staff the full time support program with the best qualified people and ensure that technician staffing is based on merit principles.

g. Maximize individual development through sound performance management, effective training and proper use of incentive awards.

h. Maintain effective labor management relations.

### 3. RESPONSIBILITIES:

a. The Adjutant General will:

(1) Appoint the PME Coordinator.

(2) In consultation with the PME Coordinator, initiate and schedule all state level evaluations.

(3) In consultation with the PME Coordinator, appoint the PME Team Leader.

b. The Director of Support Personnel will:

(1) Consult with top management periodically to define the current issues and goals the program should address.

(2) Based on these current issues and goals, communicate the personnel programs and areas to be evaluated to the PME Coordinator.

(3) Coordinate, task and ensure execution of all required actions deriving from PME's.

(4) Brief top management on PME results and actions taken.

c. The PME coordinator will:

(1) Advise The Adjutant General relative to PME schedules and the appointment of PME Team Leaders.

(2) In consultation with the Team Leader, designate team members and advise the Director of Support Personnel accordingly.

(3) Select units and activities for evaluations.

(4) Communicate the personnel programs and issues to be evaluated to the PME Team Leader.

(5) Notify all parties involved in writing 30-45 days prior to the evaluation.

(6) Utilizing the SPMO staff, brief and advise the team.

(7) Provide administrative support for the team utilizing SPMO personnel.

(8) Utilizing the SPMO staff in conjunction with the team, debrief the evaluation, analyze its results and recommendations and determine any actions required.

d. Guided by the evaluation techniques outlined in Appendix A, the PME team leader will:

(1) Outline the specific objectives of the evaluation based on the instructions of the PME Coordinator and the Evaluation Guide provided in Appendix B.

(2) Determine the amount of time required for the evaluation.

(3) Brief the team members on the PME objectives.

(4) Brief the managers of the unit/activity on the objectives of the evaluation.

(5) Arrange for any interviews required.

(6) Determine statistics required and arrange for collection.

(7) Select any personnel actions and personnel folders to be reviewed.

(9) Conduct team meetings to discuss problems, assign responsibilities, analyze information, and decide on results and recommendations.

(9) Submit a written report containing the results and recommendations of the evaluation to the Support Personnel Management Officer and the unit/activity managers.

e. Team members will perform assigned duties in the evaluation under the direction of the PME team leader.

f. The SPMO staff will advise, assist and administratively support the PME team.

4. PROCEDURES: The following guidelines should be observed in conducting Personnel Management Evaluations.

a. At least one PME must be conducted each year. The schedule for PMEs, should be coordinated with plans for Internal Reviews, audits, staff assistance visits and unit inspections to minimize disruption of normal unit/activity duties. Furthermore, the PME schedule should be coordinated in advance with the Deputy for Army or Air as appropriate.

b. A PME team should consist of 3-5 personnel. Team members should have a broad understanding of the interrelationships of personnel policies, practices and regulations, and mission accomplishment. Team composition should reflect a balance between WIARNG and WIANG personnel. The team leader should be the senior member of the team.

c. The Support Personnel Management Officer, the PME Coordinator and the PME team leader should reach a clear understanding of the scope and limits of the specific objectives of the evaluation. The number and complexity of the issues addressed in a PME depends on the amount of time available and the experience of team members. (All or part of the Evaluation Guide, Appendix B, may be used to define the specific objectives of a PME.)

d. Prior to a site visit, the PME team should meet with SPMO personnel to gather statistical and documentary data and to consult relative to the issues to be addressed in the PME.

e. A letter of instruction (LOI) should be sent to the unit or organization to be visited. As a minimum, the LOI should explain the authority for and the purpose of the PME,

outline any areas of special interest and provide a schedule of activities. This information should be repeated when the team in-briefs on site.

f. On site, team members should conduct a sufficient number of managerial, supervisory and non-supervisory interviews to provide a representative sample of each group.

g. Team members should make every effort to identify problems while on site. The team leader may then jointly work out immediate or longer term solutions with unit/activity managers.

h. After the site visit, the team should confer with the SPMO staff to analyze the data gathered and to formulate recommendations. This meeting is the basis for the team leader's report to the Support Personnel Management Officer and the unit/activity managers.

5. REPORTING: A written report must be prepared at least annually to document evaluation efforts. If several evaluations are conducted each year, a separate report should be submitted for each. As a minimum, the report should contain:

- a. A synopsis of the objection of the evaluation.
- b. Problem areas identified including:
  - (1) Regulatory violations.
  - (2) Classification errors,
  - (3) Policy deviations.
  - (4) Unsatisfactory progress toward goals.
  - (5) Undesirable statistical trends.
- c. For each problem area, an indication of the probable cause.
- d. Recommendations for corrective action in each case.

Users are invited to send comments to The Adjutant General,  
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APPENDIX A

EVALUATION TECHNIQUES

1. In all evaluations, first review State policies and regulations pertaining to technicians. Personnel publications should meet State personnel management objectives and must comply with appropriate Federal policies and regulations.

2. Team members should have team members conduct interviews with a representative cross section of supervisory technicians, nonsupervisory technicians, and program managers to determine how well State policies and regulations are being carried out. Team members should strongly impress upon the interviewee that information received from the interview is strictly confidential. The interview technique must allow for complete freedom of expression of ideas by the interviewee. (Team members must be sensitive to any conflict of interest which might derive from the need to safeguard confidentiality.) The following are effective techniques to employ in an interview.

- a. Ask open-ended probing questions;
- b. Listen more than talk;
- c. Take plenty of notes

3. A comparative review of inspector general reports, organizational readiness inspection and unit effectiveness inspection reports, manpower analysis reviews, NGB evaluation reports, and other NGB correspondence is often useful in State evaluations. Inconsistencies between these documents and PME observations can help pinpoint problem areas.

4. Meeting with labor organization representatives at all levels is a good evaluation technique. Team members may therefore want to meet with local labor organization representatives at some time during the review. Questions should be directed to identify only items that are of concern to the union in the labor management relationship. Team members should not attempt to resolve individual grievances or unfair labor practice charges. For the purposes of evaluations, unions are private organizations. Internal affairs of labor organizations will not be evaluated during personnel management evaluations.

5. A review of personnel actions, based on records in the personnel office, should be used in every evaluation to ensure regulatory compliance. Available records include chronological files of Standard Forms 50, official personnel folders, merit promotion action files, grievance and adverse action files, and functional personnel files on

incentives, training, and position management. Personnel specialists from the SPMO should be available to explain the regulatory aspects of personnel actions.

APPENDIX B

PERSONNEL MANAGEMENT EVALUATION GUIDE

YES   NO   REMARKS

1. Position Management:

- a. Are position descriptions accurate? ( ) ( )
- (1) Are duty assignments consistent with position description content? ( ) ( )
- (2) Are revised position descriptions prepared promptly when duties are changed? ( ) ( )
- b. Is position management effective? ( ) ( )
- (1) Do the duties, responsibilities and authorities assigned to subordinates reflect efforts to manage positions for optimum economy, effectiveness and productivity? ( ) ( )
- (2) Do supervisors participate in position management reviews? ( ) ( )
- (3) Do second-level and higher-level supervisors and managers evaluate position management effectiveness of subordinate and managerial personnel? ( ) ( )
- c. Are supervisors familiar with position classification, position management and classification appeals to inform and advise their subordinates in these areas? ( ) ( )

2. Staffing:

- a. Do managers and supervisors plan for staffing needs? ( ) ( )

**YES**   **NO**   **REMARKS**

- (1) Is the SPMO receiving input on skills needed, turnover information, new work, etc., for maintaining the Affirmative Action Employment Plan. ( ) ( )

- (2) Are mission changes or job skills requirements promptly communicated to the SPMO? ( ) ( )
  
- b. Do managers and supervisors take proper and timely staffing actions? ( ) ( )
  - (1) Do managers and supervisors promptly initiate and complete required paperwork, such as a Standard Form 52, Request for Personnel Action? ( ) ( )
  - (2) Do managers and supervisors interview job candidates as soon as practicable and confine interviews to job related subjects? ( ) ( )
  
- c. Do managers and supervisors participate in recruiting activities such as:
  - (1) Recruiting through military units? ( ) ( )
  - (2) Participating with SPMO personnel in affirmative employment recruitment? ( ) ( )
  
- d. Do managers and supervisors understand and comply with the Merit Promotion Plan (MPP)? ( ) ( )
  - (1) Are they aware of MPP requirements? ( ) ( )

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**YES   NO   REMARKS**

- (2) Are they informing subordinates of MPP requirements? ( ) ( )
  
- (3) Do they understand their responsibilities for considering and selecting promotion

- candidates solely on merit factors? ( ) ( )
- (4) Are they familiar with circumstances to qualify employees for noncompetitive repromotion? ( ) ( )
- e. Do managers and supervisors observe and support priorities and requirements of special programs such as:
- (1) Department of Defense (DOD) Priority Placement Program? ( ) ( )
- (2) OPM Displaced Employee Program? ( ) ( )
- (3) Reemployment priority list? ( ) ( )
- f. Are management's reduction-in-force (RIF) responsibilities effectively carried out? ( ) ( )
- (1) Are managers and supervisors familiar with RIF procedures? ( ) ( )
- (2) Are unions and employees informed of planned RIF actions at the earliest practicable date? ( ) ( )
- (3) Do supervisors identify or assist in identifying affected positions to permit timely accomplishment of RIF actions? ( ) ( )
- (4) Do supervisors exercise their authority to waive qualifications in order to keep the impact on RIF effected employees to a minimum? ( ) ( )

**YES    NO    REMARKS**

- (5) Do managers and supervisors make sure that RIF procedures are not used improperly to Complete actions that should be processed through other procedures? ( ) ( )

3. Employee Development, Performance and Recognition

- a. Are training needs properly identified? ( ) ( )
- (1) Are valid training needs systematically determined in the organization? ( ) ( )
- (2) Are training needs reviewed during the annual survey for the current fiscal year and the next two years? ( ) ( )
- (3) When assessing potential training needs, is an analysis made of the impact of new weapons, programs and systems; and the effects of legislative changes, work force dynamics, special employment programs and individual employee job performance? ( ) ( )
- (4) Do supervisors know how to assign training priorities? ( ) ( )
- b. Is training properly planned? ( ) ( )
- (1) Do supervisors discuss possible training sources with the Employee Development Specialist before officially requesting the training? ( ) ( )
- (2) Are supervisors aware of how to set up a structured on-the-job training plan? ( ) ( )

**YES    NO    REMARKS**

- (3) Do the supervisors know that competitive selection procedures must be followed when attendance at training may enhance an employee's chance for promotion? ( ) ( )
- (4) Do supervisors regularly counsel subordinates on the opportunities and

- benefits of self-development? ( ) ( )
- c. Training Records and Files: Do supervisors know how to use, prepare and process DD Form 1556, Request, Authorization, Agreement, Certification of Training and Reimbursement? ( ) ( )
- d. Is training properly evaluated? ( ) ( )
- (1) Are job performance objectives established before requesting formal training or developmental assignment? ( ) ( )
- (2) Are training evaluation criteria developed to measure the success of training in meeting established objectives? ( ) ( )
- (3) Are training evaluations completed and returned to the SPMO within established time frames? ( ) ( )
- e. Is the training program properly managed? ( ) ( )
- (1) Do supervisors ensure that subordinates attend training when scheduled and, if necessary, adjust their workload accordingly? ( ) ( )
- (2) Prior to attending training, are employees counseled regarding their rights and obligations while in a training status? ( ) ( )

	<u>YES</u>	<u>NO</u>	<u>REMARKS</u>
f. Is the performance of subordinate personnel evaluated against predetermined standards?	( )	( )	
(1) Are performance plans containing written job performance elements and standards based on position descriptions for jobs in the organization?	( )	( )	

- (2) Is job performance discussed with employees? ( ) ( )
- (3) Are employees with outstanding or excellent performance ratings properly recognized with cash or honorary awards? ( ) ( )
- (4) Are written job performance elements and standards clearly stated? ( ) ( )
- (5) Are they specific, realistic, objective, attainable and understandable to the supervisor, the reviewing official and the employee? ( ) ( )
- (6) Are job performance elements and standards consistent with those of other employees who have the same or similar position description? ( ) ( )
- (7) Do job performance elements reflect organizational responsibilities such as improvement in efficiency, productivity and quality of work or service; cost efficiency; and timeliness of performance? ( ) ( )
- (8) Is EEO identified as a major or critical element in the performance standard of all supervisory personnel? ( ) ( )
- g. Are performance problems addressed properly? ( ) ( )

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- |  | <u>YES</u> | <u>NO</u> | <u>REMARKS</u> |
|--|------------|-----------|----------------|
| (1) Are performance problem and performance achievement discussions documented on NGB Form 901, Supervisor's Record of Employee? | ( )        | ( )       |                |
| (2) Are fitness-for-duty examinations ordered when physical conditions affect performance of duties?                             | ( )        | ( )       |                |
| (3) Are employees with performance problems identified and counseled and are appropriate   |            |           |                |

- corrective actions taken when warranted? ( ) ( )
- h. Is the distribution of awards equitable in terms of gender, race, type and level of employees (supervisory versus nonsupervisory, Federal Wage System versus General Schedule, etc.)? ( ) ( )
4. Labor Relations:
- a. Do managers and supervisors know and understand labor relations principles? ( ) ( )
- (1) Have they received training in basic labor-management principles? ( ) ( )
- (2) Have they received training in specific provisions of the current union contract? ( ) ( )
- (3) Do they understand the distinctions between employee entitlements, union rights, retained management rights and negotiated agreement provisions? ( ) ( )
- b. Do managers and supervisors notify union representatives before effecting changes in conditions of employment? ( ) ( )

- |   | <u>YES</u> | <u>NO</u> | <u>REMARKS</u> |
|---|------------|-----------|----------------|
| c. Do managers and supervisors meet and confer with union representatives on matters of mutual concern regarding conditions of employment?                                  | ( )        | ( )       |                |
| d. Are problems or desired changes identified during the life of the contract referred to the labor relations specialist for consideration in future contract negotiations? | ( )        | ( )       |                |
| e. Are managers and supervisors prepared to   |            |           |                |

carry out their responsibilities according to the Job Action Contingency Plan in the event of a threatened or actual strike, work slowdown, prohibited picketing or other form of concerted activity by civilian employees?

( ) ( )

f. Is fair and equitable discipline maintained in the organization?

( ) ( )

(1) Have standards of conduct been adequately communicated to the work force?

( ) ( )

(2) Are disciplinary actions taken as remedial rather than punitive measures?

( ) ( )

(3) Are procedural and merit requirements associated with formal disciplinary measures followed?

( ) ( )

g. Are supervisors aware of their responsibility in a grievance case?

( ) ( )

(1) Are employee grievances accepted in good faith and responded to in a timely manner?

( ) ( )

(2) Do supervisors give adequate consideration to employee grievances?

( ) ( )

**YES**   **NO**   **REMARKS**

(3) Are decisions appropriately coordinated?

( ) ( )

(4) Do supervisors respond to informal grievances in writing or prepare a memo for record summarizing attempts to resolve the grievance?

( ) ( )

5. Equal Employment Opportunity (EEO)

a. Are managers and supervisors fully aware of their EEO program responsibilities?

( ) ( )

- (1) Are managers and supervisors fully aware of their responsibilities for remedying discrimination? ( ) ( )
- (2) Are managers and supervisors sufficiently informed on discrimination complaint procedures to properly advise employees? ( ) ( )
- (3) Are managers and supervisors informed of their responsibility to provide requested information during counseling and investigative stages of an EEO complaint? ( ) ( )
- (4) Are complainants and their representatives allowed a reasonable amount of duty time to pursue their complaints? ( ) ( )
- b. Do supervisors allow employees with collateral EEO duties sufficient time to properly perform those duties? ( ) ( )
- c. Do managers and supervisors know their organization's work force in terms of representation by sex, race, and national origin? ( ) ( )
- d. Are managers and supervisors aware of the Affirmative Employment Plan? ( ) ( )

	<u>YES</u>	<u>NO</u>	<u>REMARKS</u>
(1) Is there an organizational policy implementing the EAP?	( )	( )	
(2) Are all managers and supervisors involved in establishing goals and timetables for the plan?	( )	( )	
(3) Do managers and supervisors know their sexual harassment prevention program responsibilities?	( )	( )	
f. Are managers and supervisors involved in publicizing EEO?	( )	( )	

- (1) Is TAG's EEO policy letter prominently posted on bulletin boards? ( ) ( )
- (2) Is the subject of EEO on staff meeting agendas? ( ) ( )
- (3) Do managers participate in community outreach activities or recruitment efforts? ( ) ( )

6. Employee Relations Management:

- a. Are effective supervisor-employee communications maintained? ( ) ( )
  - (1) Are staff meetings used to convey information on a two-way basis? ( ) ( )
  - (2) Are technician personnel topics discussed in staff meetings? ( ) ( )
  - (3) Are written office or shop instructions used to convey work and personnel matters to the work force? ( ) ( )

- |  | <u>YES</u> | <u>NO</u> | <u>REMARKS</u> |
|--|------------|-----------|----------------|
| (4) Are employee suggestions and comments considered when making work or personnel determinations?   | ( )        | ( )       |                |
| (5) Is a technician newsletter or a similar document distributed in the unit?  | ( )        | ( )       |                |
| (6) Are bulletin boards used to display mandatory information items such as tours of duty changes, union contact, equal employment opportunity posters, political activity restrictions, etc.? | ( )        | ( )       |                |
| b. Is Wisconsin National Guard Assistance Program  |            |           |                |

- (WINGAP) effectively managed in the unit? ( ) ( )
- (1) Are techniques understood for identifying work performance deficiencies that may have root in alcohol or drug abuse? ( ) ( )
- (2) Is the WINGAP referral process understood? ( ) ( )
- c. Are safe and healthful work environments developed and maintained? ( ) ( )
- (1) Are accidents reported promptly to the safety environmental health offices? ( ) ( )
- (2) Are Forms CA-1, Federal Employee's Notice of Traumatic Injury and Claim for Continuation of Pay/Compensation and CA-2, Federal Employee's Notice of Occupational Disease and Claim for Compensation, promptly and properly completed and sent to the SPMO? ( ) ( )
- (3) Are safety devices used and disciplinary actions taken against nonusers when required? ( ) ( )

- |   | <u>YES</u> | <u>NO</u> | <u>REMARKS</u> |
|---|------------|-----------|----------------|
| (4) Are supervisors aware that work related accidents or health incidents may place many employees in prolonged injury compensation categories?                                 | ( )        | ( )       |                |
| (5) Are supervisors aware of their responsibilities for placing employees with work related handicaps in suitable positions rather than placing them on the compensation rolls? | ( )        | ( )       |                |
| d. Are environmental and hazard pay properly controlled?  | ( )        | ( )       |                |
| (1) Do supervisors control assignments to keep to a   |            |           |                |

- |  |     |     |
|--|-----|-----|
| minimum the exposure of employees to environmental hazards?  | ( ) | ( ) |
| (2) Is protective clothing or other safety equipment available?  | ( ) | ( ) |
| Is it used when needed?  | ( ) | ( ) |
| (3) If possible, are hazardous working conditions eliminated or reduced?   | ( ) | ( ) |
| (4) Are prescribed records maintained and are timely notifications made to civilian payroll when environmental differential or hazard pay is authorized or terminated? | ( ) | ( ) |

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APPENDIX C

INTERVIEW GUIDE

PERSONNEL MANAGEMENT

**OBJECTIVE:** To assess the degree to which responsibility and authority are clearly defined, personnel management responsibilities delegated, lateral and vertical communications flow, the SPMO is used as a management tool, and how optimum productivity is attained through the management of people.

**REMARKS**

**Managers**

1. What authority do you have to accomplish your assigned personnel

management responsibilities?

2. How are personnel management practices hindering or helping organizational productivity?
3. How do you use the Personnel Office to facilitate more effective personnel management?
4. In what areas of personnel management would you like more knowledge or information?
5. How do you evaluate your lower level supervisors' application of personnel practices?
6. To what degree have you delegated authority to your subordinate supervisors for managing their personnel?

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**REMARKS**

7. What is your policy for soliciting and considering the use of the personnel staff, supervisors, employees, EEO officials, and union officials in matters of personnel management policy?
8. What kinds of things do you do to assure that your line supervisors fully utilize employee skills at the least cost consistent with sound management principles?
9. How do you evaluate and correct counter-productive activities such as low production and high costs, errors and waste, complaints and grievances, excessive turnover, absenteeism, and tardiness?

10. On the basis of your contacts with the SPMO, how would you rate the quality of their service in general? (This would include answering general questions, providing information on programs affecting your unit and employees, and assisting you with problems that require a personnel specialist).

### Supervisors

1. How are you evaluated on how effectively you assign work and utilize your employees?
2. What authority do you have to manage your employees?  
What additional authority do you need?
3. Overall, how would you rate the employees in your organization as to their skills and abilities?
4. How do you get information about what is going on from higher levels of management?  
What would you propose to improve the situation?

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### REMARKS

5. How often does your supervisor hold office/shop meetings? Do you and other supervisors express your views and ask questions about working conditions and personnel matters in general?
6. What kinds of services are available to you from your SPMO? What is your procedures for obtaining advice and assistance from the SPMO?
7. How effective is your supervisor in managing the organization and meeting production requirements and timetables? If you were in charge, what would you change to improve things?
8. On the basis of your contacts with the SPMO, how would you rate the quality of their service in general? (This would include answering general questions,

providing information on programs affecting your unit and employees, and assisting you with problems that require a personnel specialist.)

### Employees

1. Are you doing the kind of work you want to do?
2. Are your skills and abilities being fully utilized?  
If not, what work should be assigned to you to improve the situation?
3. Could the organizational unit in which you work be more productive? How?
4. Do management methods bring the right results, use staff time wisely, minimize confusion, and treat all employees and functions fairly? Elaborate.
5. When you are given new work to do, does your supervisor tell you enough about it so that you know what needs to be done?

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### REMARKS

6. How do you hear about organization goals and changes?
7. How does your supervisor encourage you to express your ideas about work?
8. How often does your supervisor hold office/shop meetings where you can discuss general working conditions and problems?
9. Do you feel free to contact the SPMO when you need assistance?

### **POSITION MANAGEMENT**

**OBJECTIVE:** To assess the degree to which a uniform management approach is being used in planning and organizing work to achieve mission requirements, taking into account economy, efficiency, and employee motivation and utilization.

## **REMARKS**

### **Managers**

1. How are duties grouped and assigned so as to maximize present and potential employee performances?
2. What responsibilities for planning, work organization, position management, classification and staffing control have you assigned to supervisors within your organizational area of responsibility?
3. How do you evaluate your supervisors' accomplishment of the factors mentioned above

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## **REMARKS**

4. What yardsticks have you applied to establish measurable relationships between workload and the number and kinds of employees required?
5. How have you used classification, position management, staffing utilization surveys, etc. in analyzing and appraising work?
6. How do you make certain that misclassifications and unnecessary job dilution or fragmentation do not exist?
7. During the past two years, what indicators of employee productivity and utilization such as compensatory time, absenteeism, turnover, production delays, and error rates to identify potential problems have you analyzed?
8. When a vacancy occurs, how do you evaluate

the combination of functions, duties, classification series, and grade level of the position to assure that the most appropriate combination exists in direct support of the organizational unit's objectives?

9. How does the present structure facilitate career progression for your employees?
10. Could positions be redistributed to accommodate changes in workloads or priorities?
11. Could you improve employee motivation by restructuring positions to permit incumbents additional independence or latitude? Could such actions reduce the number of supervisory positions presently required?

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### **REMARKS**

12. Is it possible to consolidate higher level duties and fewer positions without adversely affecting operational effectiveness?
13. Are employees performing the duties in their official position descriptions? Are position descriptions for all positions accurate and complete?
14. Have you created Upward Mobility positions?

### **Supervisors**

1. What classification standards apply to the positions under your supervision?
2. How did you obtain your knowledge and information about the position classification process?
3. How do you review the accuracy of position descriptions? Do you discuss the position

description with the employee?

4. How are you encouraged to make cost effective improvements and fill vacant positions at lower grade levels?
5. How do you fulfill your position management responsibilities?
6. What is expected from you in determining on a periodic basis the best combination of functions and duties to meet your organization's goals as effectively as possible?
7. How are you utilizing performance standards as a tool for increasing productivity?
8. If you were allowed to, how would you reorganize your unit to make it more efficient and effective?

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### **REMARKS**

#### **Employees**

1. Are you familiar with your position description?
2. How often does your supervisor discuss your position description with you?
3. How accurate is your position description?
4. If you felt your position description was not accurate, with whom would you first discuss the matter?
5. If you were dissatisfied with the classification of your position, would you be permitted to file an appeal? Do you know how to file an appeal?

### **STAFFING**

**OBJECTIVE:** To assess the degree to which workforce planning, filling vacancies on a timely basis and placing well qualified candidates is accomplished to assure a stable and competent workforce.

## Managers

1. Taking into account projected retirements, other turnover, job redesign, training programs, policy, mission, and technological change, what kind of workforce planning on both a short and long term basis are you able to accomplish?
2. To what extent is your workforce planning and forecasting activity formalized?
3. What action do you expect, and what action is obtained, from personnel staff to meet staffing needs?
4. To what extent do you participate in the interview and selection process?

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## **REMARKS**

5. What is the general quality of candidates referred to you?
6. Do you experience time delays in filling your positions? If so, have you been able to identify the cause for those delays?
7. What training have you and your supervisors received in developing interviewing skills? What additional skills would be helpful?

## Supervisors

1. To what extent do you participate in the interview and selection of candidates for your position vacancies?
2. How would you describe the qualifications of candidates referred to you for consideration through the Merit Promotion Program?
3. Overall, how would you rate the employees in your organization as to their skills and abilities?

4. Have you been asked or are you required to engage in staff forecasting on a systematic basis?
5. How long does it take to fill a vacancy once you initiate a request?

### Employees

1. Do you see all promotion announcements?  
Are promotions handled fairly?
2. Do you know how to apply for a promotion?  
Are you able to find out the things you need to know about promotions?

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### **REMARKS**

3. Do you understand how candidates are ranked and certified to the supervisor with the job vacancy?
4. Have you seen a copy of your agency merit promotion plan, and the contract procedures?  
Do you understand them?

### **EMPLOYEE PERFORMANCE, DEVELOPMENT AND RECOGNITION**

OBJECTIVE: To assess the degree to which employees are productive; employees are developed to accomplish more challenging and complex work and their efforts are reinforced through recognition.

### Managers

1. How do you make use of performance standards in evaluating your employees' performance and providing appropriate recognition?
2. Are you satisfied with the performance appraisal program? Does the present system fulfill your needs?
3. How do you and your supervisors conduct performance

appraisals?

4. How are the results of performance evaluations used?
5. What difficulties do you experience documenting outstanding and unsatisfactory performance ratings?
6. How do you identify training needs for your staff?
7. How are your personal training needs met?
8. What is your opinion of the overall training program?  
Does it provide necessary knowledge and skills for your staff?
9. What kind of employee orientation program is available to your new employees?

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**REMARKS**

10. How do you accomplish the training and development of your supervisors? What resources are available for training and developing your supervisors?
11. What is your system for evaluating training results?  
Are you satisfied with the information you receive?
12. What kind of recognition do you provide for employees and supervisors who do outstanding work?
13. Are you familiar with the various incentive awards that are available for your use?
14. How do you insure your supervisors use incentive awards when applicable and that the distribution throughout your organization is equitable?
15. Have you made use of group awards in response to employees' projects?
16. How do you encourage your supervisors and employees to submit suggestions?
17. Are employees' suggestions evaluated fairly and

processed in a timely manner?

18. How are awards publicized?

Supervisors

1. How do you conduct employee performance appraisals? How is the present performance appraisal system working?
2. How often do you let your employees know how well they are doing and what you expect in the way of performance in their positions?

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**REMARKS**

3. Who ordinarily determines what kind and how much training your employees should have?
4. How much advance notice do you usually receive of mission change or other work revisions?
5. To what extent are the training needs of your employees being met? How effective is the training your employees receive?
6. Who has the responsibility for making sure that a new employee in your unit becomes productive in the shortest period of time? Describe how this is done.
7. How are your personal training needs being met? What additional training do you need?
8. What forms of recognition do you use with your employees to encourage and reinforce higher productivity?
9. What forms of recognition do you receive for good supervisory and management practices?

Employees

1. Performance requirements include such factors as amount of work, quality of work, application of necessary skills and knowledge, and personal attributes such as reliability, initiative, cooperation with others, etc. Has your supervisor told you the performance requirements expected of you in your job?
2. When you do a very good job, does your supervisor give you credit for it?
3. Do you know how your agency performance appraisal system works? Is it productive or counter-productive? Please explain.

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**REMARKS**

4. How often does your supervisor discuss your performance evaluation with you?
5. How are your training needs recognized, handled, satisfied? Do you hear about training opportunities? How are employees selected for training courses?
6. What are your reactions to the training you have received? What additional training do you need?
7. Are awards given to people who deserve them? What would you recommend managers and supervisors do to provide better recognition for work well done?

