Training and Development

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<tr>
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<tbody>
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</tbody>
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Scope
This policy applies to regular full-time and part-time staff and administrators.

Training and Development Opportunities
Partnership for Performance (PFP) provides an important link to training and development activities for employees. Encouraging employees to develop new skills and providing them with opportunities for growth and development within their current job and/or a new job are part of a supervisor’s role in the performance management cycle. By coaching and providing developmental feedback, supervisors emphasize how much they value their employees. When employees are given opportunities to grow and develop, they are more likely to feel valued, leading to a higher level of job satisfaction.

Development planning is an important part of the PFP process. The development plan can be found on page 4 of the Performance Planning and Assessment form. The development plan allows supervisors to identify key skills, knowledge, abilities and behaviors that the employee needs to develop or improve, and activities to build each development area (see examples of development activities below). The supervisor and the employee should agree on a time frame for the completion of each activity. Finally, the Outcomes section of the plan is used at the end of the appraisal cycle to evaluate the employee’s progress in each developmental area.

Supervisors can support employee development in many ways:

- Help employees understand why continuous improvement is important.
- Support and guide employees in their career development.
- Provide ongoing dialogue as employees work on their development activities.
- Encourage development discussions with employees and support implementation of their development plans.
- Encourage employees to take advantage of internal and external development activities. Make the time to let employees attend and/or work on projects that lead to further development.
- Give all direct reports opportunities to take part in developmental opportunities.
- Attempt to understand how employees learn best and present opportunities that support different learning styles and interests.

Employees, too, can get involved:

- Communicate short and long-term career interests and discuss needs with supervisor.
- Seek out creative development opportunities.
- Discuss with supervisor the learning experiences achieved through the development activities in which they have been engaged.
• Take accountability for completing development activities.

**Development Activities**

Development is often thought of as classroom training, but it is really much broader than just this, and can include many other activities that help employees build skills, knowledge and abilities. Some examples of development activities are provided below:

• Attend meetings or conferences of professional associations.
• Take on stretch assignments.
• Ask to participate on a task force, committee or project to gain new skills.
• Read professional journals.
• “Job shadow” an employee in another department to learn more about the job that interests you.
• Visit the University libraries for books, articles or DVDs on the topic.
• Volunteer outside the University to learn a new skill.
• Make contacts with counterparts at other universities to compare job approaches and resources.
• Teach someone else how to do something.
• Find a mentor or role model who can coach you and provide feedback.
• Invite someone who works in an area of interest to lunch and ask about his or her experiences.
• Use the Internet to explore and research useful resources.
• Look for complexity or ambiguity in situations; similarly, look for patterns and historic parallels. Use these situations to apply what you know and build your experience further.
• Find someone with whom you can rehearse before going into a new situation.
• Ask yourself often “What lessons have I learned?” Analyze successes and mistakes by asking “Why?”
• Keep a learning journal.
• Take a University course through the professional development component of the employee Tuition Remission benefit program (Refer to policy #608-A or #608-AA in the Human Resources Policy Manual).
• Attend University computer/technology classes offered by the Technology Learning Center (TLC).
• Matriculate in a degree program at the University.
• Review the online STJ Job Postings to identify possible opportunities as well as the required skills, knowledge and abilities necessary for advancement. “Like” us on the STJ-Employment Opportunities Facebook page to receive updates about open positions as they become available.
Training and Development Certificate Programs
The Office of Human Resources at St. John’s University provides employees with the opportunity to significantly enhance their professional development through two Training and Development Certificate Programs:

- **Management Certificate** for administrators whose primary responsibility is managing a function and supervising staff and/or administrators.
- **Professional Development Certificate** for full-time and part-time non-supervisory administrators and staff.

The programs offer a curriculum of core and elective workshops for which managers and employees earn professional development units (PDUs) and work toward receipt of a framed Certificate of Completion along with a personalized plaque awarded during a special graduation ceremony.

The Certificate Programs support the University’s strategic goal to build an organization of strong leaders where faculty, administrators and staff are enabled, motivated and engaged. The programs also directly support the Development Plan component of the University’s performance management system, Partnership for Performance (PFP), by creating a clear path for professional growth for each employee.

Professional Development Opportunities through the Tuition Remission Program
The University’s Tuition Remission program offers full-time employees ample opportunities for professional development and training. Under this benefit, employees may take up to three (3) credits per semester as non-matriculated students. While there is no overall credit limit applied to professional development coursework, employees may not exceed the 12 credit prerequisite limit applicable to special/non-matriculated students. That is, an employee may not take any more than 12 credits toward a degree without matriculating in the degree program. The following restrictions also apply: the coursework must be approved by the employee’s supervisor; it must be related to the employee’s current position or career path at the University; and the employee must meet the pre-requisites and registration requirements of the school that the course is in.

For more information on Tuition Remission, refer to policy #608-A or #608-AA, as applicable, in the HR Policy Manual.