Employee Retention Strategies

ASTSWMO Webinar
March 23, 2023

Laura Malone, Director
Waste Programs Division

ADEQ Arizona Department of Environmental Quality

Agenda

- Welcome
- Background
- Career Path and Compensation Plan
- Professional Development Plans
- ASK Database
- Open Discussion/Questions

What's All The Fuss About?

What's All The Fuss About?

Source: Statista

Why People Are Quitting Their Jobs

Most common reasons given for quitting previous job (Apr '21 - Apr '22)

Based on a survey of 13,382 employees in Australia, Canada, India, Singapore, United Kingdom and United States.

Source: McKinsey & Company

statista

Main Reasons People Are Leaving

The five main drivers of employee retention are strong leadership, frequent feedback, including recognition, opportunities for advancement, competitive compensation packages, and a good work/life balance. For retention strategies to be successful, they should be crafted with these five drivers in mind.

ADEQ Environmental Class Career and Compensation Plan

Guiding Concepts

- Our goal is to increase mission outcomes and customer service. Our goal requires that we recruit, train, and retain a highly technical and engaged staff.

MAP MANAGING ACCOUNTABILITY & PERFORMANCE
For a greater state of success!

- An employee's actual "market" value is a function of mission-relevant skills, experience, and actual performance.

- Staff who perform well should be able to advance in responsibility and pay without becoming managers, moving jobs, or sitting in odd places in the org chart.

o*net™
Beyond Information. Intelligence.
TOWERS WATSON

- Use ADOA-endorsed resources to design a simple, defensible system, that is easy to maintain and is fiscally responsible.

What Did ADEQ do about it?

ADEQ Arizona Department of Environmental Quality

news to use

AUGUST 11, 2014

Janice K. Brewer, Governor · Henry R. Darwin, Director

Publication Number: N-14-80

Impressive Jump Seen in Employee Engagement Score

Ratio of Engagement More Than Doubles Since Last Survey

ADEQ more than doubled its employee engagement ratio compared to its last survey in 2012. The results of the agencywide survey conducted in March showed we have a ratio of 2.46:1, which means that for every one disengaged employee, we have nearly two and half times as many engaged employees.

An Arizona Department of Administration-administered employee engagement survey in 2012 resulted in an ADEQ ratio of 1.2:1, which meant that our ratio of engaged to disengaged employees was nearly one to one at that time. ADEQ's Chief Human Resources Officer Elizabeth Thorson said she believes the bump is largely due to an increased emphasis the agency is placing on enhanced employee engagement.

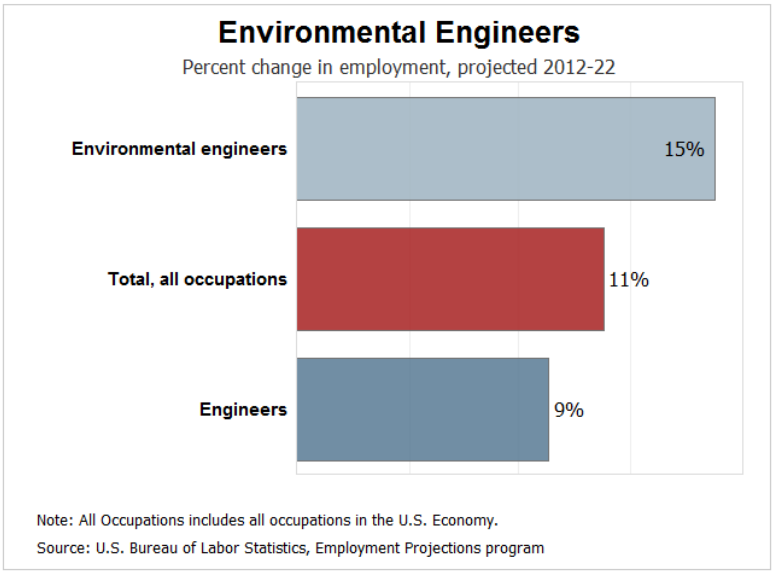
One of the big reasons for ADEQ's improved ratio of employee engagement is use of the agency's Q-boards for planning and tracking standardized work. At Monday's Waste Programs Division Hazardous Waste Inspection and Compliance Unit Q-Board meeting, Brad Baker (right) updates one of his projects as Patty Sharit (second from left) and Makasha Owens (left) look on.

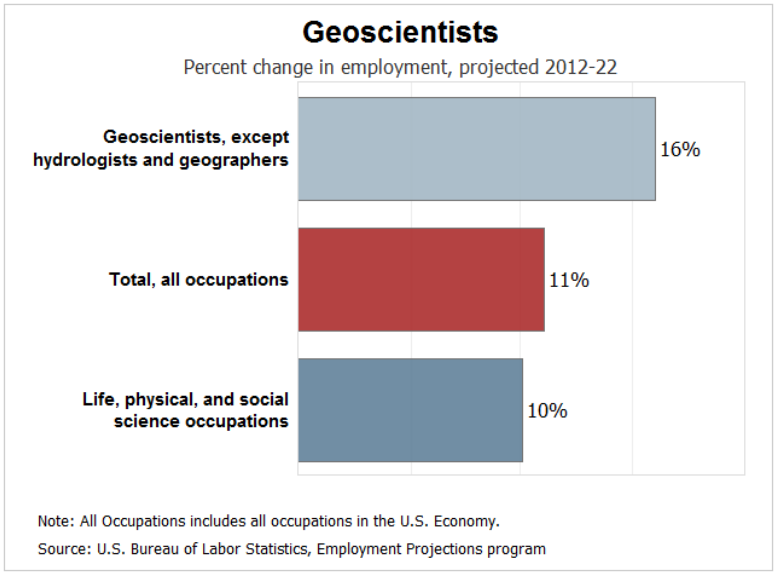
- Monthly manager training program
- MAP-based incentive pay program
- Spot-light incentive pay program
- Strategy deployment connecting each employee to the Strategic Plan
- MAP based accountability

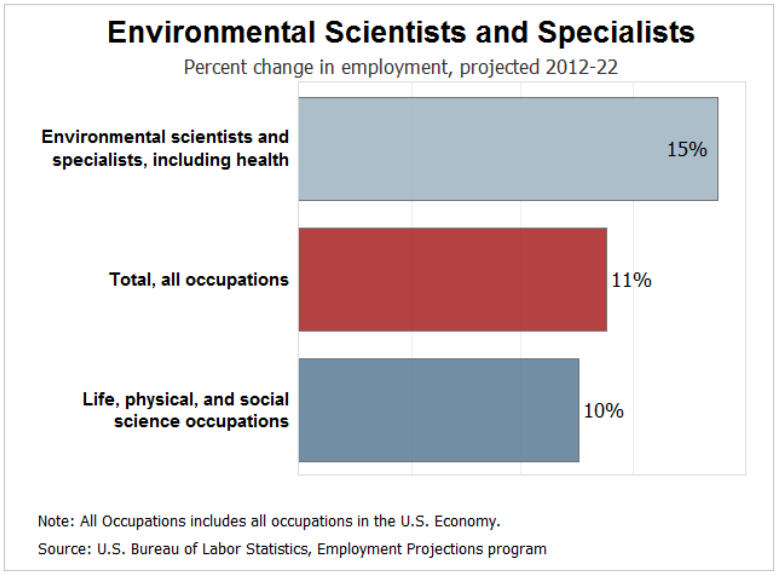
- "You Said, We Did" tracking and reporting
- Unit-level performance tracking so employees can see if they are "winning"
- Set-aside Technical Training Dollars
- Concerted shift from command-control to collaborative problem solving

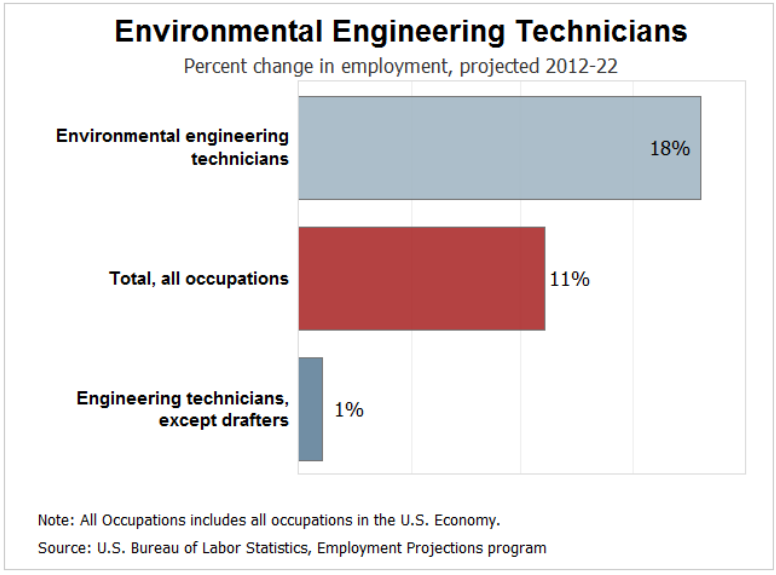
But it is not enough because…

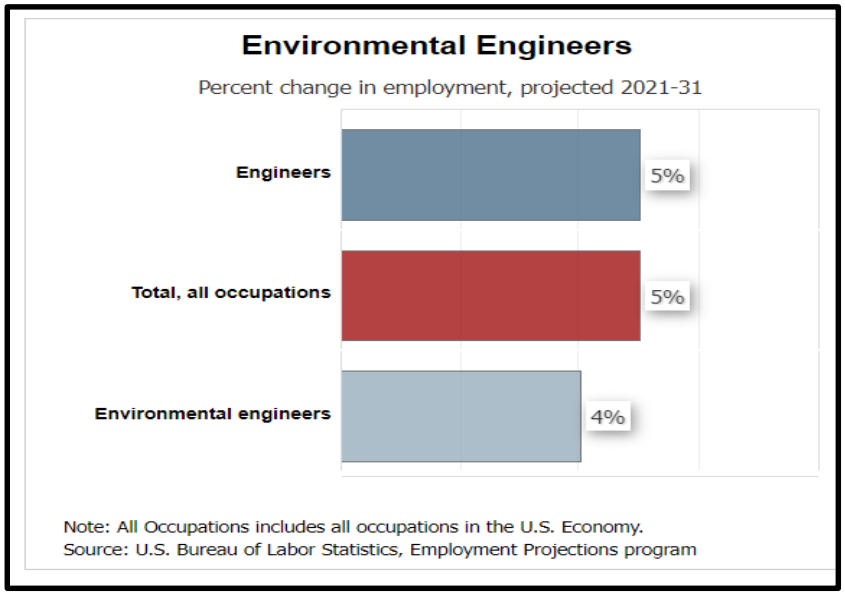
Our people are in higher demand

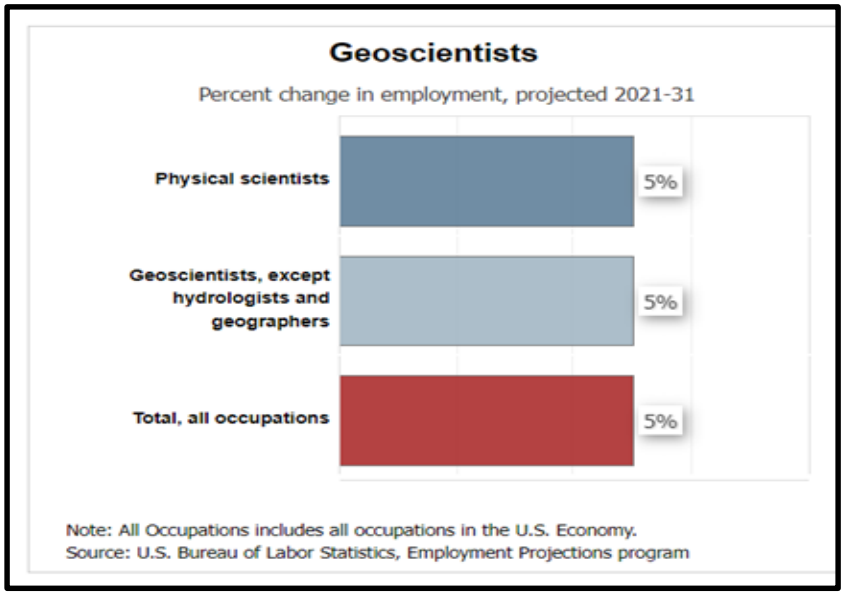


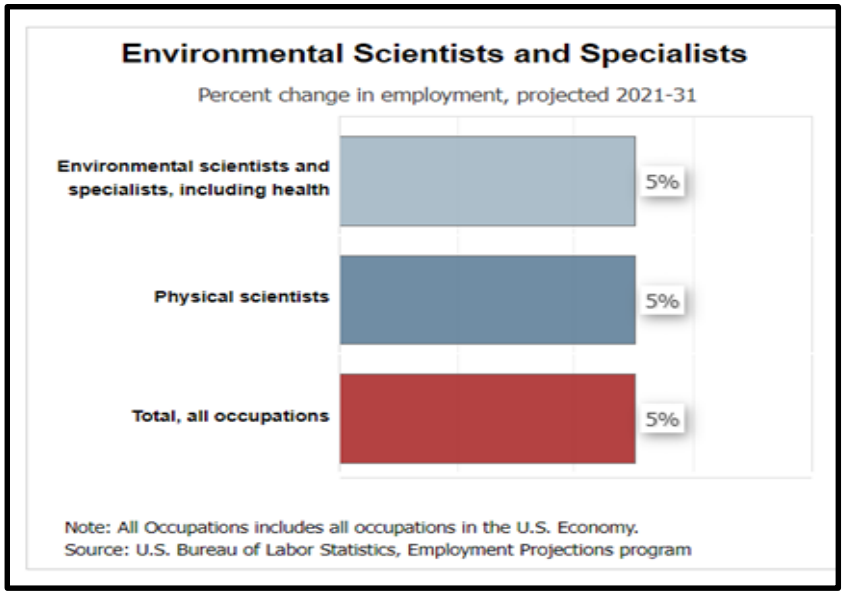


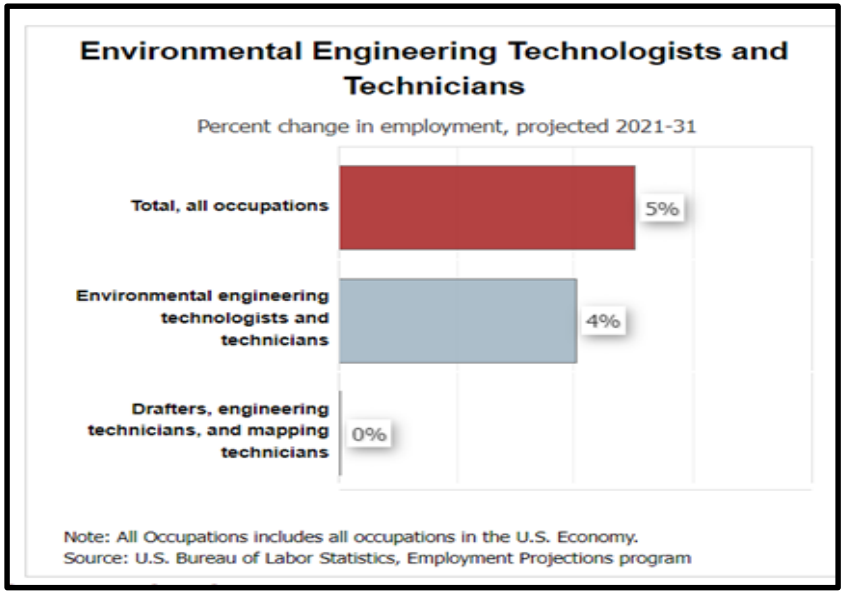





Environmental Engineers
Percent change in employment, projected 2021-31
Engineers
5%
Total, all occupations
5%
Environmental engineers
4%
Note: All Occupations includes all occupations in the U.S. Economy.
Source: U.S. Bureau of Labor Statistics, Employment Projections program


Geoscientists
Percent change in employment, projected 2021-31
Physical scientists
5%
Geoscientists, except hydrologists and geographers
5%
Total, all occupations
5%
Note: All Occupations includes all occupations in the U.S. Economy.
Source: U.S. Bureau of Labor Statistics, Employment Projections program


Environmental Scientists and Specialists
Percent change in employment, projected 2021-31
Environmental scientists and specialists, including health
5%
Physical scientists
5%
Total, all occupations
5%
Note: All Occupations includes all occupations in the U.S. Economy.
Source: U.S. Bureau of Labor Statistics, Employment Projections program


Environmental Engineering Technologists and Technicians
Percent change in employment, projected 2021-31
Total, all occupations
5%
Environmental engineering technologists and technicians
4%
Drafters, engineering technicians, and mapping technicians
0%
Note: All Occupations includes all occupations in the U.S. Economy.
Source: U.S. Bureau of Labor Statistics, Employment Projections program

And our people are under paid

List of Selected classifications with benchmarks and estimated distance to market and turnover

Classification Series	Number of Employees	Estimated % To Market	Estimated Turnover
Environmental Program	159	22.9%	13.8%

"To reinforce the success of personnel reform and continue moving the State toward the future, a two-pronged approach will be necessary:

1) Address individual employee salaries through **merit increases**, providing high performing employees with merit increases to **reach competitive salaries** compared with the prevailing job market.

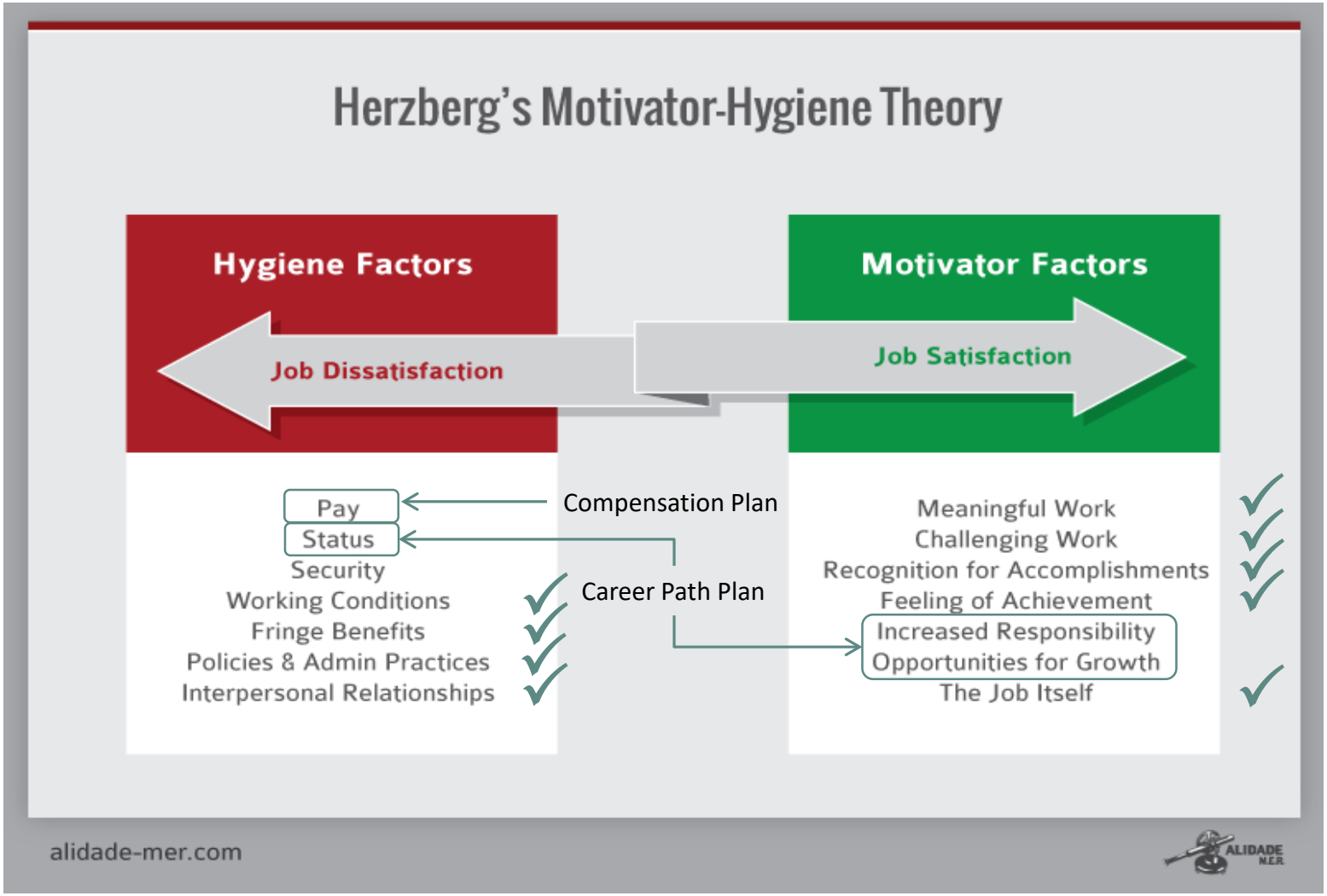
2) Manage the salary ranges of critical classifications, ensuring the range is based on market pricing of jobs, and providing market adjustments as necessary…"

-STATE OF ARIZONA ADVISORY RECOMMENDATION, ADOA 2013

ADOA
Arizona Department of Administration

What's the solution?

Theory behind the solution



ADEQ Career Path Model

Previous Linear Career Path

TECHNOCRATIC

EV Assistant Director

EV Deputy Asst. Director

EV Section Manager

EV Program Supervisor

EV Engineer Sr.

EV Engineer

EV Engineering Specialist

Forces people in to management when it is not their passion

Dual Career Path

ROLE – BASED

EV Assistant Director

EV Deputy Asst. Director

EV Section Manager

EV Program Supervisor

Principal Engineer

Senior Engineer

Associate Engineer

EV Engineering Specialist III

EV Engineering Specialist II

EV Engineering Specialist I

All resources will still have a technical or legal background. However, managers will be staff who have a passion for managing performance, developing people and problem solving. Technologists will be staff who have a passion for technical excellence.

EV Classification Structure

ENVIRONMENTAL JOB CLASSIFICATIONS

FAMILY	ENVIRONMENTAL ENGINEERING	HYDROGEOLOGY	EV SCIENCE & SPECIALTY	ENVIRONMENTAL TECHNOLOGY
CLASSIFICATION	EV Principal Engineer EV Senior Engineer EV Associate Engineer EV Eng. Specialist III EV Eng. Specialist II EV Eng. Specialist I	EV Principal Hydrogeologist EV Senior Hydrogeologist EV Associate Hydrogeologist EV Hydro geologist III EV Hydro geologist II EV Hydro geologist I	Principal EV S&S Senior EV S&S Associate EV S&S EV S&S III EV S&S II EV S&S I	EV Tech III EV Tech II EV Tech I
PDQ	Unit specific – i.e. job duties for a Senior Engineer in the Air Quality Permits Unit will be different but of similar mission value to a Senior Engineer in the Water Quality Plan Review Unit.			

ADEQ Career Path Model

Different Roles Equally Important to the Mission

TECHNICAL CAREER PATH

ENVIRONMENTAL ENGINEERING FAMILY

- PRINCIPAL EV ENGINEER
- SR. EV ENGINEER
- ASSOCIATE EV ENGINEER
- EV ENGINEERING SPECIALIST III
- EV ENGINEERING SPECIALIST II
- EV ENGINEERING SPECIALIST I

MANAGEMENT CAREER PATH

- EV DIRECTOR
- EV DEPUTY DIRECTOR
- EV ASST. DIRECTOR
- EV DEPUTY ASST. DIRECTOR
- EV SECTION MANAGER
- EV PROGRAM SUPERVISOR

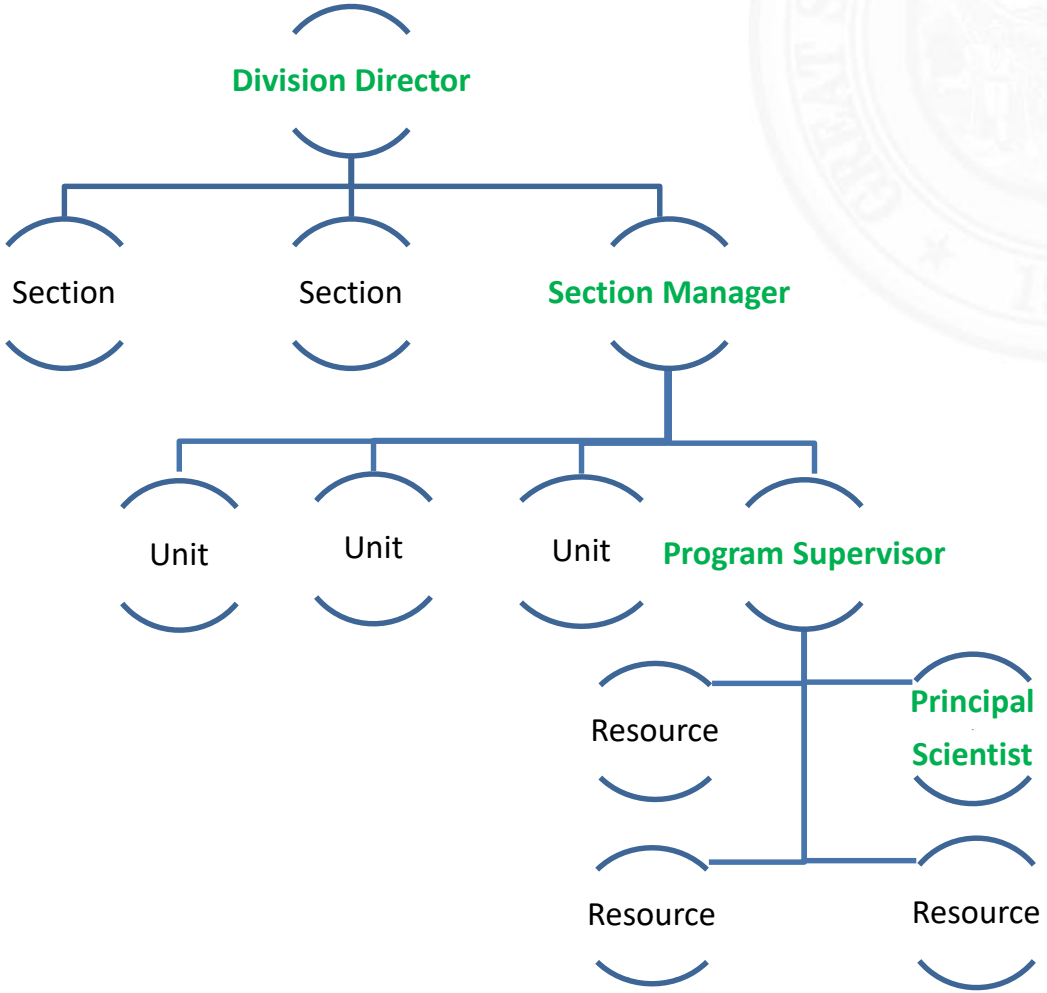
Management Role ≠ More Pay

Principal Salary > UM Salary and that's OK. In fact, Principal salary may exceed the SM Salary and that's OK too.

Why? Simple…the cost of training or replacing a true expert in the field is much higher than the cost of training or replacing a manager.

If this is not OK, artificial and wasteful org structures have to be created.

This structure also helps filter out those who do not have a passion for management.



Mapping Process

Name - Full	Position Description	New Position Description	Education/Degree	Years of Professional Experience	Professional Registration	Level of Responsibility	Approval Authority	Cross Training	Work Review/SME	Mentor/Training	Comments
ATKINSON, DONALD E.	HYDROLOGIST III										
BAKER, BRADLEY D.	ENVMTL PRG SPCT										
BENOVIC, SARA L.	HYDGST 3										
BHUYAN, SAMARJYOTI	ENVMTL ENGR										
BLANCHARD, HEATHER	ENVMTL PRG SPCT										
BRUNTON, RICHARD	EV HYDROLOGST III										
BUNKERS, MEL	ENVMTL PROJ MGR										
CASEY, ROBERT	ENVMTL PROG ASST										
CURE, JENNIE	ENVMTL PROJ MGR										
DANIELS, KRISTIE M.	EV HYDROLOGIST III										
DEMING, DIANA	EV ENVMTL ENGR										
DORAL, ELAINA	ENVMTL PRG SPCT										
EDIGER, TIMOTHY	HYDROLOGIST III										
FISCHER, LAURA	ENVMTL PROJ MGR 1										
GARCIA, MATTHEW F.	ENVMTL PRG SPCT										
GIUNTOLI, MORGAN N.	ENVMTL PRG SPCT										
GONZALEZ, DANIEL	ENVMTL PRG SPCT										
GOODWIN, DEBORAH F.	HYDROLOGIST III										
GOODWIN, SCOTT D.	HYDROLOGIST IV										
HARKER, KARIN L.	EV HYDROLOGIST III										
HESSLER, MARY	ENVMTL PRG SPCT										
INMAN, JEANINE K.	ENVMTL ENGR										
KETTERING, JEFFREY A.	HYDROLOGIST III										
LAM, AMANDA J.	ENVMTL PRG SPCT										
LANSON, NIMEESHA	REGULTRY/CMPLNC ADMR										
LATIN, MICHAEL R.	HYDROLOGIST IV										
LEITER, ETHAN J.	ENVMTL PRG SPCT										
LEVEROCK, ANTHONY	ENVMTL ENGR SR										
LEWANDOWSKI, MARK S.	EV ENVMTL RULES SPCT										
LOPEZ, LINNETH A.	ENVMTL ENGR SPCT										
LUCAS, MARK W.	HYDROLOGIST III										
MILLER, WAYNE L.	HYDROLOGIST III										
OLM, RICHARD C.	EV ENVMTL ENGR SR										
OSUCH, NICHOLE S.	ENVMTL PROJ MGR										
PACE, JOEY A.	EV VOLY REMD SPCT										
PATRICKI, JOHN C.	EV VOLY REMD SPCT										
PETTIGREW, DAVID	HYDROLOGIST III										
PHALEN, AMY B.	EV HYDROLOGIST III										
PLATO, LORI L.	ENVMTL PRG SPCT										
PRIGGE, MICHAEL	ENVMTL ENGR										
PUDNEY, WAYNE	EV HYDGST IV										
RIBITZKI DAVIS, CYNTHIA M.	ENVMTL PRG SPCT										
RIVERA, RAMON G.	ENVMTL PRG SPCT										
ROBERTSON, JOHN A.	HYDROLOGIST III										
RODRIGUEZ, MELANIE A.	ENVMTL HLTH SPCT II										
RUSHMEYER, JASON J.	ENVMTL PRG SPCT										
SACHS, MARIA	ENVMTL ENGR SPCT										
SALZLER, DANIEL	ENVMTL PRG SPCT										
SHAW, JOSEPH B.	EV ENVMTL PROJ MGR										
SHINABERY, PATRICK E.	HYDROLOGIST III										
SNYDER, KEVIN C.	HYDROLOGIST III										
STONE, ANTHONY B.	ENVMTL PRG SPCT										
STONEBRINK, BRIAN	EV HYDROLOGIST III										
TABER, DANIELLE R.	EV VOLY REMD SPCT										
YEE, TIFFANY J.	ENVMTL ENGR SPCT										
ZIEGLER, GWENN E.	VOLUNTARY REMEDY SPCT										

ADEQ Arizona Department of Environmental Quality

HUMAN POTENTIAL OFFICE

Integrity | Partnership | Results

EV Engineering Job Family- Class Specifications

Job Title	EV Engineering Specialist I	EV Engineering Specialist II	EV Engineering Specialist III	EV Associate Engineer	EV Senior Engineer	EV Principal Engineer
Job Code	AUN	AUN	AUN	AUN	AUN	AUN
FLSA Status	Non-Exempt	Non-Exempt	Exempt	Exempt	Exempt	Exempt
EEO Occupational Code						
Summary	Research, design, plan, or perform engineering duties in the prevention, control, and remediation of environmental hazards using various engineering disciplines. Work may include waste treatment, site remediation, or pollution control technology.					
Primary Duties & Responsibilities	Review and evaluate environmental permit applications, reports, facility designs, plans and cost estimates. Develop permits, action plans and recommendations based on the review and evaluation. Participate in site visits, data collection, inspections, and investigations regarding environmental topics. Review technical/program documents and applications. Perform environmental calculations based on provided methodologies. Provide technical assistance to the regulated community, staff, and the public pertaining to environmental impact and regulation. Assist in preparing environmental guidance documents.					

ADEQ Arizona Department of Environmental Quality

HUMAN POTENTIAL OFFICE

Integrity | Partnership | Results

ADEQ Career Path Mapping Process Guidelines

This document is for internal ADEQ use only. It serves as instructions and guidelines for the ADEQ Career Path Mapping Process.

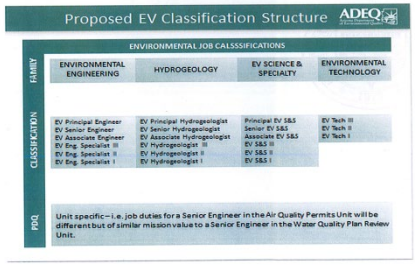
What is the ADEQ Career Path Program?

The ADEQ Career Path is a classification framework with a series of job families and classification levels that increase in complexity and responsibility, representing career progression opportunities. The ADEQ Career Path Plan clarifies growth in jobs from one level to another based on responsibilities, scope, impact, required skills and knowledge. It organizes our technical environmental jobs based on progressive levels of contribution, and presents opportunities for career pathing and targeted development.

The plan is designed to provide upward mobility for technical employees without requiring that they be placed into supervisory or managerial positions. This program will serve as a way to advance employees who have technical skills and/or education but who are not interested or inclined to pursue a management or supervisory path.

Career Path will specifically provide a formal process for an environmental technical contributor to progress to a higher level of job responsibility within his/her current position or to a higher level position in the employee's respective career path family.

ADEQ has built four Job Families that include: Environmental Engineering, Environmental Science & Specialty, Environmental Technology and Environmental Hydrogeology. Within these four families are respective classifications and career levels. These levels are defined by Arizona Department of Administration approved job specifications and are further defined by the agency specific position description questionnaire (pdq). The following EV Classification Structure summary provides an overview of the new job family classification titles:

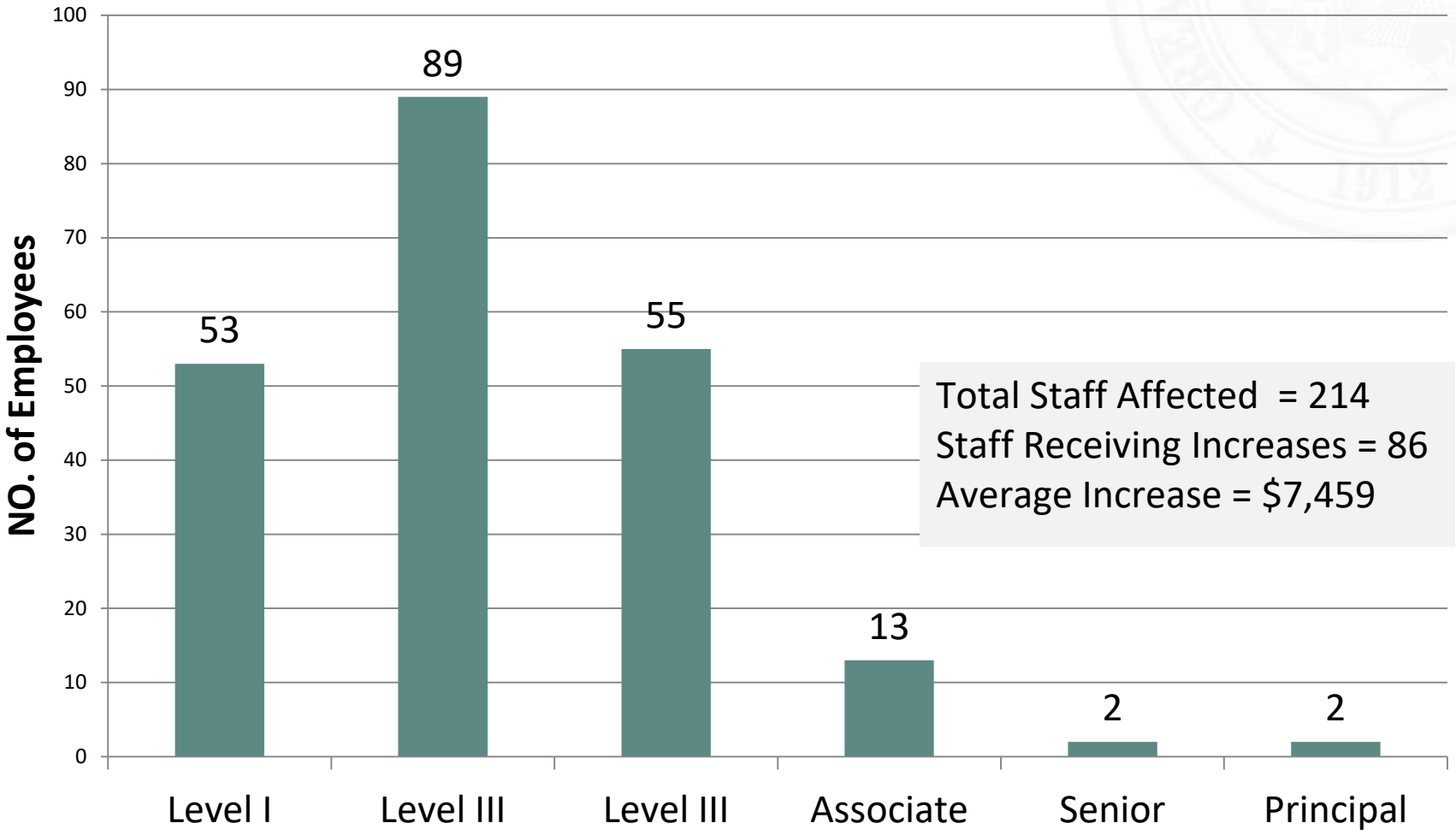


Mapping Process

JOB FAMILY:			
NAME:			
CURRENT CLASS TITLE:			
NEW CLASS TITLE:			
CURRENT GRADE:		NEW GRADE:	
CURRENT SALARY:		NEW CLASS MIN:	
2015 MAP SCORE:			
SECTION:			
SUPERVISOR:			
RETIREMENT RISK:			

Environmental Technology Family	Yellow
Environmental Science and Specialty Family	Green
Hydrogeology Family	Purple
Environmental Engineering Family	Blue

Career Path Breakout by Level



Career Progression

The ADEQ Career Path is designed to formally progress an employee to a higher level of job responsibility within his/her current position or to a higher level position in the employee's respective career path.

Since the employee and the manager work together to progressively advance to the higher level of responsibility, there is no need for a competitive posting process. The Career Path is a department-driven process, with 4 basic conditions:

1

The department must have a genuine mission need for the higher level of work.

2

The target position classification must exist in the Career Path system.

3

The employee must be both interested in the higher level work and have demonstrated the ability to perform it for at least 6 months.

4

Meet the requirements of the promotion matrix.

Technical Career Path Promotion

ADEQ Arizona Department of Environmental Quality

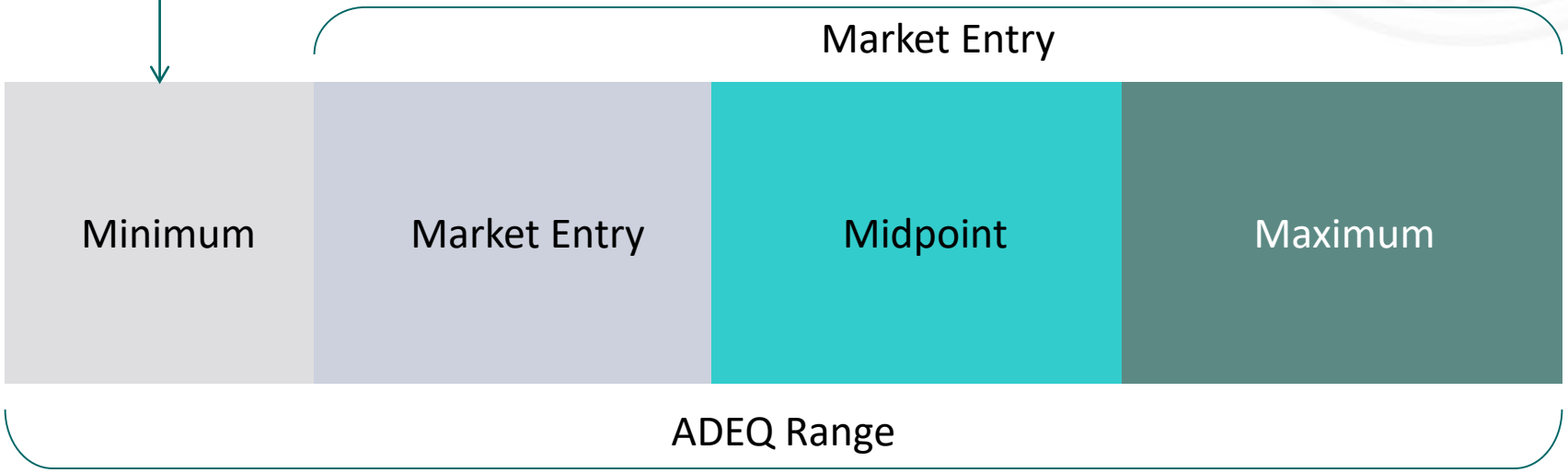
PROMOTION REQUIREMENTS

REQUIREMENT	CAREER PATH PROFESSIONAL LEVELS					
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4 (ASSOCIATE)	LEVEL 5 (SENIOR)	LEVEL 6 (PRINCIPAL)
MAP	New Hire Process / Promotion Not Applicable	✓	✓	✓	✓	✓
VALUE ADDED ACTIVITY		✓	✓	✓	✓	✓
UNIT MGR REVIEW		✓	✓	✓	✓	✓
SECTION MGR REVIEW		✓	✓	✓	✓	✓
DIVISION DIRECTOR APPROVAL		✓	✓	✓	✓	✓
APPLICATION			+	✓	✓	✓
PORTFOLIO PRESENTATION[a]			+	✓	✓	✓
ELT MAJORITY			+	✓	✓	✓
PEER REVIEW[b]				+	✓	✓
UNANIMOUS ELT VOTE				+	✓	✓
ADEQ BREAKTHROUGH[c]				+	+	+
ADOA APPROVAL (GRADE 25 & ABOVE)						✓

NOTES	
Uncovered	Only uncovered staff are eligible for promotion
✓	Standard requirement
+	Exception requirement if candidate lacks required education, license / registration, or years of experience
MAP	Previous year's MAP evaluation rating must be greater than 2.249 to be eligible for promotion to the next level
VALUE ADDED ACTIVITY	Activities that are clearly above and beyond the candidate's normal work requirements and are listed on the Career Path Value-Added Menu (e.g. active member of an agency-wide project that is not directly related to your normal responsibilities like EMS or e-recycling).
a	Portfolio presentation must include candidate's body of work
b	Includes internal and external peers
c	An exceptional accomplishment that has positive and potentially generational impacts on ADEQ and it's mission (e.g. Passing of SB1552 Omnibus Air Quality Legislation; development of the Groundwater Protection Levels model). Note that a single breakthrough can only be used once.

Salary Terminology

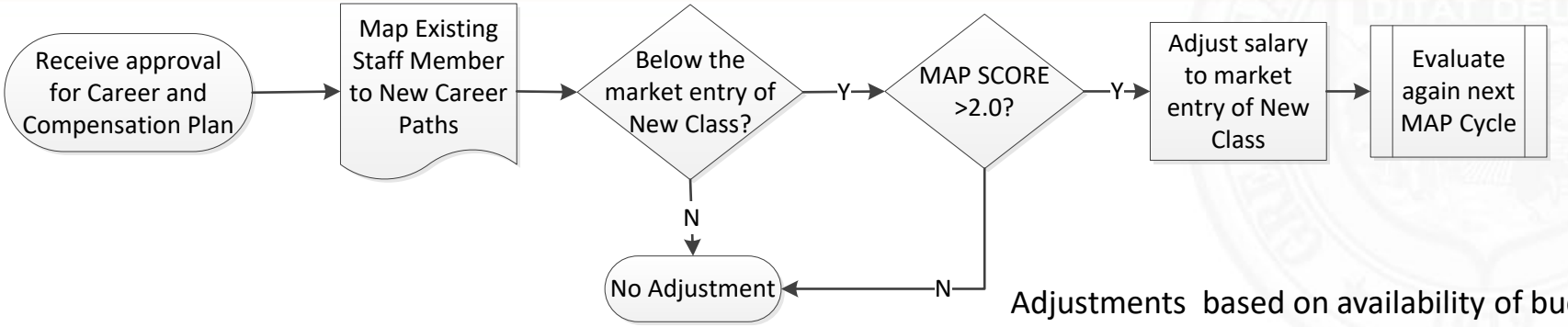
Lowest existing salary mapped to classification with MAP < 2.0



How will it be implemented?

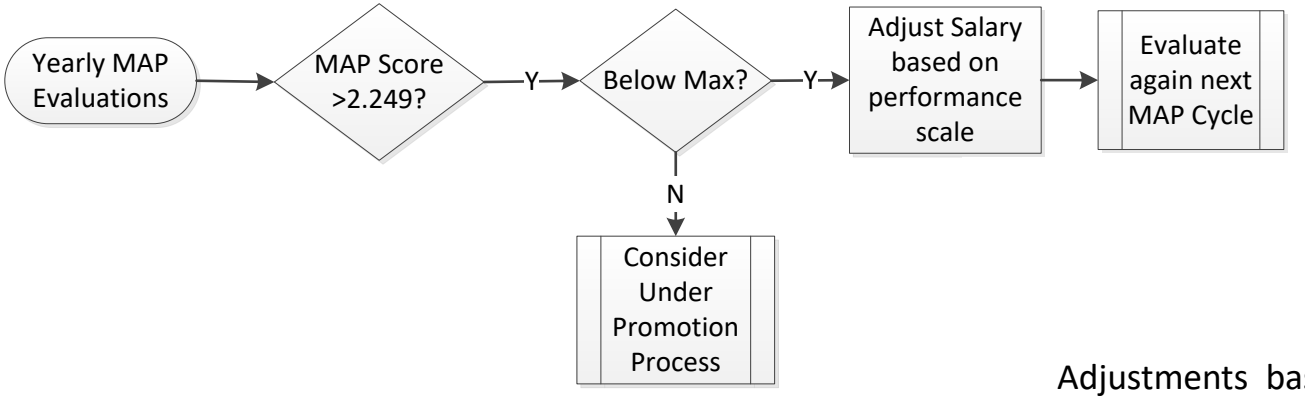
ADEQ Arizona Department of Environmental Quality

Initial Deployment



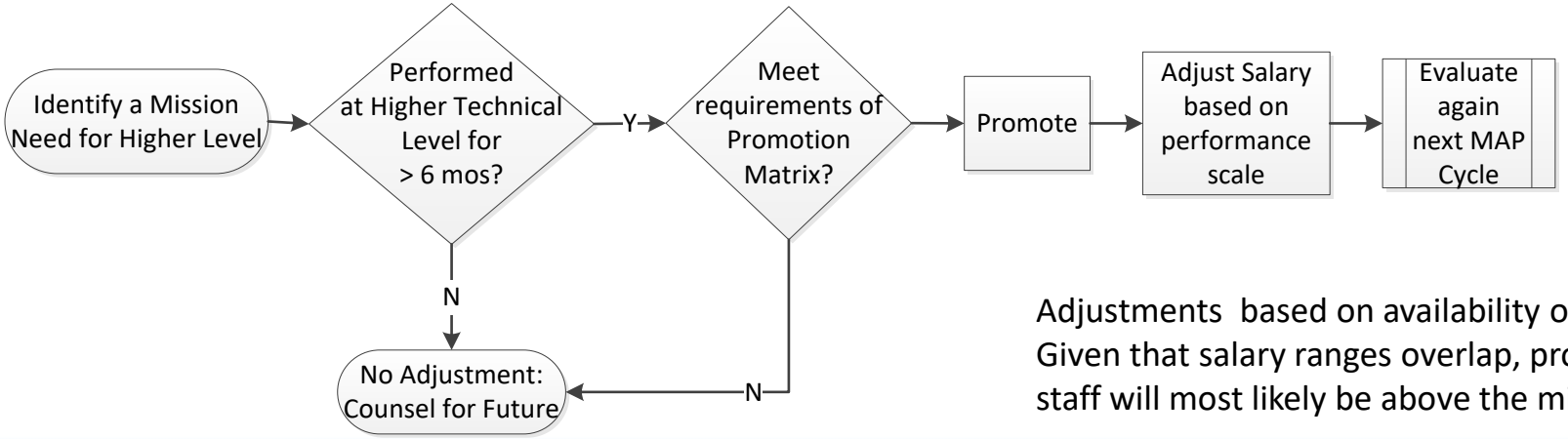
Adjustments based on availability of budget

Annual Adjustments



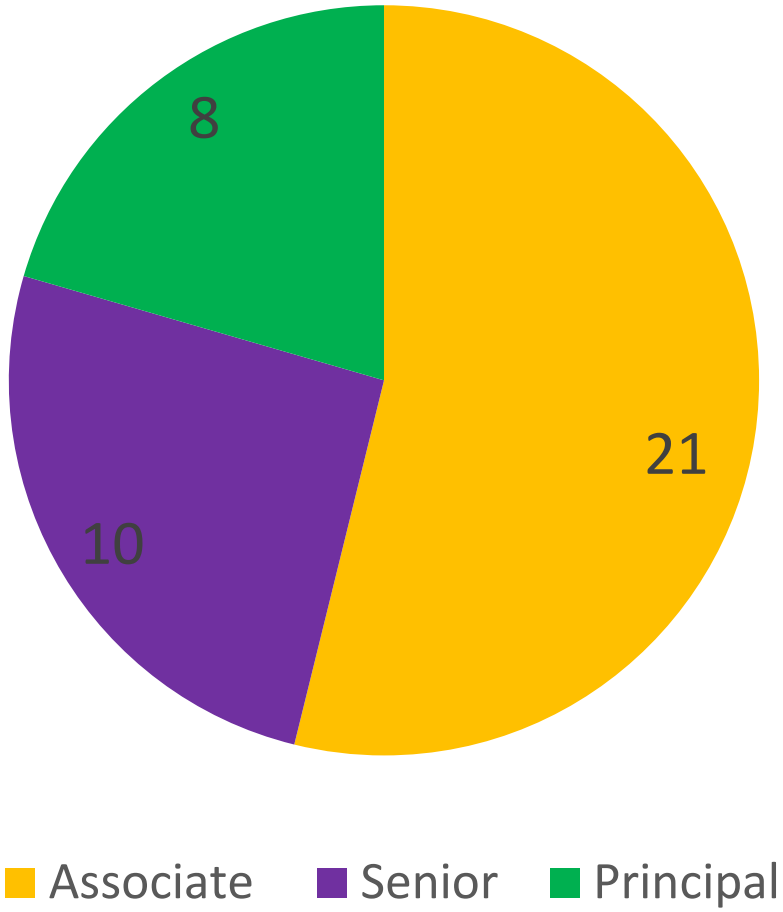
Adjustments based on availability of budget

Promotions

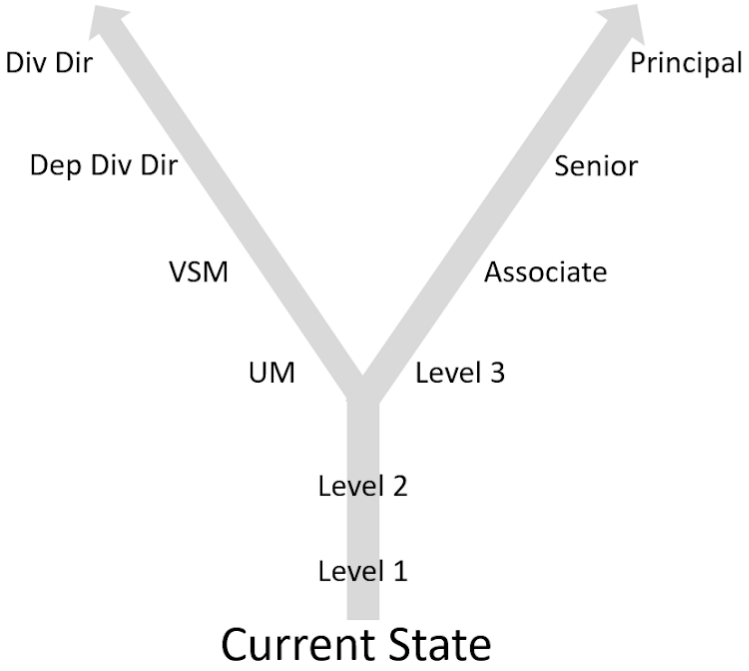


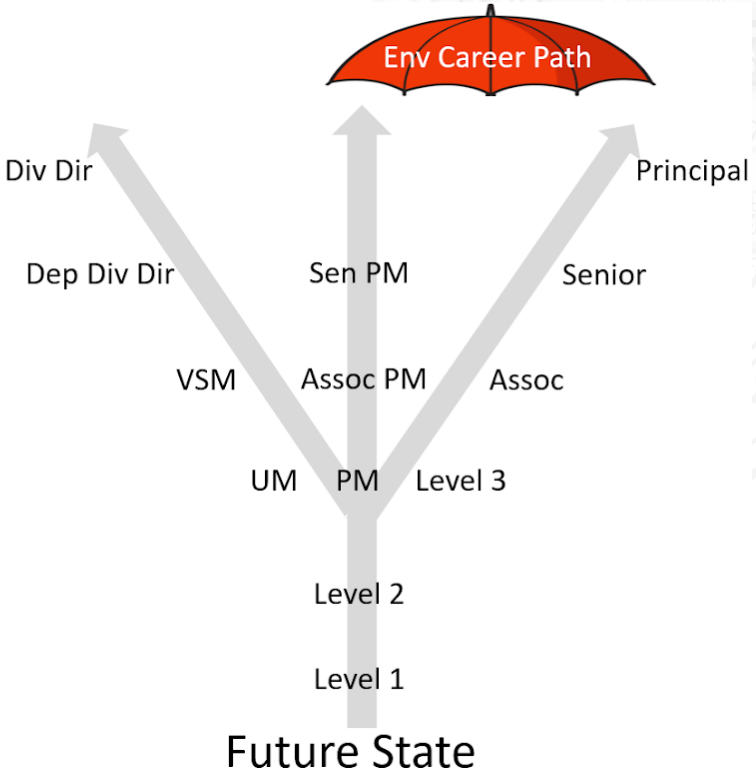
Adjustments based on availability of budget
Given that salary ranges overlap, promoted staff will most likely be above the minimum.

Associates, Seniors and Principals…Oh My



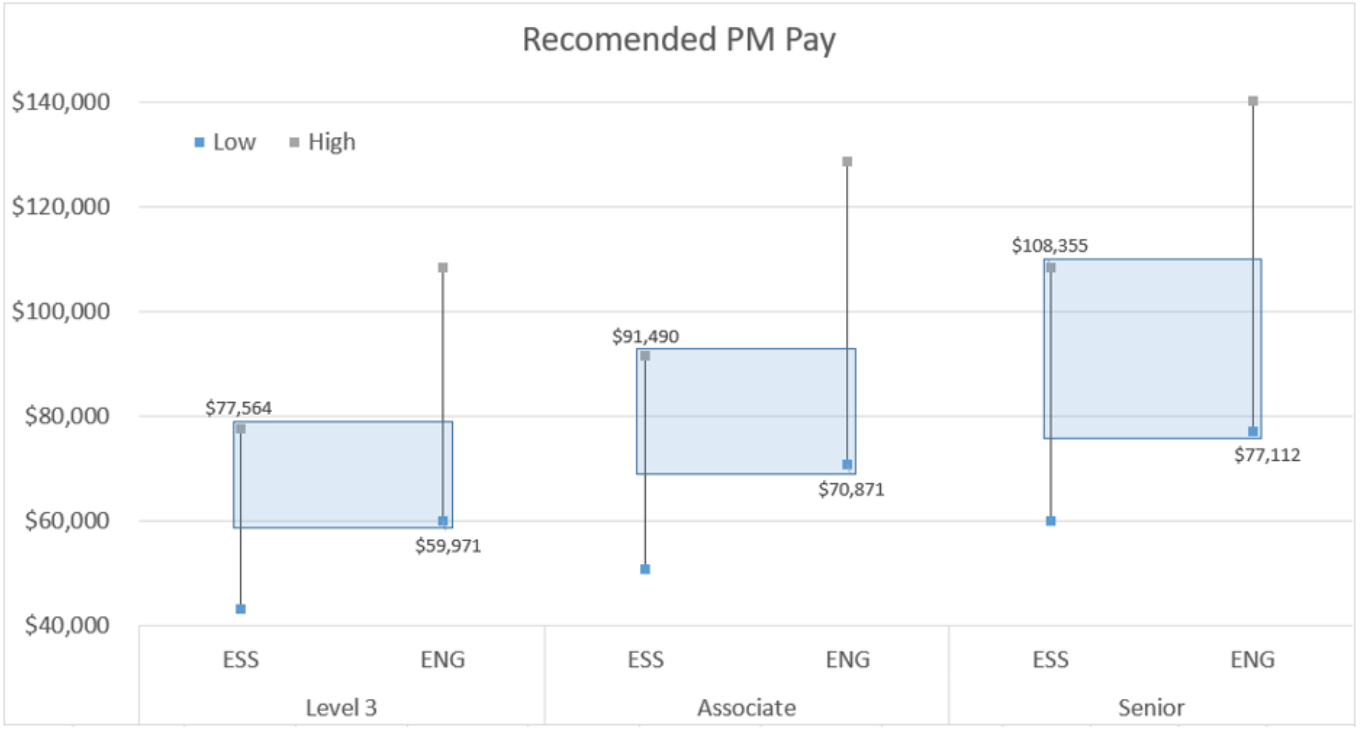
What's Next……..Project Manager Career Track





Conceptual difference between existing career path and new career path.

PM Salary Ranges



Source:

- *(Eng, Sci and ADOT Range) ADOA Job Titles, Pay Ranges, and Class Specs google sheet*

Level 3 PM	Associate PM	Senior PM
Develop a scope of work and as necessary, with feedback from stakeholders and project team. Gather customer requirements using a Voice of the Customer exercise. Develop **project charters and Project A3** with the Schedule Performance Index (SPI) to help manage and communicate the status of a project. Manage project scope, schedule, and budget to ensure that projects are completed on time, meet scoped requirements, and on budget. Review task order offers and statements of work submitted by contractors. Manage scope, schedule, project budget, execution of work, change orders, and invoice review for contractors. **Works with the procurement office** in Business and Finance to document contractor issues using the Contractor Performance Evaluation template. Understand how critical tasks, project risks, competing priorities, and proper timing of necessary resources impact the project scope, schedule, and budget. **Use the SPI chart to manage schedules and team performance**. Communicate the status of project deliverables in project meetings and daily standup meetings and follow up with action item owners. Understands the need for building common purpose and agreed upon milestones within a team environment, determine the skills needed to execute the project, and develop roles and responsibilities (using tools like a RACI) while taking into account staff capacity and personality traits. Use ASK Application to help identify potential subject matter experts within the agency. **Plan problem solving events** with a lean facilitator using the Kaizen Problem Solving pre-planning template	Manage multiple task orders/contractors per project, including managing expectations and negotiations of contractors in project scope development and execution roles. Determine which risks have the highest probability/impact on scope/schedule/budget, implement prioritized countermeasures, recognize where gaps in subject matter expertise exist, and understand the difference between control and influence. Proactively determine the most effective communication method and frequency with internal/external stakeholders, identify and manage conflict among the team, and manage the team's morale. Develop resource-loaded project schedules with advanced project management tools, like Microsoft Project and Gantt Charts. Develop communications plans with the aid of the Communications office and the Features, Benefits, Proofs analysis tool. Evaluate requests for proposals (RFPs) using a Bid Evaluation Matrix.	Act as a team lead for multiple project managers. Develop teams while taking into consideration an individual's Predictive Index. Recognize risks that go beyond scope, schedule, budget (e.g., media, branding and political risks) and how to mitigate them using department resources. Understand the impact of external events (e.g. legislation, lawsuits, stakeholder and public involvement), recognize when a communication plan is necessary and can organize a project team to address media and legislative inquiries. Develop cost/benefit analyses to evaluate multiple options and understand the key breaking points from a cost, risk and feasibility viewpoint. Facilitate the development of personas with assistance from the Communications office so as to target messaging to various stakeholder groups.

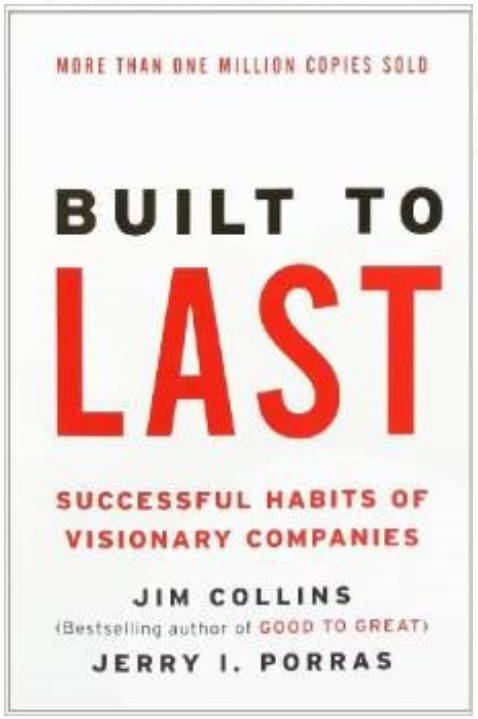
Waste Programs Division Professional Development Program

ADEQ
Arizona Department of Environmental Quality

Why PDP?

WPD took a bold step in June 2014 by conducting a pilot program in FY15 in the Remedial Projects Section that encouraged WPD staff to use up to 5% of their annual work time in a fiscal year for employee development activities.

Based on the results of the pilot, ADEQ Executive Leadership approved the deployment of the program in WPD.



Why PDP?

- **Because we have a mission and vision to fulfill**
- **In order to get there, we depend on our people to fulfill our mission; our employees are the foundation of all the good that we do as an agency**
- **We want to give our people the tools to grow and develop so we can have a workforce that is not stagnant and ineffective**

PDP Guidelines

- **Professional development hours are not to exceed 5% of the employee's time in a fiscal year or 13 days (104 hours)**

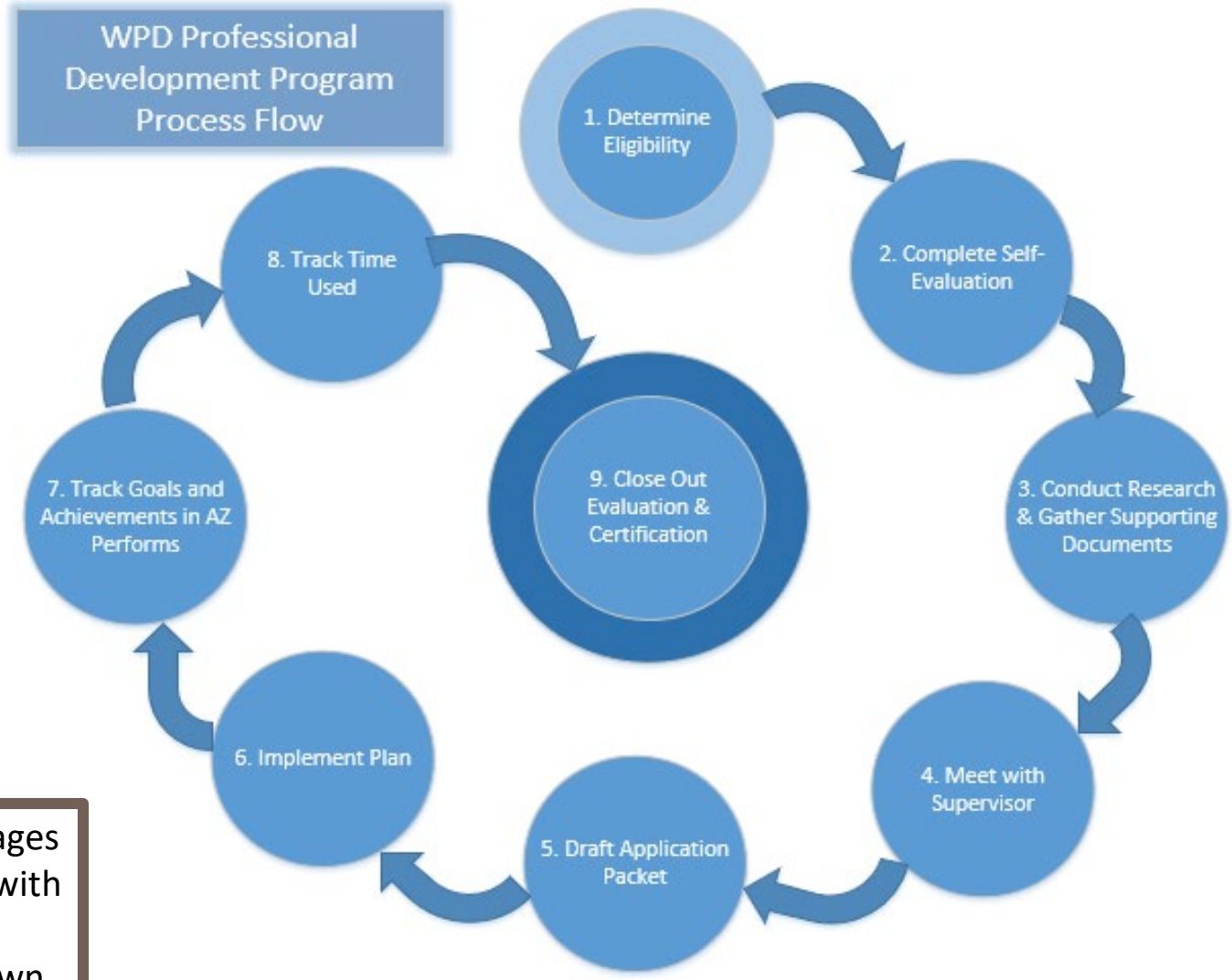
- **Tuition reimbursement will be available (up to $4,000* per fiscal year**

- **No pre-determined cost ceiling amount on commercial/ contracted classes****

Minimum Requirements

1. **Full-time employee**
2. **Last performance period was a “Meets Expectations” or above**
3. **Not under a Performance Improvement Plan (PIP)**
4. **No active disciplinary actions**
5. **Employee has completed all required training for current job (be in the job for at least 6 months)**
6. **Time is used to improve current job performance, to increase competence in one or more AZPerforms Behaviors or Core Values, to maintain current certifications for registered professionals, and/or to reach short- or long-term career goals that will benefit ADEQ**

Process



ADEQ highly encourages employees to share with staff acquired knowledge via “Brown Bag” presentations or staff meetings

Responsibilities

Employee Responsibilities

1. Document research for best value & most relevant activities.*
2. Status meetings with supervisor (During 1:1's).
3. Not claim more than 104 hours in the fiscal year.
4. If voluntary separation occurs within one year, employee may be requested to repay ADEQ.
5. Complete FY End Certification of Completion.

Supervisor Responsibilities

1. File a copy of the Plan in electronic supervisory file.
2. Document the initial meeting with employee with expectations, deadlines, etc. in 1:1 notes
3. Make sure approved activities benefit both the employee and ADEQ and meet best value and most relevant criteria.
4. Document in 1:1s and AZPerforms all PDP plans, goals and achievements.
5. Discuss Plan status during 1:1's.
6. Ensure time claimed does not exceed 104 hours in the fiscal year.

Pre-Approval Checklist

Include this checklist with the approval packet, showing all required steps have been completed.

PDP Pre-Approval Packet Checklist

To be completed by the employee, documenting that all required steps in the approval process have been completed before submitting a Pre-approval Request form for approval. Please turn this checklist in with your PDP Pre-Approval Form, along with all required documentation.

- ☐ Read all requirements, processes and Standard Work for the Professional Development Program.
- ☐ Complete Employee Self-Awareness Checklist.
  **Manager's complete the Manager Self-Awareness Checklist and the Manager Role Profile.*
- ☐ Research best value and most relevant options to achieve desired goals.
- ☐ Discuss training options with HPO Training Manager and BOT representative, if applicable.
- ☐ Meet with supervisor to review results of research, goals, mission needs, etc.
- ☐ Complete Fiscal Year PDP Pre-approval Request form.
- ☐ Print documentation for all requested costs and attach to the Pre-approval form.
- ☐ Submit Pre-approval form with documentation and this checklist for approvals by the Unit Manager, Value Stream Manager and final review by the Deputy Division Director.
- ☐ Schedule Quarterly meetings with supervisor.

Name:	Date:
Signature:	Fiscal Year:

Self Evaluation

WPD PDP Self-Evaluation Checklist

Staff Name:	**FY:**
DIV/VS/Unit:	

Professional Development Program Self-Evaluation Checklist

How much time and effort an employee needs to spend at any one step in the process depends on an employee's goals. It is important to be clear about these goals, so that an effective strategy is developed to attain those goals. All ADEQ employees must check the statements that are true for them at this time:

☐ You have been in your job for a while and are striving for increased competence in general.	☐ You have been in your job for a while, but you have a new boss or organization leader.
☐ You need to improve your performance in certain areas of your current job.	☐ You need to update your skills or expertise to keep up with the changing technologies or state-of-the-art knowledge in your line of work.
☐ Your job duties have changed recently (or will change), requiring some new skills or expertise on your part.	☐ Your job may be eliminated due to reengineering or restructuring, and you want to begin "re-tooling" to be ready for future opportunities.
☐ You want to prepare for a promotion or move to the next higher level of responsibility.	☐ You want to broaden your skills or expertise to allow yourself more flexibility for future job moves.

Self-Awareness Questions

All ADEQ employees (managers and staff) must take time to write and reflect on their goals to increase their self-awareness and help them organize and synthesize their thoughts. To gain a better understanding of themselves, they need to answer the following questions:

1. Of the new and recent developments at ADEQ, what interests me the most? What are my current skills and strengths for pursuing these interests? What do I need to do to reposition my career so that I can get involved in these new areas?

2. What is most important to me in my work? What values guide the kind of work I want to do? Examples of guiding principles include: must agree with the organizational mission, must be allowed innovation and risk taking, and must honor family values for a balanced professional life.

3. What are my limiting factors? These are things that put limits on the type of job you can take. Health concerns, geography, extensive and burdensome travel, not relocating until kids graduate, the need for an advanced degree, or a barrier or challenge are examples of potential limiting factors.

Pre-Approval Form- Page 1

WPD Professional Development Plan
Fiscal Year Pre-Approval Request

FY_____

Please enter as much information in each field as is necessary to fully explain the employee's plan, goals, and expected costs. You may use extra pages, if necessary.

Name:	Supervisor Name:
Job Title:	# Years in Position:
Submitted Date:	Div/VS/Unit:

Employee Career Mission Statement:

Proposed Activities:

Estimated Costs: *Add more lines if more costs need to be listed*

Total Requested: $	*Breakdown down each cost below*
Activity:	Cost:
Activity:	Cost:
Activity:	Cost:

Short Term Career Goals (1-2 years)

Long Term Career Goals (3-5 years)

Pre-Approval Form- Page 2

All required approvals must be received before employee begins.

All expenses and requests for time must be documented. Include screenshots showing agendas, costs, etc.

Acknowledgement that separation within one year requires reimbursement of expenses paid.

Annual Evaluation Behaviors & Core Values Addressed by Activities:	
State the AZ Performs Behaviors and Core Values that are addressed by the proposed activities. Include details on the activities & how any hours will be used; e.g. study time, attend courses, take examination, etc. Please add more lines if more activities need to be listed.	
Behavior/Core Values Addressed:	
Description of Activity:	
Anticipated Completion Date:	#Hours Needed:
Details:	
Behavior/Core Values Addressed:	
Description of Activity:	
Anticipated Completion Date:	#Hours Needed:
Details:	

I understand that if voluntary separation occurs within one year of receiving reimbursement, reimbursement must be returned to the agency. ***At the end of this Fiscal Year, I am required to submit a Fiscal Year End Certification of Completion, with supporting documentation demonstrating completion of activities for this Fiscal Year.***

Staff Signature: _____ Date: _____

Approval Signatures:

I have reviewed the proposed plan and confirm it conforms to unit needs and agency standards.

Unit Manager Signature: _____ Date: _____

I have reviewed the proposed plan and confirm appropriate funding is available.

VS Manager Signature (for Budget): _____ Date: _____

I have reviewed the proposed plan and confirm it conforms to the Professional Development Plan guidelines.

Division Deputy Director Signature: _____ Date: _____

Fiscal Year End Certification

FY End Certification of Completion must be completed to **"close out" the FY PDP.**

Include the original, signed approval form and documentation such as certifications, test results, licenses or grades obtained under the PDP.

WPD Professional Development Plan
Fiscal Year End Certification of Completion

Please enter as much information in each field as is necessary to fully explain the employee's plan, goals, and costs. For all completed activities, please attach certification, registration, grades or other documentation showing completion.

Name:	FY:
Title:	Supervisor Name:
Plan Effective Date:	Div/VS/Unit:

Name of Activity: *(must match name listed on initial plan approval form)*

Current Status: **Completed** **In process** **Abandoned**
Reason: (if not completed)

Name of Activity:

Current Status: **Completed** **In process** **Abandoned**
Reason: (if not completed)

Name of Activity:

Current Status: **Completed** **In process** **Abandoned**
Reason: (if not completed)

Is the Professional Development Plan multi-year? **Yes** **No**
If Yes, how many fiscal years are estimated to be necessary to complete?

Will this development goal continue into the next Fiscal Year? **Yes** **No**
If Yes, what activities? *Each fiscal year, a pre-approval request must be submitted for activities or costs to be incurred in that fiscal year.*

I certify the information above is true and correct.

Staff Signature: _____ Date: _____

Managers Review

Unit Manager: _____ Date: _____

Value Stream Manager: _____ Date: _____

Division Deputy Director: _____ Date: _____

PDP Successes

In FY2022, 13 Waste Program Division employees used 283 hours to achieve their goals for their career development and WPD invested $10,347.

Since 2015, WPD has approved plans for 42 staff (some plans are multi-year). The following accomplishments to date include:

2 - Master's Degrees
1 - Bachelor's Degree
1 - AA Degree
2 - E.I.T. Certifications
1 - P.E. Certification
1 - G.I.T. Certification
6 - R.G. Certifications
5 - PMP Certifications
3 - AHERA Asbestos Certifications
1 - CHMM Certification
1 - AZ Bar Association
6 - SWANA Solid Waste Certifications

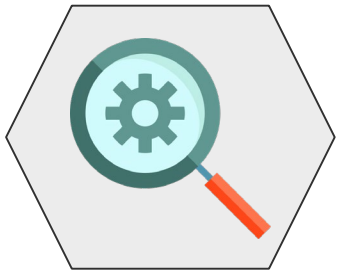
Abilities, Skills, Knowledge (ASK)

Application Launch

Benefits of ASK

Comprehensive representation of staff KSAs

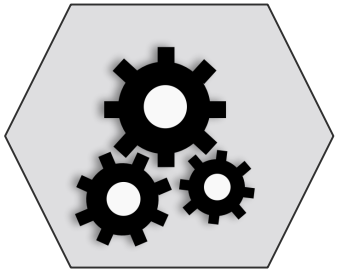
Find subject matter expertise

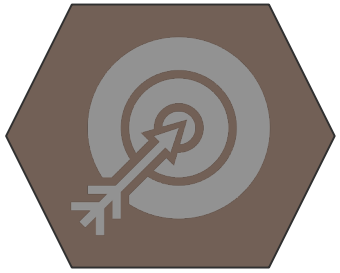


User Friendly Search

Identify mentors

Assist in workforce planning





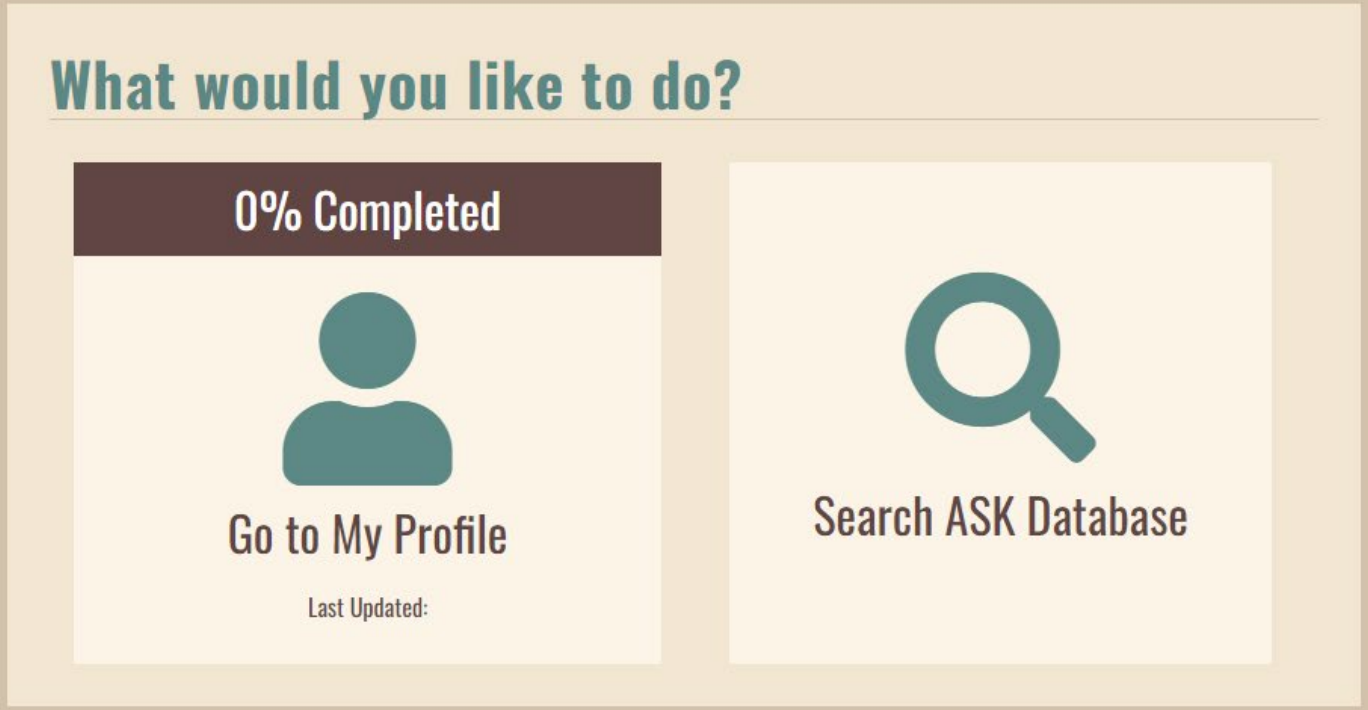
Build effective teams

Abilities, Skills & Knowledge (ASK)

- Current System Includes:
  - Profile pic
  - Agency Info (Phone, Title, VS)
  - Education (past, and future if applicable)
  - Knowledge, Skills, and Abilities (KSA's)
  - Past work experience
  - KOUI projects worked on
  - Legislative knowledge
  - Publications
  - Certifications/professional org membership

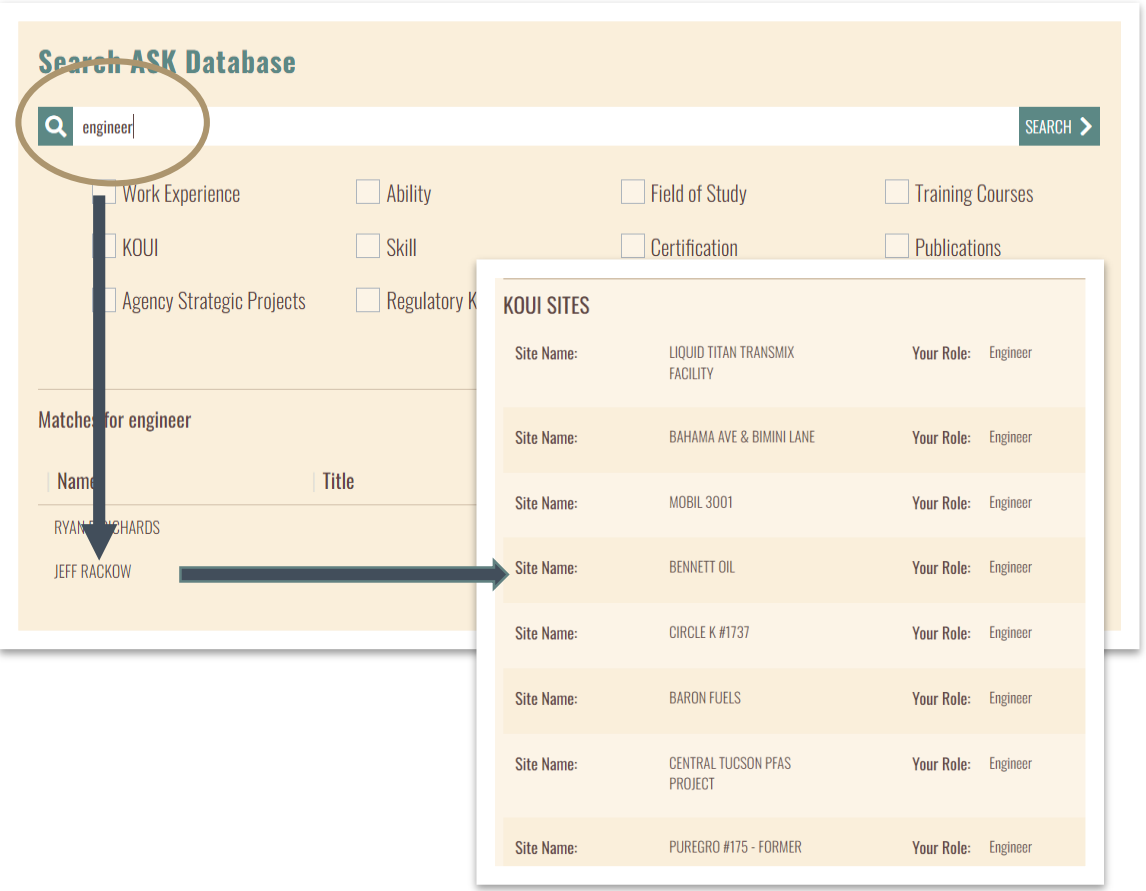
Please note: Skills and Abilities list is not exhaustive. We will depend on feedback from staff to add any skills and/or abilities we missed. This helps build a comprehensive database

ADEQ Arizona Department of Environmental Quality



https://internalqa.azdeq.gov/ask/applications/landing-page

WIFM



- Help build **effective teams** for projects
- Find Subject Matter Expertise
- Help build a comprehensive picture of staff KSA's
- Help put a face to a name, especially in a **virtual environment**

In Summary……

- We have a lot of work to do and we need good (if not great) people to help us.
- The costs to replace an employee are far greater than investing in their career and education.
- Need to think outside of the box for innovative ways to retain staff
- Exit interviews are ok, but it too late…ask employees why they are staying.
- Conduct skip level meetings, fireside chats help to gain additional information.
- If you say you're going to do something…do it. Staff are watching.

Thank You!