

HR Exchange

NH Division of Personnel

Volume 2, Issue 3, August 2009

No Cost Training Offered by BET

Thanks to the work of Commissioner Linda Hodgdon and DOP Director Karen Hutchins, over thirty training programs offered by the Bureau of Education and Training will be at no cost to State employees. Commissioner Hodgdon and Director Hutchins, with assistance from Dennis Martino, Bureau Chief, have devised a way to provide training for employees and supervisors that heretofore has been paid for by the sending agencies. This created a disparity between agencies that have funds for training and those that do not.

“Equity in training is essential in these times when funding is difficult but the need is higher,” said

Martino. He added, “This is the first time employees will have access to training programs regardless of where they work”.

The no cost programs include a new two-day basic training for state supervisors called “Foundations of Supervision”. This class will be offered a minimum of once a month starting in September. Plans are in the works to have many of the free classes provided in the North Country and other parts of the state. Below you will find a listing of some of our **NO COST** training programs.

No Cost Classes for State Employees:

- Assertive Communica-

tion

- Business Writing in Plain English
- Change Management Basics
- Conducting Public Meetings and Public hearings
- Conflict Resolution
- Creative Problem Solving
- Customer Service in the Public Sector
- Dealing with Difficult People
- Developing Your Potential in State Government
- Effective Meetings
- Effective Speaking and Presentations Dynamics
- Effective Strategies for Supervising Difficult Employees

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Returning Retirees – Fact vs. Fiction

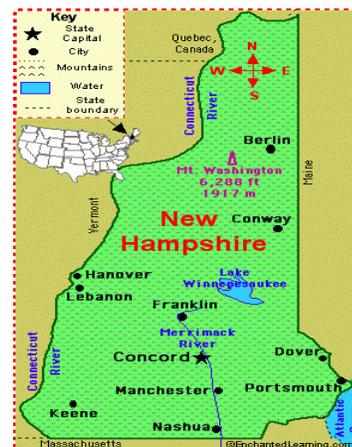
The November 2008 edition of the HR Exchange printed the following paragraph about Workforce Retirement Figures.

“According to the Legislative Budget Assistant Suc-

cession Plan Audit of July 2008 35% of Group I full-time Executive Branch employees were eligible for either early service or full retirement on 12/31/07 and 10% of the State’s retirement Group II full-time

Executive Branch employees were eligible for retirement on the same date. According to figures provided the Division of Personnel by Financial Data Management, 47.24% of our

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- Managing Across Generations
- Promoting Your Program
- Resume Writing and Interviewing Seminar
- Structured Interviews for State Employees
- Time Management
- Understanding and Valuing Differences
- Accounts Payable Approvals
- Accounts Receivable
- Accounts Receivable and Billing
- General Ledger
- Requisition Approvals
- Requisitions

No Cost Computer Classes:

- Basic PC Skills
- Introduction to Windows XP
- Microsoft Access Level I
- Microsoft Excel Level I
- Microsoft PowerPoint

No Cost NH First Classes:

- Accounts Payable



No Cost Workforce Development Classes:

- Building Strong Work Teams
- Candidate Development for Executives and Critical/Difficult to Fill Positions
- Coaching
- How to Develop a Strategic Plan
- Implementing Individual Development Plans for Organizational Enhancement, Career Ladders, and Career Paths
- Implementing a Mentoring Program
- Implementing a Rewards and Recognition Program
- Implementing a Workforce Development Plan
- Knowledge Management and Transfer Techniques
- Measuring Customer Satisfaction ■

Top Trends in Leadership Development Workforce Management Magazine November 19, 2007

Although there may not be agreement on the magnitude of the problem, there is agreement that issues related to attracting and retaining employees are growing more critical. Examples galore exist about promising managers with successful performance records who got promoted to a leadership role, then struggled and, too often, failed.

The question is “why does this hap-

pen?” Although definitive answers are difficult to find, often it is because the very factors that made these individuals successful in their professional field become liabilities as they became leaders. They often try to do too much themselves, instead of working through their teams. They micromanage work activities and focus on details that are better left to others. They fail to shift their focus to a higher level and address issues

that are important to their new roles.

Behaviors needed in the employee’s current job are not necessarily the behaviors needed to be successful in a leadership position. An employee may have been great at checking details, running programs and organizing projects, but that doesn’t mean he or she will necessarily be an innovative leader who can think more strategically and abstractly. ■

Veterans Home Starkweather Receives “Above and Beyond” Award

Tilton, NH – Ross Starkweather, Security Officer I at the NH Veterans Home [NHVH] in Tilton, has received the Home’s “Above and Beyond” Award for July 2009. The NHVH Above and Beyond Award was created to recognize employees

who are committed to excellence and superior performance. Ross is a 26-year US Army veteran who served in the Army Military Police Corps from 1980 to

2006, at West Point, NY, on active duty, and in the Army Reserves in the 94th MP Company and the 2/310th Training and Evaluation Battalion. He was also a Squad Leader in the Gulf War. From 2003 to 2005 he was on active duty as an instructor and evaluator at Ft. Dix, NJ, training security forces for Guantanamo Bay,

Cuba, as well as Iraq and Afghanistan.

Ross has worked at the Veterans Home for two years. According to Melissa Milione, NHVH Human Resources Administrator, Ross was



nominated by co-workers, who said: “Ross is clearly committed to the Veterans Home and our residents. He goes

Above and Beyond to help the residents and staff each day. When you have a problem, he’s right there to help you out. He visits the residents on his off-duty hours as well as helping them during work”. Another co-worker added, “Ross played a key role during the development of the Veterans Home “Final Salute” protocol. His attention to detail and execution of

duties mirror that of services conducted during military ceremonies. Ross is also an unselfish team player who will often volunteer to adjust his schedule so that others can spend time with their families. He is the glue that holds the team together”.

As a Security Officer, Ross conducts safety and security patrols; enforces the parking program; conducts safety inspections and maintains safety equipment; conducts investigations; trains staff members in safety and security issues; responds to all alarms; documents alarms, accidents, and investigations; works with local and state fire protection and law enforcement agencies; and more.

Of his work at NHVH he says, “I’ve always read military books and my heroes have always been the men and women of America’s military. I get to serve and speak with my heroes each day I come to work. Being a veteran also helps me do my job better. I work with the most caring and supportive staff and volunteers.

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State Liquor Enforcement Investigator to Receive National Award

The National Liquor Law Enforcement Association [NLLEA] has selected New Hampshire State Liquor Enforcement Investigator Brandon Neudecker to receive this year’s Liquor Law Enforcement Agent of the Year Award. The Liquor Enforcement Officer of the Year Award is given for acts of heroism or bravery, creativity resulting in innovative pro-

grams, recognition by peers and/or the local community, or other actions that enhance the image of an agency or law enforcement in general.

Over the past year, Investigator Brandon Neudecker has conducted investigations that uncovered three counterfeit ID manufacturing operations.



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Liquor Enforcement Investigator Receives Award continued from page 3

Two of the operations were locally based in Investigator Neudecker's patrol area. Neudecker's investigations allowed him to gather enough evidence to obtain multiple search warrants and seize materials and equipment used to manufacture the counterfeit IDs. The operations were shut down and individuals responsible for running them were arrested. In this third and most complex investigation, Neudecker uncovered a large scale counterfeit ID operation that involved hundreds of fake IDs that were distributed by a few individuals at the center of the operation. This investigation is ongoing and has

multi-jurisdictional implications, as the operation has ties in several states. Investigator Neudecker is currently working with the United States Attorney's Office and the U.S. Secret Service to halt the operation and bring forward charges for federal prosecution.

The award will be presented at the Law Enforcement Awards Luncheon during the NLLEA conference in Dallas, TX on Friday, August 14, 2009. "One of our primary goals is to keep alcohol out of the hands of underage people," said



Chief Eddie Edwards. "The manufacture of false ID cards makes this extremely difficult. I am extremely proud of Investigator Neudecker's efforts on these cases. His hard work is just another example of the professional law enforcement abilities and dedicated service that is embodied by all Liquor Enforcement employees."

In 2007 the Bureau of Liquor Enforcement received the NLLEA's Liquor Law Enforcement Agency of the Year Award for innovative educational programs and enforcement strategies. ■

Returning Retirees continued from page 1

workforce will become eligible to retire during the next 10 years. This represents more than 5,000 employees of the 10,788 researched. This figure added to the average non-retirement turnover rate for the past 10 years [11.37%] means we have much work to do to compensate for this loss of knowledge and expertise."

We value our entire workforce including our most experienced employees. Many things have changed in this country influencing how we look at and perceive our older, more experienced workforce. It would be helpful to all readers of this newsletter to read the article on page 16 titled "Baby Boomers Meeting New England's Skilled Workforce Needs", which is a report from the New England Public Policy Center, Federal Reserve, Bank of Boston, December 3, 2008 Conference, Report 08-1. This article is consistent with many others regarding the subject at hand. The article on page

16 represents one-quarter of the total report. You can access the report at www.bos.frb.org/economic/neppc.

What are the facts? Each month the Division of Personnel [DOP] receives a list of retirees for that month provided by the NH Retirement System. DOP has established a practice of sending out a "Returning Retirees" flyer to each retiring employee. This is a one-page flyer that states "You may want to consider working part-time with the State of New Hampshire. Maybe not now...but when you are ready contact us at [603-271-3261]." From June 1, 2008 Through June 30, 2009 [13 months] **395 flyers** have been sent to retirees. As of June 23, 2009 DOP received, through the "Returning Retirees" outreach, 32 responses for part-time work and a total of four retirees have returned to work part-time. The data show over the last 13 months 1% of our retirees have returned to work for the state on

a part time basis. This number represents .000037% of the total workforce. Perhaps, at this point, it is appropriate to share the closing thoughts from the New England Public Policy Center Conference Report 08-1 which states, "The good news of the day was that one aspect of labor force capacity is growing: older workers. Given that knowledge workers will be in continuous demand, and that traditional sources of new labor will not grow as quickly as in the past, understanding how to lengthen individuals' work lives will be increasingly critical to the region's economic growth. This and related challenges will affect New England in a unique way. The region's highly educated and highly skilled labor force may be willing and able to contribute. However, just as Baby Boomers may need to adjust their retirement expectations, employers and policymakers will need to adjust the signals they send to individuals about how and when to leave the labor force". ■

Annex Angels Rock at the Annual Rock and Race

On Wednesday, May 20, 2009, the “Annex Angels”, State House Annex employees and friends, gathered to participate in the annual “Rock & Race” fundraising event for the Concord Hospital Payson Cancer Center. This was the seventh running of the event and a total of 6,179 people came out on Wednesday night to participate, enjoy the entertainment and food, connect with friends and take advantage of the beautiful weather. Runners and walkers alike created a sea of humanity as they traveled down Main Street on their way to completing a three-mile journey. Along the entire route participants enjoyed music provided by several local bands. The Annex Angels, formally known as “Bob’s Buddies”, was established in 2005 to honor Bob Collins, a former colleague who passed away in March of 2005. The decision to change the name was made to honor all of the folks that work or worked in the Annex; those we have lost, those presently in treatment, and those who have survived. This year was very special as the team honored Cyndy Wescott, David Hubley and Dennis



Huntoon. The HR Exchange would like to thank all state employees seen participating in this year’s fundraiser. Many were spotted! Your continued support for this worthy cause and all the people who benefit from it is greatly appreciated.

1st row kneeling left to right: Jo Buntun, (Team Captain) Patty Holler, Peter Gamache, Jonathan Hinson.

2nd row, left to right: Leah Willingham, Kristine Braman, Leanne Gott, Joyce Hinson, Nina Gardner, Sara Willingham.

3rd row, left to right: directly behind Nina, Bob Beaulac & just to the right of Sara, Teri Lovejoy.

4th row or way in the back, left to right: Teri Ceriello, Sally Jeffrey, Jim Hinson, Britney Hinson, Bryan Hinson

Team members not pictured: Jack Dianis, Dawn Hubley & Kathryn Hubley

Veterans Home Employee Receives Award continued from page 3

They make the Home as great as it is”.

Ross lives in Northfield, NH with his wife, Theresa, and their two dogs and four cats. He and Theresa have two sons: Jason Huckins of Northfield, NH and Shawn Huckins of Middletown, CT. When he’s not working, Ross enjoys fishing, hunting, motorcycle riding, reading, and doing yard

work.

Ross is one of nearly 400 staff members at the New Hampshire Veterans Home, established in Tilton in 1890 as the Soldier’s Home for Civil War Veterans. One of just four New Hampshire nursing homes to win the first Quality of Life Award from the NH Department of Health & Human Services, the NHVH campus is home

to more than 200 men and women who have served their country and fellow New Hampshire citizens. The mission of NHVH is to provide high quality, professional long-term care services to the Granite State’s elderly and disabled veterans. NHVH is the only long-term care facility in the Granite State that is dedicated exclusively to veterans. ■

Workforce Development Update

Recently, a number of our readers have asked “What happened with workforce development since the April Workforce Development Strategic Initiatives Summit held at Police Standards and Training in Concord”? Good Question!

Since the April 17th Summit the Workforce Development Committee has been busy refining its strategic plan. Sometime this autumn the Committee plans to survey state agencies to gather baseline data regarding existing workforce development programs. The Committee is also looking at the development of a program to recognize organizations for their workforce development initiatives. The Committee’s ambitious three-phased 10-year plan has three simple goals: [1] Every agency will implement a viable workforce development program; [2] The State will successfully recruit and retain skilled workers; and [3] Career development programs will be in place for personnel in all agencies. Sound ambitious? You’re right! It is ambitious and it is entirely doable.

The Committee has already seen success in several areas including participation of 116 executive level administrators at the April 17th Summit which included five Commissioners participating in the panel discussion. Another significant accomplishment is the development and posting of the Workforce Development Tool Kit, with seven workforce development models and five supplemental documents, on the Department of Administrative Services, Division of Personnel website. This newly updated website, including the tool kit, went

live on Friday, June 26, 2009. Prior to this date the tool kit was restricted to internal users. It is now available to everyone. The tool kit includes: Recognition Tool Kit providing agencies with ideas on how to recognize and reward employees; Candidate Development Program Model to guide agencies in developing succession plans; Individual Development Planning Model for Organizational Enhancement, Career Ladders, and Career Development [Did you know some agencies already have these programs in place?]; Mentoring Model for agencies wanting to implement a mentoring program at their agency; Strategic Planning Model outlining how to develop a strategic plan; Workforce Planning Model outlining the basics for developing a workforce plan for your agency; Knowledge Management and Transfer Model aimed at helping agencies in capturing knowledge of employees retiring or leaving for other reasons; and a model entitled How to Measure Customer Satisfaction in New Hampshire State Government that will assist agencies with implementing customer service standards. You can access the Tool Kit by going to the Division of Personnel website [www.admin.state.nh.us/hr], then clicking on Workforce Development. This will provide you with a link to the Tool Kit and our newsletters.

Another interesting workforce development initiative is taking place at the Department of Safety, Division of Emergency Services and Communications, under the direction of Director Bruce G. Cheney and the coordination of Assistant Planner Pat Magoon. The Division has launched a Career

Development Program for all employees in each of the Division sections. This is a voluntary program, which compares the employee’s present level of experience, skills and knowledge against the requirements of a position the employee aspires to attain. After the initial assessment involving the employee, Pat Magoon and JoAn Buntin (Supervisor of Certification and Recruitment, Division of Personnel) meet to review the completed state application to verify whether or not the employee certifies for the desired job before the position becomes available. If the employee is missing any requirements he/she and Ms. Magoon work together to create an Individual Development Plan focused on helping the employee acquire the skills, experience, education and training needed to attain the desired position. The employees are informed that there are no guarantees that they will be hired for the position, but it is the intent of the Division to build a pool of potential candidates for as many positions as possible. Employees completing the Individual Development Program (IDP) requirements (which may include formal education) will be in a position to qualify for vacancies within their Division, other Divisions of the Department of Safety, or at another state agency.

The Career Development/Workforce Development Program was initially created in 2007 and was introduced to the Division employees in April 2009. Since implementation there have been thirty (30) employees who have volunteered to discuss the program. Initial employee feedback has been very

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Health Corner— Physical Activity Quiz

The following quiz was taken from the American Heart Association on June 8, 2009 at the following website: www.americanheart.org

How much physical activity is enough? Can you prevent heart disease by being physically active? Find out. Take this quiz!

1. You can reduce your risk of heart disease by being physically active. True or False?
2. Physical activity can counteract the harmful effects of other risk factors like high cholesterol and high blood pressure. True or False?
3. How much physical activity is enough? A-20 minutes every day; B-

90 minutes a day once you are in shape; C-150 minutes per week; D-It depends on the size of your heart.

4. If you have been inactive for years, you should see a healthcare provider before becoming physically active again. True or False?
5. If it increases your heart rate too fast, exercise can be dangerous. True or False?
6. Vigorous physical activity is better for you than a moderate level. True or False?

7. Women get the same benefits from being physically active as men. True or False?

8. Role models are important for children. Who are the most significant as far as physical fitness is concerned? A-Professional athletes; B-Parents; C-School and sports club coaches; D-All of the above.

[Answers on page 9](#)



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positive and indications are that employee morale has been positively impacted. Director Bruce Cheney and Assistant Planner Pat McGoon presented their career ladder program at the July 16th Human Resource Administrator meeting held in Concord, New Hampshire.

Director Cheney and Pat Magoon should be congratulated for the work they have done in developing their career development program for employees. Ms. Magoon can be reached at 271-6911 to answer any questions regarding the program and its impact.

A recent development that will assist all agencies with implementing career ladder or career path programs is NO COST TRAINING for over 30 of the Division of Personnel, Bureau of Education and Training workshops and seminars.

The Bureau of Education and Train-

ing [BET] will be offering, at **No Cost**, a Workforce Development Certificate Program consisting of several workforce development training modules to include the following: How to Develop an Agency Wide Workforce Development Plan; Implementing a Candidate Development Program; Developing Individual Development Plans for Organizational Enhancement, Career Ladders, and Career Paths; Knowledge Management and Transfer; Developing Mentoring Programs; Measuring and Developing Customer Standards; and Implementing a Rewards and Recognition Program. The workforce certificate program is in the development stage and will be posted on the BET website this autumn. Those individuals seeking a workforce development certificate will participate in all the modules. Individuals interested only in select modules may choose individual modules without participating in the Certificate Program.

One of the Workforce Development Committee's tasks is to identify and showcase internal efforts that agencies are employing now to develop the state's workforce. To that end, the Workforce Development Talent Survey was sent out with the "Save the Date" notice for the 2009 Summit. The survey asked potential attendees to share any creative or innovative strategies they have used in the areas of recruitment, retention or development. The survey also asked for respondents to identify any challenges they faced in implementing the strategies.

Thirteen surveys were completed. Creative recruitment strategies identified by respondents included targeted outreach to diverse communities, developing pipelines with the use of volunteers, personalized letters to heads of colleges and tailored ads in

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trade journals and on websites.

Retention strategies mentioned in the surveys included a “Kudos” program for compliments from outside customers, team leadership assignments in which the supervisor becomes a staff participant under their direction, recognizing staff for accomplishments, Correctional Employee Appreciation Week, Employee of the Month, sending birthday cards, creating a realistic job preview video, involving employees in new program development, and utilizing a career path for employees to move up based on skill development.

Only a few development strategies were identified, and included a cross-training policy and built-in career paths and career ladders.

The challenge to taking action which was mentioned the most was a resistance to change from both management and employees. The other challenges identified were time, budgets and coordinating on a department-wide level.

The survey also gave respondents the option of having a WDC member contact them in order to get more information on their workforce activities. Four respondents checked off

this box. A Committee member will follow up on this.

While the response rate was not overwhelming, the Committee appreciates the time and effort of those who did complete our survey. We hope to continue to showcase the talent and expertise that exists within the state and would encourage those of you operating activities within the realm of workforce development to keep us in touch with your progress. Feel free to contact Workforce Development Coordinator Peter Gamache at 271-8225 or email him at peter.gamache@nh.gov. ■

Book Review by Peter Gamache: Book Title—“Team Building, An Exercise in Leadership” by Robert B. Maddux, Crisp Publication, Los Altos, California

I had read this soft-covered book about 10 years ago and recently rediscovered it as a used book on Amazon.com with a cost of one to five dollars. They had several copies available. I thought it might be worth another reading as I remembered I had used some of the material in team building sessions. Another reason for reading it again is I had been asked by several state employees in supervisory positions if I knew of any quick reading material that might be helpful to them. This book does meet *some* of their criteria. Specifically, it offers the following to the reader:

1. It is a fast read: 30 to 60 minutes depending on how much time you spend on the self-help exercises;
2. It does provide some basic supervisory concepts and techniques;
3. It provides one or two paragraph case studies with answers;
4. It uses sport analogies to help ex-

plain supervisory concepts and techniques;

5. It emphasizes some basic tenets of supervision and management [Planning, Organizing, Delegating, Controlling, Motivating, and Evaluating];

6. It reviews a basic problem solving format applicable to many situations;

7. It provides a basic outline of the Thomas / Kilmann Conflict Mode Instrument used by our own Bureau of Educa-

tion and Training [BET] in their Conflict Resolution Workshop. The styles include Avoidance, Accommo-



dation, Competition [win/lose], Compromising, and Collaboration. Individuals who want to learn more about resolving conflict between individuals and groups should register for the BET Conflict Resolution workshop.

Amazon.com provides a book review score that provides the reader with a rating of from one to five stars. Reviewers of this book give it three point five to five stars. I don't think I would give it a five star rating but it would definitely be helpful to any new supervisor or a supervisor experiencing problems with their team or work group. Check It Out! Better Yet: Enroll in the Certified Public Supervisor Program or Certified Public Manager Program offered by BET. ■

Health Corner

Physical Activity Quiz Answers continued from page 7

1. **True.** Physical inactivity is a major modifiable risk factor for heart attack, just like cigarette smoking, obesity, high blood pressure and high blood cholesterol. There's no guarantee that you won't get heart disease even if you're physically active. However, being active is still smart, because you can reduce your risk of heart disease by exercising regularly and avoiding the other risk factors.

2. **True.** Studies show that being physically fit lowers heart disease risk even in people who have other health problems such as high blood pressure and high blood cholesterol. However, you can't just exercise a lot and ignore other risk factors. To minimize risk, you should be physically active and avoid the other major risk factors you can do something about: cigarette smoke, high blood pressure, high blood cholesterol and overweight.

3. **C- 150 minutes per week.** It's best to try and spread that time out for 30 minutes [or more] a day for at least five days a week. People who have a moderate level of fitness are much less likely to die early than those who have a low fitness level. In addition to helping you lose excess weight, physical activity helps manage stress, enhances self-image and improves your sleep habits. If you're inactive, doing anything is better than nothing. Start today!

4. **False.** Most apparently healthy people of any age can safely engage in moderate levels of physical activity [e.g., brisk walking, gardening, dancing] without consulting a healthcare provider first. However, people middle-aged or older, inactive and at high risk for heart disease [or who already

have a medical condition] should seek medical advice before they start or significantly increase their physical activity.



5. **False.** The purpose of physical activity is to increase your heart rate. The potential health benefits of moderate-intensity exercise greatly outweigh the risks of adverse events for almost everyone, although there is a very slight increased risk of death due to heart attack during vigorous exercise. Consult your healthcare provider first if you have any concerns, have been sedentary, are overweight, are middle-aged or older or have a medical condition.

6. **True.** Additional health benefits occur as the amount of physical activity increases through higher intensity, greater frequency, and/or longer duration. However, to achieve health benefits, consistently doing moderate-intensity aerobic physical activities will help lower your cardiovascular risks. Examples of moderate-intensity aerobic physical activities include brisk walking, swimming, playing tennis, raking leaves, and bicycling.

7. **False.** Studies indicate that women may benefit even more than men from being physically fit. Evidence suggests that physically fit women have lower rates of death from heart disease than physically fit men. Women who don't exercise have twice the chance of dying from heart disease as women who do. Women may live longer than men, but they don't necessarily live better. Elderly women who haven't been physically active experience more disability in their daily lives than women who've been active.

8. **B.** Parents are the most important role models for lifestyle choices and health habits. Setting a good example by practicing heart-healthy habits yourself will pay dividends in the lives of your children. Children and adolescents should do 60 minutes or more of physical activity daily. You can help them reach that goal by encouraging them to sign up for their favorite sports team or activity, and by planning active outings and family vacations. ■



RECLASSIFICATION vs. REALLOCATION...WHAT IS THE DIFFERENCE?



As you are aware, the Director and the Division of Personnel's Classification staff review requests from agencies to change the labor grades of classified positions. You may have made such a request concerning your own position, or as an HR representative you may have assisted other employees with their reclassification packages. In the last two issues of the HR Exchange, we discussed what counts and what doesn't count in making such a request. For example, we don't base our decisions on the merits of the employee; instead, we look at the duties of the position in relation to other similar positions throughout the state system (so it's really an impersonal process, in order to ensure fairness). We also look at such things as the level of supervisory responsibility, the nature and variety of the work, and the qualification requirements of the position.

We mainly focused on reclassification in the last two newsletter issues, but you may not be aware that there is another way that the Division of Personnel can change the labor grade of a

position, and that is through "reallocation". At the most basic level, the end result of both processes is the same – a position's salary grade (or the salary grade of a group of positions) is going to go up, go down, or stay the same. The elements we consider in each process are similar. However, the main focus is quite different for each, and one of these processes can have a larger impact.

First, let's look at the exact definitions of reallocation and reclassification as they are described in the Administrative Rules:

Per 102.44 of the Administrative Rules of the Division of Personnel, "**Reallocation**" means a determination by the director that the salary



grade assigned to a class be reevaluated in relation to the position classification plan established under RSA 21-I:42, II".

Per 102.46, "**Reclassification**" means a determination by the director that a position be assigned to a class different from the one in which it was previously assigned".

So, in brief, in a **reallocation** review, we are looking at an entire classification, encompassing all of the positions

assigned that title statewide (the classification of Senior Accounting Technician, for example) to see if the salary grade should be changed. In a **reclassification**, on the other hand, we are looking at an individual position or group of positions to see if they should be changed to a different class title, which could also impact the salary grade. (For example, Senior Accounting Technician position #00009, salary grade 14 is being reviewed for reclassification to Accountant I, salary grade 16). If you're guessing that a reallocation can have more impact than a reclassification, you are correct. When a classification is reallocated, it generally impacts all positions with that title.

So what do we look at when a request is made to reallocate a classification? As mentioned, we really look at all the same things as we would look at in a reclassification, such as current and proposed supplemental job descriptions, organizational charts, and Position Classification Questionnaires. The request would be made in much the same way as a request for reclassification. Because a reallocation often impacts a large group of positions with the same title and similar responsibilities in an agency, it may be appropriate to submit one group Questionnaire signed by all of the incumbents, instead of individual ones.

In a reallocation, our main emphasis is the **Distinguishing Factor levels** in comparison with all of the information received. (You may remember those from past Classification articles.) We look at the levels currently assigned to the nine factors (Skill, Knowledge, Impact, Supervision, Working Conditions, Physical

Discover the Universe in Your Backyard!

The newly opened McAuliffe-Shepard Discovery Center in Concord, NH offers a 50% general admission discount to all NH state employees. The new Discovery Center is New England's first air and space science center, housing 45,000 square-feet of new interactive science exhibits on aviation and space sciences, as well as a Science Store, Countdown Café, and advanced planetarium theater.

The Discovery Center quadruples the size of the original Christa McAuliffe Planetarium, and will continue to evolve over the coming years with more programs, new exhibits and engaging experiences. This year also marks the International Year of Astronomy, the 400th year anniversary of Galileo first discovering the stars with a telescope. Astronomy groups and science centers world wide are commemorating this event with celebrations and outreach programs throughout the year.

“The McAuliffe-Shepard Discovery Center has embraced the International Year of Astronomy 2009 in all of its

special programs,” says David McDonald, Director of Education at the Discovery Center. “The IYA 2009 theme for August features rocks and ice in the solar system. Check out our website at starhop.com for special family programming related to this summer's stellar meteor shower, the Perseids.”



On a daily basis, visitors can enjoy new exhibits, such as a Tribute to Two NH Heroes with biographical information on Alan Shepard and Christa McAuliffe; a large-scale model of a space shuttle; Expedition to Mars – an exhibit about the Red Planet and what it will take for hu-

mans to get there; and a green room where visitors can try a hand at being a television weather forecaster.

Just outside the science center, visitors are greeted by a 92-foot tall Mercury-Redstone rocket. Around the rocket is a recently installed interactive, multi-sensory exhibit that tells the story of New Hampshire hero Alan Shepard and his historic flight as the first American in space on May 5, 1961. The story touches upon the Space Race that inspired much of our current aerospace initiatives and technological advancements.

The McAuliffe-Shepard Discovery Center is designed for families, teens, seniors, students, community groups and lifelong learners of all ages. The Discovery Center honors the legacies of NH space pioneers Christa McAuliffe and Alan Shepard, and is a place to explore, discover, and be inspired. For more information about programs and schedule of events, visit the Discovery Center online at www.starhop.com or call 271-7827. ■

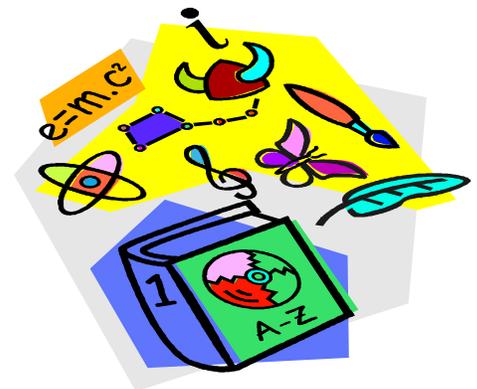
Reclassification vs. Reallocation continued from page 10

Demands, Communication, Complexity, and Independent Action] to see if they are still accurate for the classification, or if any of them should be changed. As you may be aware, the levels assigned determine the salary grade of a position. So, if we look at the levels assigned to the Senior Accounting Technician classification, and determine that the Factor levels for Skill, Supervision, and Impact should be increased, and Complexity should be lowered, it will impact the salary grade of that classification, and therefore of all Senior Accounting Technician positions in the state clas-

sified system. For this reason, if the classification being looked at exists in more than one agency, we may need to obtain Questionnaires and other information from every agency that would be affected, in order to be sure that this change is accurate for all positions with that class title.

Yes, it can get complicated, and there are always exceptions and unusual cases. If you have any questions on whether something should be considered as a reallocation or a reclassification, we recommend that you check with your human resource office first.

You may also contact the Division of Personnel and ask for the classification analyst assigned to your agency, and we'll be glad to help you! ■



Improving Performance – 4 Management Paradigms and the Quantum Leap

The following article was taken from the April 14, 2009 Safety Exchange website. The article was written by Mark D. Hansen, CCP, PE, CPE, CPEA.

All individuals [and organizations] have the capability to perform better. The question is how much improvement do we want to achieve? If we want to improve a little, we can change our behavior and the techniques we use to do things. But if we want to make a quantum leap in performance, we need to change our frame of reference. What I'm suggesting is that we change our paradigm. Let me explain.

What's a Paradigm?

"Paradigm" is a fancy word for a scheme that people use to understand and explain different aspects of reality. Changing your paradigm means nothing less than altering the way you view people, management and leadership. [By the way, you have permission to poke me in the eye if I use the term "paradigm shift"].

In my opinion, there are four basic management paradigms:

Paradigm 1: Scientific Management

This paradigm views people as beings of motivation – essentially, non-thinking stomachs wanting to be fed and wishing to avoid pain. The manager's task is to motivate using a combination of carrot and stick. The carrot is dangled in front to entice; the stick is wielded from behind to pun-

ish. Notice that this puts the manager in a position of superiority vis-à-vis workers. The manager must understand workers' needs to use the carrot and stick effectively and fairly.

Paradigm 2: Human Relations

In this paradigm, human beings are stomachs with another organ: a heart. They're social beings. As such, they must be treated not just fairly but with courtesy and decency. The wall between management and workers remains intact. Management wields authority, albeit in a more benevolent and less punitive way.

Paradigm 3: Human Resources

The human resources paradigm is a somewhat more complex version of the human relations paradigm insofar as it incorporates not just fairness and kindness but also efficiency. It's based on a broader understanding of human nature that allows for more effective use of individual talent and creativity. In this paradigm, people are seen as the main resource. The paradigm proceeds from the premise that people not only can but want to make meaningful contributions.

Paradigm 4: The Whole Person

Most complex of all is the whole person paradigm. It incorporates fairness, kindness, efficiency and one more value: Effectiveness. It posits people as not just economic, social and psychological but also spiritual beings. The underlying assumption is that people aren't satisfied just to feed their stomachs. They want to achieve.

They'll make full use of their capacities only in endeavors that have a higher meaning. Management in this paradigm is rooted in a set of shared principles – natural laws and governing social values rooted in man's fundamental nature but evolved over history. Life, liberty and the pursuit of happiness are a good example. Such principles form the basis not only of management, but of achievement and inspiration.

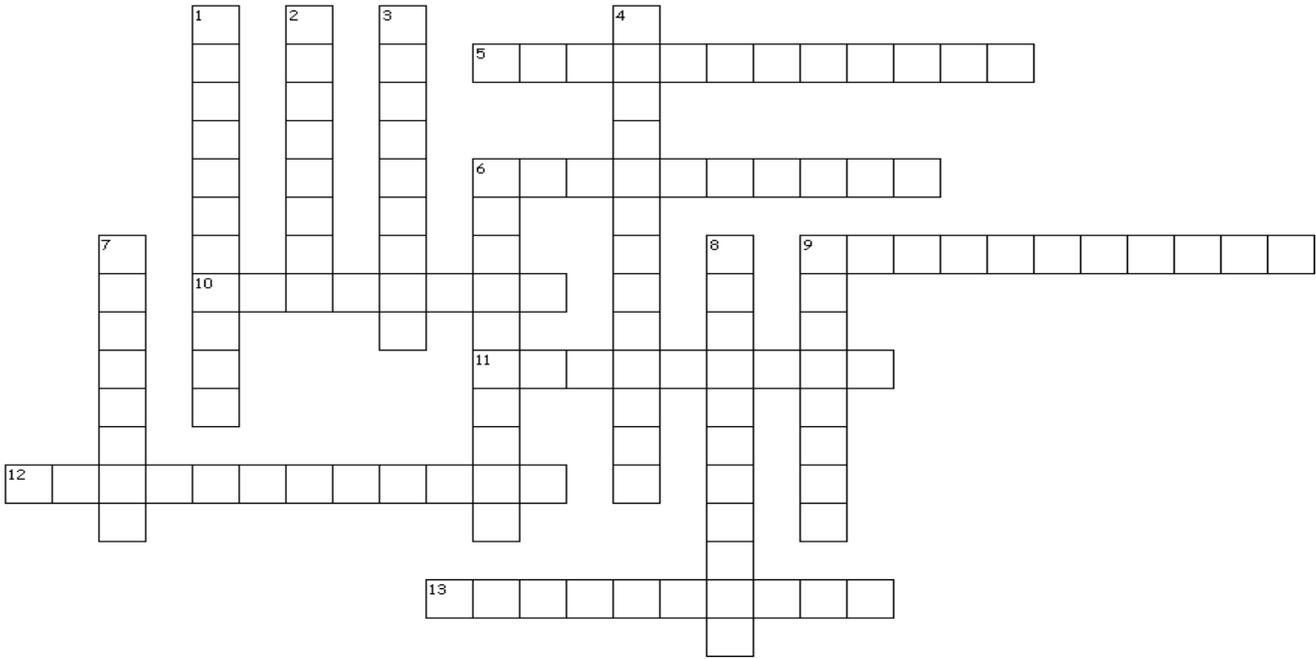
Picking a Paradigm

What management paradigm works the best? Of course, this question is impossible to answer. Parts of all four paradigms offer advantages. For example, most business surveys show that workers want to be managed according to what is essentially the whole person paradigm. They want meaning and purpose in their life and work. They want their boss to treat them as whole people. But at the same time, they want to follow a human relations paradigm with their own subordinates. In other words, "I want my supervisors to ask my opinion but I want my subordinates to follow my orders without opinion like good soldiers."

Conclusion

I suggest that we cultivate the whole person paradigm. This approach not only embraces the principles of fairness and kindness but makes better use of the talents of our people. This is the kind of paradigm that supports quantum leaps in personal and organizational effectiveness. ■

Crossword Puzzle...Workforce Development Terms



Across:

- 5. Sequence of job positions through which a person progresses in an organization. A hierarchy of jobs.
- 6. The ability to do something, especially measured against a standard.
- 9. A person, group, organization, or system that can affect, or be affected by, the actions of an organization's strategic plan.
- 10. Encompasses a large variety of activities designed to facilitate learning.
- 11. Doing the right things as opposed to doing things right. Making the decision to prioritize what needs to be done and putting in place a plan to accomplish them. Hint: think of Peter Drucker's definitions.
- 12. The process of comparing the current project, methods, or processes with the best practices and using the information to drive improvement.

13. A planned, logical progression of jobs within one or more professions throughout working life.

Down:

- 1. Data that is organized, patterned and/or categorized. It has been sorted, analyzed and displayed, and is communicated through various means.
- 2. Statement of needs, rules, standards, or tests that must be used in evaluating a decision, idea, opportunity, program, project, etc. to form correct judgment regarding the intended goal.
- 3. A developmental relationship between a more experienced individual and a less experienced partner.
- 4. The identification and use of processes and/or practices that result in excellent products or services and often generate ideas for improvements in other organizations or work units.

6. The process of giving advice, recommending a course of action, or correcting deficiencies in the performance of a task or function.

- 7. A method of directing, instructing and training in order to develop specific skills or achieve an objective or goal.
- 8. Activities that must be performed well for a strategy to succeed.
- 9. Something set up and established by authority as a rule for the measure of quantity, weight, extent, value, or quality.

Answers can be found on the back page of the newsletter!



How to Identify [and Reverse] Employee Disengagement

Taken from HR Specialist E-mail Notice

A recent Gallup Poll says less than one-third of U.S. employees are actively engaged in their jobs. That's why it's important for managers to watch for the early signs of employee disengagement and try to pull those employees back from the edge.

How can you see the slide? Employees stop offering suggestions. They contribute less in meetings. They're negative or indifferent to co-workers' ideas. They hesitate to volunteer for projects. They make less eye contact. Breaks are a little longer. Absenteeism and tardiness increase, along with criticism of the organization.

Don't wait until a worker flips the disengagement switch. Talk to the employee in the early stages. Say, "I've noticed a change in your performance lately and I'm wondering what's contributing to it." Stress that you want the employee to succeed.

In fact, the best strategy is prevention. Managers who maintain good relationships with their employees are

more likely to keep them engaged, experts say. Here are seven other ways managers can help keep employees engaged:

1. Accept diversity of ideas and thought. Managers who show an interest in what employees say are more likely to keep them engaged. "They don't listen to me" is a common complaint of disengaged employees.

2. Share responsibility for success, and don't blame others for your mistakes. When you make a mistake, say so. Otherwise, employees lose respect.

3. Demonstrate honesty and integrity. Do what you say you will do. Employees never feel good about working for managers they don't trust.

4. Help employees solve problems. Assist different employees in different ways. Some workers are entrepreneurial and require minimal assistance. Others require more of a partnership approach.

5. Show respect. It starts with basics

like "hello," "please" and "thank you." Demonstrate your interest by asking, "How was the camping trip?" Employees who feel invisible become distant.

6. Don't set unrealistic performance goals. Make sure employees have the skill and training—and are in the right job slots—to meet your expectations.

7. Be passionate about success. Recognize, acknowledge or reward your employees' contributions to the organization's success in front of all of them. Continuously ignoring employees' victories will feed disengagement.



A final note: Employee disengagement can be contagious. By tuning in to early signs of employee tune-out, managers can help cut turnover, keep productivity humming and maintain morale. ■

Can You Learn to Lead?

We all know someone who is a "natural leader". She's the one who people naturally turn to for guidance, for help when we need it, in other words, for leadership.

The question that is often raised is; can you learn to be a leader? Can only the "naturals" lead? Maybe, but maybe you can learn the skills and qualities of a good leader. If you take

the time to deconstruct what a good leader does you can ascertain: What is his or her behavior? What are his or her qualities and skills?

Certainly a good leader is a **good communicator**. Everyone can learn to be a better communicator. You can learn the skills and practice them until they are finely tuned. A good leader **listens** to the people she leads. With-

out listening to the people you cannot organize them to do what is needed to solve their problems. You can learn the skill of listening and improve your skills in that area.

Problem solving is a skill that can be learned. Critical thinking and problem

Continued on back page

Department of Corrections Honors Employees

The Department of Corrections [DOC] provides an annual awards and recognition program for its employees. This year, DOC provided the HR Exchange with the names of award recipients. We would like to share the names and titles of award recipients with our readers and extend our congratulations to each of them. Please see the following:

Lakes Region Facility – Transitional Housing

Civilian of the Year:
Kristina Toth and Larry Nice
Officer of the Year-First Shift:
Rick Hardy and Michael Brown

Officer of the Year-Third Shift:
Jonathan Boisselle
Team of the Year-First Shift

Northern New Hampshire Correctional Facility

Officer of the Year-First Shift:
Terry Oliver
Officer of the Year-Second Shift:
Adam Bilodeau
Officer of the Year-Third Shift: Keith Hartshorn
Civilian of the Year: Brenda Dolan
Team of the Year: Housing Unit
Team Warden’s Award – Maintenance

NHSP-Women

Officer of the Year: Kelly Lucius
Civilian of the Year: Carole Whitcher and Dan Baillargeon

Shea Farm

Civilian of the Year: Pamela Florissant
Officer of the Year: Raymond Nolin

The following pictures show Commissioner Wrenn on the far right, award recipient in the middle, and Warden Jane Copeland on the far left.



Larry Nice
Civilian of the year.



Michael Brown
Officer of the year, 1st Shift



Rick Hardy
Officer of the Year, 1st Shift



Team of the Year, 1st Shift



Jonathan Boisselle
Officer of Year, 3rd Shift



Kristina Toth
Civilian of the Year



Baby Boomers Meeting New England's Skilled Workforce Needs

This article is taken from the New England Public Policy Center, Federal Reserve, Bank of Boston, December 3, 2008 Conference Report 08-1. The New England Public Policy Center is dedicated to providing high-quality research and analysis of economic and public policy challenges in the region, and ensuring broad access to its findings. The following information represents one-quarter of the total article. To read the entire article, go to www.bos.frb.org/economic/neppc/index.htm.

Demographic trends in New England point to a potential shortage of skilled labor as Baby Boomers begin to retire over the next few years and a smaller generation of workers follows. One segment of the labor force that is expected to grow is workers over the age of 55. The New England Public Policy Center's fourth annual conference, held December 3, 2008, explored the role that older workers can play in meeting the region's labor force needs over the coming decades. The conference featured presentations that investigated changing demographics and labor force trends in New England and the nation, and examined what employers, workers, and the public sector can do to lengthen the labor force participation of New Englanders. Several key themes emerged from the conference:

Older workers are an untapped resource for future labor needs. As the definition of work and work demands have changed, Americans' health has improved, and cultural expectations have shifted, workers are able and willing to work at older ages.

Moreover, many Baby Boomers may need to work longer as the value of their retirement savings and homes has fallen. Current workplace policies and public policies nudge older workers toward retirement. However, with the traditional supply of workers growing more slowly than it has in the past, older workers represent an opportunity for expanding the region's labor force.

The shift from career to retirement has become more complicated. Workers are taking more interesting exit routes from work to retirement, including "retirement jobs," second careers, phased retirement, and seasonal employment. Older employees often want access to flexible hours, benefits, and work locations, including part-time work and telework—options that also appeal to younger employees. Given the diverse skills that older workers offer, employers need to think creatively about matching their needs with those of potential employees.

Mixed signals make Baby Boomers' retirement plans uncertain. Federal regulations surrounding Individual Retirement Accounts, Social Security, and Medicare all send different signals to older Americans about the costs of work and leisure. Ages ranging from the late fifties and to the early seventies trigger different retirement benefits, while private pensions may send different signals based on age and tenure. Moreover, the shift from defined-benefit to defined-contribution plans has left employers uncertain about when their employees plan to retire, and employees uncertain about when to retire and how to

communicate their plans to employers.

Challenges Individuals Face to Working Longer

The conference's third speaker, Barbara Bovbjerg, Director of Education, Income, and Workforce Security at the U.S. Government Accountability Office (GAO), pointed out that retirement requires sophisticated decision making, given that it is more complicated than pulling an "on-and-off switch" for full-time work or full-time retirement. In response to Dr. Steuerle's and Dr. Sum's presentations, audience participants agreed that retirement is not what it used to be. One participant observed that the majority of older Americans who leave full-time career jobs do not quit the labor force. They move instead to "bridge jobs"—shorter-term part-time or even full-time work, often self-employment. Thus the word *retirement* is deceptive: it is a series of events rather than a single juncture.

The key to encouraging older Americans to remain in the workforce is therefore to provide a range of "interesting exit routes". Measurements of labor force participation of older Americans may miss some of these partial-work arrangements, and it is a challenge for researchers to determine who is retired, who is working, and how much of each an individual is doing. According to Ms. Bovbjerg, recent economic conditions have shown older Americans who expect to rely heavily on a 401(k) that they do not have enough savings to retire.

Continued on page 17

Baby Boomers continued from page 16

Two years ago, many of these individuals were not on track to have enough savings to retire, but they did not realize it. Still, many older Americans now face barriers to remaining in the workforce:

Both health and health insurance are likely to affect retirement decisions.

Individuals who have held blue-collar jobs are much more likely to be in poor health, and to retire early. Older caregivers who themselves remain healthy may leave the workforce to care for a spouse or an aging parent. If such individuals have participated in a defined-benefit pension plan, that means they will forego the key years for accruing higher pensions. If they have participated in a defined-contribution pension plan, both they and their employer will stop adding funds to their retirement account. On the other side of the ledger, people who are concerned about paying for health insurance will try to wait to retire until they are eligible for Medicare.

Older Americans perceive few employment opportunities.

Dr. Sum noted that older Americans are less likely to get an initial job interview; Ms. Bovbjerg has found that they are also less likely to get jobs. This may reflect a mismatch in perceived needs between workers and employers. Older individuals may want to work part-time, whereas employers may prefer that employees work full-time or retire.

Cultural expectations encourage Americans to retire in their mid-sixties.

Most people cite 65 as the normal

retirement age. Although Dr. Sum noted that both women and men work longer if their spouses continue to work, the opposite may also occur, according to Ms. Bovbjerg: women tend to marry older men, and thus may retire earlier to join them in retirement.

Law and public policy give people mixed signals about when to retire.

The rise of the full retirement age to 67 under Social Security is encouraging some Americans to rethink cultural expectations that they will retire at age 65. However, people may still begin drawing Social Security benefits at age 62, and enroll in Medicare at age 65. Meanwhile people may often tap defined-benefit pensions beginning at age 55. And Americans may withdraw from their IRAs beginning at age 59 and a half, but must start withdrawing from them by age 70 and a half.

Age Eligibility, Rules:

59.5 years: May begin drawing from IRAs without penalty.

62 years: May begin drawing Social Security benefits, although the longer one waits, the larger the benefits will be.

65 years: Eligible for Medicare.

66 years: If born between 1943 and 1954, full Social Security benefits begin.

70: Must begin drawing Social Security Income, maximum benefit received.

70.5: Must begin withdrawing from IRAs based on IRS formula for required minimum distribution.

Source: IRS, Social Security Administration

Federal Retirement Rules:

The GAO has recommended that Congress review these mixed signals and make them more consistent while ensuring that they encourage people to work longer. However, in so doing, policymakers will seek to avoid penalizing individuals who are no longer healthy, and those who have performed physically demanding jobs. The GAO has proposed that the federal government pursue a three-pronged approach to lowering barriers to work among older Americans:

1. The Department of Labor should lead a national campaign to promote work at older ages among both workers and employers. Although the department has not yet launched such a campaign, it has convened a task force composed of representatives from all federal agencies that consider the needs of older Americans. The task force released an initial report highlighting the importance of training and retraining older workers.
2. The federal government should identify legal barriers to work among older Americans and promote potential changes. The task force is evaluating those barriers.
3. The federal government should become a model employer of older workers. For example, the Office of Personnel Management is trying to convince federal agencies to seek the skills they need among older workers rather than recruiting only on college campuses.

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Baby Boomers continued from page 17

The State Department has pursued this approach by bringing back retirees to provide essential skills. Fortunately, cultural changes that encourage Americans to work longer are beginning to take root. And the nation's economic conditions may speed conversations about what individuals should expect from retirement, what employers can provide, and how the public and nonprofit sectors can help.

Career employment is on the decline in the U.S. labor force. In 1982, when 63 was the average retirement age (as it is today), 70 percent of male workers aged 58 to 62 had been working full-time for the same employer since age 50. Only 24 percent were working full-time for a new employer. In 2004, in contrast, just 44 percent of men in that age range had been working full-time for the same employer since age 50, while 48 percent were working full-time for a new employer. Those figures show that despite preferences that employers may state, they are hiring workers over the age of 50, and doing so more than they have in the past. Therefore, if older Americans work longer—and they must, given that Social Security is replacing a significantly smaller portion of household earnings, and that 401(k)s may not rebound to previous levels even if the U.S. economy recovers—the majority will change jobs after age 50. These Americans will require not only bridge jobs but also longer-term, full-time employment—often in second careers.

The educational profile of the population has changed. In 1962 two-thirds of workers aged 50–65 lacked even a high school diploma, and only 9 percent had a college degree. By 2000, just 12 percent of older workers lacked a high school degree, a third had obtained a college degree, and a significant percentage had attended some college. This dramatic shift reflects the long rise in educational attainment over the course of the twentieth century—a process that largely came to an end with the Baby Boom generation.

How employers view older workers. Surveys by the Center for Retirement Research reveal that employers hold mixed attitudes toward older workers. In a 2006 survey, 56 percent of employers reported that the productivity of older white-collar employees is higher than that of younger white-collar employees, while 38 percent ranked such workers just as productive as their younger counterparts. Employers viewed older rank-and-file workers almost as positively: 41 percent rated the productivity of such workers higher than that of their younger counterparts, while 41 percent ranked the former just as productive. These employers cited “job knowledge”—that is, experience—and the ability to interact with customers as the most important attributes of older workers. Employers ranked older workers less highly on their ability to learn new tasks, and on their physical health and stamina. Employers also reported that older employees cost more, given rising wages and health insurance costs. Overall,

70 percent of employers rank their older white-collar employees as highly as younger ones, while 23 percent rank such workers *more* highly. Some 68 percent of employers say they value their older rank-and-file workers as highly as their younger counterparts, while 15 percent rate rank-and-file employees *more* highly. Employers thus seem reasonably happy with their older workers: they cost more, but they are more productive. Taking the higher cost of older workers into consideration, employers generally viewed older workers as about as attractive as younger workers. Nevertheless, employers are somewhat less enthusiastic about extending the careers of their existing employees two to four years beyond the traditional retirement age of 65. Some 45 percent reported being lukewarm about that idea, and 25 percent were cool; just 30 percent were enthusiastic. The researchers also found “unmistakable evidence” of age bias: older respondents viewed older employees much more positively than did younger respondents. Employers' expectations about whether employees will remain on the job are critical. Most respondents cited prospective employees' “promotion potential” as a key factor in deciding whether to hire them. “And that's one thing that a lot of older workers don't have to offer,” Dr. Sass noted. However, GAO data suggest that younger workers change jobs frequently. Employers' expectations regarding the job tenure of older versus younger workers may therefore be unrealistic.

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NE Skilled Workforce Needs continued from page 18

Closing thoughts

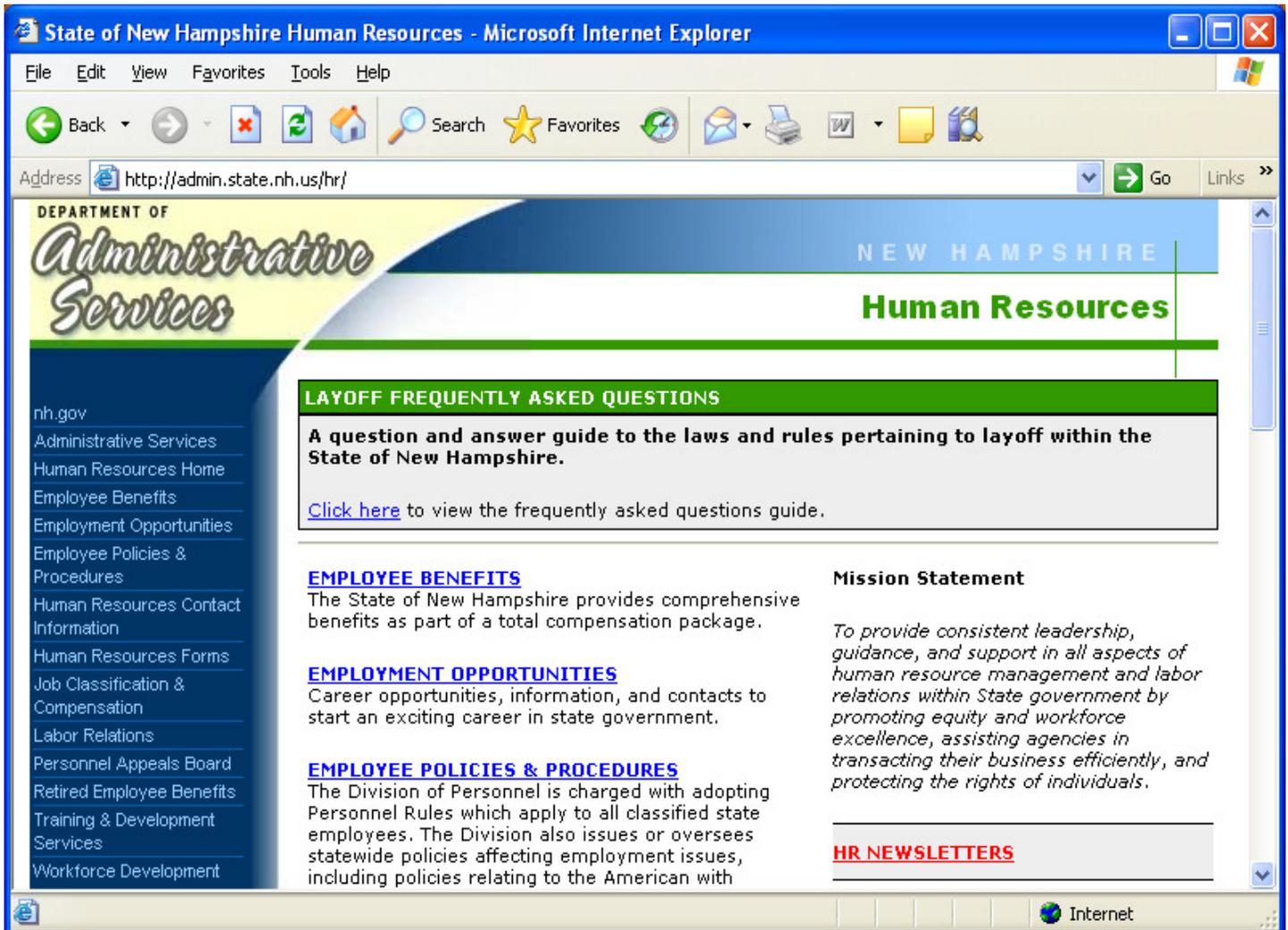
The good news of the day was that one aspect of labor force capacity is growing: older workers. Given that knowledge workers will be in continuous demand, and that traditional sources of new labor will not

grow as quickly as in the past, understanding how to lengthen individuals' work lives will be increasingly critical to the region's economic growth. This and related challenges will affect New England in a unique way. The region's highly educated and highly skilled labor force may be willing and

able to contribute. However, just as Baby Boomers may need to adjust their retirement expectations, employers and policymakers will need to adjust the signals they send to individuals about how and when to leave the labor force. ■

HR Website Up and Running

The Division of Personnel website has been improved and has more options than in the past. Although the website picture below does not include all of the options listed on our website it provides you with an overview of what you can expect to see when you go to the State of New Hampshire website, click on Administrative Services then click on Human Resource. Check it out!



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Crossword Puzzle answers

Across	Down
5-career ladder	1-information
6-competency	2-criteria
9-stakeholder	3-mentoring
10-training	4-best practices
11-efficient	6-counseling
12-benchmarking	7-coaching
13-career path	8-action steps
	9-standard

Can You Learn to Lead? Continued from page 14

solving clearly are skills that are possessed by good leaders and fortunately these skills can be learned and improved.

Of course, **knowledge** is something that a good leader can have. You can learn about everything you can in your area of interest and become knowledgeable.

In other words, there are skills that leaders possess, and you can learn them. There are qualities that you can emulate. Qualities like honesty are things you can emulate. You can be honest with some resolve.

Perseverance is a quality of a leader. You can attempt to persevere when things get rough. You can refuse to give up easily like most people do.

The point is, some things you can learn, but some things you must emulate and try your best to be the best. To take on the qualities of a good leader you must simply do the right thing. If ever in doubt, a good leader asks: What's the right thing to do? If you do the right thing you cannot go wrong.

Becoming a leader is not easy. Honing your skills is the easy part. Developing qualities like honesty and integrity and perseverance is harder. As hard as it is to acquire these qualities, the effort is worth it. ■



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