PURPOSE AND DEFINITION

The *Growth and Development Exchange* offers questions to facilitate dialogue between the two-year employee and supervisor to create ways in which the employee will simultaneously experience job satisfaction and a sense of personal accomplishment while contributing to the betterment of the University.

The *Growth and Development Exchange* is a conversation between the supervisor and employee and is to be administered by the supervisor in addition to the annual performance assessments. Brief responses to the attached questions will be placed in each employee's personnel file as a foundation of career objectives and goals. The subsequent questions not only touch upon the current work of the employee, but also the future vision of the employee's tenure at Pepperdine.

Pepperdine's long-standing encouragement of employees' personal, professional and spiritual growth allows for a community full of purpose, fulfillment, and excellence. It is widely accepted that employees who effectively utilize their personal skills and talents at work are more likely to enjoy inspired careers and produce superior work. The work of employees supports the advancement of the University; and, likewise, opportunities at the University assist in the employee's development.

Pepperdine seeks to assist employees' continued growth, increase service to the University through meaningful and satisfying work, build upon the sense of community through new relationships that span across reporting lines, and create a working environment conducive to the higher calling of this institution. In that employees are charged with preparing students for lives of purpose, service and leadership, this exchange is designed to empower and equip staff to live out the University mission.

TIMING

The two-year anniversary has been identified as a critical time for the University to actively engage its more recent high-performing hires. This exchange is strongly encouraged for two-year employees (and is optional for all other employees at the request of either the supervisor or the employee) who have demonstrated:

❖ Capacity for leadership and advancement opportunities

❖ Loyalty in their work to the University

❖ Alignment of work and personal values to the University mission

❖ A desire to stay and grow within the Pepperdine community

MOTIVATION: MASLOW'S HIERARCHY OF NEEDS

Abraham Maslow's Hierarchy of Needs has been translated to the workplace in the form of employee motivation and engagement by Gareth Morgan in *Images of Organizations* (2006). The pyramid below suggests that salaries/wages and benefits/job security must be adequate and in-place for a staff member's continued employment. Interestingly, wages and benefits may prevent worker dissatisfaction but are not sustainable motivators over the long-term for those who seek "more than a paycheck."

In contrast, the top three levels of the pyramid suggest ways to further engage employees that meet their personal, professional, and spiritual needs. At Pepperdine, we seek employees whose personal values are in alignment with the University mission and who are invested in its higher calling. Pepperdine University

is committed to providing all employees growth and development opportunities, and encourages employees to fully engage in its many meaningful programs, offerings, and services.

TYPE OF NEED

Self-actualizing	• Encouragement of complete employee commitment • Job a major expressive dimension of employee's life	
Ego	• Creation of jobs with scope for achievement, autonomy, responsibility, and personal control • Work enhancing personal identity • Feedback and recognition for good performance (e.g., promotions, "employee of the month" awards)	
Social	• Work organization that permits interaction with colleagues • Social and sports facilities • Office and factory parties and outings	
Security	• Pension and health care plans • Job tenure • Emphasis on career paths within the organization	
Physiological	• Salaries and wages • Safe and pleasant working conditions	

Exhibit 3.1   Examples of How Organizations Can Satisfy Needs at Different Levels of Maslow's Hierarchy

Morgan, Gareth. *Images of Organizations*. Sage Publishing: Thousand Oaks, 2006.

THE ROLE OF THE SUPERVISOR

Supervisors are called to proactively assist in and provide opportunity for employee advancement through meaningful work and involvement. Though there are many ways to encourage employee development, the following principles may be employed to satisfy employee needs and strengthen contributions to the department.

❖ Supervisors are called and expected to mentor and coach employees in their areas. Whether or not employees benefit from outside mentoring relationships, supervisors should provide relevant and accurate feedback with the goal of sincerely helping employees achieve their potential and increase their contributions to the University.

❖ Supervisors should also identify the demonstrated talents and gifts each employee brings to the department. If a particular talent is not being utilized in an employee's current position, the supervisor may use discretion in involving the employee in a peripheral project within the department so as to benefit everyone involved.

THE ROLE OF THE EMPLOYEE

Employees are responsible for initiating opportunities that will expand their contributions and enhance fulfillment in their role. While there are many ways to further development, common approaches are listed below.

❖ Upon demonstrating a competence in fulfilling their own current position's responsibilities, employees are then able to utilize additional skills and talents that benefit other areas of the department, such as:

  o Streamlining processes in their own scope of work
  o Collaborating with their co-workers and supervisor to seek efficiencies and process improvements
  o Collaborating with other departments related to their current work to seek efficiencies and process improvements

❖ In addition to their daily position, many employees commit to a group within the Pepperdine community that is particularly meaningful to them. Examples include Associated Women for Pepperdine (AWP), Freunde von Heidelberg, Athletics, Waves of Service, Alumni Chapters, etc. Investing in the University community is an easy and convenient way to instill pride, express oneself, and find satisfaction.*

Active employee and supervisory involvement throughout the process is necessary for successful and effective results; neither one party is able to achieve the maximized effect without the other. Please contact Human Resources with questions or requests for a consulting role in your advancements.

* Contributing to the advancement of Pepperdine through University-affiliated groups and committees outside the normal scope of work is completely voluntary and is not tied to performance appraisals.

GROWTH AND DEVELOPMENT EXCHANGE
Questionnaire and Guide

The following questions are provided to help guide the conversation between the supervisor and employee. In addition to the annual performance review, supervisors should lead the conversation with suggested questions below. Brief answers to the questions should be submitted to Human Resources as a reference to be placed in the employee's personnel file.

Human Resources will make the form available to the supervisor or employee at the request of either, and is available to collaborate with the supervisor and employee in a consulting role anytime throughout the process.

CURRENT POSITION

❖ How do you view your current work? Are there ways we can work together to ensure that your work is satisfying and meaningful to you?

❖ In your current role, how are your leading attributes/qualities/skills being utilized? What are some of your favorite projects or processes on which you especially enjoy working? In what other ways can you utilize your attributes/qualities/skills for the betterment of your department and/or the University?

❖ Are there other areas in your department to which you would like exposure?

DEVELOPMENT

❖ Up to this point, do you feel that you have developed professionally at a rate that is reasonable?

     o If yes, what are some examples or instances that have helped you grow professionally?
     o If no, what specific areas or skills would you like to further develop?

❖ How do you define a mentor? What do you think the benefits of a mentoring relationship would be?

❖ Do you have a mentor? Do you identify anyone in the University community that may be able to serve in the role as a mentor to you?
     o If yes, how has this contributed to your professional development?
     o If no, are there ways in which we can work together to ensure you benefit from a mentoring relationship?

VISION AND GOALS

❖ Beyond the job description, are there volunteer opportunities at the University in which you would like to be involved or help develop?

❖ What are your long-term goals? How are you moving towards their achievement through your work at the University?

❖ Do you have an idea of where you might like to see yourself in 2 years? 5 years? 10 years?