

## Lesson 7: Recognizing and Rewarding Performance

### PURPOSE

DPMAP, Lesson 7 describes the importance of recognizing and rewarding performance and employee success; identify types of recognition and reward related to performance management; and determines methods that can be utilized to recognize and reward employees.

### LEARNING OBJECTIVES

When participants have completed Lesson 7, they will be able to:

- Describe the importance of recognizing and rewarding the employee’s success.
- Identify types of recognition and reward related to performance management.
- Determine creative ways to recognize and reward employees.

### TIME

The following is a suggested time plan for this lesson. The instructor(s) may adapt it as needed. Note this table does not reflect breaks – use your judgement to determine the timing of breaks for participants.

| SESSION   | TIME                     |
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| <b>Lesson 7 - Recognizing and Rewarding Performance</b> | 80 minutes with no break |

| Instructor Notes  | Content                     |
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| <p><b>Lesson 7: Recognizing and Rewarding Performance</b></p> <p><b>SAY</b></p> <p>Welcome back. We will now look at the last lesson in the DPMAP course and that is employee reward and recognition.</p> <p><b>DO</b></p> <p>If the lesson is being presented as a stand-alone lesson, show all slides. If not, then consider hiding slides as appropriate.</p>                  | <p><b>SHOW SLIDE: 1</b></p> |
| <p><b>SAY</b></p> <p>These words represent the key messages that embody what is most important about New Beginnings—performance, mission, communication, excellence, etc.</p> <p><b>DO</b></p> <p>Display this New Beginnings slide at the beginning of each instructional day and during breaks.</p>   | <p><b>SHOW SLIDE: 2</b></p> |
| <p><b>SAY</b></p> <p>Let’s review the learning objectives for this lesson. Upon completion of this lesson, you will be able to these things. Take a minute to read through them.</p> <p>Upon completion of this lesson, you will be able to:</p> <ul style="list-style-type: none"> <li>• Describe the importance of recognizing and rewarding the employee’s success.</li> </ul> | <p><b>SHOW SLIDE: 3</b></p> |

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| <ul style="list-style-type: none"> <li>Identify types of recognition and reward related to performance management.</li> <li>Determine creative ways to recognize and reward employees.</li> </ul> <p><b>DO</b></p> <p>Leave this slide up while you discuss the topics that will be covered in this module. Paraphrase the learning objectives; it is not necessary to read them verbatim.</p>  |                             |
| <p><b>SAY</b></p> <p>As you'll recall from our previous lessons, performance management is a continual process.</p> <p><b>DO</b></p> <p>Emphasize the last bullet.</p>  | <p><b>SHOW SLIDE: 4</b></p> |
| <p><b>SAY</b></p> <p>DPMAP allows the flexibility to create Component-unique employee recognition and reward programs to suit the organizational differences across the Department.</p> <p>The broad framework of employee recognition and rewards is found in DODI 1400.25, Volume 451, <i>DoD Civilian Personnel Management Program: Awards</i> in which monetary and non-monetary employee recognition and reward methods are addressed.</p> <p>Examples of monetary awards (there may be others):</p> | <p><b>SHOW SLIDE: 5</b></p> |

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| <ul style="list-style-type: none"> <li>• a one-time cash award</li> <li>• a salary increase,</li> <li>• a promotion</li> <li>• time-off award</li> </ul> <p>Examples of non-monetary awards (there may be others):</p> <ul style="list-style-type: none"> <li>• award plaque or challenge coin</li> <li>• acknowledgement at a staff meeting</li> <li>• a simple “thank you” or any other acknowledgement of employee’s act to show it was observed and recognized</li> </ul> <p>Regardless of method, we must stay under the ethical spending limit guidelines under 5 CFR 2635 and DoDI 1400.25, Volume 451.</p> <p>All awards must be deemed ethically and legally appropriate, and should be run by legal counsel prior to implementing a new award.</p> <p>We will spend time brainstorming ideas for employee recognition and rewards that you may suggest or apply in your organization later in the lesson.</p> <p><b>DO</b></p> <p>Be sure to note any formal training or guidance for <b>your Component-specific</b> reward and recognition programs.</p> <p>Also note that in the spirit of transparency, Components may share rating/award distribution data with the workforce. It is not a privacy issue since you would only be giving the numbers or amount of awards.</p> <p><b>Instructor Notes:</b> Generate discussion on differences between</p> |         |

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| <p>employee recognition and rewards methods used daily versus and weekly.</p>  |                             |
| <p><b>SAY</b></p> <p>Employee successes and accomplishments should be recognized and rewarded</p> <p><b>Instruction:</b></p> <p>Supervisors should:</p> <ul style="list-style-type: none"> <li>• Actively solicit and act on input from employees</li> <li>• Communicate positive results based on employee input back to employees to show value of their ideas and suggestions.</li> <li>• Verbally thank deserving employees for good performance</li> <li>• Give positive feedback on performance as often as possible, when warranted</li> </ul> <p>Employees should:</p> <ul style="list-style-type: none"> <li>• Proactively communicate successes and accomplishments to their supervisor</li> </ul> | <p><b>SHOW SLIDE: 6</b></p> |
| <p><b>SAY</b></p> <p>As we discussed on the previous slide, both supervisors and employees should know the various types and methods of employee recognition and rewards specific to their Component or agency.</p> <p>Clearly defined procedures and criteria for each type and method of</p>   | <p><b>SHOW SLIDE: 7</b></p> |

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| <p>employee recognition and reward should be communicated and made available to all employees. This goes far in re-enforcing transparency into the employee recognition and reward process.</p> <p><b>ASK</b></p> <p><i>Ask:</i> Why is this important?</p> <p><i>Potential answers include:</i></p> <ul style="list-style-type: none"> <li>• Everyone should know how to get a reward for high performance.</li> <li>• Being transparent about why someone is getting an award can reduce the perception of favoritism.</li> <li>• Transparency helps everyone believe they are capable of receiving some type of recognition or reward.</li> </ul> <p><b>SAY</b></p> <p>If all employees are aware of the types and criteria of performance recognition or reward for their organization AND the process is fair, credible, and transparent, the result will be motivated performance by employees.</p> <p><b>DO</b></p> <p>Foster a group discussion asking the following:</p> <p>Can you think of an example you may have heard about or even experienced in your workplace where employee rewards or recognition did not seem fair, credible, and transparent?</p> <p>What are some things you have seen in your workplace that effectively supports fairness, credibility and transparency regarding employee rewards or recognition?</p> <p><b>INSTRUCTOR NOTES:</b> Give time for discussion</p> |         |

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| <p><b>SAY</b></p> <p>Let's continue the discussion about employee recognition and reward by doing an exercise. Lets form small groups. We're going to now brainstorm a list of possible employee recognition and reward methods – specifically of the non-monetary type – that would be available for use throughout the performance appraisal cycle.</p> <p>You know that employee recognition and rewards should be an ongoing process, occurring many time over the span of the performance appraisal cycle. Supervisors should try to maintain a variety of employee recognition and reward methods, so the same one is not used over and over again.</p> <p><b>DO</b></p> <p><b>Lead an Exercise:</b></p> <p><b>Objective:</b> Create a list of non-monetary employee recognition and reward methods that supervisors can use throughout the performance appraisal cycle.</p> <p><b>Instructions:</b> Keep participants in the same small groups and have them work together to complete a list of at least 10 employee recognition and reward methods. Ask each group to record its list on chart paper making it as legible as possible since others will be reading the lists.</p> <p><b>Instructor Notes:</b> Encourage creative, out-of-the-box thinking. Groups should record as many ideas as possible, even if more than 10. A side benefit of this exercise is for the group to see the variety of methods created by the group.</p> | <p><b>SHOW SLIDE: 8</b></p> |

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| <p><b>SAY</b></p> <p>Let's review. What did you come up with in your groups?</p> <p><b>DO</b></p> <p><b>Lead Exercise Debrief:</b></p> <p><b>Instructions:</b> Each group should have placed its chart paper list in a place where others can read it.</p> <p>Solicit members from each small group, supervisors and employees, and ask the following:</p> <p><i>For the supervisors in the room:</i> Which of these could you implement?</p> <p><i>For the employees in the room:</i> Which of these would you like to receive as a recognition or reward?</p> <p>Give the two groups a chance to hear from each other.</p> <p><b>Instructor Notes:</b> Have group member stay in groups for the next exercise but if needed, this is a good place for a break. If group does break, have them come back to their small groups.</p> | <p><b>SHOW SLIDE: 9</b></p>  |
| <p><b>SAY</b></p> <p>Let's continue brainstorming a list of possible non-monetary employee recognition and reward options available for use throughout the year.</p> <p>DoD policy allows supervisors the flexibility and freedom to recognize deserving employees using a variety of methods of employee recognition and reward. But how many forms do you know about? Here's your opportunity to compare a variety of</p>  | <p><b>SHOW SLIDE: 10</b></p> |



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| <p>methods for rewarding performance throughout the year and to select those methods that might have a positive impact at your workplace.</p> <p><b>DO</b></p> <p><b>Lead an Exercise:</b></p> <p><b>Objective:</b> Create a toolkit of non-monetary employee reward and recognition options by reviewing different ideas of employee recognition and rewards.</p> <p><b>Instructions:</b> Take the next few minutes to review the other groups' charts. You each have 10 circle stickers you can use to identify your favorite methods. You can come up with 10 different ideas with one sticker per idea, or place more than one sticker on particularly good ideas. Circulate around the room and make sure you review all the reward ideas. At the end of this exercise, tally the ideas and create a top 10 list. We'll have the groups that created the ideas that got the 3 highest number of stickers lead us in an explanation and discussion of their ideas, as appropriate.</p> <p><b>Instructor Notes:</b></p> <p>It would be helpful if someone from each group remained nearby to answer any questions about a specific method on the group's list.</p> <p>If possible, having a HR representative with expertise in employee recognition and rewards attend this portion of the class to look through the ideas and make sure they are in line with regulations would be helpful.</p> |         |
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| <p><b>SAY</b></p> <p>Let's review. What are the top 10 ideas and which groups had the three highest numbers of dot stickers?</p> <p><b>DO</b></p> <p><b>Lead Exercise Debrief:</b></p> <p><b>Objective:</b> Create a toolkit of non-monetary employee reward and recognition options by reviewing different ideas of employee recognition and rewards.</p> <p><b>Instructions:</b> Have the groups count the ideas and create a list of the top 10 ideas based on the number of stickers. The groups that created the ideas that received the 3 highest number of stickers will give the remaining participants an explanation of their ideas if necessary.</p> <p><b>Instructor Notes:</b> Component, command, or activity will develop employee recognition and rewards programs specific to their location. As instructor, guide your participants to the resources and documentation they may need to implement some of the creative ideas generated here and remind them to consult their local HR for additional help and information. Additional information regarding employee recognition and reward can be found in DoDI 1400.25, Volume 451 as well as Component-specific policy and guidance.</p> | <p><b>SHOW SLIDE: 11</b></p> |
| <p><b>SAY</b></p> <p>Okay, now that we have a toolkit full of ways to recognize and reward, we have to talk about when it's appropriate to use these different kinds of awards, and when these rewards become less</p>  | <p><b>SHOW SLIDE: 12</b></p> |

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| <p>effective.</p> <p>We know employee recognition and rewards can improve performance, but when does an incentive lose its ability to incentivize? If employees don't believe employee recognition and rewards are based on performance, but instead are arbitrarily assigned — or worse, distributed based on favorites or the "good old boy network" — employee recognition and rewards will not improve performance.</p> <p>As we have discussed, supervisors have the largest impact on employee engagement, and employee engagement serves as a force multiplier for the impact of employee recognition and rewards. Supervisors can influence employee engagement and strengthen performance by recognizing and rewarding employees for their contributions. Employees who understand the connection between effort and outcomes are more likely to perform at a higher level than employees for whom the connection is unclear.</p> <p>Supervisors must understand how to most effectively use the methods in the toolkit we just created. We've talked about using a mix of both monetary and non-monetary awards. Keep in mind that the Department routinely spends 80% of the funding for monetary awards on performance-based cash awards.</p> <p>With that in mind, let's watch a video explaining and illustrating how monetary rewards impact motivation and performance. This is a talk by author Dan Pink on how rewards do and sometimes don't motivate people from his book, <i>Drive: The Surprising Truth About What Motivates Us</i>.</p> <p><b>DO</b></p> <p><b>Play Video:</b></p> <p><b>Instructor Notes:</b> The video file is <i>animate_drive.mp4</i>.</p> |         |

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| <p><b>Lead a Discussion:</b></p> <p><b>Instructions:</b> After the video, discuss how Dan’s findings impact the toolkit of employee recognition and reward methods the participants have created.</p> <p>Emphasize:</p> <ul style="list-style-type: none"> <li>• How monetary awards can reduce performance outcomes</li> <li>• How properly applied employee recognition and rewards improve employee engagement and therefore performance</li> <li>• How can you leverage autonomy, mastery, and purpose as incentives for improving performance?</li> </ul> <p><i>Ask:</i> Does watching this video change your recognitions and rewards library?</p> |         |

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| <p><b>SAY</b></p> <p>Let's review the learning objectives for this lesson. Upon completion of this lesson, you will be able to these things. Take a minute to read through them.</p> <p>You should now be able to :</p> <ul style="list-style-type: none"> <li>▪ Describe the importance of recognizing and rewarding the employee's success.</li> <li>▪ Identify types of employee recognition and reward related to performance management.</li> <li>▪ Determine creative ways to recognize and reward employees.</li> </ul> <p><b>DO</b></p> <p>Leave this slide up while you discuss the topics covered in this module. Paraphrase the learning objectives; it is not necessary to read them verbatim.</p> | <p><b>SHOW SLIDE: 13</b></p> |
| <p><b>SAY</b></p> <p>Here are some additional resources and learning tools.</p> <p><b>DO</b></p> <p>Consider adding information about any formal training or guidance for your Component-specific reward and recognition programs.</p>   | <p><b>SHOW SLIDE: 14</b></p> |

| <b>Instructor Notes</b>  | <b>Content</b>               |
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| <p><b>SAY</b></p> <p>That wraps up Lesson 7 and the DPMAP course. Are there any questions about this lesson or anything in the course</p> <p><b>DO</b></p> <p>Address any Parking Lot questions.</p> | <p><b>SHOW SLIDE: 15</b></p> |

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