

University of Colorado Boulder

# Guide to Motivating Employees

Developed by the Department of Human Resources

Updated July 2012

## Table of Contents

<b>I. Introduction.....</b>	<b>4</b>
<b>II. Elements of a Successful Motivation Program.....</b>	<b>6</b>
1. General Principles of Motivating Employees .....	6
2. Employee Involvement .....	7
3. Business Literacy .....	7
4. Vision and Values .....	7
5. Work-life Initiatives.....	8
<b>III. Practices to Inspire Motivation in Your Work Unit.....</b>	<b>9</b>
1. Say “Thank You” .....	9
2. Get to Know Employees .....	9
3. Developing a Flexible Work Schedule for Your Unit .....	9
4. Upward Feedback .....	10
5. LSI and OCI Organizational Inventories .....	10
6. Nominate Staff .....	10
7. Create Your Own Departmental Awards Program .....	11
8. Encourage Staff Participation on Campus .....	11
9. Creative Recognition Ideas .....	11
<b>IV. Great Tools to Get You Started!.....</b>	<b>13</b>
1. Developing a Departmental Recognition Program: Steps .....	13
2. Elements of a Successful Recognition Program.....	13
3. Motivation Survey: How to Find Out What Employees Want .....	14
4. Motivation Ideas to Enhance the Work Environment.....	14
<b>V. Practices to Build Motivation for Individuals.....</b>	<b>14</b>
1. Motivating with Performance Management .....	14
2. Create a Successful Business Literacy Training Program .....	14
3. Department Mentoring Program .....	15
4. Course Offerings by Organizational and Employee Development.....	16
5. University Perspective Program .....	17
6. Interest Testing.....	17
7. Faculty and Staff Assistance Program (FSAP).....	17
<b>VI. What You Can and Can’t Do: Policies, Procedures and Guidelines at the University of Colorado .....</b>	<b>18</b>
1. Administrative Policy Statement (APS) .....	18
2. The Procurement Service Center (PSC) Procedural Statement: Recognition and Training Activities .....	18
3. Administrative Leave.....	18
4. Spot Bonuses.....	18
5. How to Enter Cash Awards in PeopleSoft HRMS.....	18

6. Taxability of Incentive Awards .....	19
7. Donations as the Source for Incentive Rewards .....	19
<b>VII. FAQs.....</b>	<b>20</b>
<b>VIII.Bibliography/Reading List.....</b>	<b>22</b>
<b>Appendix A: Departmental Recognition Program Template .....</b>	<b>23</b>
<b>Appendix B: Employee Motivation Survey .....</b>	<b>245</b>
<b>Appendix C: Awards Available at CU-Boulder .....</b>	<b>27</b>

## I. Introduction

The Guide to Motivating Employees is intended to provide effective ideas and tools for supporting employee motivation. Campus supervisors and managers are working hard to create and maintain a positive work environment among staff, while also facing budget and management challenges. The guide:

- Offers concrete ideas to enhance morale and performance – many of which can be implemented readily, with little or no cost to the department.
- Summarizes current research on employee involvement and motivation, offering fresh ideas on how to retain and recognize staff using motivational programs and concepts.
- Includes policy information on what is and is not allowable, under the fiscal and administrative guidelines at CU-Boulder.
- Includes practices to help motivate individual employees and/or a whole work unit.

A Motivation Survey can help you find out what employees value, in terms of personal interests and incentives and annual awards programs. A [sample motivation survey](#) is available on the Human Resources website.

### Why Motivate Employees?

A successful organization can generally trace its success to motivated employees. A look at the synonyms for the word ‘motivated’ such as induce, move, provoke, prompt, and cause, shows that without motivation at some level, nothing really gets started.

However, motivating people can be difficult; there are no magic formulas or programs to motivate individuals. Motivation is also personal. While one employee may appreciate time off, the next may enjoy new challenges. The basic rule is to discover what your employees want and create a way to give it to them or encourage them to earn it. Following this principle should motivate your employees and allow them to become engaged in the success of the campus and your department.

In 2006, and again in 2012, classified and university staff on the Boulder campus participated in an Employee Engagement Survey. Through this process, the campus has been able to identify what it is doing well and where it can improve.

Results and key trends from the surveys are highlighted below.

- In 2012, 90% of employees saw their job as vital to the overall purpose of the University, an increase from 88% in 2006.
- In 2006, 80% of employees were willing to go above and beyond their normal work duties. In 2012, this number increased to nearly 89%.
- From 2006 to 2012, the percentage of employees who believe they are utilizing their talents increased by 9% (75% overall).
- Currently, 72% of employees would recommend a friend to work here (an increase from 60% in 2006).

- Employees with a shorter length of service (under two years) have been consistently more positive and optimistic about the work environment. It is vital that campus capture and build on this optimism

While employee opinions have improved in regards to recognition programs and rewarding employees, the 2012 survey highlighted that this is still a key area to focus on improving. Our hope is that this guide will help you start recognizing those individuals who are willing to go above and beyond to make the campus and your department a better place. By effectively recognizing employees, you can help support, develop and retain great employees who have chosen to work for the University of Colorado Boulder. Without recognizing and motivating employees in ways that are meaningful to them there is a risk that you will lose them.

In their bestselling book on employee retention, *Love 'Em or Lose 'Em*, Beverly Kaye and Sharon Jordan-Evans ranked the **top reasons employees remain where they are:**

1. Career growth, learning, and development
2. Exciting and challenging work
3. Meaningful work, making a difference and a contribution
4. Great people
5. Being part of a team
6. Good boss
7. Recognition for work well done
8. Fun on the job
9. Autonomy, sense of control over my work
10. Flexibility, for example, in work hours and dress code
11. Fair pay and benefits
12. Inspiring leadership
13. Pride in the organization, its mission, and quality of product
14. Great work environment
15. Location
16. Job security
17. Family-friendly employer
18. Cutting-edge technology

This list provides a hint of what matters to employees, which is a key point in employee motivation. **How would answers from employees in your unit match or differ from this list?** Find out what matters to them by asking – one on one, in a group, or using the [sample Motivation Survey](#). Then use principles and ideas from the HR Guide to customize an approach to motivating your staff, based on what you learn.

## II. Elements of a Successful Motivation Program

### 1. General Principles of Motivating Employees

In a recent research study, personal congratulations by managers of employees who do a good job were ranked first from 67 potential incentives evaluated. Second was a personal note for good performance – written by the manager. Simple approaches provide some of the most effective strategies for motivating staff. Other fundamentals include:

- **Know your staff.** Ask what they value and what motivates them.
- **Give feedback.** Specific, on-the-spot praise is good! “Praise in public/criticize in private” demonstrates respect and achieves results.
- **Partner with staff in achieving their goals.** Ask employees about their career goals and offer related assignments whenever possible.
- **Educate employees** about the “business” of the department and the university. Such learning can be fulfilling for employees, and can make them more valuable assets.
- **Keep employees informed and involved** with the big picture at the university and within the department. Seeing how his/her role serves the greater mission increases his/her feeling of connectedness at work.
- **Use rewards that have mutual benefit**, such as skill training and professional development.
- **Use monetary rewards sparingly**, and always in conjunction with feedback, personal recognition, etc.

Effective motivation enhances the employee’s intrinsic sense of accomplishment, contribution, involvement, and satisfaction. Rewards that facilitate this usually relate to the mission and values of the organization. (*Self Actualization and Self Esteem are the Highest Order of Incentive*, F. Hudetz:

<http://bat8.inria.fr/~lang/hotlist/free/licence/papers/reward/hudetz.html>.) Motivators linked to our mission at CU-Boulder might include:

- Education / professional development
- Release time to attend classes and/or training sessions
- Release time to volunteer or participate in campus events
- Career advancement opportunities
- Career counseling
- A culture of open communication
- Mentoring

Together with verbalized appreciation, these opportunities say loud and clear to employees, “Your contribution is highly valued, and your quality of life matters to the university.”

Some may be surprised to learn that monetary rewards often do not produce long-term performance and productivity results. In fact, some research shows that reward programs which *solely* emphasize cash incentives can actually “de-motivate” staff, by changing the employee’s focus from his/her inner sense of accomplishment and contribution to

attaining the “carrot” of the incentive award. (*Dump the Cash, Load on the Praise*, B. Nelson)

## 2. Employee Involvement

Supervisors can help employees broaden their perspective by regularly discussing strategic issues, and by supporting involvement in campus organizations, committees, and training programs such as the [University Perspective Program](#) . With a broadened viewpoint, the employee better realizes how his/her job supports the mission and vision of the university. An employee’s feeling of “contributing to the whole” enhances his/her sense of belonging and satisfaction.

Times of economic constraint present supervisors with financial challenges as well as an increased sensitivity to employee morale. Focusing motivation efforts on enhancing the employee’s sense of contribution and involvement can be an effective way to keep staff motivated.

## 3. Business Literacy

Business literacy is a popular concept in employee motivation research. Business Literacy is defined as employees “thinking like strategic business partners,” or in higher education, thinking like department heads. The university has an effective, business-literate workforce when:

- Employees understand the big picture of the university
- Employees become literate in the business of higher education
- Employees receive direct feedback about their impact on customers and on the organizational mission
- Employees know key contact persons and work procedures on campus

Supervisors play the role of coach to develop business literacy among staff. The leader can create systems that enhance strategic thinking. Coaching can include financial know-how, political awareness (campus and state level), shared decision-making, etc.

A research study by the Business Literacy Institute shows how business literacy training impacts organizational success. (*Teaching Employees the Basics of Business: An Ownership Imperative*, K. Berman, OnlineMag, April 2001.) Results included:

- Communication** improved 91%
- Knowledge of the business** improved 91%
- Trust** improved 71%
- Expenses** decreased 74%
- Cash flow** improved 68%
- Profit** improved 66%

For more information on creating a [business literacy](#) training program, see p 15.

## 4. Vision and Values

When employees are involved in developing operational strategies to carry out the vision and values of their work unit, a new level of engagement is achieved. Participating in a group process toward this end can be highly motivating, and it lends itself to strengthened

teamwork. Such a process allows individuals to link their own values and work to the strategic vision of the unit. When the supervisor follows up this process with ongoing opportunities for participation, it can prove to be a new source of stimulation for the staff member. Vision and values initiatives can also energize a de-motivated work group. It is the role of the leader to create a strategic vision that guides employees in their work. Creating a shared vision takes time, and managers on campus may feel this is the last thing they have time to pursue. But it is an opportunity for all supervisors and managers to rise to the call for leadership. This proactive approach is the long-term key to success. While this offers challenges, it promotes new involvement, enthusiasm, and productivity on the part of staff. When the leader engages everyone in the enterprise, and generates a shared vision, employees are inspired to do the best they can do.

The Department of Organizational & Employee Development offers departments a Vision, Mission, and Values Facilitation. Call OED to set up a session 303.492.8103.

## 5. Work-life Initiatives

Offering work-life related perks and benefits is another strategy to increase employee productivity and morale. (*A New Means to Improve Productivity, Profitability, and Employee Morale*, R. Harrington. OnlineMag)

- At Johnson & Johnson, employees who used flexible work options and family leave policies averaged 50% less absenteeism than among the workforce as a whole.
- A survey of nine employers in the Smart Valley Initiative in California found telecommuters to be 25% more productive on the days they worked at home and 20% more productive overall.
- A Xerox customer service center turned decisions about work schedules over to employees. Employee work teams now control the scheduling, resulting in improved morale, better customer service, and a 30% reduction in absenteeism.

Many [work-life](#) benefits and discounts are available for CU-Boulder staff. These are available on the Human Resources web site. Information on initiating a [flex-schedule](#) option for your work unit is available on p. 9.

### III. Practices to Inspire Motivation in Your Work Unit

#### 1. Say “Thank You”

Nothing can beat receiving personal thanks when an employee has put in extra effort on a project or achieved a goal that you mutually set. Immediate, specific acknowledgement (“Thanks for staying late to finish those calculations I needed. They were critical for my meeting this morning.”) Lets the employee know what he/she did and why his/her effort was of value. This could be followed up by acknowledging the employee at a departmental or work unit staff meeting. Make sure to be deliberate in acknowledging your employees, which you can do by setting aside time in your day or week for saying “thank you.”

#### 2. Get to Know Employees

Take the time to meet with and listen to employees. One incentive or approach may not work with all, so it’s important to ask staff what motivates them. Don’t be afraid to ask direct questions, like “What motivates you to stay here?” “What would lure you away?” and “What kinds of incentives would be meaningful to you?” Such questions give you insight into the employee’s values, which you can use in designing incentive programs that work. Using the [Motivation Survey](#) to stimulate dialogue with the employee can also accomplish this goal.

#### 3. Developing an Alternate Work Schedule for Your Unit

Alternate work schedules (flex schedules) provide a powerful tool for management that can be used to fulfill business needs, accommodate a changing workforce, assist with recruitment and retention, and help employees achieve a better work-life balance. Flex schedules require a high level of consideration in view of the operational needs of the university. Developing a flex schedule requires the support of the appointing authority, and the program must take into account overtime regulations to ensure compliance with the Fair Labor Standards Act (FLSA). A flex schedule may be available to some or all employees, depending on the needs of the work unit.

Alternate work schedules include options such as:

- "Four tens" - the employee works four 10-hour days per week
- "Nine-eighty" - the employee works 80 hours over a two week period with one day off every other week. The workweek is adjusted to ensure compliance with FLSA. **Note<sup>1</sup>: Please consult with Employment Services before implementing this option.**

---

<sup>1</sup> Determine if this participation is work-related and can thus be incorporated into an employee’s set work hours. If not, create flexibility that will allow them to rearrange their work schedule to support participation.

- "Core Hours" - all employees work core, required hours (such as 9 a.m.-3 p.m.) but are granted flexibility to schedule the rest of their shift (such as 6 a.m.-3 p.m., or 9 a.m.-6 p.m.).

Implementing a flex schedule requires appointing authority support. If you wish to initiate a program, please work directly with Employment Services (303.492.6475), to ensure compliance with FLSA regulations and check the Human Resources website for more guidance.

#### **4. Upward Feedback**

Upward feedback allows employees the opportunity to provide constructive input about business practices in your work unit. This process can help build trust with staff, especially if their suggestions are implemented to make improvements within the department. Upward "evaluations" can help supervisors assess areas for improvement.

- An example of making this possible is to "Shadow a Manager" or "Shadow an Employee" and learn about the work carried out in other areas/departments within a unit.

This process can produce excellent results, but can be challenging. It should be conducted with the support of professional assistance. Organizational and Employee Development (OED, 303.492.8103) can provide facilitators to help you conduct the process, and ensure it is handled within university and legal requirements. OED has a template to use for soliciting upward feedback.

#### **5. LSI and OCI Organizational Inventories**

The Life Styles Inventory™ (LSI) and Organizational Culture Inventory™ (OCI) are tools available through Organizational and Employee Development (OED, 303.492.8103). The LSI assists individuals in identifying and understanding their thinking patterns and self-concepts. Using this information, they can improve the effectiveness of their behavior. The OCI analyzes thought and behavior patterns associated with an organization or social unit, measuring 12 different cultural styles. The OCI analysis includes an overview of what cultural styles are most effective, based on the organization's purpose. These tools have been used successfully by many departments at CU-Boulder. OED facilitators will assist you in utilizing these inventories.

#### **6. Nominate Staff**

Recognizing employees for one specific achievement or for ongoing contributions is an excellent way to let them know they are valued. CU-Boulder has numerous opportunities throughout the year to nominate staff to recognize accomplishments in a variety of areas. When you nominate employees for campus-wide, university, or state-wide awards, it brings recognition to the individual and the department. Whether or not the employee "wins" the award, they know that you recognize and value their contribution. See p. 28 for a list of campus, university, and state awards for which you might nominate staff.

## 7. Create Your Own Departmental Awards Program

Involving staff in creating departmental awards is a great opportunity to engage them in defining “what makes a good employee.” By creating awards that relate to the mission of your area, you increase awareness and motivation among staff.

In 2001, the CU-Boulder Department of Human Resources initiated a formal recognition program for its staff. The program was designed by staff to recognize excellence in performance and service within the Department of Human Resources. The primary goal of the program is to encourage the best from employees while providing incentives for continued excellence. The award categories are linked to departmental values. Categories used by Human Resources include: Building Community and Respecting Diversity; Excellence in Customer Service; Creativity and Flexibility; Teamwork and Cooperation; Internal Spirit/Bright Outlook Award; New Ideas and Technology; the Tao Award & Rookie of the Year. Assistance in creating your own departmental awards program is available through Human Resources; contact Employment Services at 303.492.6475.

## 8. Encourage Staff Participation on Campus

Becoming involved in campus committees, organizations, and events is a key way for staff to become more knowledgeable about the university. By supporting and encouraging involvement, you are helping employees create a sense of connection that extends across departmental boundaries. A few examples of how and where staff can get involved include:

- Boulder Campus Staff Council
- Volunteer as a Commencement Marshall
- Attend the annual Chancellor’s Diversity Summit
- Attend movies, and musical or theatrical performances on campus
- Participate in [training](#) opportunities on campus
- Use release time to attend Conference on World Affairs sessions or other campus programs

## 9. Creative Recognition Ideas

Even with practices in place to develop intrinsic motivation among staff, sometimes you need quick ideas to reward employees in the moment. Employees feel more valued when incentives and feedback are given throughout the year. Here are some ideas for no-cost and low-cost ways to motivate staff.

### No-Cost Ideas

- Thank or congratulate the employee in person or in writing
- Write a letter to the employee’s family telling them about his/her accomplishments and what it means to you and the department
- Nominate the employee to serve on a committee or special project

- Nominate employees for a university or campus award
- Nominate employees to participate in a mentoring program
- Nominate employees to participate in the University Perspective Program
- Grant release time for staff to participate in the tuition waiver benefit for CU courses
- Grant release time for staff to take free courses offered on campus, like *Fundamentals of Supervision, Generations in the Workplace*, etc.
- Celebrate the successes of the work unit with a potluck lunch
- Include “kudos” as an agenda item in staff meetings
- Encourage staff to appreciate each other
- Get a proclamation or note of thanks from a higher level supervisor to recognize the employee’s accomplishment
- Post inspirational messages around the office
- Ask staff how they want to be recognized

### **Low-Cost Ideas**

- Implement a peer recognition program in staff meetings by utilizing nomination sheets that serve to nominate employees for their work based on the department’s values/vision/mission.
  - Can be read aloud at meetings for public praise and could do a drawing to win a small prize
  - Create a creative title for your program such as “Buff Bucks”
- Create bulletin board space to laud employees publicly
- Treat the employee to coffee or soda and a chat
- Celebrate the completion of projects
- Develop a departmental recognition program
- Leave a flower, balloon, candy, or note in the person’s work area
- Take pictures, and post with captions describing the great efforts employees make for your department
- \$1-10 ideas: coffee shop certificate, lotto ticket, magnet, insulated mug, desk calendar, lunch gift certificate, picture frame, plant
- Create a Bright Ideas award: Paint a light bulb gold or silver, mount it on a clay or wooden base, and label “Bright Idea Award”
- Pat on the Back: Draw an outline of your hand on a sheet of colored paper and write a short message that tells employees why they deserve a pat on the back
- Buy staff a book related to an area of professional interest
- Send an employee to a seminar related to his/her career goals

## IV. Great Tools to Get You Started!

### 1. Developing a Departmental Recognition Program: Steps

Getting Started:

- a. Use the [Developing a Recognition Program guide](#) to find out the requirements and the available resources for developing a recognition program.
- b. Contact Employment Services (303.492.6475).
- c. Seek support and commitment from your appointing authority.
- d. Use input from employees to develop your program. Create a staff committee for this purpose, or ask for input in other ways.
- e. Incorporate your departmental mission and values, to determine what accomplishments and behaviors should be rewarded.
- f. Use the [Motivation Survey](#) to determine what incentives are valued by staff.
- g. Review the Administrative Policy Statement (APS) on [Propriety of Expenses](#) and the [Procurement Service Center \(PSC\) Procedural Statement: Recognition and Training](#). All recognition and training activities should be judged against the [Tests of Propriety](#) and are subject to the PSC Procedural Statement [Sensitive Expenses](#).

Review and approval of formal recognition programs is the responsibility of Human Resources and the appropriate Officer. Departments must submit a draft program to HR/Employment Services prior to distributing a document for signatures. HR review and approval provides reasonable assurance that the program complies with PSC rules and requirements.

Keep in mind that prior to spending University funds for awards, rewards, or prizes, a recognition program must be in place and approved by HR and your Vice Chancellor. Be sure to develop a program before handing out any awards.

### 2. Elements of a Successful Recognition Program:

For details on creating recognition programs see the [Developing a Recognition Program guide](#).

- a. A statement of the departmental mission and values.
- b. A statement of the purpose of the recognition program.
- c. A description of the specific programs and practices your department has decided to implement to enhance motivation which include:
  - A description of who is eligible to receive the award (must be more than 1 eligible person).
  - Clear description of the recognition award criteria (of the behavior or accomplishment being recognized).
  - An explanation of the method used to select the winner of the award.
  - A description of the award itself, including the award limit or ranges as well as the total aggregate of all awards in a given year.
  - And the time line for which the program will be in place, either continually or for a defined period.

### 3. Motivation Survey: How to Find Out What Employees Want

The staff in Human Resources developed a Motivation Survey that can be used to identify what employees in your area value most. The survey includes open-ended questions about the employee's goals and interests, as well as a check-list in which the employee rank-orders those motivators that have the greatest value to him/her. This information can be used to better understand employees and to identify effective incentives for individuals. Ideally, supervisors might use a completed survey to initiate dialogue with individual employees, in order to deepen communication and set goals. **The [survey](#) is available on p. 25.** Departments can modify or tailor this survey to suit their needs.

### 4. Motivation Ideas to Enhance the Work Environment

The following practices assist in creating a work culture that enhances employee motivation:

- Create a work environment that is open, trusting and fun
- Encourage new ideas, initiative and creativity
- Involve staff in decisions that affect them, and provide opportunities for feedback
- Give employees reasonable control of their work processes and environment - empower them!
- Continually praise your best employees and deal with low or marginal performers individually.
- Help individual employees link personal goals with organizational goals
- Provide new and interesting work assignments when possible
- Hold “rap sessions” with staff to find out their views and ideas
- Accommodate personal needs and problems when possible
- Create a flexible work schedule that meets the business needs of your unit
- Ensure a safe work environment
- Write your department's biggest challenge on a piece of poster board in a common area. Invite staff to write solutions on the sheet and review in one week
- Provide immediate feedback
- Help employees prioritize and organize their work.
- To make new employees feel welcome, develop a formal welcome program.
- Determine what employees are motivated by (this is where the motivation survey helps).
- Consider implementing creative compensation for excellent employees (i.e. paid parking for a certain number of months, flexible work hours, etc.)

Type the following phrases into Google “Motivating Employees”, “Employee Recognition”, “Inspiring Employees”, “Employee Appreciation”, and “Employee Engagement” you will find a variety of additional information about this topic.

## V. Practices to Build Motivation for Individuals

### 1. Motivating with Performance Management

Supervisors should work individually with each of their employees to find out what motivates them and develop a plan towards implementing those motivations. By allowing the employee to describe their own personal goals and incentives the supervisor

has the opportunity to tie them to performance and supervisor's expectation of a successful employee.

Engaging employees in the Performance Management process can be an effective motivational tool. The Performance Management Program was designed to be a working document that allows for appropriate collaboration between the employee and supervisor in developing goals and encouraging communication and dialogue during the coaching and evaluation aspects of the process. While collaboration is not a required element of developing a performance plan, allowing an employee to develop or have input on one or more of their goals can send a strong message to the employee that their supervisor is supportive of their professional growth and development and genuinely interested in their success. Employees who are engaged in the process of developing their own goals often challenge and hold themselves accountable to attain greater success, sometimes even more than a supervisor would when unilaterally developing a plan. Allowing input on and incorporating goals that encourage employees to develop professionally in areas for which they are most interested or passionate is one of the best ways to attract, develop, motivate and retain outstanding employees. This can be accomplished through incorporating goals in a performance plan that will expand their knowledge of current job duties or encourage them to develop new skills, often through training and the application of that training in the workplace.

For more information on the performance management process and how it can be used as an effective motivational tool in the workplace, please consult with the [Office of Labor Relations](#) by calling 303.492.0956 or visiting the Human Resources website at <http://hr.colorado.edu/lr/pm/Pages/default.aspx>.

## **2. Create a Successful Business Literacy Training Program**

- Share critical numbers and reports that reflect your department's progress toward goals and objectives and reflect the impact of individuals. Discuss this information with staff.
- Review the mission and vision. This provides everyone with a sense of where they belong, where they are going, and how they are going to get there. It is a critical element in ensuring everyone feels a part of the organization.
- Communicate frequently. Share information being discussed at higher levels of your organization and other places on campus.
- Discuss how decisions at the state and university levels impact your area.
- Encourage professional development and participation in training opportunities. (Please visit the Human Resources website for a list of courses and seminars offered by [Organizational and Employee Development](#). Provide immediate feedback about staff performance. Let the positive outweigh the negative, but communicate frankly about both.
- Involve Organizational and Employee Development or Human Resources as a strategic partner in your planning.

## **3. Department Mentoring Program**

Mentoring programs provide effective succession planning strategies that benefit an

organization in many ways. Mentoring programs can be valuable tools in recruitment, retention, knowledge transfer, and work force development. Mentoring can also contribute to the promotion of diversity in an organization. Mentoring involves a mentor and mentee working together to help develop the mentee's knowledge, skills, and abilities in a particular area. The mentor's role is to serve as a teacher, coach, and advisor, and offer their insight and experience.

Employment mentoring programs are most successful when the purpose and process for the program are clearly defined. Some examples of a mentor program's purpose include: assisting the department with succession planning activities; providing learning opportunities for new and newly promoted employees, increasing retention of valuable employees, improving representation of underrepresented employees in management positions, and enhancing morale and productivity.

Some tips and best practices from organizations with mentor programs include the following:

- Involve employees in the design of the program as this allows for program clarity and buy-in. Additionally, setting up a pilot program may help to develop a working model and refine guidelines and requirements.
- Successful mentoring programs require support from upper administration in order to sustain themselves. For example, have top leadership involved in the program through their participation and through other forums.
- Make the program transparent and available to all employees.
- Set a specific duration for the mentor relationship with a beginning and end date (it is fine if the mentor relationship naturally extends beyond this time).
- Offer guidelines or a training/meeting for mentors and mentees in order to provide guidelines and tips that might be helpful.
- Flexibility is key – provide mentors and mentees with the ability to reevaluate the program and their own progress—keep the process simple and informal.
- Encourage mentors and mentees to avoid work conflicts by infusing mentoring into one's existing work i.e. via job shadowing, special assignments, teleconferencing, field trips, reading, “homework”, and “problem area” chats as mentoring tools.
- Involve supervisors by letting them know about the program, inviting them to orientations, and encouraging mentees to share their mentoring progress.
- Recognize mentors and mentees services via an award or gathering once per year.

#### **4. Course Offerings by Organizational and Employee Development**

Many development opportunities for staff exist right here on campus. Organizational and Employee Development (OED) offers a variety of multi-day courses ranging from basic computer skills to fundamentals of supervision at no cost to employees or departments. For those unable to attend a multi-day format, shorter skills-development workshops are presented by knowledgeable campus staff and are generally two to four hours in length. These workshops cover such topics as Customer Service, Emotional Intelligence, Time Management, and Communication. . Visit the [Human Resources/ Organizational and Employee Development](#) website for more information.

## 5. University Perspective Program

The [University Perspective program](#) is sponsored by the Boulder Campus Vice Chancellors, Chancellor, and System Administration. The program's objective is to expand staff knowledge beyond their individual department and campus to provide a broader understanding of the University of Colorado system. Participants engage in discussions with various key administrators to learn about the university's internal processes, and its interactions with the legislature, Board of Regents, etc. With their new perspective and insights, participants can contribute more meaningfully to CU-Boulder's mission and goals. For information on how to nominate an employee for this program, contact 303.492.8103, or visit the [Human Resources website](#).

## 6. Interest Testing

Counseling and Psychological Services offers interest testing, including:

- **Myers-Briggs Type Indicator (MBTI)**  
Assesses an individual's preferred ways of taking in information and making decisions, based on Jung's theories of personality type.
- **Strong Interest Inventory (SII)**  
Compares an individual's interests with those of people who like their occupations, based on the Holland Occupational Codes.

Counseling and Psychological Services is located in the Center for Community (C4C), Room S440. Phone: 303.492.6766. Nominal fees are assessed for interest testing.

Organizational and Employee Development, within the Department of Human Resources offers:

- **Real Colors**  
For centuries, people have searched for ways to peek into the human mind. The Greek philosopher, scientist and physician, Hippocrates wrote that all human beings could be divided into four distinct personality types. Real Colors is an instrument based on the more modern Temperament theories developed by David Keirsey. It is designed to help people recognize, accept, learn to value and understand human behaviors to improve empathy and communication in the workplace.

## 7. Faculty and Staff Assistance Program (FSAP)

[Faculty and Staff Assistance Program](#) (FSAP) is a confidential counseling/consulting service designed to provide assistance to faculty and staff for personal or work related concerns that may interfere with job performance. The FSAP staff can help you deal more effectively with a variety of concerns, which may include depression, problem drinking, drug abuse, interpersonal conflicts, career exploration, and job-related stress. Services are free of charge; six sessions per calendar year. Detailed information is available on the [Human Resources website](#).

## VI. What You Can and Can't Do: Policies, Procedures and Guidelines at the University of Colorado

### 1. Administrative Policy Statement (APS)

[Propriety of Expense](#) provides guidance for the appropriateness of expenses made using university funds.

### 2. The Procurement Service Center (PSC) [Procedural Statement: Recognition and Training](#).

This PSC Procedural Statement: a) sets forth University rules and requirements for using university funds to pay for training and recognition activities; b) is designed to provide reasonable assurance that recognition awards, rewards, and prizes distributed by the University are properly categorized and subject to appropriate tax reporting; and c) is designed to ensure the proper capture and reporting of recognition awards, rewards, prizes given to employees, associates and other individuals (including students). All recognition and training activities should be judged against the [Tests of Propriety](#) and are subject to the PSC Procedural Statement, [Sensitive Expenses](#).

### 3. Administrative Leave

Administrative leave (described in Colorado Department of Personnel Director's Administrative Procedures 5-19 and 5-20) is discretionary; it provides for the appointing authority to grant paid time to employees for reasons determined to be for the good of the state. For example, if an employee has performed exceptionally well – above and beyond expectations – on a departmental or campus project, this work might be considered for the good of the state, and the appointing authority could choose to grant the employee administrative leave on this basis. More information about [Administrative Leave](#) is available on the Human Resources website.

### 4. Spot Awards

Spot awards and other types of cash awards must be prudently managed in times of financial challenge. When a department develops its own reward/incentive program, it may include the use of immediate cash or non-cash incentive rewards in recognition of special accomplishments or contributions throughout the year. Such awards could also augment annual performance award payments. (Personnel Director's Administrative Procedure 3-21.) Developing such a program requires appointing authority approval, and the department's criteria for receiving an award must be clearly communicated to all employees in advance of implementation, in order to assure the policy is applied consistently. For more information on how to develop a departmental recognition program, see [Developing a Recognition Program Guide](#).

### 5. How to Enter Cash Awards in PeopleSoft HRMS

A cash award is entered in PeopleSoft HRMS as a one-time payment, through time collection. Information on processing monetary awards for staff through the PeopleSoft system is available on the Payroll and Benefit Services website:

<http://www.cusys.edu/pbs/payroll/resources/downloads/PBS-Procedures-Guide.pdf>.

Detailed information on Awards (For Special Recognition or Achievement) is provided on pages 25 and 26 of the PBS Procedures Guide. Cash awards will show up in the employee's monthly pay stub and will affect the rate of taxation. The One Time Payment form can be downloaded at: <https://www.cu.edu/pbs/forms/downloads/additional-pay.pdf>

## **6. Taxability of Incentive Awards**

The value of the recognition award/prize generally is considered as being income to the receiving employee and, as such, is subject to reporting and taxation on the employee's Form W-2. Implementation guidelines related to employee recognition at the University of Colorado and information about Reporting and Recording Recognition Awards, Rewards and Prizes can be found within the [PSC Procedural Statement: Recognition and Training](#).

**NOTE:** All cash awards are reportable on an employee's W-2 regardless of dollar amount. Non-cash awards of \$100 or less are NOT reportable on the W-2, unless they exceed \$100 in aggregate in any calendar year. The \$100 threshold does not apply to gift certificates. All gift certificates, regardless of the dollar amount, are reportable on an employee's Form W-2 and must be entered into PeopleSoft HRMS.

*Make sure to notify your employees of these reporting requirements.*

## **7. Donations as the Source for Incentive Rewards**

In times of financial constraint, there are still creative ways to procure incentive awards for employees. Many restaurants and other businesses in Boulder rely on the patronage of CU faculty, staff, and students for their survival. Many vendors are willing, when asked, to contribute to staff recognition programs. Take the initiative to inquire about gift certificates or other items that a local business might contribute to use for staff incentive rewards. **NOTE:** All gift certificates (purchased or donated), regardless of the dollar amount are reportable on an employee's Form W-2 and must be entered into PeopleSoft HRMS. See Implementation Guidelines in the [PSC Procedural Statement: Recognition and Training](#).

## VII. FAQ's

**Q:** *What are the advantages of an employee motivation program?*

**A:** **Employee motivation programs can help you improve and enhance employee performance and morale.** Employees experience greater satisfaction from their work when they feel valued and are generally recognized for their contributions. Motivation programs can help an employee understand his/her role in fulfilling the mission of the department and the university. Motivation programs can also assist with recruiting and retaining top quality staff.

**Q:** *What are the disadvantages of employee rewards programs?*

**A:** **Employee rewards can be de-motivating when emphasis is placed solely on attaining the reward.** To be effective, a rewards program must enhance employees' feelings of connection with the underlying purpose of their work, such as knowing how their efforts relate to the mission of their department and of CU-Boulder. Instilling a sense of employee ownership, increasing participation, and teaching business literacy are all ways to cultivate intrinsic motivation. See section on *Elements of a Successful Motivation Program*, p. 13.

**Q:** *What are the top motivators for employees?*

**A:** **Current research lists the top motivators as:**

- Challenging work
- Recognition
- Employee involvement
- Job security
- Compensation

The most effective employee motivation programs solicit input from employees about what has value to them. See template for the [Employee Motivation Survey](#). For more motivators, see p. 5.

**Q:** *Where do I begin? Where can I get help?*

**A:** **This Guide To Motivating Employees is a good start.** Read the sections that interest you. There are numerous books, professional journals, and other resources available about employee motivation and other management-related topics. There are also free resources available to you through [Skillsoft and Books 24/7](#). The Department of Human Resources wants to support your efforts, and can provide strategic consulting, ideas, and information on the practices described in the *HR Guide*. Let us be a resource to you! (303.492.6475)

**Q:** *Can I use rewards to augment performance management?*

**A:** **Yes, if you establish your departmental awards program and criteria in advance and implement it consistently.** See [Developing a Departmental Recognition Program](#).

- Q:** *Can time off be granted as a reward?*  
**A:** **Yes, a supervisor has the discretion to grant administrative leave.** See section on *Administrative Leave*, p. 18.
- Q:** *How do I get management buy-in?*  
**A:** **Employee motivation programs promote new involvement, enthusiasm, and productivity on the part of staff.** Present your supervisor with compelling information about the results of implementing employee motivation strategies. See section on *Elements of a Successful Motivation Program*, p. 13. Also, read a few of the recommended books or articles to support your case with data.
- Q:** *What rewards are allowable in terms of state and university rules?*  
**A:** **Immediate cash or non-cash incentive rewards are allowable** in recognition of special accomplishments or contributions, as long as the department had previously established such an awards program (see section on *Spot Bonuses*, p. 18). In such a case, the department's criteria for granting an award must be clearly communicated to all employees in advance of implementation, in order to ensure the policy is applied consistently. See [Developing a Recognition Program Guide](#).
- Q:** *What tax rules apply to cash and non-cash awards?*  
**A:** **All cash awards, regardless of dollar amount, are reportable** on an employee's Form W-2 and must be entered into PeopleSoft HRMS. Non-cash awards greater than \$100 (individually or in aggregate) during the calendar year are reportable on the W-2.
- Q:** *Are gift certificates reportable on an employee's Form W-2?*  
**A:** **All gift certificates (donated or purchased),** regardless of dollar amount, are reportable on an employee's Form W-2. Departments are required to enter the information into PeopleSoft HRMS. See section on *Taxability of Incentive Awards*, p. 19.
- Q:** *How do I process a cash award?*  
**A:** **Cash awards are processed as a one-time payment through PeopleSoft HRMS** (time collection). See section titled *How to Enter Cash Awards in PeopleSoft*, p. 18.

## VIII. Bibliography/Reading List

**The following books were used as resources in developing the HR Guide to Motivating Employees.**

Blanchard, Ken and Michael O'Connor. *Managing By Values*. Berrett-Koehler Publishers, 1997.

Block, Peter. *Stewardship: Choosing Service Over Self-Interest*. Berrett-Koehler Publishers, 1993.

Cohen, Allan and David Bradford. *Influence Without Authority: A New Way to Get Things Done at Work*. John Wiley & Sons, 1990.

Collins, Jim. *Good to Great: Why Some Companies Make the Leap and Others Don't*. HarperCollins, 2001.

Harris, Jim. *Getting Employees to Fall in Love with Your Company*. American Management Association, 1996.

Hesmath, Dave and Leslie Yerkes. *301 Ways to Have FUN at Work*. Berrett-Koehler Publishers, 1997.

Jordan-Evans, Sharon and Beverly Kaye. *Love 'Em or Lose 'Em: Getting Good People to Stay*, 2<sup>nd</sup> Edition. Berrett-Koehler Publishers, 2002.

Nelson, Bob and Kenneth Blanchard. *1001 to Motivate Employees*. Workman Publishing Company, 1994.

New York State Mentoring Report (September 2002). *Mentoring: Report of the Mentoring Work Group*. Retrieved October 30, 2009 from:  
<http://www.cs.state.ny.us/successionplanning/workgroups/Mentoring/Mentoring%20Report%20Final%20Report.pdf>

Nielsen, Duke. *Partnering with Employees: A Practical System for Building Empowered Relationships*. Jossey-Bass Publishers, 1993.

Pryor, Jeff (2002). Regis University Master of Nonprofit Management Characteristics of Best and Worst Jobs Survey. Retrieved August 31, 2009 from  
<https://worldclass.regis.edu/AngelUploads/Content>.

**The following articles were used as resources for this Guide.**

*Teaching Employees the Basics of Business: An Ownership Imperative*, Karen Berman  
*A New Means to Improve Productivity, Profitability, and Employee Morale*, Robert J. Harrington  
*Self-Actualization and Self-Esteem are the Highest Order of Incentives*, Frank C. Hudetz  
*Using Vision and Values to Create a High Performance Organization*, Michele Hunt  
*Instilling a Sense of Ownership Among Employees*, Dr. Edward Lawler, III  
*Asset Appreciation Produces Best Returns*, Bob Nelson  
*Be Creative When Rewarding Employees*, Bob Nelson  
*Intrinsic Motivation in Your Incentive Programs*, Bob Nelson  
*Dump the Cash, Load on the Praise*, Bob Nelson  
*Involving Customers in Employee Recognition*, Bob Nelson  
*Simple Gestures Count the Most*, Bob Nelson

*A Literate Business*, John Schuster

*Do Employee Rewards and Recognition Programs Work?* Small Business Forum

*Creating an Ownership Culture*, Matt Ward

<http://managementisajourney.com/2010/05/fascinating-numbers-top-5-employee-motivators/>,

Robert Tanner

## Developing a Departmental Recognition Program

The [Developing a Recognition Program Guide](#) is a comprehensive resource on developing a recognition program within the rules of the University as well as explaining the best practices in employee recognition. The guide includes ample explanations and examples of all the elements required in a recognition program as outlined below in the basic recognition model.

## Basic Recognition Program Template

**Recognition Program Name:**

**Program Duration:** *(Is this a one-time program or ongoing?)*

**Department Mission, Vision, Values:** *(While including this in the program document is optional, it is critical that your program align with your department’s mission, vision and values.)*

**Recognition Awards:** *(List as many as determined with the following information)*

**Recognition Category:** *(May include one or more of the following categories: Merit (excellence), Length of Service, Safety, or Participation) Keep in mind these have specific definitions according to the PSC Procedural Statement: “Recognition and Training.” Merit (or excellence) is the most common category for recognition.*

**Who is Eligible for the Award:** *(Remember to be specific, e.g. classified and university staff, faculty, students, or several types.)*

**Recognition Description and Criteria to meet:** *(Criteria should be specific and easily identifiable. Refer to the PSC Procedural Statement: Recognition and Training for examples.)*

**Individual Award to be Given, Individual Cost Limits or Range:** *(What is to be awarded, e.g. cash, gift card, etc., and what is the award limit or range)*

**How often Award is Given:** *(Annually, Monthly, as needed. It can be a combination of several.)*

**Description of Overall Nomination and Selection Method:** *(This can be used for all of the recognition awards, or can be described for each individual award to allow variation in the selection method.)*

**Description of Overall Program Cost, Limits and/or Range:** *(Some VC areas require description of the source of funds for awards).*

**Approval:**

**Departmental Approval:** (signature) \_\_\_\_\_

**Human Resources Approval:** (signature) \_\_\_\_\_

**Officer Approval:** (signature) \_\_\_\_\_

**Appendix B: Employee Motivation Survey****University of Colorado at Boulder  
Employee Motivation Survey**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

NOTE: Completing this survey is voluntary. Your answers may help determine methods to reward and recognize your efforts on behalf of our department and the University in the future.

**Career**

1. What skills are you interested in developing?
2. What would you like to be doing in five years?
3. What classes are you interested in taking?

**Business**

4. What do you like best about the work environment?
5. What changes could be made in the work unit to improve your working conditions or job satisfaction?
6. What changes could be made to improve the products/services we provide to customers?

**General**

7. How do you like to be recognized for your efforts? Choose your recognition style preference:
  - a. formally recognized by the department/unit
  - b. informally recognized by the manager
  - c. both
  - d. other: \_\_\_\_\_
8. In what hobbies or special activities, if any, do you like to participate?

**Employee Motivation Survey, page 2**

**Please check all items that appeal to you as recognition for an accomplishment:**

Money	Job promotion
Professional development/conference	Plaque/certificate
Time off	Admin Leave for School or Volunteer Activities
Thank you note	Flexible work schedule
Public praise/thanks	Autonomy over daily work schedule
Education/classes or seminars	Telecommuting
Increased responsibilities within current job	Campus or departmental committee work

Other: \_\_\_\_\_

**Please rank order the top five incentives you listed above:**

- 1.
- 2.
- 3.
- 4.
- 5.

No- and low-cost motivation strategies, like most of the options above, are both effective and fiscally responsible options for campus departments. On occasion, though, a department may recognize an outstanding achievement with a gift certificate or similar award. In the event you should be recognized for an accomplishment in this way, please answer the following questions:

**Which three stores/websites would make the best gift certificates for you?**

- 1.
- 2.
- 3.

**What are your three favorite restaurants?**

- 1.
- 2.
- 3.

**Thank you for completing the survey!**

## **Appendix C: Awards Available at CU-Boulder**

Nominating an employee for an award is significant recognition. Winning an award is wonderful and sometimes provides a monetary incentive. There are several campus and university awards that are available to recognize and reward deserving faculty and staff. The following is a list of some available awards. For more information on selection criteria and application processes, please contact the specific award committee or contact person.

### **Alumni Recognition Award**

The Alumni Recognition Award honors CU-Boulder alumni who celebrate the Forever Buffs tenets of engaging, contributing and celebrating their CU pride through their extraordinary service to CU-Boulder. Contact the Alumni Association at 303.492.8484 for more information. Forms are also available on the Association's Web page at [www.cualum.org/awards](http://www.cualum.org/awards).

### **BFA Excellence Awards for Faculty**

Each year the Boulder Faculty Assembly presents up to twelve awards for faculty excellence. Up to four awards each will be presented for excellence in the areas of: Teaching; Service; and Research, Scholarly & Creative Work. Details, including nomination instructions, are available by calling 303.492.6271 or on the BFA website: <http://www.colorado.edu/FacultyGovernance/awards>

### **Buff Energy Star Award**

The Buff Energy Star Award Program is a voluntary program to showcase, recognize and reward building proctors that reduce energy waste and improve efficiency with the assistance of the Campus Sustainability Office & Facilities staff. To nominate your building for the award, call 303.492.1425 or get information from the following website: <http://www.colorado.edu/facilitiesmanagement/about/conservation/energystar.html>

### **Chancellor's Committee on Minority Affairs Service Recognition Award**

This award recognizes the continuing efforts of CU-Boulder campus units to create a diverse and supportive, learning, working, and living environment, as well as their commitment to promoting an understanding of multicultural issues. This award is presented during the Annual Campus Diversity Summit. For more information contact the Office of Diversity, Equity and Community Engagement at 303-735-1332 or <http://www.colorado.edu/odece/campusclimate/cacma.html#criteria>.

### **Chancellor's Committee on Women Awards**

The CCW awards recognize individuals or units on campus that show a clear commitment to supporting women and women's issues in several areas, such as providing women with promotion and training opportunities for leadership roles and

creating mentoring opportunities. For detailed information <http://www.colorado.edu/diversity/ccw/awardspage.html>.

### **Chancellor's Employee of the Year**

This is presented annually to one CU-Boulder classified or university staff in recognition and appreciation for exceptional job performance. The award includes a prize of \$1,500 and a plaque. Contact: Office of Labor Relations, 303.492.0956.

### **Equity and Excellence Award**

This award is given to students who have demonstrated academic achievement, outstanding service to the university community, and service to racially and/or culturally diverse communities. Faculty and staff who receive this award have made significant accomplishments in and efforts toward promoting the principles of academic excellence and cultural pluralism and diversity. Presentation of this award takes place each year at the Equity and Excellence Banquet, usually in April. Contact: Office of Diversity, Equity and Community Engagement at 303-735-1332.

### **George Norlin Award**

The George Norlin Award honors alumni of the University of Colorado at Boulder for distinguished lifetime achievement. It recognizes outstanding alumni who throughout their lives have demonstrated a commitment to excellence in their chosen field of endeavor and a devotion to the betterment of society and their community. Contact the Alumni Association at 303.492.8484 for additional information. Forms are also available on the Association's Web page at [www.cualum.org/awards](http://www.cualum.org/awards).

### **Kalpana Chawla Outstanding Recent Graduate Award**

This award recognizes CU-Boulder alumni who have made exceptional contributions to their field within ten years of leaving CU. The Award recognizes outstanding, career achievement as well as significant contributions to the community and/or the University. Contact the Alumni Association at 303.492.8484 for additional information. Forms are also available on the Association's Web page at [www.cualum.org/awards](http://www.cualum.org/awards).

### **The President's Diversity Award**

Up to one award per campus is given for the best implementation of the diversity plan at the academic or administrative unit level. Faculty, staff, and/or students of any unit that has a diversity plan may be eligible to be nominated for this award on behalf of the unit. Nominations must come from the Chancellor's office. The deadline for receipt of the nomination and all supporting documents is typically in February. For more information, please contact: Office of the Assistant Vice President of Academic Affairs, 303.492.8911, <https://www.cu.edu/content/president039sdiversityaward>

### **Robert L. Stearns Award**

The Stearns Award recognizes outstanding members of the current CU-Boulder faculty and staff. It honors exceptional achievement or service in any one, but usually a

combination of the following areas: outstanding teaching, extraordinary service to the University, exemplary work with students, significant research and/or off-campus service to the community. The Awards Committee considers the qualifications of staff nominees separately from the qualifications of faculty nominees. Contact the Alumni Association at 303.492.8484 for additional information. Forms are also available on the Association's Web page at [www.cualum.org/awards](http://www.cualum.org/awards)

### **Thomas Jefferson Award**

This University award is given to persons who advance the ideals of Thomas Jefferson, which include:

- broad interests in literature, arts and sciences, and public affairs;
- a strong concern for the advancement of higher education;
- a deeply seated sense of individual civic responsibility; and
- a profound commitment to the welfare and rights of the individual.

Nominees should be members of the teaching faculty, student body, or staff (classified or university) whose achievements reflect superior performance in their normal work or scholarship and notable participation in humanitarian activities. The award is one of the University's highest honors and includes an engraved plaque and a cash honorarium for each recipient. Winners are invited to a Presidential ceremonial banquet, and the campus of the award winner provides additional recognition at commencement.

The nomination deadline occurs early in the spring semester. The nomination packet is limited to 20 pages and must include a current resume and at least three supporting letters. More complete information on deadlines and the nomination process may be obtained from the Thomas Jefferson Awards Committee, Dwire 352, University of Colorado, Colorado Springs, CO 80933.

### **University of Colorado Staff Council Service Excellence Award**

This is an annual award for one classified or university staff at the University. The award is given to one qualified individual per campus and to one person from University system administration and includes a prize of \$1,000. The purpose of this award is to recognize individuals who have provided outstanding volunteer service to their campus. Contacts include: [CU-Boulder Staff Council](http://www.cu-boulder.edu/staff-council), 303.492.5473; and [System Staff Council](http://www.cu-system.edu/staff-council).

### **Women Who Make a Difference**

This annual award is sponsored by the Women's Resource Center and is designed to recognize the staff, students and faculty women at CU-Boulder who have made a difference in the lives of others. Contact: Women's Resource Center, at 303.492.5713. Additional information is available at: <http://www.colorado.edu/WomensResourceCenter/index.html>

Other awards may exist at departmental, school/college or division level for which you may want to nominate employees.