

KEYS TO SUCCESS FOR THE 2020 ANNUAL PERFORMANCE EVALUATION PROCESS

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OBJECTIVES

- Review the alignment of the Performance Management “PM” Strategy Cycle
- Review of the PM Process
- What’s new for the 2020 Annual Performance Evaluation (“APE”) process
- Reviewing Performance ratings
- Creating meaningful goals

KEY TERMS AND ACRONYMS DEFINED

- **Performance Management or “PM”-**
A process that provides feedback, accountability, and documentation for an employee’s performance outcomes
- **Annual Performance Evaluation or “APE”-**
A formal written review of performance which involves a discussion about an employee's development and job performance. It involves setting a plan of action for the next period and reviewing what has been achieved in the last period
- **Performance Improvement Plan- “PIP”-**
A written plan document given to employees with performance deficiencies. It defines serious areas of concern, gaps in work performance, reiterates management’s expectations and allows the employee the opportunity to demonstrate improvement within a defined period of time.

EXPECTATIONS WITH UPDATED PROCESS

- All eligible employees will have an annual performance evaluation. Exceptions include:
 - Those in 90-day period
 - Those in temporary or short-term contract roles
- Timing for non-exempt and exempt staff evaluations will be the same
- Employees will only be eligible for merits if they have a completed, current performance review
- Employees who are on leave will have their evaluation and accompanying merit postponed until they return

WHY DO WE CONDUCT PERFORMANCE EVALUATIONS?

- Promotes communications about job performance
- Opportunity for recognition
 - Facilitates better working relationships
 - Makes people feel valued
- Allows for transparency
 - Provides a historical record of performance
 - Two-way communication allows employee and manager to share perspectives
- Focuses team members on what is important now
 - Set goals to move to future state
 - Feedback highlights what matters most
- Contributes to professional development

EXECUTING AN EFFECTIVE PERFORMANCE MANAGEMENT CYCLE



- Self Evaluation
- Annual Performance Evaluation
- Pay Increase

- Performance Goals
- Development Plan
- Mission, Values, and Behaviors

- Feedback
- Coaching
- Development Opportunities

DATES FOR APE PROCESS IN 2020



Set Your Plan

- February 3- April 13- Employee and Supervisor Complete Their Sections of Review
- April 14-April 30- HR Review and Evaluation
- May 1- May 31- Delivery and Discussion
- Merit increase- August 1

REVIEW OF THE PROCESS

PERFORMANCE MANAGEMENT SYSTEM



- OnBase is our software platform
- Log in via Banner self service
- Use JCU full email address as username
- **SAVE often!!!** OnBase loses data if a save does not happen every 60 minutes.
- For challenges with OnBase, contact Jim Kohan.

STEPS TO THE PROCESS

1. Review job description

- If revision is needed, please contact Jasmine Lastery. HR Generalist
- Job Descriptions should capture about 70% of the essential functions of the job with the rest of the duties being “other duties as assigned”

2. Employee Completes Self-Assessment

3. Supervisor Reviews and Provides Feedback STOP

4. HR Review

5. Delivery and Discussion of evaluation with employee

- Discuss performance evaluation
- Agree upon goals

6. Electronically Sign & Submit to Human Resources

ELECTRONIC WORKFLOW



WHAT'S NEW FOR 2020?

CHANGES RATINGS FOR CLARITY-

2020 OVERALL RATING

**Leading
Performance**
5-10%

- Easily recognized as a top performer compared to peers, viewed as a resource for mentorship and guidance of others in department, proactively takes on higher levels of responsibility that add new value
- Could reflect unique, one-time achievements that made measurable progress toward an institutional goal

**Fully
Successful
Performance**
75-80%

- Applies to an employee who consistently demonstrates an effective performance, often at high level of performance
- Achieves valuable accomplishments in several critical areas of the job
- Performance is reflective of a fully qualified and experienced individual

**Building
Performance**
5-10%

- Working toward gaining proficiency- New Hire or PIP
- Demonstrates uneven or inconsistent performance in key job responsibilities
- Achieves some but not all goals and requires frequent coaching, training, or feedback on others.

**Not meeting
expectations**
0-5%

- Quality of performance is inadequate and shows little or no improvement
- Knowledge, skills and abilities have not been demonstrated at appropriate levels.

CHANGES RATINGS FOR CLARITY- 2020 COMPETENCIES

Advanced

- Has broad and deep understanding of skills, with substantial expertise demonstrated
- Can apply this competency regularly and independently and in complex, varied situations
- Role model for this competency

Proficient

- Has broad understanding and experience to operate at a full professional level in moderately complex situations
- Can generalize basic principles to effectively function in both predictable and new situations

Developin g

- Newly developing in this area; has general understanding of key principles but limited and no applied experience with this competency.
- Is capable of using this competency with coaching and support, in simple situations.

Does Not Demonstrate

- Does not demonstrate this competency at the expected level, even with available assistance and direction from others.

HR REVIEW FOR CONSISTENCY

- HR review period prior to supervisor and employee discussion
 - Review for consistency of rating- discuss any extremes or issues with managers to validate consistency of their rating
 - Review for adverse impact- refers to employment practices that appear neutral but have a discriminatory effect on a protected group

ALIGNMENT TO MERIT INCREASE

- Divisions would have an assigned a merit budget to be awarded to all their staff members
- Division leaders would award pay increases within an assigned range in relation to individual's overall APE rating
- Total awarded increases cannot exceed overall budget
- Example:

Rating	Award Minimum	Award Maximum
Leading Expectations	1.5%	5%
Fully Successful Performance	1%	3%
Building Performance	0	1%
Not Meeting Expectations	0	0

REVIEWING PERFORMANCE

UPDATING JOB DESCRIPTIONS

Supervisors and employees are expected to review job descriptions annually:

- Job Descriptions help define a role's essential responsibilities and key measures of success
- Job Descriptions are living documents- as our University's strategy evolves, job responsibilities and key priorities will change
- Job Descriptions help ensure we are being consistent with our expectations and qualifications

PERFORMANCE & ENGAGEMENT

SUPERVISORY RESPONSIBILITY

- Providing on-going formal and informal feedback on performance, goals and results.
- Addressing performance issues with timely, honest and constructive feedback.
- Setting clearly defined and realistic goals with the employee.
- Documenting the review and feedback discussions.

PERFORMANCE & ENGAGEMENT

UNIVERSITY VALUES

Outstanding Teamwork & Collaboration

Enhancing the Student Experience

Striving for Excellence

Promoting an Inclusive Community

Leadership Excellence

Demonstrating Service in Solidarity

Innovative Solutions & Creativity

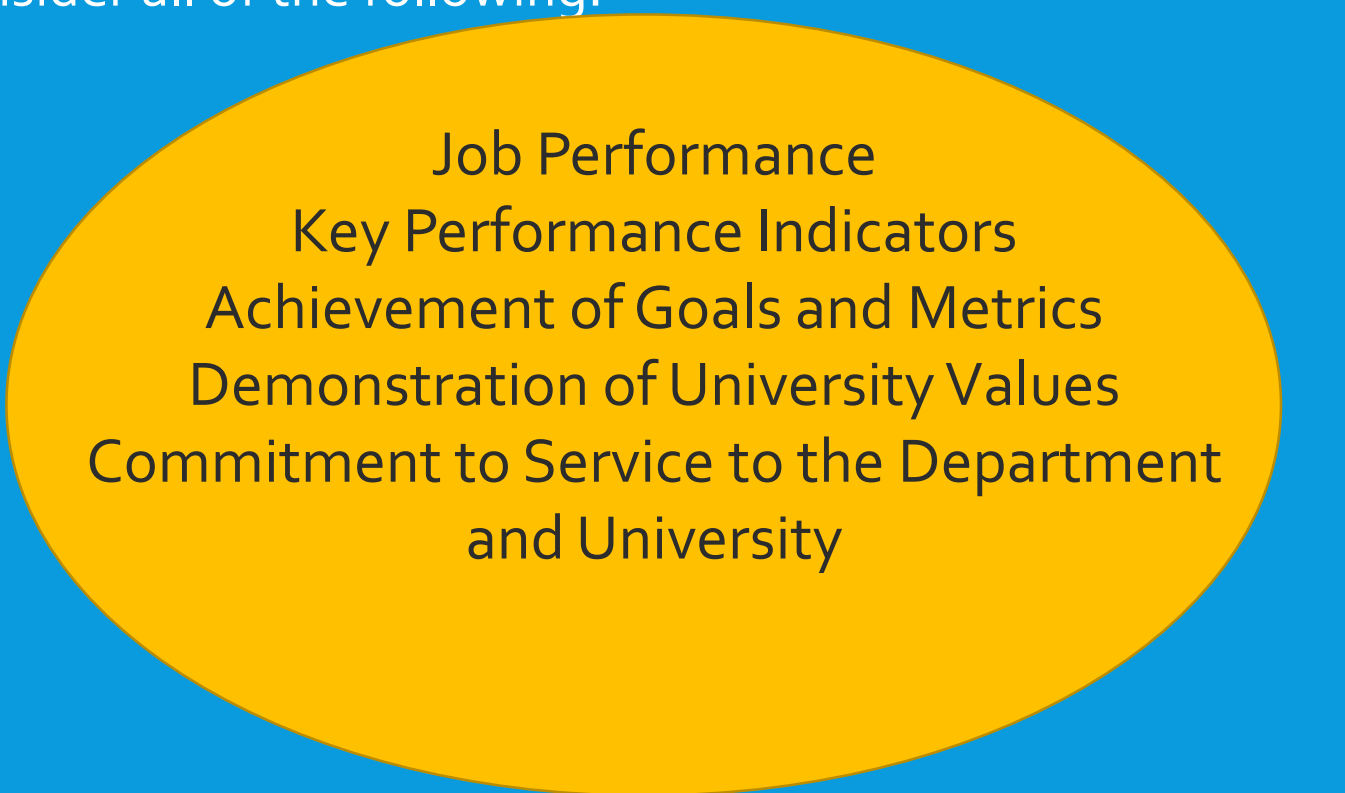
PERFORMANCE & ENGAGEMENT

KEY PERFORMANCE INDICATORS

- **Demonstration of Mission & Inclusivity**
- **Quality & Quantity of Work**
- **Reliability**
- **Initiative/Creativity**
- **Cooperation with Others**
- **Relationship with Supervisor**
- **Capacity to Develop**
- **For those who lead others:**
 - **Coaching**
 - **Delegation**
 - **Management**

OVERALL PERFORMANCE RATINGS

- Supported by documentation, facts, and/or data.
- Consider all of the following:



Job Performance
Key Performance Indicators
Achievement of Goals and Metrics
Demonstration of University Values
Commitment to Service to the Department
and University

REVIEWING PERFORMANCE

- Ratings have meaning and definition-
 - Fully Successful Performance is an excellent rating.
 - Leading Performance is assigned to those who have had an outstanding year and should not be a “given” or be influenced by likability.
- Think about the full year’s performance not just recent events
 - If improvement has been seen you can say “Thank you for your improvement in _____.”
 - Consider all aspects of the employee’s job responsibilities including service behaviors.

CHANGES RATINGS FOR CLARITY-

2020 OVERALL RATING

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- Could reflect unique, one-time achievements that made measurable progress toward an institutional goal

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Performance**
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- Achieves some but not all goals and requires frequent coaching, training, or feedback on others.

**Not meeting
expectations**
0-5%

- Quality of performance is inadequate and shows little or no improvement
- Knowledge, skills and abilities have not been demonstrated at appropriate levels.

OVERALL PERFORMANCE RATINGS

Leading Performance:

Easily recognized as a top performer compared to peers, viewed as a resource for mentorship and guidance of others in department, proactively takes on higher levels of responsibility that add new value.

Could reflect unique, one-time achievements that made measurable progress toward an institutional goal. Looks like:

- Responds to challenge and change by creating and/or leading response efforts that provide a positive impact for the University;
- Takes on a committee leadership role whose service provides significant value or innovative improvements for the University community;
- Significantly exceeds one or more defined metrics for job performance during performance period;
- Job performance receives significant recognition and/or awards from an external party.

OVERALL PERFORMANCE RATINGS

Fully Successful Performance:

Applies to an employee who consistently demonstrates effective job performance, often at high level of performance

Achieves valuable accomplishments in several critical areas of the job

Performance is reflective of a fully qualified and experienced individual

Looks like:

- Meets, and occasionally exceeds, goals and performance standards;
- Presents viable solutions to departmental problems and participates in the plan to execute the solutions;
- Demonstrates a willingness to complete work that may be out of scope of their regular responsibilities;
- Volunteers to take on new tasks and/or initiatives and sees through to completion;
- Effectively handles multiple priorities;
- Looks for process improvements and development opportunities for self, the team, and the department;
- Demonstrates excellent service behaviors towards, students, staff, faculty and others.

OVERALL PERFORMANCE RATINGS

Building Performance:

Employee is working toward gaining proficiency and is most likely a New Hire or an employee who is under a Performance Improvement Plan. Demonstrates uneven or inconsistent performance in key job responsibilities.

Achieves some but not all goals and requires frequent coaching, training, or feedback on others. Looks like:

- Performance does not meet all goals and performance expectations for roles during evaluation period;
- Requires close supervision and guidance to achieve some work responsibilities;
- Inconsistently contributes to solving problems;
- Lacks ability to independently prioritize work responsibilities;
- Needs support for managing routine situations and demonstrating effective service behaviors towards, students, staff, faculty and others.

OVERALL PERFORMANCE RATINGS

Not Meeting Expectations

Quality of performance is inadequate and shows little or no improvement. Knowledge, skills and abilities have not been demonstrated at appropriate levels.

Many of the key performance areas and job responsibilities have not been completed and/or the results are not significant, not on time or of low quality. Looks like:

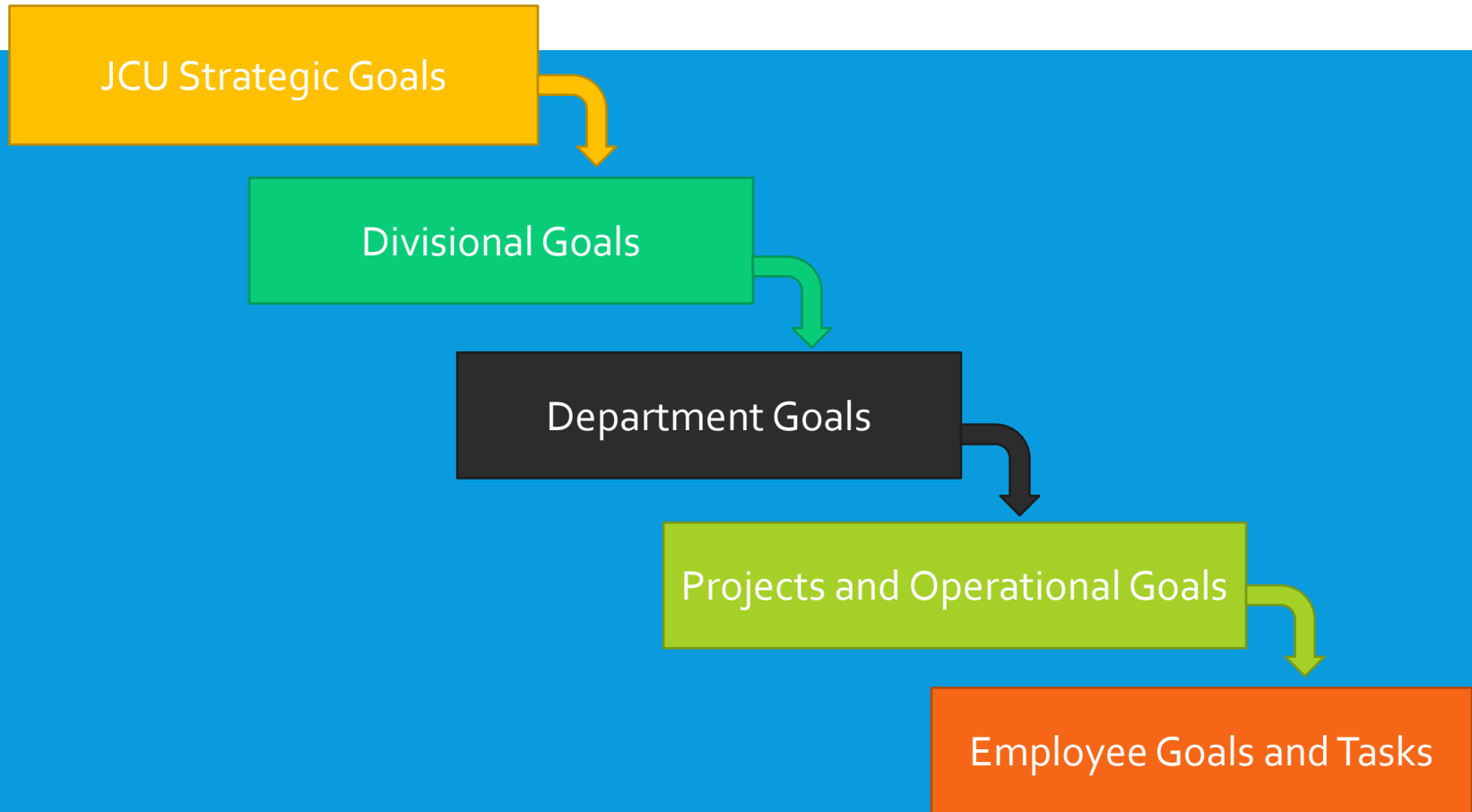
- Does not complete daily work responsibilities in a consistent manner;
- Requires substantial supervision to achieve work responsibilities;
- Does not adhere to department policies and expectations;
- Is unable to recognize problems;
- Looks for reasons why work or goals cannot be accomplished rather than looking for ways to complete the work;
- Provides an inconsistent level of customer service.

GOALS

GOAL SETTING

1. Employee to suggest goals for next academic year for supervisor to review and refine through discussion.
 - Goals should have a completion date of June 1, 2020- May 31, 2021
2. Supervisors can update the suggested goals by editing suggested content, deleting, or adding.
3. Final goals will be discussed and agreed upon at evaluation discussion.

CASCADING GOALS



GOAL SETTING AND CHANGE MANAGEMENT

Start

- What would add value?
- What new skills would help?
- What should we put in place?

Change

- What could be tweaked or updated?
- What processes could improve?
- Who/what partnerships could improve?
- Can the scope of the project be altered?

Continue

- What works well?
- What do we want to keep?
- What do we like that supports what we do?
- What is "in process" that could be worthwhile?

Stop

- What is not working?
- What is not providing value or is redundant?
- What wastes time?
- What causes dissatisfaction?



TYPES OF GOALS FOR WORK

- Job Description Goals- Expand knowledge or skills to achieve a better efficiency
- Project Goals- Surround the success of a project that will be completed in the timeframe of the review
- Behavioral Goals- Focus on “how” things can be accomplished
- Stretch Goals- Expand knowledge or skills to achieve a higher position

IDEAS FOR GOALS



- Take a course on a new skill.
- Learn a new system or tool.
- Improve your public speaking and presentation skills.
- Research other departments to learn best practices.
- Improve communication among your team or about your team.
- Network with other Universities to understand best practices.
- Get better skills for time management.
- Revise out-of-date documentation.

“SMART” GOALS:

- Specific
- Measurable (or motivating)
- Attainable (or aligned or action-oriented)
- Relevant (realistic or resourced)
- Time-bound (or trackable)

Reality Check- Can the employee demonstrate the ability to achieve benchmarks required of the goal(s) in the timeframes we have established?

Performance & Engagement

Why do employees fail to reach goals?

- Goals are too vague or unclear
- Lack of short term objectives or milestones
- Lack of engagement
 - Little or no supervisory feedback
 - Failure to track progress
 - Failure to recognize
 - Lack of accountability

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KEY TAKEAWAYS

- Prior to April 13 deadline, teams can set internal expectations about by when they expect the self evaluation and supervisor review are to be completed.
- Do not discuss performance ratings with direct reports until after the HR Review is complete on May 1.
- Be honest and fair in your assessment of performance.
- SAVE often!!! OnBase loses data if a save does not happen every 20 minutes.
- Setting meaningful goals is essential to drive our strategy forward

QUESTIONS?