Performance Plan Training
2018-2019

Agenda

- Key Policy Changes
- Roles & Responsibilities
- Timeline
- Institutional Goals
- Individual Goals
- Performance Discussion
- Scoring & Tips

Key Policy Changes

- Performance Cycle Work –April 1st to March 31st

- Work Plan is now Performance Plan

- Goal Setting
  - Institutional Goals
  - Individual Goals

- Career Development

Key Policy Changes

Off-cycle Reviews (Can be used to meet the needs of the business)

- Interim Reviews

- Probationary and Time-Limited Reviews (first 12 months)

- Transfer Reviews (lateral, demotion, reassignment, reclassification, or promotion within State government)

- Employee Requested Review (may request one (1) review if more than 60 calendar days)

Minimum Evaluation Requirement

- Must be active as of March 31st

- Must have worked under one or more annual performance appraisal documents for at least six (6) months

Key Policy Changes

- **Transfers or changes in Manager/Supervisor**
  - Receiving manager will complete the appraisal
  - Releasing supervisor will complete appraisal if transfer or change in manager/supervisor occurs within the last 60 calendar days of the cycle
- **Weighting**
  - Institutional Goals & Individual Goals each equal 50%
- **3-Point Scale for All Ratings**
  - Not Meeting, Meeting & Exceeding

Key Policy Changes

- An employee who receives any rating of not meeting can not receive Exceeding Expectations

- If the employee receives both a rating of "Meeting Expectations" for the goal(s) cited in an active disciplinary action and receives a rating of "Meeting Expectations" on the final overall rating, then the disciplinary action shall become inactive.

Roles & Responsibilities

Employee
- Actively participate & own the work
- Ask questions & keep supervisor informed

Supervisor
- <u>Clarity</u> in expectations & <u>Honesty</u> in appraisal
- Invest time upfront & use available resources

Second-Level Supervisor
- Review & sign all performance plans & performance reviews
- Ensure expectations/ratings applied consistently

The 2018-2019 Timeline

Performance Cycle Dates	October to May
Performance Plan created in PeopleAdmin and Interim conversation *Transition from paper tool to electronic tool* *Discuss institutional goals, 3-5 individual goals + talent development plan* *Schedule annual follow-up conversations*	October 12 - October 30, 2018
Performance Conversation completed	October 30, 2018
Performance Planning Discussion *Conduct 3-month follow-up to discuss goals, assess progress and resources, and if needed, clarify or redefine expectations for remainder of cycle*	January 30, 2019
Performance Planning Discussion *Conduct Annual Performance Appraisal 2018-2019* *Schedule 3 follow-up talent conversations* *This will be talent conversation #1 of the 2019-2020 cycle*	April 30, 2019
2018-2019 Annual Appraisals Due to HR	Due May 10, 2019

Institutional Goals

EXPERTISE
Precision
Resourcing
Innovation
Development

CUSTOMER-ORIENTED
Clarity
Awareness
Attentiveness
Diplomacy

COMPLIANCE/ETHICS
Policy
Safety
Ethics
Respect

ACCOUNTABILITY
Productivity
Autonomy
Prioritization
Coordination

TEAM-ORIENTED
Collegiality
Collaboration
Contribution
Attendance
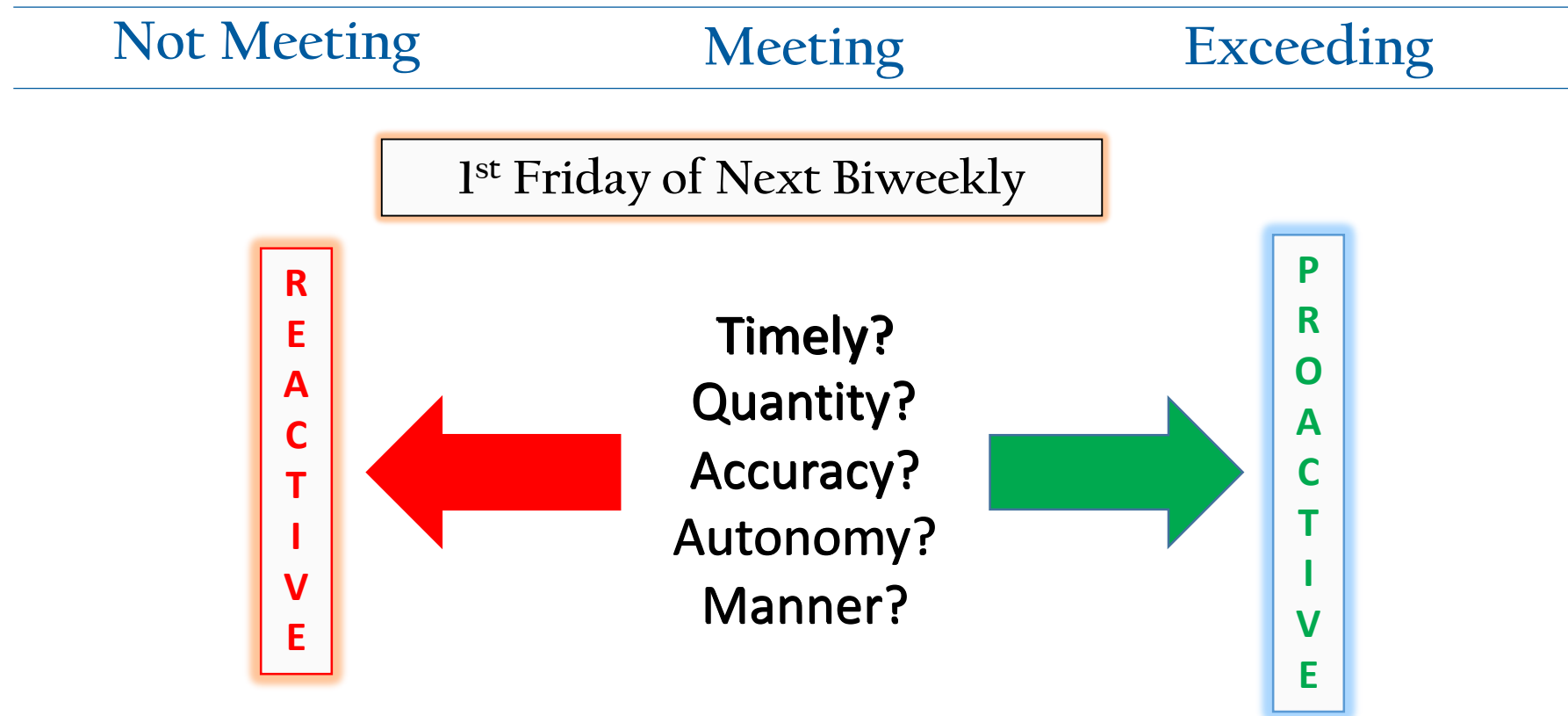
SUPERVISION
Oversight
Goal-Setting
Managing Talent
Leading

Institutional Goals

TEAM-ORIENTED	ENTER WEIGHT:	

a. **Collegiality:** Communicates and engages directly, clearly, and tactfully with colleagues.

b. **Collaboration:** Provides feedback and healthy dialogue on performance and operational issues, as requested, willingly adapts to change, and adheres to decided actions.

c. **Contribution:** Makes decisions with others in mind, and willingly performs additional duties when team members are absent, during times of increased workload, or as otherwise required by management to meet business needs.

d. **Attendance:** Absences are infrequent and do not place an undue burden on supervisor or colleagues.

TEAM-ORIENTED		
NOT MEETING EXPECTATIONS	**MEETING EXPECTATIONS**	**EXCEEDING EXPECTATIONS**
COLLEGIALITY • Often lacks open, honest, and tactful communication with colleagues. • Patronizes or disregards the ideas, beliefs, work styles, and perspectives of the team, and/or participates in gossip or cliques. • Provokes conflicts within the team, and/or waits for others to resolve team conflicts.	• Communicates and engages directly, clearly, and tactfully with colleagues. • Shows consideration and respect for the ideas, beliefs, work styles, and perspectives of the team, and refrains from participating in gossip or cliques. • Recognizes conflict within the team and participates positively in resolving issues.	• Embodies courteous and professional behavior among colleagues. • Embraces different ideas, beliefs, work styles, and perspectives in the team. Actively champions inclusivity to eliminate gossip and cliques. • Considered a fair and impartial arbitrator and facilitates communication to build consensus.

Expectations

Job Duty: Enter personnel actions into HR system.

Not Meeting	Meeting	Exceeding

1ˢᵗ Friday of Next Biweekly

R E A C T I V E

Timely?
Quantity?
Accuracy?
Autonomy?
Manner?

P R O A C T I V E

Expectations

Job Duty: Enter personnel actions into HR system.
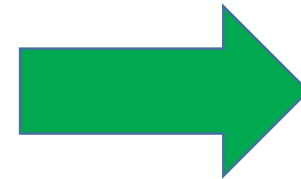
Not Meeting	Meeting	Exceeding

Institutional Goals
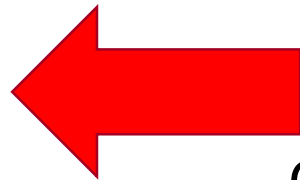
Expertise
Accountability
Customer-Oriented
Team-Oriented
Compliance & Integrity
Supervision

REACTIVE

PROACTIVE

"Old" SPA Way

Position Description

Work Plan

- Job Duty 1

  - Accuracy
  - Deadlines
  - Customer Service

- Job Duty 2

  - Accuracy
  - Deadlines
  - Customer Service

- Job Duty 3

  - Accuracy
  - Deadlines
  - Customer Service

"New" SHRA Way

Performance Plan

Position Description

- Expertise
  - Job Duty 1
  - Job Duty 2
  - Job Duty 3

- Accountability
  - Job Duty 1
  - Job Duty 2
  - Job Duty 3

- Customer-Oriented
  - Job Duty 1
  - Job Duty 2
  - Job Duty 3

Three Rules to Institutional Goals

- Each goal must be weighted at least 5%

- Total weight of the institutional goals must equal 50%

- If there was a (+/-) event that occurred, find one place to communicate the proficiency/deficiency.

Individual Goals

- Supervisor defines 3-5 individual goals for each employee each cycle.

- Not intended to cover all aspects of employee position description (institutional goals do that).

- Focus is on key results/outcomes/deliverables, not steps in the process.

Individual Goals by Scope

- Division-Wide Goals
  - Often tied to University strategic goals or initiatives
  - May have some variation based on employee roles

- Work-Unit / Job-Class Goals
  - Goals to improve/sustain work product or team dynamics
  - Goals relevant to particular type of work or team needs

- Employee-Specific Goals
  - Specific to the regular duties of the employee
  - Specific to the development of the employee ("stretch")

Individual Goals by Function

- Critical-Function / "Deal Breaker" Goals
  - Key deliverables that are essential to the position
  - Often compliance-driven
- Project-Oriented / "Big Ticket" Goals
  - Time-specific work in current cycle (eg, grant phases)
  - Unique projects for current cycle (eg, hiring, "clean-up")
- Forward-Focused / "Stretch" Goals
  - Activity more aligned with University strategic goals
  - Designed to move the organization forward in some way

Individual SMART**ER** Goal Assessment

S=Specific

M= Measurable

A= Achievable

R=Relevant

T=Time-bound

E= Expectations

R= Resources

What needs to be accomplished? What outcomes?

What data can be used to define success?

Is this challenging but realistic?

Does this align with broader goals/needs?

What are the deadlines/milestones

Is it ethical and enjoyable? Is the energy sustainable?

What assistance will be provided for this?

Individual SMART ER Goal To Do's

1. Set 3-5 individual goals based on business need and strategic goals. Collaboration with the employee is highly encouraged.

2. Each goal must be at least 5%

3. Total weight of the individual goals must equal 50%

4. Each goal must be SMARTER.

5. Focus on key results/outcomes/deliverables, not steps in the process.

Success Tip! Individual Goals are not intended to cover all aspects of employee work product. Institutional Goals do that!

9 Ways to Think about Goals

Scope-Function Matrix	Critical Function	Project Oriented	Forward Focus
Employee/Job Class	✔	✔	
Department/Work Unit		✔	
Division			✔

Getting Started with Goals

(VERB) (NOUN) by (DATE) in order to (OUTPUT).

- Attend ___ and apply ____ in order to _____.
- Execute ___ by ___ in order to ___.
- Actively participate in two-way quarterly talent conversations by ___, ___, ___, and ___ in order to __.
- Complete ____ in order for ___ so that ___.

Sample Individual Goal

SAMPLE GOAL -- Title:	Procedural Guide Projects	WEIGHT:	10%
Description:	Complete a procedural guide (generally 5-10 pages) to address at least one office process, selected from a provided list in order for colleagues to have ready access to relevant information so that our team can be confident in providing consistent, timely, and useful guidance to our constituents. • First guide should completed by October 31; second project by March 31 • Procedures should follow an approved format based on discussion with supervisor • Procedures should address issues such as relevant policies, coordination with other university groups, work flows and process steps, key questions that need to be addressed, and reporting requirements, if applicable Exceeding expectations may include explaining (in)frequent variations that may require differing approaches; reviewing past related processes to evaluate and describe consistency/appropriateness; providing suggestions for related process improvements; and/or completing additional projects		

Scoring

- Institutional Goal and Individual Goal Scores
  - 3 = Exceeding Expectations
  - 2 = Meeting Expectations
  - 1 = Not Meeting Expectations

- Final Overall Rating
  - 2.70 to 3.00 = Exceeding Expectations *
  - 1.70 to 2.69 = Meeting Expectations
  - 1.00 to 1.69 = Not Meeting Expectations

* If received disciplinary action and/or received any rating of "Not Meeting," then Final Overall Rating cannot be higher than "Meeting."

Scoring

INSTITUTIONAL	Weight	x Rating	= Score	INDIVIDUAL	Weight	x Rating	= Score
Expertise	10%	3	0.30	Goal 1	10%	2	0.20
Accountability	10%	3	0.30	Goal 2	10%	2	0.20
Customer-Oriented	10%	3	0.30	Goal 3	10%	2	0.20
Team-Oriented	10%	2	0.20	Goal 4	10%	3	0.30
Compliance & Integrity	10%	2	0.20	Goal 5	10%	3	0.30
	50%	TOTAL	1.30		50%	TOTAL	1.20

Overall Score: 1.30 + 1.20 = 2.50

Meeting Expectations

Example Rating Bias

HALO BIAS	Tendency to give favorable ratings due to strong performance in one or two areas.
HORNS BIAS	Tendency to give unfavorable ratings due to poor performance in one or two areas.
PRIMACY BIAS	Establishing a positive or negative opinion of an employee or their work early in the review period and allowing that to influence all later perceptions of performance.
RECENCY BIAS	Allowing the employee's most recent performance level to skew the opinion of the total work for the cycle.
SPILLOVER BIAS	Continuing positive or negative ratings for an employee based on the employee's performance in previous cycles.
REFRESH BIAS	Ignoring patterns of positive or negative performance across cycles.
LENIENCY BIAS	Consistently rating employees higher than deserved.
SEVERITY BIAS	Consistently rating employees lower than deserved.
NORMATIVE BIAS	Rating employees the same and ignoring individual differences.
COMPARATIVE BIAS	Rating an employee in comparison to each other instead of evaluating based on their ability to meet the defined performance expectations.

Talent Conversation Questions

Two way frequent talent conversations with a 50/50 split on past and future

- **PAST PERFORMANCE**
- 1.What were the top 3 to 5 highest priorities of your job this past year?
- 2.What do you consider to be your greatest strengths and struggles this past year?
- 3.What do you consider to be your most noteworthy efforts and accomplishments this past year?
- 4.What environmental or other factors that impacted your job this year?

- **FUTURE FOCUSED**
- 1.What would you like to say 12 months from now that you currently cannot say?
- 2.How can your supervisor assist in furthering your career growth?
- 3.What do you feel are going to be your biggest challenges this year?
- 4.What training, development or resources do you want/need to be successful?
- 5.What would you like to accomplish this year? How can your supervisor/team help you get there?

Talent Development Plan

At the beginning of the performance cycle, the supervisor should discuss development opportunities with the employee and list below any development activities established for the current cycle. Include resources that will be provided to the employee and indicate deadlines as needed. Progress under the talent development plan should be discussed periodically during the cycle with the employee.

Details:
-Send me an email detailing the activities (seminars, online learning, coaching, consulting, conferences) you have an interest in participating in over the next performance cycle (Due November 31).
-During the off-cycle reviews (talent conversations), I would like you to share what you learned, how you plan to apply what you learned, how I can help, how it can benefit others outside your department, and what results and challenges you experienced in the application process.

Four Things that Guarantee Failure

- Devaluing the process and demotivating employees
- Avoiding crucial conversation
- Rewarding everyone with an Exceeds Expectations
- Neglecting to genuinely welcome employees to take an active role in the process

Five Tips to ensure YOU and Your Team are SUCCESSFUL

- Think out of the box by thinking strategically and sharing the bigger picture at the beginning of the performance cycle.

- Emphasize "Meeting Expectations" is an A. "Exceeding Expectations" is an A+

- Be able to communicate what "exceeding expectations" means and what it looks like in their role.

- Explain how to best prepare for two-way talent conversations.

- Be honest, clear and concise when setting and discussing expectations and talent development plans.

Next Steps

- Login to https://www.wssu.edu/administration/human-resources/talent-management/performance-management-program.html for Performance Management materials.

- Create your work plan and have your Performance Plan review

- Make sure All Staff within your department have attended a training

Questions?

Contact Aretha Sutton with any question or concerns 336-750-2839 or suttonar@wssu.edu