

# **PERFORMANCE MANAGEMENT**

**TRAINING**

**SHAWNEE STATE UNIVERSITY  
HUMAN RESOURCES DEPARTMENT**



# Agenda

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- I. Introduction & Background
- II. Expectations
- III. Orientation to the Performance Management System
- IV. Process and Schedule
- V. Getting Started: Planning Phase/Goal Setting
- VI. PeopleAdmin System: Getting Started
- VII. Next Steps

# INTRODUCTION

- Roles of the HR team
- BOT Charter for Staff Development
- Fit of Performance Management in Staff Development
- Goals – Staff Development and Performance Management

# Roles of the HR Team

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- ❖ Janet Zender – Asked by Dr. Boyles to assist in several Finance & Administrative project implementations
- ❖ Megan Ketter/Judi McGraw – On the ground resources to help you apply what you've learned about performance management and the PeopleAdmin system

# BOT Charter for Staff Development

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## President's Goals – Established in 2013

### *Positioning SSU Human Resources for the Future*

As part of the Campus wide program reviews,

- ❖ Position SSU non-academic leaders for staff development, targeted recruiting, and leadership transition supporting university transformation
- ❖ Create a clear vision of what SSU needs in leadership as we develop incumbents or hire non academic positions
- ❖ To ensure key leadership positions are meeting expectations
  - ❖ Implement a staff development strategy
  - ❖ Recruit to the vision
- ❖ Ensure individual professionals and support staff are included in initiative to create a 21<sup>st</sup> Century Workforce

# BOT Future Oriented Non-Academic Role Profile

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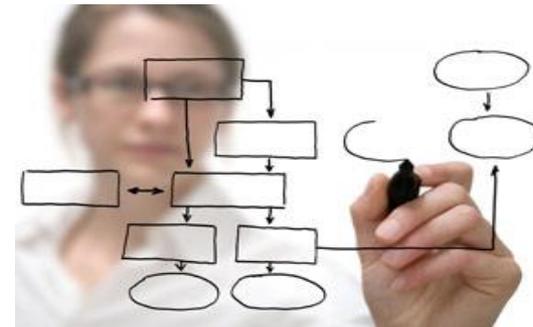
## Job Description: “What”

- Summary
- Functions
- Duties and Responsibilities
- Minimum and preferred qualifications



## Competency Model: “How”

- Definition
- Actions
  - Best Practice
  - SSU Specific
- Priorities



# Process

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- ✓ Review Job Descriptions and orient them to the future
- ✓ Research the competencies required to lead SSU today and in the future
- ✓ Develop best practice competency models
- ✓ Integrate the competency models into staffing process
- 5. **Assess current leaders against the leadership competencies**
- 6. **Extend assessment to all Non-Academic Personnel**
- 7. Identify high leverage opportunities for improvement
- 8. Design and implement a staff development process

# Staff Development Plan

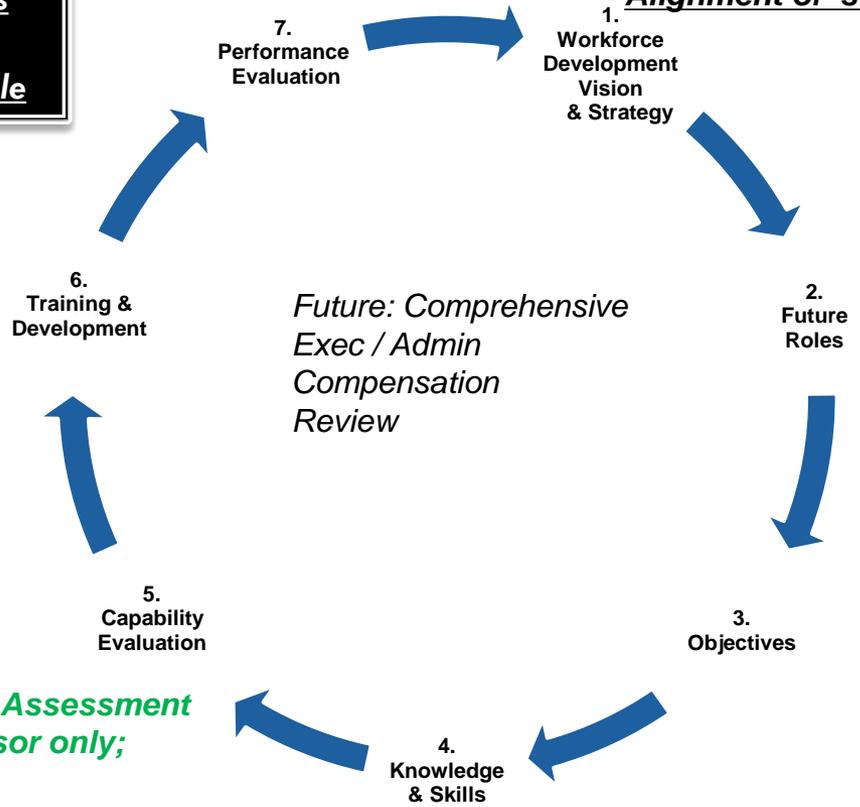
**2015-16 Reviews**

- New process
- New tools
- New schedule

**Staff Development Policy - Sept 2015**  
*Alignment of supporting policies and procedures*

**2015 Staff Development Focus:**

- Training
- Developmental Assignments



*Future: Comprehensive Exec / Admin Compensation Review*

Non-academic program reviews (NAPR)

**90% complete**

Set based on NAPR (2015)

**10% reorganization**

*2014 Informal Baseline Assessment Employee and Supervisor only; No record to HR*

NAPR Competency Models

# EXPECTATIONS

- Supervisors
- Employee
- Multi-raters
- 2<sup>nd</sup> Level Supervisor
- Human Resources

# Expectations

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## ❖ Supervisors

- ❖ Participate in performance management of staff
- ❖ Communicate to ensure mutual understanding
- ❖ Continuous coaching to clarify goals, responsibilities, priorities, expectations & performance feedback
- ❖ Identify & resolve performance problems
- ❖ Recognize quality performance

# Expectations

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- ❖ Employee
  - ❖ Responsible for professional development
  - ❖ Responsible for ongoing self-evaluation
  - ❖ Understanding jobs; they should be experts
  - ❖ Pro-active in setting goals for their job



# Expectations

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## ❖ Multi-raters

- ❖ Provide input when asked

## ❖ 2<sup>nd</sup> Level Supervisors

- ❖ Insure performance management system is being used properly
- ❖ Use the process to identify high potential employees who can take on more responsibility
- ❖ Be aware of employees in their department/division whose performance needs to improve

# Expectations

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## ❖ Human Resources

- ❖ Designs & manages the process and the software
- ❖ Provides coaching as needed
- ❖ Ensures the system and people using it stay on schedule and develop appropriate content
- ❖ Track probationary employees



# ORIENTATION TO THE PERFORMANCE MANAGEMENT SYSTEM

- Benefits
- Overview
- Key Definitions (Handout)
- Elements of the Performance Management System
- Phases for 2015/2016

# Benefits of SSU's Performance Management System

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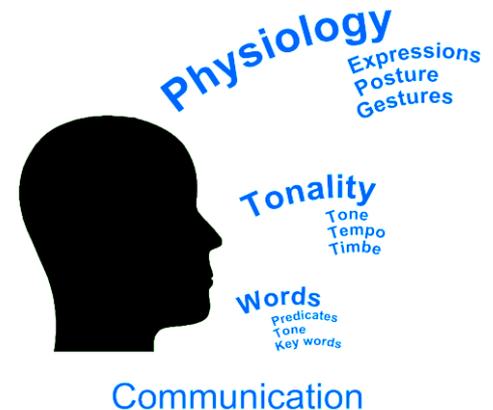
- ❖ Recognizes quality performance.
- ❖ Identifies and resolves performance problems.
- ❖ Provides a basis for decisions such as promotions, succession and strategic planning, and annual increases.
- ❖ Ensures SSU has the resources necessary to accomplish its open access regional mission today & in future.
- ❖ Ensures SSU has the right person in the right job at any given time today & in the future.
- ❖ Values & encourages employee development through a style of management which provides frequent feedback & fosters teamwork and adds value to the university by promoting improved job performance & encouraging skill development

# Definition of Performance Management

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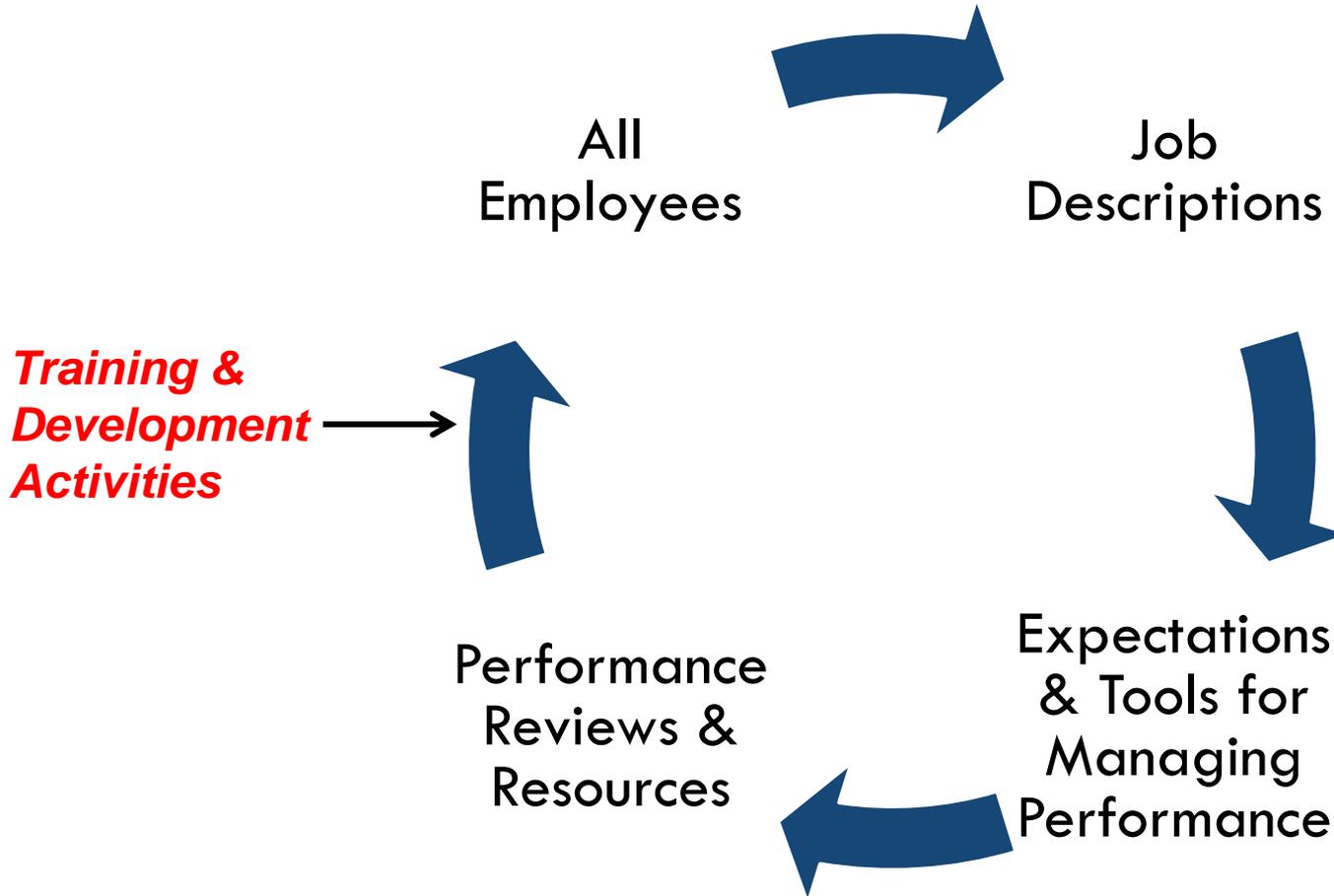
An ongoing, continuous process that:

- ❖ Is one of the most **important** functions of supervisors, and is also important to those they supervise
- ❖ Emphasizes **communication** & **mutual understanding** between supervisor(s) & employee
- ❖ Aids in the clarification of job responsibilities, priorities & performance **expectations**



# Performance Management Process

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# Key Definitions

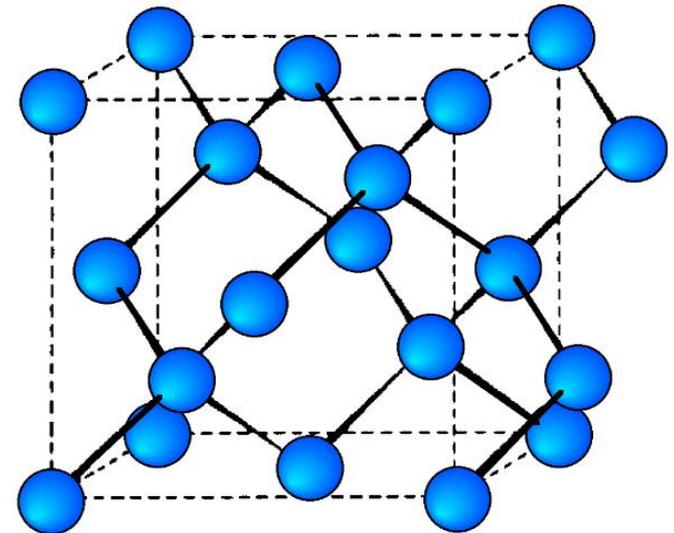
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❖ Handout

# Elements of System

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- ❖ Job Descriptions (Functions, Responsibilities, Duties, Minimum & Preferred Qualifications)
- ❖ Competencies (Leadership, Individual Professional, Support Staff)
- ❖ Review Process
  - ❖ Goals/Objectives
  - ❖ Meaningful Discussions
  - ❖ Electronic Workflow & Notifications
  - ❖ Records
  - ❖ Mid-Year Check-in
  - ❖ Annual Review
  - ❖ Probationary Reviews



# Phases for 2015/2016

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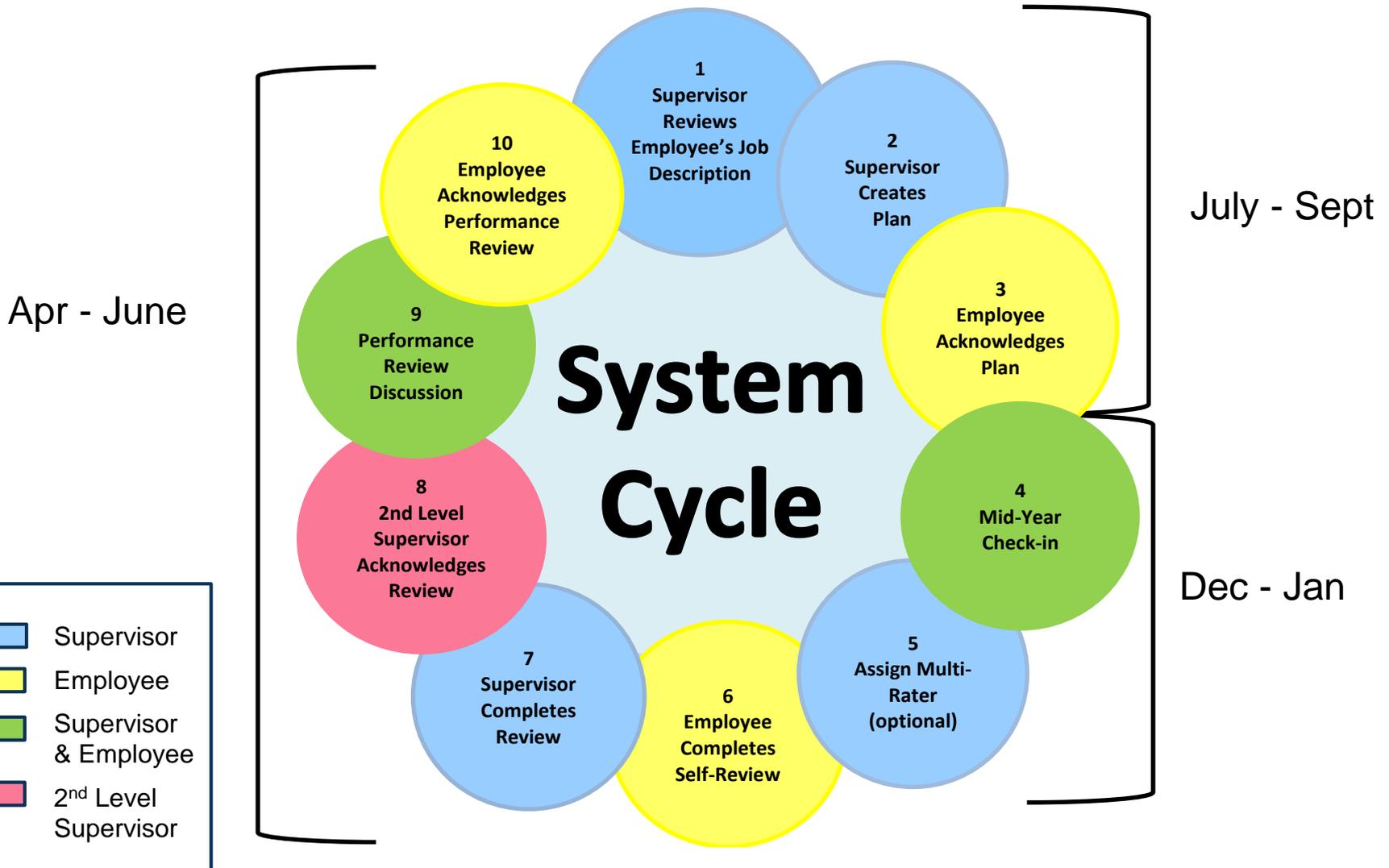
The Performance Management Lifecycle contains three key phases:

- ❖ Phase 1 – Planning Phase
- ❖ Phase 2 – Ongoing Coaching & Feedback Phase
- ❖ Phase 3 – Evaluation/Review Phase

# PROCESS & SCHEDULE

- Processes & Procedures
- Schedule

# Performance Management Cycle



# GETTING STARTED: PLANNING PHASE/GOAL SETTING

- Types of Goals for the Job
- Ratings
- Effective Goal Setting
- Tools

# Planning Phase

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- ❖ Occurs at the beginning of a review period
- ❖ Ideally also occurs any time performance expectations change
- ❖ Takes place through a conversation between an employee and her/his supervisor



# Types of Goals for the Job

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- ❖ Process Goals
- ❖ Project Goals
- ❖ Staff Development



# Process Goals

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## Process Goals (*the what*)



- ❖ Ongoing responsibilities where one manages tasks within quality/quantity, cost, or time standards
- ❖ Define what is to be accomplished by when, or in what frequency
- ❖ Are at the heart of every job description

# Project Goals

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## Project Goals (*the what*)

- ❖ “Change” Results which improve or create new capability, e.g. Performance Management System vs paper system.

Job descriptions describe the job a person has been hired to do. Specific job responsibilities drive performance goals (both process and project).

# Staff Development Goals

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the core

## Core Competencies Goals (*the How*)

- ❖ Defined as the ability of an individual to do a job properly
- ❖ Set of defined knowledge and behaviors that provide a structured guide enabling the identification, evaluation and development of the behaviors in individual employees
- ❖ List of behaviors associated with each competency is included in the job description

# Staff Development Goals

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- ❖ Learning & development are important aspects of a high performance culture & a satisfying job
- ❖ Employees & supervisors are co-accountable for professional development, with the supervisor sets environment & provides necessary resources
- ❖ Two professional development goals should be set: one that leverages strength & one that addresses an area for improvement or growth

# Staff Development Goals

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- ❖ **A strength to leverage** – How can the employee leverage strength in a particular competency to contribute in even greater ways to the department and the university?
- ❖ **An area for improvement or growth to develop** – How might an employee strengthen an attribute and the ways in which she/he contributes by developing on one or more areas of improvement?
- ❖ **Additional staff development goal** – What job-related competency might the employee learn or strengthen to increase job effectiveness?

# For CWA Support Staff

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- ❖ Focus on competencies
- ❖ At this time, 2 types of goals
  - ❖ Improvement goals
    - Better team member
    - Better dependability
  - ❖ Personal development goals
    - Area employee would like to develop

# Staff Development Opportunities

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Identify & schedule appropriate development opportunities that align with employee's goals. Examples:

1. External Resources (Reading books, magazines or journals; newspaper articles)
2. Course Work (Evening adult education; extension or correspondence courses; summer courses; seminars, workshops)
3. On-the-Job Activities (Structured or informal feedback from managers, peers or direct reports)
4. On-the-Job Assignments (New projects; vacation replacements; transfers; presentations/special assignments during meetings; after-work practice sessions; switching jobs for a day; membership or leadership of a task force committee; trading an objective with a peer; "Lead person" responsibilities; Representing your supervisor or group at a function)
5. Modeling (Observing individuals with the skills you want to develop; discussing your observations)
6. Community group membership and leadership
7. Membership and participation in professional or trade association



# Ratings

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While performance planning does not include the process of rating performance, employees want to know how their performance will be rated and what it will take to reach the highest rating.

**For supervisors: It is your role to make the judgments to rate the performance of your employee.**

# SSU's Rating Scale (Handout)

- Outstanding Performance (O) – The employee's performance significantly and consistently surpassed job performance standards and requirements in all areas of responsibility when measured by quality, quantity and value to the university. Demonstrated a personal commitment to a high level of performance and results, even under challenging work goals. **Examples are required to support your rating**
- Exceeds Performance Requirements (E) – The employee frequently demonstrated performance beyond job requirements in essential areas of responsibility and/or made contributions well beyond job demands. Took initiative in development and implementation of challenging work goals. **Examples are required to support your rating**
- Meets Performance Requirements (M) – The employee's performance was steady and reliable, and consistently met the performance expectations of a fully qualified and experienced person in this position. Errors were minimal and seldom repeated. Required normal supervision and follow-up and almost always completed work on schedule.
- In Development or Needs Improvement (NI) – The employee's performance is still developing and/or did not consistently meet the requirements of the position in essential areas of responsibility. A performance improvement plan (PIP) may be required. **Examples are required to support your rating**
- Unsatisfactory Performance (U) - The employee's performance was consistently below the requirements of the position in essential areas of responsibility or the employee failed to make reasonable progress on a performance improvement plan. A performance improvement plan (PIP) must be established. **Examples are required to support your rating**
- New (N) (Too New to Evaluate) (Developing in a new position held less than 6 months.)

# SSU's Rating Scale

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- ❖ In performance planning, supervisors & employees should discuss what daily behaviors & cumulative performance results will produce each of the ratings on the scale.
- ❖ Note: “Meets” is a good rating. Often an employee will correlate “meets” with the letter “C”. While it is easy to think this way out of habit, it is not accurate in measuring professional performance.
- ❖ Satisfactory or acceptable performance means the employee is contributing at a good level. He/she is meeting all expectations.
- ❖ “Outstanding” or “Exceeds” should be used to recognize employees who exceed the expectations outlined in their performance objectives or who perform far above & beyond those who meet expectations – STANDARD SETTERS.

# SSU's Rating Scale

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- ❖ The same ratings are used for the competencies. Again, “meets” is a good rating. This indicates the employee is living the competency; behaving in ways that are consistent with the competency.
- ❖ “Exceeds” or “Outstanding” implies the employee is a recognized leader in modeling the behaviors aligned with the competency.
- ❖ Coaching for success and towards achievement of the goals should be provided at each check-in meeting and progress will be documented at the time of reviewing performance.

# Effective Goal Setting

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## SMART Goals

To ensure maximum understanding between an employee and her/his supervisor, write objectives with the following criteria in mind:

- \* **S** – Specific (Clear statement of what needs to be achieved; this needs to be **OBSERVABLE**)
- \* **M** – Measurable (Can be evaluated to determine whether they have been accomplished **with standards of quantity, quality, cost & TIME**)

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**A** – Action-oriented/Attainable/Achievable  
(Clear steps or procedures to achieve goal; not too lofty)

**R** – Realistic (Do you have the time, money, man-power or resources... and is it relevant?)

**T** – Timely/Time-bound (Clear deadline by which a goal will be achieved, including milestones)

**“Failing to plan  
is  
planning to fail.”**

# Tools

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## Handouts

# PEOPLEADMIN SYSTEM: GETTING STARTED

- Navigation to Performance Management
- Setting Goals
  - Supervisor Role
  - Employee Role

# Navigation to Performance Management

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- ❖ PeopleAdmin is a development tool to help define high potential performance & developmental opportunities for employees
- ❖ Will aid in succession planning, career progression, retention, course correction & employee relations

# Program Overview

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- Supervisors will outline expectations by creating an objective plan for their employee **with the employee's input** at the beginning of the evaluation period.
- Together the supervisor and the Employee will utilize the plan for check-ins and as a tool for on-going communication.
- Supervisors should engage in regularly scheduled meetings to review their employee's performance, assess goals and timelines, and maintain open and on-going communication with their employee.
- Throughout the year, employees and supervisors complete private progress notes.
- Staff employees hired prior to July 1 of each year will be included in that year's program. Employees hired on or after July 1 will be included in the probationary program.

**“The single biggest problem with COMMUNICATION is the illusion that it has taken place.”**

- George Bernard Shaw

# Setting Goals

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## ❖ Supervisor Role

- ❖ Review employee's job description
- ❖ Notify HR of any changes
- ❖ Meet with employee to create plan (review job description, set goals, agree on plan). Clarify responsibilities and expectations.
- ❖ Enter the plan in PeopleAdmin
- ❖ Periodically take a minute to re-read your employee's goals, look at their performance & see whether their behavior matches their goals.
- ❖ Use Progress Notes

## ❖ Employee Role

- ❖ In preparation for meeting with supervisor, review job description
- ❖ Complete the form "EMPLOYEE PREPARATION FOR CREATING THE PLAN"
- ❖ Acknowledge plan in PeopleAdmin
- ❖ Periodically take a minute to re-read your goals, look at your performance & see whether your behavior matches your goals.
- ❖ Use Progress Notes

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# NEXT STEPS

# Next Steps

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- Complete your responsibilities for the first phase
  - ❖ **Supervisor Role**
    - ❖ Review employee's job description
    - ❖ Notify HR of any changes
    - ❖ Meet with employee to create plan (review job description, set goals, agree on plan). Clarify responsibilities and expectations.
    - ❖ Enter the plan in PeopleAdmin
    - ❖ Periodically take a minute to re-read your employee's goals, look at their performance & see whether their behavior matches their goals.
    - ❖ Use Progress Notes
  - ❖ **Employee Role**
    - ❖ In preparation for meeting with supervisor, review job description
    - ❖ Complete the form "EMPLOYEE PREPARATION FOR CREATING THE PLAN"
    - ❖ Acknowledge plan in PeopleAdmin
    - ❖ Periodically take a minute to re-read your goals, look at your performance & see whether your behavior matches your goals.
    - ❖ Use Progress Notes
- If you have problems, questions, or issues – contact Megan, Judi, or Janet
- Be ready for mid-year check in – Progress Notes