Performance Management

STEPS 2 EXCELLENCE

CAMPUS-WIDE EMPLOYEE INFORMATION

for 2017-2018
Agenda

• Introductions
• New SHRA Performance Policy
• Overview – 4 Key Changes of the new PMP Policy
• STEPS2EXCELLENCE
• Weighting and Rating
• Off Cycle Reviews
• Next Steps
• Questions

Strategies for Teamwork, Engagement and Performance Success
SHRA Performance Appraisal Policy

State policy modified to better fit University positions in April 2016

Goal! To promote honest, clear, and on-going communication about performance expectations
SHRA PERFORMANCE POLICY

• Make process clearer and less cumbersome
  • Simplify process by standardizing evaluation criteria

• Increase performance goal & rating consistency
  • Standardizing performance categories

• Increase accuracy and defensibility of ratings
  • Address both job performance and conduct

• Promote honest and clear communication
OVERVIEW

New SHRA Performance Policy

FOUR KEY CHANGES YOU SHOULD KNOW in Performance Management for 2017-2018

Strategies for Teamwork, Engagement and Performance Success
FOUR KEY CHANGES FOR 2017-2018

1. Cycle
2. Performance Plan
3. Weighted Goals
4. Ratings

New! Annual Cycle

April 1st – March 31st
(formerly March 1 – February 28/29)
FOUR KEY CHANGES FOR 2017-2018

5 Institutional Goals (Standard)
(6 for supervisors)

- COMPLIANCE & INTEGRITY
- ACCOUNTABILITY
- EXPERTISE
- CUSTOMER-ORIENTED
- TEAM-ORIENTED
- SUPERVISION

3-5 Individual Goals
(specific tasks)

- GOAL #1
- GOAL #2
- GOAL #3
- GOAL #4
- GOAL #5
FOUR KEY CHANGES FOR 2017-2018

1. Cycle
2. Performance Plan
3. Weighted Goals
4. Ratings

Institutional Goals
- 10% Compliance & Integrity
- 10% Accountability
- 15% Customer-Oriented
- 5% Team-Oriented

50%

Individual Goals
- 15% Expertise
- 10% Goal #1
- 10% Goal #2
- 10% Goal #3
- 10% Goal #4
- 5% Goal #5

50%
Institutional Goal and Individual Goal Scores

3 = Exceeding Expectations  A+
2 = Meeting Expectations  A
1 = Not Meeting Expectations  D

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
## WHAT TO REMEMBER

### Cycle

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<td>March 1 – Feb 28/29</td>
<td>Effective April 1 – March 31</td>
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### Performance Plans

- Work Plan
  - Job Duty – SMART Goals
  - Behavioral Goals
- Performance Plan
  - Institutional Goals
  - Individual Goals
- Prioritized Job Duties
  - Institutional Goals (50%)
  - Individual Goals (50%)

### Weighted Goals

- Prioritized Job Duties
  - Institutional Goals (50%)
  - Individual Goals (50%)

### Ratings

- 5 Ratings
- 3 Ratings
**Steps 2 Excellence**

Strategies for Teamwork, Engagement and Performance Success

- **Teamwork**
  - **LEARN CONVERSATION #2**
    - June-July
    - Conduct three-month follow-up to discuss goals, assess progress and resources, and, if needed, clarify or redefine expectations for remainder of cycle
  - **ENGAGE CONVERSATION #1**
    - March-April
    - Discuss Performance Plan for upcoming cycle
    - Schedule three follow-up talent conversations

- **Engagement**
  - **APPLY CONVERSATION #3**
    - September-October
    - Conduct required six-month follow-up to discuss goals, assess progress and resources, and, if needed, clarify or redefine expectations for remainder of cycle
  - **REFLECT CONVERSATION #4**
    - December-January
    - Conduct nine month follow up to discuss goals, assess progress and resources, and, if needed, clarify or redefine expectations for remainder of cycle

- **Performance**
  - **Engage Conversation #5**
    - March-April
    - Conduct Annual Appraisal
    - Discuss Performance Plan for upcoming cycle

- **Success**
  - **Interim Appraisal**
    - October 31
  - **Annual Appraisals**
    - April 30

- **CALIBRATION SESSIONS**
  - February
  - Leadership teams should hold calibration sessions to ensure consistent performance ratings & goal standards

**UNCG**

Workshops Available
Register Here
Roles and Responsibilities

Next-Level Supervisor

- Ensure immediate supervisors are aware of unit goals
- Review performance plans and evaluations - ensure goals align and ratings are consistent/compliant

Immediate Supervisor

- Clarity in expectations and honesty in appraisal (consistency across unit)
- Timely feedback and use of available resources to help employee succeed

Employee

- Actively participate and own the work
- Ask questions and keep supervisor informed
Roles and Responsibilities

**Performance Plan**
- Immediate Supervisor and Employee Create the Performance Plan
- Next Level Supervisor Approves the Performance Plan
- Performance Plan Review Meeting with Employee
- Employee Acknowledges Performance Plan

**Annual Appraisal**
- Employee Completes Self-Appraisal
- Immediate Supervisor completes Annual Appraisal
- Next Level Supervisor Approves the Annual Appraisal
- Annual Appraisal Review Meeting with Employee
- Employee Acknowledges Annual Appraisal

NOTE! Some of these actions may occur concurrently.
Institutional Goals

Success Tip! Be able to relate these goals to your job tasks and position standards

EXPERTISE
- Precision
- Resourcing
- Innovation
- Development

ACCOUNTABILITY
- Productivity
- Autonomy
- Prioritizing
- Coordination

CUSTOMER-ORIENTED
- Clarity
- Awareness
- Attentiveness
- Diplomacy

COMPLIANCE & INTEGRITY
- Policy
- Safety
- Ethics
- Respect

TEAM-ORIENTED
- Collegiality
- Collaboration
- Contribution
- Attendance

SUPERVISION
- Oversight
- Goal-Setting
- Managing Talent
- Leading
**Success Tip!** Be able to relate these goals to your job tasks and position standards

### EXPERTISE

<table>
<thead>
<tr>
<th><strong>Precision</strong></th>
<th>Produces work that is accurate, thorough, and demonstrates sufficient analysis and decision-making to meet requirements of the employee’s position and profession.</th>
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<tbody>
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<td><strong>Resourcing</strong></td>
<td>Makes efficient and appropriate use of materials and documents work appropriately.</td>
</tr>
<tr>
<td><strong>Innovation</strong></td>
<td>Looks for ways to improve efficiency or quality.</td>
</tr>
<tr>
<td><strong>Development</strong></td>
<td>Maintains technical skills and relevant professional credentials.</td>
</tr>
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</table>

### ACCOUNTABILITY

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<tr>
<th><strong>Productivity</strong></th>
<th>Completes required volume of work by established deadlines and stays productive throughout workday.</th>
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<td><strong>Autonomy</strong></td>
<td>Generally completes work with few reminders and/or infrequent oversight.</td>
</tr>
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<td><strong>Prioritizing</strong></td>
<td>Takes sufficient/appropriate measures to plan and organize work, prioritize tasks, and set realistic goals.</td>
</tr>
<tr>
<td><strong>Coordination</strong></td>
<td>Seeks needed information to complete work and timely communicates status with relevant parties.</td>
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### Success Tip!
Be able to relate these goals to your job tasks and position standards

## EXPERTISE

<table>
<thead>
<tr>
<th>NOT MEETING EXPECTATIONS</th>
<th>MEETING EXPECTATIONS</th>
<th>EXCEEDING EXPECTATIONS</th>
</tr>
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<tr>
<td><strong>PRECISION</strong></td>
<td></td>
<td></td>
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<tr>
<td>- Produces work lacking sufficient detail or analysis to meet the requirements of the position, or lacks the professional knowledge expected and necessary in the position.</td>
<td>- Produces work that is accurate, thorough, and demonstrates sufficient analysis and decision-making to meet the requirements of the employee’s position and profession.</td>
<td>- Produces work that shows strong attention to detail and thorough analysis. The employee is highly skilled in the profession and applies sound critical and creative thinking to address work issues.</td>
</tr>
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<td>- Errors are common and may require additional time and effort by employee or by others to correct. Mistakes are more visible to clients and may disrupt service.</td>
<td>- Errors are infrequent, are recognized prior to completion of project, and/or are corrected as soon as identified with little to no disruption of service.</td>
<td>- Errors are extremely rare. The employee has put methods in place to ensure independently that content is correct prior to completion of tasks.</td>
</tr>
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<td>- Shows little concern for any lack of quality in their work, and takes little or no initiative to correct deficiencies.</td>
<td>- Demonstrates pride in their work and accepts responsibility for assigned tasks.</td>
<td>- Personally seeks to add value in every work assignment.</td>
</tr>
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<td><strong>RESOURCING</strong></td>
<td></td>
<td></td>
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<td>- Generally, fails to maintain sufficient inventory, is inefficient or wasteful in use of resources, and/or makes mistakes requiring work to be redone, which may result in delays or additional costs.</td>
<td>- Makes efficient and appropriate use of materials, resulting in sufficient cost effectiveness and little to no waste of resources.</td>
<td>- Accurately anticipates resource requirements, even with complex projects, and proactively takes approved steps to minimize waste and sustain appropriate inventory while still delivering high-quality work.</td>
</tr>
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<td>- Necessary documentation of work is missing, incomplete, or is not readily understandable to others for effective use, or misrepresents work in documentation.</td>
<td>- Adheres to requirements for recordkeeping and documentation of work in a manner readily understandable to others and sufficient for effective use by self and others.</td>
<td>- Documentation is thorough, clear, and easily understandable to others for effective use, and also provides added detail that addresses nuances and exceptions not apparent to others.</td>
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5 Institutional Goals (Standard)  
(6 for supervisors)  

- COMPLIANCE & INTEGRITY  
- ACCOUNTABILITY  
- EXPERTISE  
- CUSTOMER-ORIENTED  
- TEAM-ORIENTED  
- SUPERVISION

3-5 Individual Goals  
(specific tasks)

- GOAL #1
- GOAL #2
- GOAL #3
- GOAL #4
- GOAL #5
3-5 Individual Goals

- Critical Function Goals
- Project-Oriented Goals
- Forward-Focused Goals

Individual Goals
TALENT DEVELOPMENT PLAN

Strategies for Teamwork, Engagement and Performance Success
### Scoring

<table>
<thead>
<tr>
<th>INSTITUTIONAL</th>
<th>Weight</th>
<th>x Rating</th>
<th>= Score</th>
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<tbody>
<tr>
<td>Expertise</td>
<td>10%</td>
<td>3</td>
<td>0.30</td>
<td>Goal 1</td>
<td>25%</td>
<td>2</td>
<td>0.50</td>
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<tr>
<td>Accountability</td>
<td>5%</td>
<td>3</td>
<td>0.15</td>
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<td>10%</td>
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<td>15%</td>
<td>3</td>
<td>0.45</td>
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*Meeting Expectations*
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| **50% TOTAL**                  |        |          | **1.10**|                    |        |          |         |

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Meeting Expectations
### KEY ELEMENTS OF POLICY

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<th>Cycle</th>
<th>Performance Plan</th>
<th>Weighted Goals</th>
<th>Ratings</th>
<th>Off-Cycle Reviews</th>
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**Institutional Goal and Individual Goal Scores**
- **3** = Exceeding Expectations  **A+**
- **2** = Meeting Expectations  **A**
- **1** = Not Meeting Expectations  **D**

**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
Impact of Performance Deficiencies on Final Overall Rating

1. An employee who receives any rating of “Not Meeting Expectations” shall not receive a final overall rating of “Exceeding Expectations,” regardless of the results achieved on other goals.
Impact of Performance Deficiencies on Final Overall Rating

2. If an employee has an active disciplinary action that was issued during this performance appraisal cycle, then the employee shall receive a “Not Meeting Expectations” rating for the goal (s) cited in the action and shall not receive a final overall rating of “Exceeding Expectations,” regardless of the results achieved on other goals. The disciplinary action shall be referenced in the annual performance appraisal document.
Impact of Performance Deficiencies on Final Overall Rating

Note: 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.
KEY ELEMENTS OF POLICY

Probationary Reviews
- Completed quarterly

Interim Reviews
- Completed mid-cycle (~October)
- Required if...

Transfer Reviews
- Completed when supervisor or employee transfers

Employee Requested
- Employee can request once a cycle
- Must be at least 60 days after last review
Next Steps

• Review Steps2Excellence Tools & Resources
  • Available soon [http://web.uncg.edu/hrs/PerformanceMgt/](http://web.uncg.edu/hrs/PerformanceMgt/)

• Know your Institutional Goals & what “Meeting Expectations” means in your position
  • Be prepared for performance plan meeting w/ supervisor

• Be an active participant in the performance process

• Questions on new policy or program?
  • Gwen Evans @ gdevans2@uncg.edu or 334-5009
  • Departmental Campus Champions

*Strategies for Teamwork, Engagement and Performance Success*
“It’s time for us now to take some giant steps toward making our great university the best it can possibly be.” Chancellor Gilliam

- Know the policy changes for 2017 to 2018
- Go to [http://web.uncg.edu/hrs/PerformanceMgt/](http://web.uncg.edu/hrs/PerformanceMgt/) for more policy information
- Be on the lookout for future informational sessions and training
THANK YOU!

Questions?