



# **Performance Review Workshop for Employees**

Human Resources

2019-2020



# Agenda

Overview

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Performance Factors

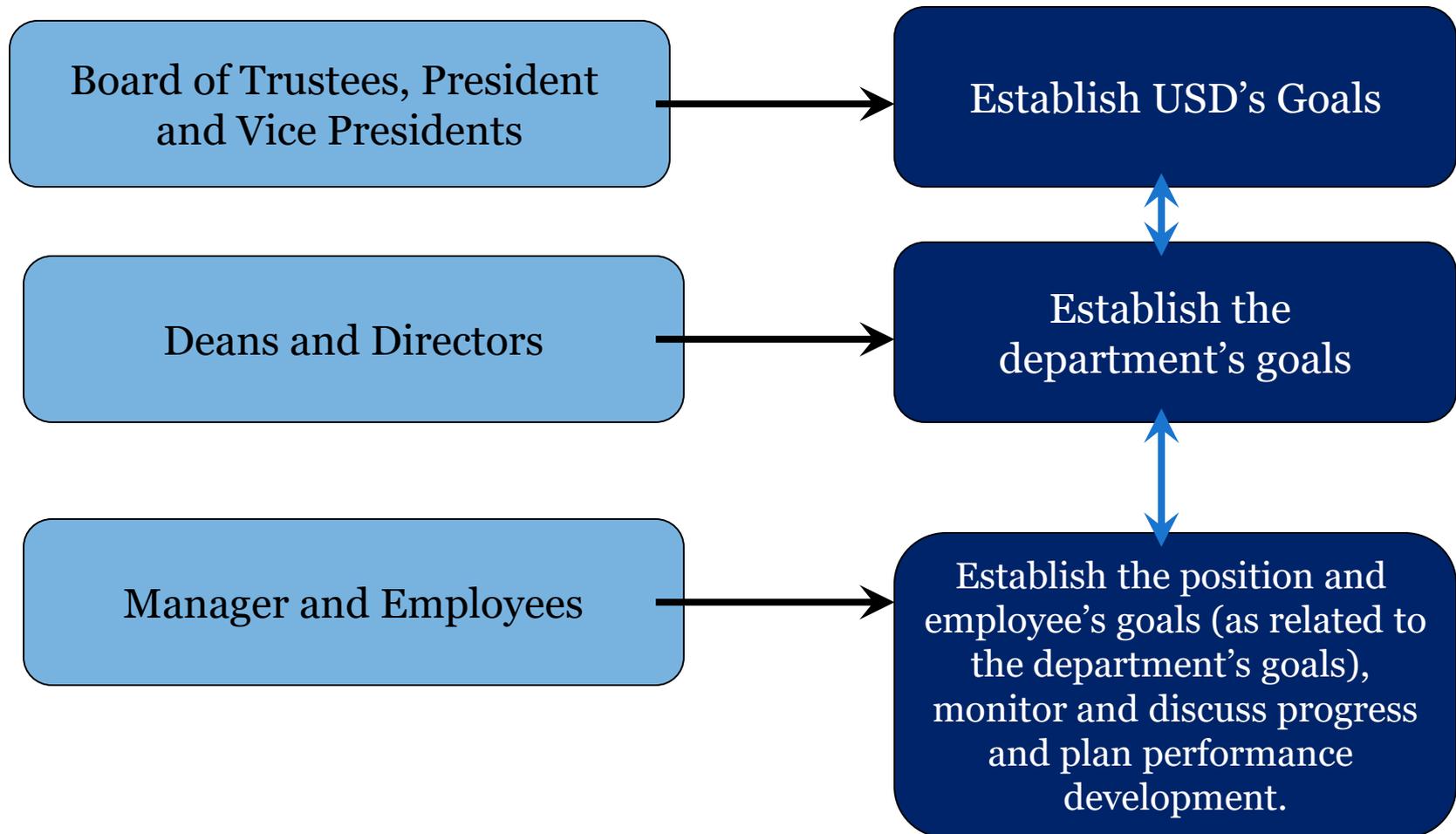
Forms and Processes

Preparing for the Evaluation Meeting

Tools and Resources



# Overview of USD's Program



# ENVISIONING 2024

Because the world needs Changemakers.

2016

2017

2018

2019

2020

2021

2022

2023



This bold strategic plan capitalizes on the university's recent progress and aligns new strategic goals with current strengths to help shape a vision for the future as the university looks ahead to its 75<sup>th</sup> anniversary in the year 2024.





# Components of USD's Performance Management System

## Six Month Evaluation

- Simple evaluation form
- Completed at the end of the Introductory Period

## Annual Performance Evaluation

- Campus wide application
- One form for both staff and administrators
- Consistent Performance Factors
- Employee participation
- Requires goals and means to measure performance
- Supervisor accountability



# Why do we have Performance Reviews?

## *What we are trying to do?*

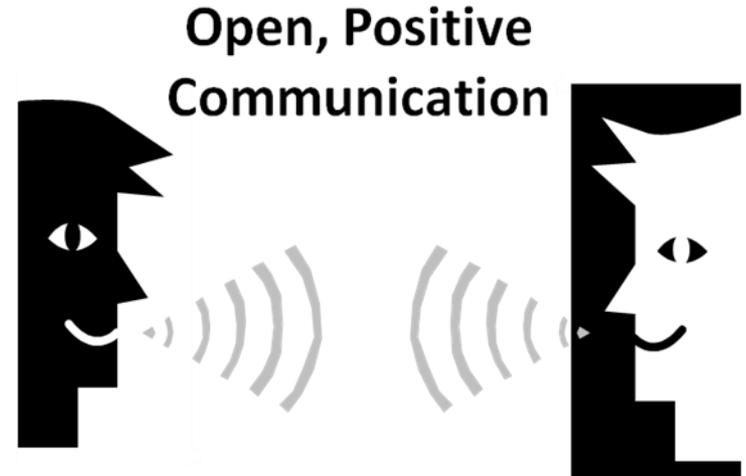
- Use a management tool to document and measure performance
- Promote a formal discussion about performance
- Develop a plan to help improve performance

## *What are the Benefits?*

- Identifies achievements and development needs
- Motivates employees and can improve employee relations
- Promotes discussion

# Developing “Ongoing” Performance Communications Early

- **Maintain open communication channels** to ensure that issues are elevated quickly and resolved expeditiously.
- **Coach, assist, and/or re-direct employees** who request assistance and those who are failing to meet standards.





# **Timelines**



# 2019-2020 Staff & Administrator Performance Review Program

	Target Completion Date
Performance Review and Goal Setting Meetings	February – April, 2020*
Copy of Signed Evaluation Submitted to Human Resources	April 30, 2020
HR/Budget & Treasury Distribute Annual Increase Guidelines and Budget Worksheets	April 22, 2020
All Salary Increase Recommendations to Vice President for Approval	May 1, 2020
Final Budget Worksheets (Including Salaries) Due to Budget/Treasury	May 22, 2020
Worksheets with Approved Annual Increase Submitted to Human Resources	June 10, 2020
Effective Date of Annual Increases	July 1, 2020

*\*Dates may vary by division. Please confirm with your supervisor.*



# **Performance Factor & Ratings**



# Performance Factor Ratings

## 5 Point Rating Scale

1. Unsatisfactory Performance
  2. Fair and Developing Performance
  3. Expected Performance
  4. High Achievement
  5. Extraordinary Achievement
- There is no overall rating
  - Employees who are demonstrating strong performance on a consistent basis should rate **3** for ***Expected Performance***.
  - It is reasonable that any employee's scores would vary depending on the category and their work deliverables from the past year.

## 3. Expected Performance

- Work that is characterized by achieving results at a level that generally meets and sometimes exceeds the performance goals of the job.
- Typically demonstrates fully proficient knowledge, skills, and abilities for the required work.
- Demonstrates a positive attitude toward learning and improvements. Independently practices new skills.
- Consistently seeks challenges and new opportunities for learning.

## 4. High Achievement

- Work that is characterized by a consistently high level of accomplishment; meeting and often exceeding the performance goals of the job.
- Typically independently demonstrates fully proficient knowledge, skills, and abilities for the required work.
- Regularly and consistently demonstrates positive attitude toward learning and improvements.
- Consistently develops new skills and practices them. Consistently seeks challenges and takes initiative for projects and/or improvements as well.



## 5. Extraordinary Achievement

- Work that is characterized by sustained exemplary accomplishments at the highest level throughout the rating period; providing exemplary support to the contributions of the organization.
- Performance consistently exceeds and sometimes far exceeds the performance goals of the job. Typically demonstrates full mastery of knowledge, skills, and abilities for the required work.
- Demonstrates leadership and positively influences others to demonstrate a positive attitude toward learning.
- Actively seeks out new skills and projects. Takes initiative to improve systems, processes, or in developing new ways to enhance the work of the university.



## 2. Fair & Developing Performance

- Work that requires further development and/or improvement to fully meet the performance goals.
- Performance is generally below expected levels for fully proficient.
- May demonstrate a positive attitude toward learning and improvement but not on a consistent basis.
- This is appropriate if the employee is still developing their skills or if the employee has the ability but does not apply it consistently.



# 1. Unsatisfactory Performance

- Work fails to meet the goals of the job function; generally falls short of performance goals (even though sometimes approaching goals).
- Provides minimal support to the contributions of the organization.
- Rarely seeks challenges and new opportunities for learning or improvements.

# Performance Factors

## Competency Areas

- Mission & Core Values
- Inclusiveness
- Position Expertise
- Work Habits
- Quality of Work
- Resource Management
- Problem Solving
- Communication Skills
- Collaboration & Teamwork



# Performance Factors

5 Extraordinary Achievement	4 High Achievement	3 Expected Performance	2 Fair & Developing Performance	1 Unsatisfactory Performance	Employee Rating	Supervisor Rating
<p><b><i>Mission &amp; Core Values:</i></b> Demonstrates commitment to the University's Mission Statement and its core values of Academic Excellence, Knowledge, Community, Ethical Conduct, and Compassionate Service when performing duties. Committed to the University's Culture of Care by treating everyone with courtesy and compassion so that they feel valued, cared for, and respected.</p>						
<p><b><i>Inclusiveness:</i></b> Demonstrates commitment to diversity and inclusion. Welcomes others, engages in opportunities to experience diversity on campus, encourages the expression of different points of view, and seeks to understand the perspective of others.</p>						
<p><b><i>Position Expertise:</i></b> In alignment with the job description, effectively applies technical/managerial/ professional skills and knowledge to the job.</p>						
<p><b><i>Work Habits:</i></b> Demonstrates dependability, accountability, and appropriate time management on projects and with attendance. Successfully prioritizes, plans, and organizes. Takes initiative; is creative, flexible, and/or focuses on process improvement.</p>						

# Performance Factors

<p><b>Quality of Work:</b> Completes job assignments accurately and efficiently. Demonstrates responsiveness and good judgment.</p>		
<p><b>Resource Management:</b> Adheres to university's budget constraints and demonstrates fiscal awareness. Uses work time for maximum productivity, cares for and maintains university's assets, looks to increase operational efficiencies, offers creative solutions when new resource needs arise, and is not wasteful with university supplies and discretionary resources.</p>		
<p><b>Problem Solving:</b> Identifies areas of concern, applies strategic thinking, provides relevant information, and tactfully shares appropriate action.</p>		
<p><b>Communication Skills:</b> Verbal and written communication skills are clear, concise, organized and respectful. Is an attentive listener.</p>		
<p><b>Collaboration &amp; Teamwork:</b> Effectively responds to and works with others, including interactions with co-workers, supervisors(s), faculty, students and/or the community. Presents a positive image to university and non-university constituents.</p>		



# Performance Factors for Management and Supervision

5 Extraordinary Achievement	4 High Achievement	3 Expected Performance	2 Fair & Developing Performance	1 Unsatisfactory Performance	Employee Rating	Supervisor Rating
<p><b>Management:</b> Develops short and long-term goals in support of department, division, and campus objectives. Leads by example, encourages institutional effectiveness and takes action to ensure the efficient stewardship of university resources (operational, financial, and human). Appropriately delegates tasks and projects (if applicable).</p>						
<p><b>Supervision:</b> Provides thoughtful oversight, direction, motivation, and recognition. Clearly articulates expectations and offers constructive feedback and coaching. Formulates pathways for growth and development. Addresses performance concerns in a timely manner.</p>						
<p><b>For Budget Managers:</b> Provides timely review of financial performance for operating areas, including identification and resolution of adjustments needed. Adheres to institutional timelines regarding position maintenance, budget forecasting, necessary budget appropriations, and loading of annual budget in to Hyperion. Administer purchasing and accounts payable protocols.</p>						



# Additional Items

- Divisions have the opportunity to add performance factors specific to that Division.
- There is a place for employee and supervisor comments.
- Should job description be updated?
- Is a Performance Improvement Plan needed?
- Goals:
  - List last year's goals and determine if they have been fully met, partially met or not met
  - Create goals for the upcoming year, including how they will be measured.
- Professional Development Plans
  - Each employee and supervisor should list development initiative for the employee.



# **Preparing for the Evaluation Meeting**



# Employee's Responsibilities

- Employee should be prepared and on time
  - The employee should have their performance evaluation ahead of time
- Take initiative – employees should ask for help when they need it
- Employees should attend or set up interim meetings with their supervisor
- Employees should be honest with themselves and their supervisor
- Employee and supervisor should review employee's job description



# Supervisor's Responsibilities

- Schedule ahead of time
- Meet in a private setting
- Supervisor should be prepared and on time
- Maintain current job descriptions
- Review and establish maintenance and/or growth goals annually
- Conduct quarterly meetings with the employee to discuss progress and performance
- Maintain reference documents to support performance ratings
- Be fair and objective

# Be Aware of Rating Biases



- **Halo/Horn Effect:** Rate employees the same on every trait
- **Central Tendency:** Lack of rating differentiation between employees
- **Leniency:** Avoids honest ratings to avoid conflict
- **Recency:** Narrow focus on recent events
- **Constancy:** Rate employees via rank order



# Reasons We Avoid Difficult Conversations

1. We convince ourselves that talking about the problem will make the problem worse rather than resolving it.
2. We do not want the other person to feel bad.
3. We may hear things in the conversation about ourselves that we do not want to hear.
4. We and/or the other person may get emotional.
5. We are not sure where the conversation will end.
6. We hope that the problem will go away on its own.



# Crucial Conversations Skills

- Hold the *right* conversation, to solve the *real* problem.
- Stay focused on what you really want.
- Watch for signs that safety is at risk.
- Make it safe to talk about almost anything.
- Take control of your emotions.
- Speak persuasively, not abrasively.
- Help others out of silence or violence.
- Go from talking to getting results.



# **Goal Setting for the Next Year**



# Types of Goals

## **Maintenance** (routine responsibility)

- Done on a daily basis
- Normal duties

## **Growth** (new and different)

- Skill development
- Special project
- New assignment/responsibility
- Training, conference, workshop
- Serving on a committee

# GOAL SETTING

S

SPECIFIC

M

MEASURABLE

A

ATTAINABLE

R

RELEVANT

T

TIME-BOUND



# **Annual Increases**

## **2019-2020**



# **Annual Increases Merit Based**

- Tied to the performance review process
- Pay increases may vary
- Total Compensation



# **Tools and Resources**

## Performance

[Philosophy](#)[FAQ](#)[Communication Tools](#)[Forms and Instructions](#)



# Resources

Stephanie Ibarra, Employee Relations Coordinator

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- [sibarra@sandiego.edu](mailto:sibarra@sandiego.edu)

Michelle Rohde, Employee Relations Coordinator

- extension 2729
- [mrohde@sandiego.edu](mailto:mrohde@sandiego.edu)

# Resources

## Crucial Conversations Website

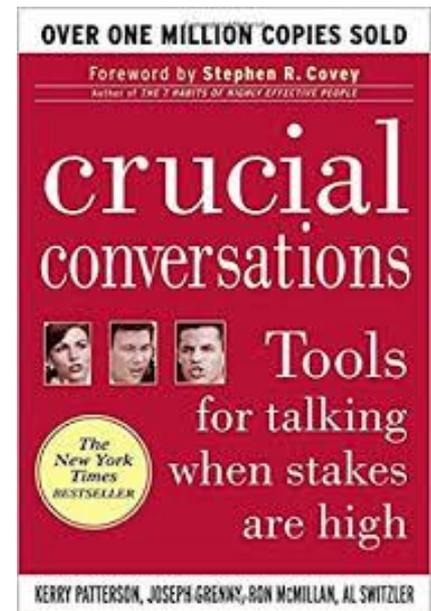
<https://www.sandiego.edu/hr/learning-and-development/crucial-conversations.php>

## Upcoming dates for Spring 2020

- Coming Soon – watch for email
- Over 80 participants have attended!

## Crucial Conversations book

- Individual reading or book club





# Questions

Please take a moment to fill out the  
session evaluation form!

*Thank you!*