

Penn State Performance Management Step 3: End-of-Year Review

Tips for Making the End-of-Year Review More Effective (For Managers)

Adobe Connect Seminar

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Welcome!

If you are in a room with multiple people, please make sure to send a list of participants to Jennifer Clouser @ jel33@psu.edu.

Thank you!

Tips for a Successful Adobe Connect session

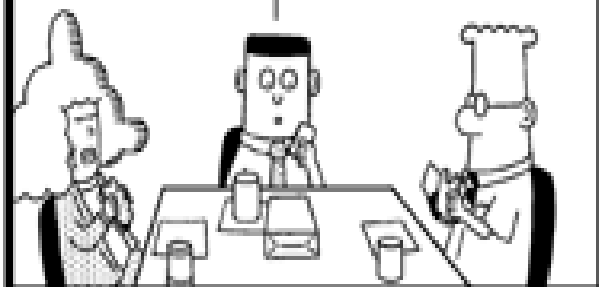
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Today's session will help you to:

- Understand your role and responsibilities related to the last step of the Penn State performance management process— the End-of-Year Review
- Prepare for and participate in the review meeting
- Utilize Workday to document your employee's performance
- Identify opportunities for your employee's future growth and development



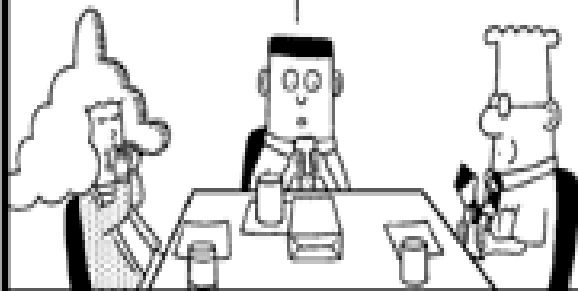
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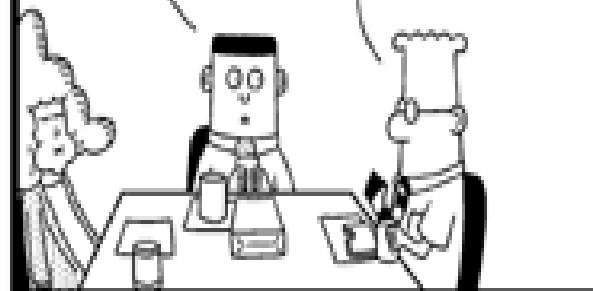
"KEEP UP
WRK"



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WHAT
DOES
THAT
MEAN?

YOU JUST
GOT YOUR
ANNUAL
PERFORMANCE
REVIEW.



Q: What is Performance Management?

A: The process of **setting expectations, aligning goals, assessing results, and focusing on staff development** through ongoing conversations between managers and their direct report(s).

Setting Expectations	Goals and Objectives	Goal Alignment
The process of discussing what is expected from an employee in terms of job roles and responsibilities	Desired results each employee aims to achieve, determined based on conversations between managers and employees	Process of ensuring individual goals support the achievement of department goals and department goals support the achievement of University goals
Assessment	Performance Calibration	Feedback and Development
Review of role, goals, and competencies and the determination of the level of successful achievement	Process in which supervisors at the same level in an organization discuss staff performance ratings and outcomes to ensure ratings and development messages are applied consistently across the University	Focus of the conversations between supervisors and employees in determining strengths, opportunities for improvement, and how to grow and develop

Performance management is not just a once-a-year conversation. It impacts staff over their entire career at Penn State– and beyond!

Penn State Performance Management Cycle: April 1, 2017- March 31, 2018
(End-of-Year Activities: April & May 2018)

STEP ONE: Setting Goals & Expectations (Use PDF Form)	STEP TWO: Mid-Year Check In (Use PDF Form)	STEP THREE: End-of-Year Review (Use Workday)
Ongoing Conversations between staff members and their managers throughout the year; Goal setting document available to track progress and record conversation highlights		
<ul style="list-style-type: none"> Staff member meets with manager to discuss expectations and set 2-5 goals for the 2017-18 performance management cycle Staff member captures the agreed upon goals in the goal setting worksheet Staff member updates Job Responsibility Worksheet in online tool (if necessary); manager reviews and approves in online tool <p>LEADERS</p> <ul style="list-style-type: none"> HRSP's provide leadership teams with performance results for the previous year Leadership teams meet to discuss ratings and agree on norms; norms are shared with staff members during the goal setting process 	<ul style="list-style-type: none"> Review goals and progress (make adjustments as needed) Check-in re: expectations and acknowledgement of successes and challenges Notes of check-in meetings can be captured in a variety of ways or in the check-in worksheet 	<p>PREPARATION:</p> <ul style="list-style-type: none"> Staff member completes self-evaluation in Workday Optional: In Workday, staff member or manager obtains feedback from dotted-line manager (if applicable); Outside of Workday, obtain feedback from others (e.g., peers, customers, etc.) Manager reviews and summarizes performance feedback for staff member in Workday Peer managers conduct ratings calibration meetings (two levels ideal) <p>DELIVERY:</p> <ul style="list-style-type: none"> Staff member meets with manager to discuss end-of-year review and receive an overall rating of their performance; acknowledgement of meeting occurs in Workday Staff member and manager begin to discuss next year's goals and development opportunities
<p>Recommended Timing: June 1 –August 31, 2017</p>	<p>Recommended Timing: November 1- December 31, 2017</p>	<p>Recommended Timing: April 1- May 15, 2018</p>

Penn State Performance Management Program Components

CONTENT AREA

FOCUS

EXAMPLES

Annual Goals

“What is Done”

“What do we need to accomplish this year in order to support my department’s goals?”

Transition budget records from old to new tracking system by March 1, 2018.

Competencies & Behaviors

“What and How it is done”

“What specific competencies and behaviors will help me accomplish my job responsibilities and achieve my goals for this year?”

Communication:

Values & Compliance*

“How it is done”

“I have read and I understand the PSU Values and my obligations under AD88: Code of Responsible Conduct.” AND

“I understand my compliance obligations and have completed the associated required compliance training(s) for my position.”

Completion of Reporting Child Abuse Training; Clery Act Training; Safety Training, etc.

Feedback Checklist

Feedback from You as a Manager

- Do you provide clear expectations and observations?
- Do you communicate your assessments?
- Do you hold back because of fear of the staff's response?
- Do you feel that feedback is a burden?
- Are conversations thorough?
- Do you provide feedback within a short time after the event?

Feedback for You as a Staff Member

- How often do you ask for feedback?
- Do you ever get defensive?
- Do you ask for more detail?
- Are conversations thorough?
- Do you ensure that expectations are clear?
- Do you set goals for improvement?
- Do you follow up to get additional feedback on progress?

A few good ideas....

- Provide feedback ON-GOING to your employees—throughout the year—formally and informally
- Plan your feedback
- No surprises- especially during the End-of-Year Review

Questions to Consider Prior to Writing the Review

Goal=Be Specific, not “Fuzzy.”

- What has the employee accomplished this year? Is this employee meeting the goals that were agreed upon?
- Consider each core competency--how is this employee utilizing each competency/behavior in their work?
- What is the employee doing that is highly effective? Is there anything getting in the way of their success? If so, what?
- Overall, has this employee been successful during the 2017-18 performance management cycle? Why or why not? If not, why— and what can you do to help change this?

Fuzzy vs. Specific

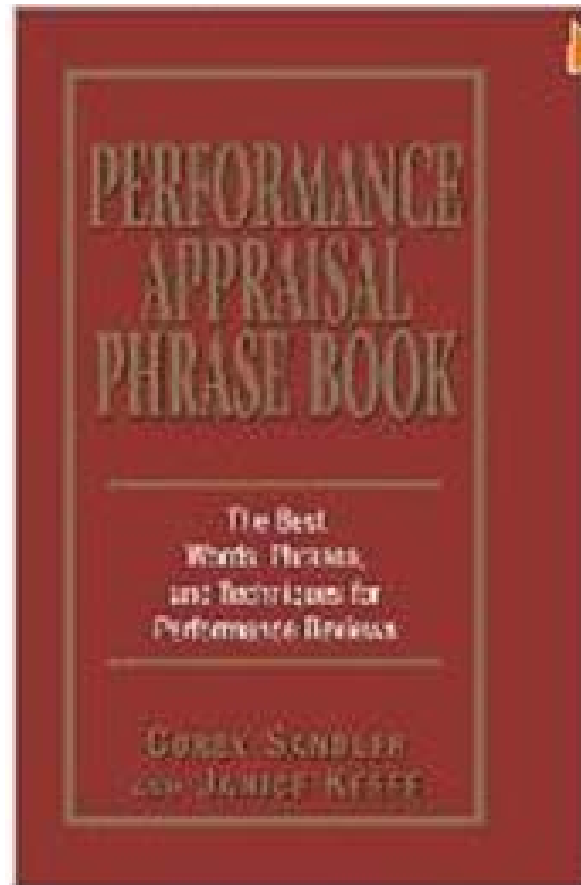
1. Fuzzy: You do a great job running meetings

Specific: Lydia, everyone on the team appreciates the way you facilitate meetings. You identify the areas in which we have conflict, you summarize the points before we move on, and you maintain a positive environment for everyone to share and be heard.

2. Fuzzy: You're a terrible communicator

Specific: Ty, when you send out your monthly Marketing plan updates/next steps, you tend to be too wordy and vague regarding next steps, which leaves your team confused with what they are being asked to do and what they will be held accountable for.

Manager's Tip: Use Reference Books



Ratings Scale

The three-rating scale is simple to communicate and allows for honest communication of employee effectiveness while maintaining flexibility to differentiate performance.

PERFORMANCE RATINGS FOR INDIVIDUAL COMPONENTS

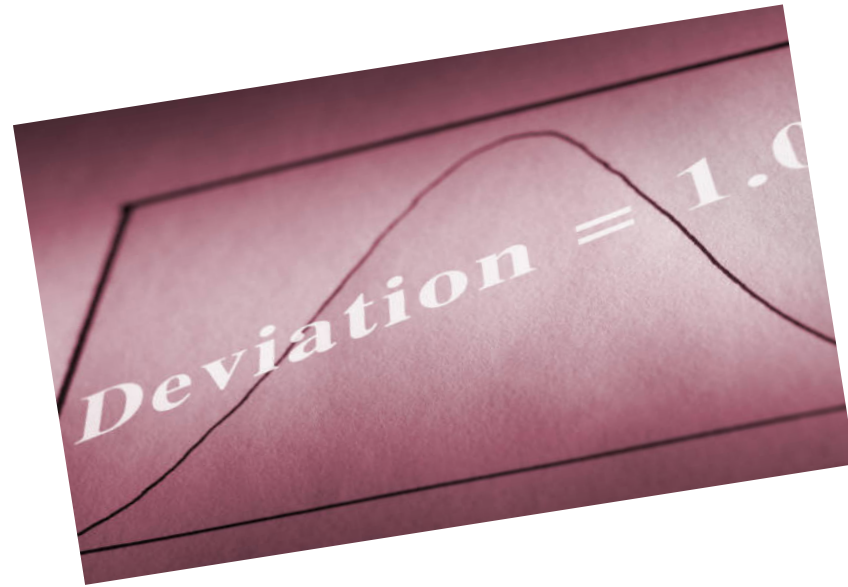
Rating	Description	Illustrative Example
Successful	Demonstrates the appropriate level of knowledge and/or skills. Performs effectively and consistently. Achieves goal targets	Sets goal to cut department expenses by 10%, cuts by 8-12%
Exceptional	Demonstrates and applies exceptional level of knowledge and skills. Consistently excels. Significant achievement relative to goals	Sets goal to cut department expenses by 10%, cuts by over 12%
Needs Improvement	Demonstrates a lack of knowledge and/or skills. Does not perform consistently. Does not achieve goals	Sets goal to cut department expenses by 10%, cuts by less than 8%

PERFORMANCE RATINGS FOR OVERALL EVALUATION

Rating	Description	Illustrative Example
Successful Contributor	Consistently proficient in individual evaluation components; may be strong in several areas. Meets goals and job requirements; consistently demonstrates competencies & behaviors	Viewed as “Successful” on most goals, job responsibilities, competencies & behaviors; may be “Exceptional” in several areas; may receive a few “Needs Improvement” ratings on individual goals/behaviors
Exceptional Contributor	Consistently strong in the majority, if not all, individual evaluation components. Exceeds goals and job requirements; goes above and beyond to demonstrate behaviors	Viewed as “Exceptional” on almost, if not all, goals, behaviors, and job responsibilities; “Successful” in remaining program components
Needs Improvement	Needs improvement in most individual evaluation components. Does not meet goals and fails to satisfy job requirements; does not demonstrate competencies & behaviors	Receives a “Needs Improvement” on a majority of goals, job responsibilities, competencies & behaviors; may be “Successful” in a few areas

Complete Overall Rating Portion of the Form

- ☐ Successful Contributor
- ☐ Exceptional Contributor
- ☐ Needs Improvement



Is it realistic to give everyone on your team an “Exceptional Contributor” rating?

Please Consider this for Poor Performers and/or “Toxic” Employees

- Don't sugar-coat or avoid bad news
- This is your opportunity to address poor performance or a toxic attitude and demand improvement/change
- You are not doing anyone any favors by avoiding telling the truth as you see it....

Common Errors to Avoid

The following represent common errors sometimes made when assigning ratings and evaluating performance. Consider if and when you have exhibited this error in the past and if so, how you can avoid this in the future?

Error	Description	Do I exhibit this error? (Yes/No/Sometimes)
Recency Effect	Reviewing only the most recent performance and not taking into account events throughout the entire year	
Halo Effect (Lenience)	Allowing excellent performance in one area to overshadow the review of performance in other areas	
Horns Effect (Harshness)	Allowing unsatisfactory performance in one area to overshadow the review of performance in other areas	
Central Tendency	Selecting a middle or average rating to describe all performance; lack of differentiation among employees	
Low Tolerance	Rating everyone low because of excessively high standards	
High Tolerance	Rating everyone high in order to avoid conflict or hurt feelings	
Lack of Information	Making evaluations with incomplete information	
Avoidance	Reluctant to discuss problem	
Contrast	Evaluating an employee's performance by comparing to others rather than evaluation of the employees actual performance. Performance-rating error in which an employee's evaluation is biased either upward or downward because of comparison with another employee just previously evaluated	

The Big Question You Can Ask During the End-of-Year Review Conversation*

How can I help you be more successful in your role?

Manager End-of-Year Review Checklist and Utilizing Workday

1. Review Checklist
2. View brief tutorial for managers

Online

Module: <https://psu.csod.com/samldefault.aspx?returnurl=%252fDeepLink%252fProcessRedirect.aspx%253fmodule%253dlodetails%2526lo%253dbe17e2d4-f48f-4990-94dc-6e77b4de98f7>

Penn State Performance Management Step 3: End of Year Review To Do

Please refer to the timeline given to you by your HR Team:

1. Encourage your employee(s) to attend a training session about preparing for their End-of-Year Review.
2. Ask your employee(s) to complete their self-appraisals in Workday in a timely manner .
(Note: For the 2017-18 cycle this includes entering goals)
3. Optional: Solicit feedback from a dotted line manager (in Workday) or others (outside of Workday regarding your employee's performance).
4. Write the review(s) in Workday and arrive at an overall rating. Participate in a calibration conversation, if applicable (Note: the overall rating may not be final until you hear from your HR Team; please refer to the process and timeline provided).
5. Schedule time to meet with your employee(s) for their End-of-Year Review.
6. Acknowledge in Workday that the end-of-year review conversation occurred and that the overall rating was shared with your employee(s).

Penn State Performance Management Cycle: April 1, 2017- March 31, 2018
Step Three: End-of-Year Review

End-of-Year Activity	Suggested Timeframe*
Employees enter 2017-18 goals and complete self-evaluation in Workday (IMPORTANT: Managers cannot enter review information in Workday until employees complete this step; Workday will be advanced for employees who don't complete this step)	As soon as possible, but no later than mid-April
Managers complete evaluations in Workday (NOTE: Managers must give a rating for each competency and goal, as well as an overall rating)	Mid-April/ End of April
Calibration conversations/ Leadership approval of ratings distribution (if applicable)	End of April/ mid-May
Managers and employees complete end-of-year conversation and acknowledge in Workday that the conversation occurred and that the overall rating was shared/received	No later than May 31

- Can adjust accordingly for your unit/campus/college– with end date no later than May 31, 2018.
- Workday is slated to open for performance management on March 16.

Remember....

- The End-of-Year Review conversation should be a brief summary of what was— and then move into a future-based conversation regarding next year's goals and opportunities for growth and development.
- Feel free to ask for feedback from others who would be able to offer comprehensive and helpful information from their interactions with each of your employees.
- Use the employee's self-appraisal as a data source!

One More Thing: Developing Employees



As a manager it is important that you:

1. Support the growth and development of all employees within your department, regardless of role
2. Are aware of each employees' strengths/developmental areas/career goals
3. Utilize the 70-20-10 approach for employee development

<http://theeconomyofmeaning.com/2012/09/03/never-trust-neat-percentages-70-20-10-rule/>

Check out the development plan that you can use to bridge short-term performance management goals to an employee's career goals!

Effective Performance Management Helps Us to:

- Target critical talent for development and retention
- Execute strategy by prioritizing and aligning goals and objectives
- Improve performance of groups and individuals
- Make better pay decisions based on performance and desired results
- Identify top performers to develop a succession plan

Q&A

What other information do you need to prepare for the End-of-Year Review conversations?

Questions/concerns?

Wishing you productive and supportive End-of Year Review Conversations with your employees and your own manager!