Overview of Performance Management Program

Introductions

Presenters:
- Amy Moran – HR Business Partner
- Trisha Priest – HR Business Partner

Additional Introductions:
- HR Team Members present
- Attendees

Performance Management Program

Purpose:
- Overview of Performance Management
- Setting Objectives and Competencies
- Coaching and Tracking Performance
- Year-End Performance Review
  - Writing the Assessment
  - Participating in the Feedback Discussion
- Questions and Answers
Why focus on performance management?

- Performance management means deliberately planning our focus, activities, and responsibilities to achieve the results we want and need.
- Performance management is designed to achieve several objectives:
  - Focus employees on results achieved
  - Link WMU's competencies with performance management
  - Focus employees on development of key behaviors
  - Encourage more interaction between supervisors and employees
  - Encourage performance improvement
  - Improve performance management effectiveness
  - Tie objectives of individuals to University/department goals

What do we get out of this?

By tying individual objectives to department/WMU goals we should achieve better University-wide results.

- Employee efforts will be linked to department/WMU goals
- Additional focus on employee feedback and development increases employee satisfaction
- More frequent reviews will simplify performance feedback
- Decreases anxiety of giving negative feedback at year-end
- Provides an opportunity to identify and improve performance on a regular basis

Performance Management vs. Performance Management Review Process/Form

<table>
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<tr>
<th>Appraisal</th>
<th>Management</th>
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<td>One-time event</td>
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<td>Short-term</td>
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<td>Correction-oriented</td>
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<td>Assigning ratings</td>
<td>Planning/goal-setting</td>
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There are 3 main phases of Performance Management:

- **Performance Planning and Coaching:** (September-May)
  - Regular reviews and ongoing feedback discussions occur throughout the year, as needed.
- **Initial Objective Setting:** (June-August) (or shortly after)
  - Establish objectives: supervisor, employee, department, division, business unit, objectives, supervisor review, both levels
  - Supervisor completes: determines measures and potential performance level
  - Supervisor and employee: review competencies and objectives
  - Supervisor identifies objectives and benchmarks
- **Year-End Performance Review:** Due annually in May (for all employees hired prior to April 1 of the review year)
  - Supervisor completes: independent review of performance
  - Optional: Employee completes: Self Review (when needed and open to discussion)
  - Supervisor and employee meet to discuss performance and final review

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**Objective and Competency Setting**

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**Performance Management Annual Review Form**
Defining Objectives & Success Measures

Objectives:
- Ensure job focus
- Not so many as to be unmanageable
- Enough to cover significant commitments and other major projects
- Most commonly: 4-6 results-based objectives

Success Measures:
- Include a success measure for each objective
- Success measures should be written at the meets expectation performance level

These objectives should be dynamic and may change throughout the year as the goals and objectives are either completed and/or adjusted to meet the department or university's needs.

Defining Competencies & Success Measures

Competencies:
- Define "how" (knowledge, skills, and behaviors) to achieve desired results to be successful at WMU
- Supervisor and employee review the competencies and discuss definitions, relevance, and ways to demonstrate/measure success
- Most commonly: 3 to 4 competencies identified
- Supervisors must have Fairness/Diversity as one of their competencies
- Employees responsible for NCAA rules compliance must have Organizational Awareness

Competencies Definitions

<table>
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<tr>
<th>Competency</th>
<th>Definition</th>
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<tr>
<td>Organizational Success</td>
<td>Communicate effectively with peers, subordinates, and superiors. Work as a team and perform under pressure.</td>
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<tr>
<td>Job Effectiveness</td>
<td>Work independently and as a member of a team. Set priorities and establish goals. Analyze and solve problems.</td>
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<tr>
<td>Making People Matter</td>
<td>Develop and maintain positive working relationships. Provide positive feedback and deal objectively.</td>
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HR Training
Supervisors and employees share responsibility for effective Performance Management

Preparation - Meeting with the employee to set objectives/competencies:
- Listen to ideas
- Discuss and finalize objectives/measures and selected competencies for the year
- Provide honest, candid feedback
- Find out what assistance is needed

On-going:
- Provide honest, candid feedback
- Discuss plan and modify as necessary, consider establishing semi-annual meetings
- Address any obstacles that may conflict with meeting objectives; discuss action steps to overcome obstacles

Planning for the annual performance review:
- Check on how to complete the Self-Review
- Solicit additional feedback from others, as appropriate
- Draft performance review.

Delivering the annual performance review:
- Review individual objectives and selected competencies.
- Provide honest, candid feedback on performance for the year.
- Ask for feedback on overall coaching and support being given to employee.
- Provide copies of performance management form to employee and HR.

Supervisors and employees share responsibility for effective Performance Management (continued)

Preparation - Meeting with the employee to set objectives/competencies:
- Gain understanding of WMU organization and departmental goals
- Listen to ideas
- Discuss and finalize objectives/measures and selected competencies for the year
- Ask for assistance, if needed

On-going:
- Ask for honest, candid feedback
- Bring forward any obstacles that may hinder the achievement of objectives
- Discuss and finalize any changes needed

Planning for the annual performance review:
- Complete Self Review and provide to supervisor before or during the year-end review meeting.
- Although this form is not required by HR, supervisors may require it to be completed.

Delivering the annual performance review:
- Discuss performance over the last year, citing results related to specific objectives and competencies.

Well-Written Objectives

Well-written objectives/success measures are SMART:

S = Specific
  Clearly states the outcome expected

M = Measurable
  Can be quantitatively determined or qualitatively assessed

A = Achievable
  Falls within the employee's area of responsibility or control

R = Results-Oriented
  Requires results that are relevant to the individual's department... and have a reasonable chance of being achieved

T = Time-Bound
  Must be accomplished within a specified time frame
Well-Written Objectives (example)

Well-written objectives/success measures are SMART:
- Specific
- Measurable
- Achievable
- Results-Oriented
- Time-Bound

Objectives and Success Measures
- Manage the Department's Fund 11, 21, 23, 24 and Grant Accounts, GL/OW reports will be reconciled within 30 days of monthly close.
- Financial reports completed by specific deadlines.
- Coordinate Executive Committee and faculty meeting agendas, minutes, and minutes.
- Meeting attendees and related materials prepared by two days before the meeting.
- Materials distributed and submitted to chair within 3 days of the meeting.

Poorly-Written Objectives (example)

Well-written objectives/success measures are SMART:
- Specific
- Measurable
- Achievable
- Results-Oriented
- Time-Bound

Objectives and Success Measures
- Implement new student engagement program based on department's needs and student expertise.
- Each student must be enrolled within 30 days of employment or placed in a service-related position.

Considerations to improve this to a well-written objective:
- Consider projects/tasks that are specific/measurable, and within the employee's responsibilities. In this example, the employee may not have any student employees to hire.
- Consider the other items—is this clear? How will success be measured?

Tracking and Coaching
Ongoing Coaching and Performance Tracking

- Employee and supervisor meet regularly to discuss performance
- Modifications to objectives may be made on Annual Review Form
- Objectives/competency comments and other supporting documentation may be retained in the employee’s department file
- Employee and supervisor play a key role in the process
- Employee and supervisor generate discussion about how the employee is doing relative to the established objectives and competencies
- The supervisor is responsible to ensure proper coaching occurs

Coaching occurs year-round.

Year-End Performance Review

Year-End Performance Review - Planning for the Meeting

- Supervisor schedules date/time with employee for annual review
- Employee submits an Employee Self Review Form to supervisor
  - This is an optional form; however, supervisors may require completion
- Supervisor retrieves the Annual Review Form and selects appropriate rating from the drop-down boxes for each objective, competency and overall rating
- Supervisor adds overall comments
- Supervisors are encouraged to share performance ratings with the next-level manager; next-level manager’s signature is not required on the form
- If overall rating is “Needs Improvement”
  - Supervisor must contact the department’s assigned Human Resources Business Partner to develop a Performance Improvement Plan prior to meeting with the employee
Year-End Performance Review - Meeting with Employee

- Supervisor and employee meet to discuss annual performance review, including the Employee Self Review
  - Each competency and success measure
  - Each objective and success measure
  - Supervisor comments
- Supervisor and employee sign the Annual Review Form
  - Copies of signed form are given to employee and retained in the supervisor's drop file
  - Original is sent to Human Resources with Employee Self Review via email to hrinfo@wrmtech.edu

Year-End Performance Review Rating

Overall Ratings
- An overall rating for the employee's performance is given
- The rating definitions for overall performance are:
  - EE = Exceeds Expectations
  - ME = Meets Expectations
  - NI = Needs Improvement (supervisor is required to contact their HR Business Partner to discuss prior to meeting with the employee)

Employees may receive a NI in individual objectives and competencies and possibly have an overall rating of ME (Meets Expectations)

Common Rating Errors and Tips to Avoid

- Common Rating Errors:
  - Halo or harm effect
  - Contrast/similarity effect or central tendency
  - Short term memory or recency effect
  - Leniency tendency
- Tips to avoid rater errors:
  - Make objective statements: "Jorge arrived late on four occasions" rather than "Jorge is always late.
  - Consider the totality of the employee's performance over the entire review period.
  - Make and keep adequate records with specific examples.
  - Establish milestones for progress reviews.
  - Seek input from other managers or human resources.
Well-Written Objectives (example)

Well-written objectives/success measures are SMART:
- Specific
- Measurable
- Achievable
- Relevant
- Time-bound

Objectives and Success Measures:
- Ensure the Department is Funded for all grant proposals.
- Ensure all grant proposals are submitted on time.
- Ensure all grant proposals are funded.
- Ensure all grant proposals are reviewed by the appropriate committees.
- Ensure all grant proposals are approved by the grant committee.

Examples:
- Ensure all grant proposals are submitted on time.
- Ensure all grant proposals are funded.
- Ensure all grant proposals are reviewed by the appropriate committees.
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Poorly-Written Objectives (example)

Well-written objectives/success measures are SMART:
- Specific
- Measurable
- Achievable
- Relevant
- Time-bound

Objectives and Success Measures:
- Ensure all students are graduated within 4 years.
- Ensure all students are placed in jobs within 6 months of graduation.
- Ensure all students are employed within 1 year of graduation.
- Ensure all students are enrolled in graduate programs.
- Ensure all students are employed within 2 years of graduation.

Examples:
- Ensure all students are placed in jobs within 6 months of graduation.
- Ensure all students are employed within 1 year of graduation.
- Ensure all students are enrolled in graduate programs.
- Ensure all students are employed within 2 years of graduation.

Practice:

Well-written objectives/success measures are SMART:
- Specific
- Measurable
- Achievable
- Relevant
- Time-bound

Budget Analyst

Job title:
- Budget Analyst

Job description:
- Analyze and prepare budget documents for approval.
- Develop and maintain accurate financial records and reports.
- Monitor and control budget expenditures to ensure compliance with budgetary constraints.
- Prepare and submit budget requests for approval.
- Provide financial data to management for decision-making purposes.

Examples:
- Analyze and prepare budget documents for approval.
- Develop and maintain accurate financial records and reports.
- Monitor and control budget expenditures to ensure compliance with budgetary constraints.
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- Provide financial data to management for decision-making purposes.
Summary

- Performance management cycles have set review cycles
- Initial objectives and competencies are established
- Performance tracking and coaching
- Year end performance reviews

- It is important to plan for performance appraisals and establish an appropriate environment for them.
- Develop ongoing performance communication by recognizing performance management is a continuing process.
- Define and establish specific goals and objectives using SMART principles.
- Rater errors should be identified and avoided.

Resources

HR Website:
- Performance Management
  http://www.umich.edu/hr/management.htm
- Probation
  https://umich.edu/hr/forms/probation

Book:
  ISBN: 9781582323118

Human Resources Contacts

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  - Kristina Mayes – (269) 387-3651
  - Trisha Priest – (269) 387-3650
- HR Service Center
  - 1270 Searf Administration Building
  - Main HR Phone Number: (269) 387-3620
- Hours of operations by phone:
  - 8 a.m. to 5 p.m. on Monday, Tuesday, Thursday, and Friday
  - 9 a.m. to 5 p.m. on Wednesdays
Questions?