Overview of Performance Management Program

March, 2024

Introductions

Presenters: HR Business Partners

- Karie Dailey
- Katina Mayes
- Isys McCormack
- Amy Moran
- Trisha Priest

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>
<thead>
<tr>
<th>Appraisal</th>
<th>Management</th>
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<tbody>
<tr>
<td>One-time event</td>
<td>Ongoing</td>
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<tr>
<td>Retrospective</td>
<td>Prospective</td>
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<td>Short-term</td>
<td>Long-term</td>
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<td>Correction-oriented</td>
<td>Progress steps</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 Tracking and Coaching:** (September-May)
  - Informal reviews and ongoing coaching/discussions occur throughout the year, as needed

- **Initial Objective-Setting:** (June-August (or shortly after hire))
  - Set 4-6 results-based objectives: Supervisor sets direction, employee develops objectives, supervisor reviews, both discuss
  - Supervisor and employee determine measures and expected performance level
  - Supervisor and employee review competencies and select 3-4 for special focus
  - Supervisor finalizes objectives and competencies

- **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 Work Sheet and gives to supervisor prior to meeting
  - Supervisor and employee meet to discuss performance and final review

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**Objective and Competency Setting**
Performance Management Annual Review Form

Employee Self Review Work Sheet
Objectives & Competencies

**Objectives**: The “What” is defined as the results achieved based on the objectives set.

**Competencies**: The “How” is defined as the way one goes about achieving the objectives and results.

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Definition of “Performance” at WMU

**The “What”:**
Results you accomplish

Objectives (select 4-6)
- Job-based
- Unit/Department
- Project objectives
- Customer Satisfaction
- "Growth" or "Stretch"

**The “How”:**
Knowledge, skills and behaviors needed to be successful in a given position

Competency Categories (select 3-4 from any category)
- Organizational Success
- Customer Service
- Leadership
- Process Improvement
- Teamwork
- Job Effectiveness
- Communication
- Decision-Making
- Organizational Awareness
- Problem Solving
- Technical Skills
- Making People Matter
  - Effective Feedback and Development
  - Fairness/Diversity

**Note:** Supervisors must have Fairness/Diversity as a competency. Employees responsible for NCAA rules compliance must have Organizational Awareness as a competency.
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

Organizational Success

- **Customer Service**: Offers assistance proactively. Ensures a request has a timely and complete response. Commits and follows-through to find an answer when one is not immediately known. Asks appropriate questions of customers so that the best response is more readily found. Encourages customer feedback. Supports a diverse group of customers who have varying needs and approaches.

- **Leadership**: Models expected behaviors. Builds relationships both inside and outside of the organization that benefit WMU. Inspires and leads others. Establishes and helps others understand the direction of the University/department/area.

- **Process Improvement/Innovation**: Finds more effective approaches to completing assignments. Tests new methods in addressing issues and improves processes. Constructively seeks alternatives to traditional thinking. Takes reasonable risks and learns from mistakes.

- **Teamwork**: Is open to others’ ideas. Supports team decision. Considers individuals’ unique strengths and diverse views and opinions. Participates actively on teams; offers opinions constructively. Demonstrates awareness of others’ objectives and responsibilities. Pitch in to help whenever needed.

Job Effectiveness

- **Communication**: Exercises solid listening, written and oral communication skills. Communicates in a concise manner. Interacts effectively with various levels of the organization. Modifies the communication style to suit the audience.

- **Decision-Making**: Weighs knowledge of policies, departmental needs and common sense in making decisions. Builds consensus when appropriate, yet is decisive when necessary. Proposes solutions that are good for the whole (University, department, group, etc.) while demonstrating sensitivity to individual needs. Delegates work effectively.

- **Organizational Awareness**: Demonstrates knowledge of the University’s mission and objectives. Stays current on broad-based events across the University. Understands and adheres to current University policies. Values and appreciates differences of faculty, staff and students.

- **Problem Solving**: Solves problems by identifying and collecting relevant data and using analytical techniques. Pursues course of action so that obstacles do not prevent achieving results. Knows when a problem can be solved without further involvement, and when finding a solution will require others’ input.

- **Technical Skills**: Demonstrates working level of skill/knowledge in area of expertise. Applies professional and technical expertise to best meet department/area needs. Stays current on new tools and techniques in area of expertise.

Making People Matter

- **Effective Feedback and Development**: Acknowledges accomplishments broadly. Provides constructive feedback and shares responsibility for failures. Is available to direct reports. Coaches direct reports using effective communication skills. Works with direct reports to identify development opportunities. Teaches skills or identifies resources for skill development. Encourages giving and receiving feedback.

- **Fairness/Diversity**: Applies standards consistently, using an objective approach. Maintains confidentiality. Is reasonable and fair when assigning work.

Supervisors and employees share responsibility for effective Performance Management

**Supervisors**

**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

**Ongoing:**
- Provide honest, candid feedback
- Discuss plan and modify as necessary; consider establishing periodic progress meetings
- Address any obstacles that may conflict with meeting objectives; discuss action steps to overcome obstacles

**Planning for the annual performance review:**
- Coach 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 employees
- Provide copies of performance management form to employee and HR
Supervisors and employees share responsibility for effective Performance Management (continued)

**Employees**

**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

**Ongoing:**
- 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

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**Well-Written Objectives**

Well-written objectives/success measures are SMART:

- **S**pecific: Clearly states the outcome expected
- **M**easurable: Can be quantitatively determined or qualitatively assessed
- **A**chievable: Falls within the employee’s area of responsibility or control
- **R**esults-Oriented: Focuses on results that are relevant to the individual/department/University and have a reasonable chance of being achieved
- **T**ime-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**

**Example(s):**

<table>
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<tr>
<th>Objectives and Success Measures</th>
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<td>Manage the Department’s Fund 11, 21, 23, 24 and Grand Accounts. GLOW reports will be reconciled within 10 days of monthly closing. Financial reports completed by specific deadline. Coordinate Executive Committee and faculty meeting agenda, materials and minutes. Meeting agenda and related materials prepared by noon the day of the meeting. Minutes transcribed and submitted to chair within 3 days of the meeting.</td>
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### Poorly-Written Objectives (example)

Well-written objectives/success measures are SMART:
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**Example:**

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<td>Hire and supervise student employees based on departmental needs and student expertise. Each student must be trained within 3 days of employment or given a review each semester.</td>
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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 either/or 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

Due: Friday, May 24, 2024

**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 hr-hris@wmich.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 horn 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)

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<td>End of Year comments: Sam’s monthly accounting reports continue to be accurate and timely. She has gradually assumed more of a managerial role with regard to department financing, taking proactive steps to conserve department financial resources and offering timely advice on financial issues. Coordinate Executive Committee and faculty meeting agenda, materials and minutes. Meeting agenda and related materials prepared by noon the day of the meeting. Minutes transcribed and submitted to chair within 3 days of the meeting.</td>
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<td>End of Year comments: Sam continues to prepare and distribute minutes in a timely manner. No instances of late agendas or minutes this year. She has shown significant improvement in the quality of the minutes. They are more concise, better organized and more readable. However, the list of attendants have been wrong two times this year. Better attention is needed in this area.</td>
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End of Year comments: Susan hired the students in a timely manner; however, they were not supervised during her medical leave when she had knee surgery and that caused payroll errors and other issues this semester. Next year, you need to plan better for any absence.

Considerations to improve this to a well-written objective:
- The success measures should be written with SMART goals in mind
- Do not include reference to employee’s medical leaves or other personal medical information

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.wmich.edu/hr/performance-management.htm](http://www.wmich.edu/hr/performance-management.htm)
- Probation
  [https://wmich.edu/hr/forms/probation](https://wmich.edu/hr/forms/probation)

Book:

  - ISBN: 9781882423118

Human Resources Contacts

- Gretta Clay, HR Services Director – (269) 387-3647
- Human Resources Business Partners:
  - Amy Moran – (269) 387-3643
  - Isys McCormack – (269) 387-3646
  - Karie Dalley – (269) 387-3637
  - Katina Mayes – (269) 387-3651
  - Trisha Priest – (269) 387-3650
- HR Service Center
  - 1270 Seibert 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?

Practice

Well-written objectives/success measures are SMART:

- Specific
- Measurable
- Achievable
- Results-Oriented
- Time-Bound

Budget Analyst

Job description

Job code: 00965
Pay grade: F
Pay type: Exempt/salaried

General summary

Plans, allocates and manages budgets and accounting functions for assigned units within a department, college, or division.

Major duties

- Ensures fiscal integrity of assigned budgets and procedures.
- Works with department/unit directors and others to assess budgetary needs and guide through budgetary process; may make budgetary recommendations.
- Develops and monitors budgets, projects expenditures, reconciles accounts, and researches and resolves discrepancies.
- Researches and provides financial analysis on issues with financial implications; interprets, recommends and develops policies and procedures.
- Creates and maintains financial records, reports, and databases.
- May administer billing.