Brandeis University

Preparing for the Annual Performance Review
For Staff

Office of Human Resources
Workshop for Staff

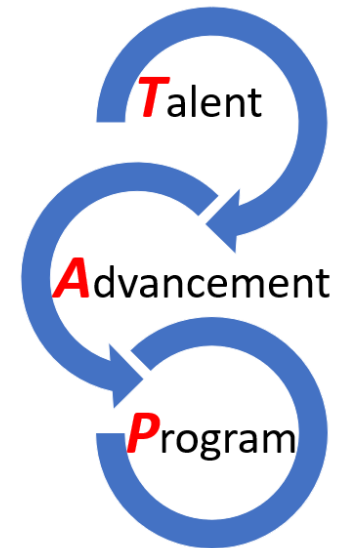*Topic: TAP = Talent Advancement Program*

Presented by Cynthia Farquhar

Brandeis University

Introductions

Using the chat please share

Your name, title and department
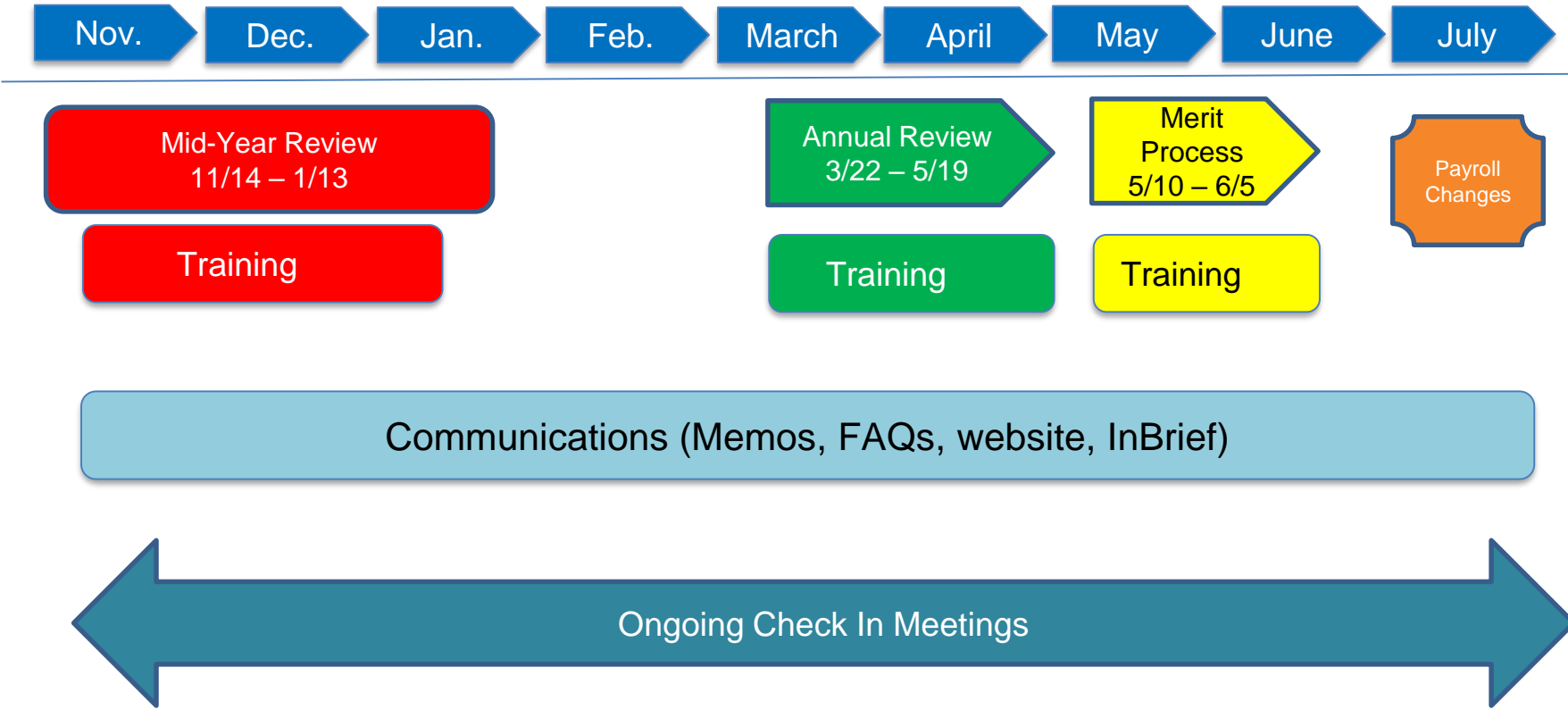
Human Resources Office

Agenda

- Process Timeline

- Annual Review

- Competencies and Ratings

- Preparing for Your Annual Performance Review

- Using Workday for Your Review

- Next Steps and Resources

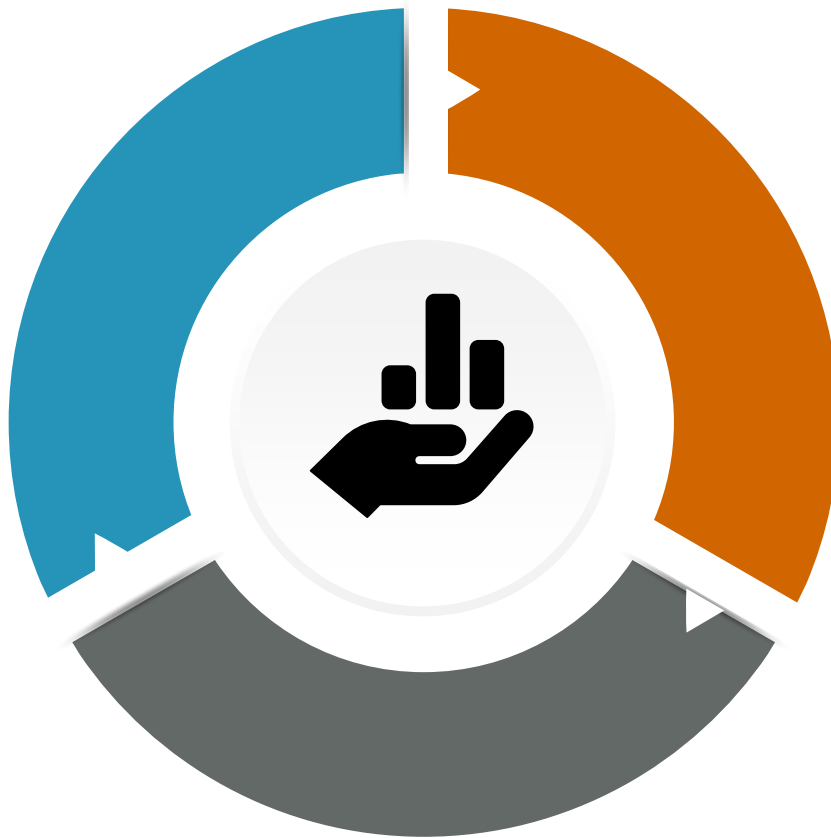- Q & A

- Appendix:
    - Goal Setting

Talent

Advancement

Program

TAP PERFORMANCE CYCLE
ANNUAL REVIEW PROCESS TIMELINE

TAP Timeline 2022 -2023

Nov.	Dec.	Jan.	Feb.	March	April	May	June	July

Mid-Year Review
11/14 – 1/13

Training

Annual Review
3/22 – 5/19

Training

Merit Process
5/10 – 6/5

Training

Payroll Changes

Communications (Memos, FAQs, website, InBrief)

Ongoing Check In Meetings

TAP Performance Cycle Summary

May/June/July
- Annual review including goal setting.
- Assessment of performance and competencies.
- Merit determination. based on performance.
- Complete in Workday

Year Round
- Ongoing feedback.
- Check-in meetings.
- Weekly/bi-weekly.
- Review goals/objectives.
- Document for easier recall.

November/December
- Mid-year review.
- Assess on-track or not on-track.
- Complete review in Workday.

ANNUAL REVIEW

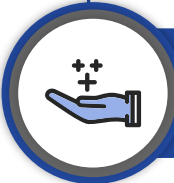# Annual Performance Review KEY DATES

Timing/Key Dates:

- **March 22**: Workday opens for staff annual review self-evaluations.
- **May 19**: all annual reviews must be finalized in Workday; system will close for input.
- During the **March 22 – May 19** period, each step below must be completed:
    1. Eligible staff complete their self-evaluation.
    2. Managers complete their assessment and rating.
    3. Manager and eligible staff discuss the annual review.
    4. Process finalized in Workday.
- **May 10**: Merit process begins (more information to be provided).

IMPORTANT: In order to provide adequate processing time for the full integrated cycle (annual review, merit review/input and payroll processing for July), the dates above cannot be adjusted or extended.

Staff Annual Review

Important dates: Workday opens for staff self-assessments on **March 22** and the deadline is **May 19 for managers to complete the process**.

Consists of two main components:

1

Formal process to evaluate staff based on:
✔ Goals and objectives from past several months, and
✔ Competencies, and
✔ Overall performance

2

Establishment of:

✔ Goals and
✔ Development areas
✔ For future review period (July – June)

Human Resources Office

Staff Annual Review

Annual Review Process in Four Steps:

Step 1: Staff member self-assessment
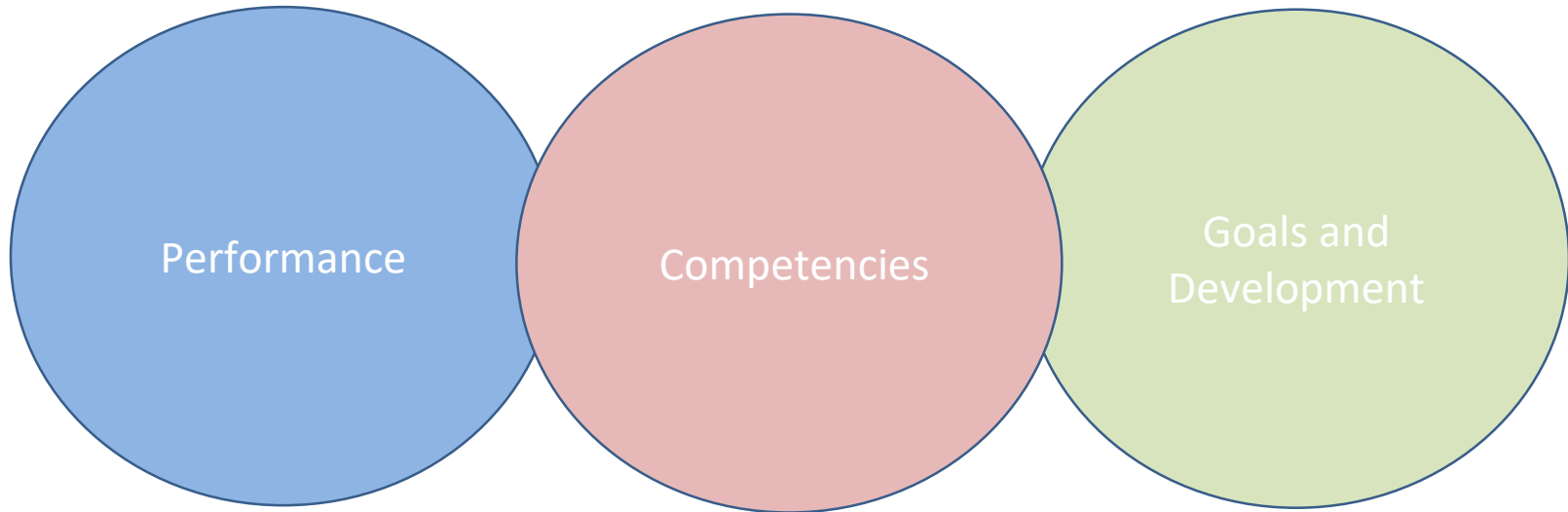**Step 2:** Manager review and input
Step 3: Finalize review
   (following conversation between manager and staff)
Step 4: Attestation by staff member and manager

- Will be connected to the merit process to determine increases (where appropriate).

- Reviews will be saved in Workday and can be accessed in the future if needed. No more paper!

Staff Annual Review

Performance

Competencies

Goals and Development

- Utilize ongoing check-ins and mid-year review.
- Determine staff performance with ratings:
    - Exceeds Expectations
    - Successful
    - Developing
    - Improvement Needed

- Professional knowledge and accountability.
- Collaboration and communication.
- Learning and self-development.
- Diversity and Inclusion.

- Identify goals for future review period.
- Build as SMART goals if possible (see appendix).
- Identify development opportunities

Staff Annual Review

Preparing for the annual review	TAP Components = Efficient Process
The annual review should be a <u>holistic</u> assessment of staff performance over the past 12 months. It should take into account the check-in meetings and mid-year review: ▪ Review and utilize any notes made from the ongoing check-in meetings. ▪ Review and utilize the mid-year review (available in Workday).	If you and your manager have been utilizing the core components of TAP….. ▪ Including having effective ongoing **check-in** meetings, and ▪ Successful completion of the **mid-year** review *…..the annual performance review should be an efficient process.*

COMPETENCIES AND RATINGS

Core Competencies

Prior State	Present State	Of Note
Factors	Core Competencies	Renamed Fewer Clear behavioral definitions
Ratings 1. Exceeds Expectations 2. Meets Expectations 3. Partially Meets Expectations 4. Does Not Meet Expectations	Ratings 1. Exceeds Expectations 2. Successful 3. Developing 4. Improvement Needed	Renamed and refreshed for clarity and focus on engagement.
No Weighting	• Ratings are Weighted • Two Components: Competencies 50% + Performance 50% = 100% • Both the competencies are weighted equally. • *Development is not rated or weighted.*	• Staff rate their own competencies and performance. • Managers also rate the staff member's competencies and performance. • Manager's rating is the one that finalizes the review.
Same form for Managers & Staff	Managers have additional competencies	Brandeis' commitment to developing leadership.

Core Competencies

Individual Contributor

- Professional Knowledge & Accountability

- Collaboration & Communication

- Learning & Self-Development

- Diversity & Inclusion

Manager

- Professional Knowledge & Accountability

- Collaboration & Communication

- Acts Strategically & Innovatively

- Builds Trust

- Develops Talent

- Promotes an Inclusive Environment

Performance Assessment - Ratings

- In collaboration with Manager Focus Group, a new performance rating model has been developed:

Improvement Needed	Developing	Successful	Exceeds Expectations

- Managers should utilize the key components of TAP and actual performance when determining the appropriate employee rating.

- An appropriate distribution of staff into the corresponding rating categories is required. That is, do not lump all employees into the 'successful' category in an across the board method.

Performance Assessment - Ratings

Rating	Description
Exceeds Expectations	Behavioral definitions: · The employee consistently exceeds expectations and demonstrates exceptional performance and innovation in what is produced, how it is produced, and mastery of the competencies. · They are competent, innovative, collaborative, productive and go above and beyond the scope of the job. · They embrace change and seek continuous improvement opportunities, recommending solutions. · The employee is often sought out by others for counsel and assistance and is widely recognized as a role model who willingly shares knowledge and takes initiative to go above and beyond expectations. · They lead change efforts, identify new opportunities and champion continuous improvement with significant positive impact. They require minimal direction. · **This rating should be used sparingly and reserved for exceptional contributors throughout the review period.**
Successful	Behavioral definitions: · The employee consistently achieves expectations. · They demonstrate capable, effective, and satisfactory performance on both what it is produced, how it is produced, and mastery of many competencies. · Their ongoing performance meets and occasionally exceeds performance standards for the position throughout the review period. · The individual is dependable, collaborative and productive. They are generally receptive to change and seek continuous improvement opportunities. · They consistently take initiative and require moderate to minimal direction.
Developing	Behavioral definitions: · The employee achieves expectations in some areas and falls below in others. · Actions and outcomes demonstrate inconsistent capability and/or effort or require significant guidance and support. · This category may include new employees who may be evaluated against "learning the job" versus expectations for longer tenured fully proficient team members. · This rating may reflect developing skills and experience, and indicate that more training, coaching and/or support is needed to enable success.
Improvement Needed	Behavioral definitions: · The employee consistently performs below expectations or standards for the position. · What is produced, how it is produced, and mastery of competencies are not acceptable. · The employee inconsistently takes initiative to complete work and requires significant to moderate direction. · The employee's ongoing performance must improve within a defined time frame to remain in the position. · **A Performance Improvement Plan should be initiated, collaborating with HR/Employee Relations.**

Performance Assessment - Ratings

Staff Rated as Exceeds:

✔ Recognized as a role model; and

✔ Willingly shares knowledge; and

✔ Takes initiative to go above and beyond expectations; and

✔ **Lead** change efforts, **identify** new opportunities and **champion continuous improvement** with significant positive impact.

✔ *Important: The use of an 'Exceeds Expectations' rating should be used sparingly and reserved for truly outstanding contributors who exhibit each of the behaviors above consistently throughout the review period.*

Performance Assessment - Ratings

Staff Rated as Successful:

✔ Consistently demonstrates capable, effective, and satisfactory performance on both what it is produced, how it is produced, and mastery of many competencies.

✔ Their ongoing performance meets and occasionally exceeds performance standards for the position throughout the review period.

✔ The individual is dependable, collaborative and productive. They are generally receptive to change and seek continuous improvement opportunities.

✔ They consistently take initiative and generally require minimal direction.

Performance Assessment - Ratings

Staff Rated as **Developing:**

✔ The employee achieves expectations in *some* areas and falls below in others.

✔ Actions and outcomes demonstrate inconsistent capability and/or effort or require significant guidance and support.

✔ This category may include new employees who may be evaluated against "learning the job" versus expectations for someone who has been at Brandeis longer.

✔ This rating may reflect developing skills and experience, and indicate that more training, coaching and/or support is needed to enable success.

Performance Assessment - Ratings

Staff Rated as Improvement Needed:

✔ Consistently performs below expectations or standards for the position. What is produced, how it is produced, and mastery of competencies are not acceptable.

✔ Inconsistently takes initiative to complete work and requires significant to moderate direction.

✔ Ongoing performance must improve within a defined time frame to remain in the position.

✔ *A Performance Improvement Plan (PIP) will be initiated, in collaboration with manager and Human Resources.*

Performance Assessment - Ratings

Staff Rated as Improvement Needed:

- Please note: a PIP is necessary if there is an overall rating of Improvement Needed. Because the competencies are half of the weighting and the performance section is the other half, in total, an Improvement Needed rating is needed to initiate a PIP.

PREPARING FOR YOUR ANNUAL REVIEW

Brandeis
UNIVERSITY

Preparing for Your Annual Review

- Utilize your Mid-Year review, your job description and the status of your goals and objectives.

- Compile data to compare actual performance to goals and objectives.

- Collect and organize specific examples to illustrate strengths and accomplishments.

- Recognize areas which need improvement and formulate a plan or think of ideas to help you increase performance.

- Think about ways to help you grow professionally and work with your manager to define.

Preparing for Your Annual Review

Compiling Data and Examples Reflecting Your Performance

- Keep a file of quantifiable data and specific examples related to how you are meeting your job responsibilities, goals and objectives.

- Document positive feedback from others.

- Include verbal feedback as well as emails.

- Document any initiatives you took above and beyond your job description, goals and objectives as well as the impact they had on the department and/or university.

Preparing for Your Annual Review

Continued:

Compiling Data and Examples Reflecting Your Performance

▪ Be honest about any ways in which you may have fallen short of your responsibilities and/or goals.

▪ Be prepared to share with manager any barriers to your achievement of goals and ideas you may have about how they might be resolved.

▪ Think about how your manager can help you grow professionally and be prepared to discuss your career goals.

Performance Review Meeting tips

- Be a good listener, take notes and ask questions regarding feedback and the evaluation. Ask clarifying questions.

- Be prepared to respond and provide data to document your response.

- Let your manager know how they can help you improve and grow professionally.

- If there are any surprises, let your manager know that you would like to improve and ask specifics regarding their expectations.

Helpful Tips

- Listen actively. Acknowledge your manager's point of view.

- Express your feelings with "I" statements.

- Remain calm, take some time to consider feedback.

- Let your manager know that you need some time to process the feedback, if needed.

- Schedule a follow-up meeting, formulate a thoughtful response including relevant data, if needed.

WORKDAY

Brandeis
UNIVERSITY

Using Workday for the Annual Review

Using Workday for the Annual Review

Brandeis University

Using Workday for the Annual Review

Using Workday for the Annual Review

Using Workday for the Annual Review

Attestation Section:

Employee Acknowledgment

Format ∨ | **B** *I* U A ∨ | ☰ | 🔗

I acknowledge that my manager and I have reviewed and discussed the contents and evaluations of this performance review.

Additional Confirmation:

- The job description was reviewed and updated, or will be reviewed and updated in the near future, should changes be necessary.
- The year-end review has been fully completed.
- Ongoing check-in meetings have taken place or will be scheduled.

Manager Acknowledgment

Format ∨ | **B** *I* U A ∨ | ☰ | 🔗

I have reviewed and approved the contents and evaluations of this performance review.

Additional Confirmation:

- The job description was reviewed and updated, or will be reviewed and updated in the near future, should changes be necessary.
- The year-end review has been fully completed.
- Ongoing check-in meetings have taken place or will be scheduled.
- **If the overall rating is Improvement needed, please reach out to your HR Business Partner.**

Helpful Resources

- TAP Website
    – Deadlines
    – Information about TAP

- Training for Managers and Staff
    – Workshop dates
    – Registration links

- LinkedIn Learning Library of Videos for Staff
    – Curated content
    – Videos on topics and themes with practical tips

- Appendix
    – Included in this slide deck
    – Practical tips for Goal Setting

Resources - HR Business Partners

Liz Tierney etierney@brandeis.edu

Director of Employment & Employee Relations

Leila Connolly leilaconnolly@brandeis.edu

Senior HR Business Partner

Suzanne Albright suzannealbright@brandeis.edu

Senior HR Business Partner

Katharine Colanton kcolanton@brandeis.edu

Senior HR Business Partner

Thank you for your Active Participation Today.

Staff Training Evaluation Survey:

Questions?

APPENDIX

GOAL SETTING

Goal Setting Is

- Purposeful and focused approach
- Steps toward planning for the future
- Plays a fundamental role
- Target at which we aim our "arrow"
- Paves the way for success
- Leads to improved performance
- Powerful motivator
- Methodologies vary, choose the one that works best

"Our goals can only be reached through a vehicle of a plan, in which we must fervently believe, and upon which we must vigorously act. There is no other route to success."

Pablo Picasso

SMART Goal Methodology

S Specific → Achievement in your area of focus

M Meaningful → Importance of goal

A Action Oriented → Steps taken to achieve it

R Realistic → How you can achieve it?

T Timely → When you want you achieve this goal

OGTM Goal Setting Method

OGTM= Objectives, Goals, Tactics and Metrics

1 **Objectives**
Set an objective.

2 **Goals**
Streamline the objective into a tangible target.

3 **Tactics**
Outline a small step that enables you to reach your goal.

4 **Metrics**
How will you measure – data to tell a story about the extent to which the objective was achieved.

Human Resources Office

Goal Setting Method
OKRs = Objectives and Key Results

Step 3:

Initiatives

Develop specific initiatives designed to reach key results.

Step 2:

Key Results

3-5 Measurable key results for each objective. Key results are typically quantitative benchmarks.

Step 1:

Targeted Objective

Clear, concise objectives and can be quantitative and/or qualitative.