Agenda

■ Why Make Changes
  • Consistent System Across USG
  • Integrate with Careers Module in OneUSG
  • Performance Differentiation/Accountability
  • BOR requirements for performance evaluations

■ Overview of New Process – What’s changed?
  • New Rating Scales
  • Standard Behavioral Rating Scales
  • Mid-year check-ins
  • Ability to nominate others to provide input
  • SMART Goals

■ Implementation Timeline

■ Communication/Training Plan
What is Careers?

‘Careers’ is an umbrella term representing the conglomeration of job openings, applications, employee on-boarding, and employee performance reviews.
Careers Module Breakdown

Recruitment
Create and Manage Job Openings and Postings
Manage Applicants (Job Offers, Manage Hires, etc.)

Profile Management
Create and Manage Non-Person Profile (Job Descriptions)
Link job descriptions with Recruitment, Onboarding, and ePerformance modules

On-Boarding
Allow New Employees to Complete New Hire Paperwork
Provide a Standard Orientation Experience to New Employees

ePerformance
Self-service Evaluation management application for managers & employees
Performance Differentiation

- Objectively measure performance
- Allows managers to identify and potentially reward top performers
- Requires honest, open feedback
- Provides managers with tools to improve performance
- If done well, improves employee engagement
BOR REQUIREMENT:

SUPERVISORS ARE REQUIRED TO ASSESS AND ENSURE OPTIMAL EMPLOYEE PERFORMANCE, DOCUMENT ACCEPTABLE AND UNACCEPTABLE PERFORMANCE, AND TO IMPROVE PERFORMANCE THAT IS BELOW STANDARDS OR BELOW AND EMPLOYEE’S CAPABILITIES”. HRAP, “POLICY ON PERFORMANCE EVALUATION”
OVERVIEW OF EPERFORMANCE
Performance Discussions

What’s different from prior years?

- Five-point performance rating scale
  - Better differentiate performance
  - Focus on descriptive performance ratings
  - Standardized rating scale
  - Behaviorally Anchored Rating Scale (BARS)

- Option of nominating additional evaluators to provide input

- Optional mid-year checkpoints to facilitate discussion

- Additional sections for goals, USG core values and institutional values
Five-Point Rating Scale

* Exemplary
  - Outstanding performance that consistently exceeds milestones

Superior
  - Good, solid performance that fully meets milestones and on occasion exceeds milestones

Successful
  - Good solid performance that meets all milestones. This rating conveys solid, effective performance

Partially Successful/Emerging
  - Performance falls short of the minimum criteria and standards of milestones

Not Successful
  - Performance in this area is inconsistent and does not meet milestone. Immediate and substantial improvement is needed to address this area

* Reserved for only our highest performers and is subject to final approval by next level leadership.
Behaviorally Anchored Rating Scale (BARS)

BARS COMPARE INDIVIDUAL PERFORMANCE AGAINST SPECIFIC EXAMPLES OF BEHAVIOR THAT EQUATE TO RATING SCALE

HELPS MANAGERS MORE OBJECTIVELY MEASURE PERFORMANCE OF STAFF

PROVIDES CLEAR STANDARDS AGAINST WHICH EMPLOYEES ARE RATED

RESULTS IN CONSISTENCY ACROSS LARGE ORGANIZATIONS

CONSTRUCTIVE FEEDBACK TO HELP EMPLOYEE IMPROVE PERFORMANCE
Customer Service: The extent to which the employee provides a customer friendly environment and superior service to our clients, patients, coworkers, supervisors, direct reports, faculty and students. The employee resolves customer needs with confirmed satisfaction, responsiveness and outcomes.

<table>
<thead>
<tr>
<th>Rating Scale</th>
<th>Employee -Behavioral Indicators</th>
<th>Manager -Behavioral Indicators</th>
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| **Exemplary**      | • Ask probing questions to establish customer’s needs that the customer may not have originally considered.  
                      • Fulfills customers’ needs before deadlines have passed. Put in extra times during crisis situations.  
                      • Consistently exceeds the quality expectations of the customer. Is willing to go the extra mile to “wow” customers.  
                      • Actively seeks feedback from customers during progress updates.  
                      • Follows up after progress completion to ensure satisfaction.  | • Uses data to find trends in negative customer interactions and develops alternatives. Uses qualitative data to identify common problems in the delivery of service.  
                      • Fulfills customers’ needs before deadlines have passed. Put in extra time during crisis situations.  
                      • Has established a quality guideline above the minimum that would be expected from customers. Constantly delivers beyond this quality guideline and the team consistently performs at a high quality.  
                      • Encourages others to serve customers with new and creative solutions. Can make appropriate risk calculations when supporting new and innovative strategies.  
                      • Listens to employees to understand what barriers are in their way. Works to remove employee barriers. Encourages staff to action to deliver high customer service.  |
| **Superior**       | • Work behavior related to this competency often exceeds expectations and consistently shows superior accomplishment.  
                      • Communicate with employee about sustainability of this work behavior and future development opportunities  | • Work behavior related to this competency often exceeds expectations and consistently shows superior accomplishment.  
                      • Communicate with employee about sustainability of this work behavior and future development opportunities  |
| **Successful**     | • Asks questions to clarify the customer’s needs.  
                      • Meets established deadlines.  
                      • Meets the quality expectations for the deliverables to customers.  
                      • Actively works to improve outcomes for customers.  
                      • Informs the customer of progress through the use of formal progress updates.  | • Finds ways to solicit the feedback of customers in an ongoing manner. Develops alternatives when customers identify a problem.  
                      • Completes service commitments on time. Is present during crisis situations.  
                      • Has established a minimum quality guideline for employees. Consistently meets the minimum quality guideline.  
                      • Promotes a customer centric environment with direct reports.  |
| **Partially Successful/Emerging**  | • Work behavior related to this competency occasionally falls below the required level for the position.  
                      • Often times this occurs for new hires or those with new responsibilities.  
                      • Improvement in specific areas is required.  
                      • Performance feedback and efforts to reinforce competency may provide the tools to achieve success  | • Work behavior related to this competency occasionally falls below the required level for the position.  
                      • Often times this occurs for new hires or those with new responsibilities.  |
| **Not Successful** | • Fails to ask clarifying questions in customer service exchanges.  
                      • Fails to meet the quality expectations for deliverables to customers.  | • Fails to recognize negative customer reactions. Does not actively seek the opinion and feedback of customers.  
                      • Is absent during most crisis situations. Relies on others to meet goals.  
                      • Does not establish quality work guidelines for employees. Fails to deliver quality deliverables to customers.  
                      • Does not create customer relationships or establish rapport with the customer. Does not pursue opportunities to grow customer base.  
                      • Does not promote a customer centric environment with direct reports.  |
- Goals*
- Performance Factors (competencies and job performance)
- Leadership Factors (when appropriate) – evaluates specific leadership/management skills
- USG Core Values
  - Integrity
  - Excellence
  - Accountability
  - Respect
- Institutional Values – Gordon specific values are listed here.

*This section allows managers to add content. All other sections are defaulted per template.
ePerformance Sections

- **Goals**
- **Performance Factors** (competencies and job performance)
- **Leadership Factors** (when appropriate) – evaluates specific leadership/management skills
- **USG Core Values**: Integrity, Excellence, Accountability, Respect
- **Institutional Values** – Gordon State College values

*This section allows managers to add content. All other sections are defaulted per template.*
MANAGEMENT TRAINING ON EPERFORMANCE

February 2019
Prepare for the Meeting

■ Don’t be Afraid to Confront
  - Don’t shy away from tough conversations

■ Provide a Takeaway
  - What are next steps for success

■ Focus on the Progress
  - Goals and expectations discussed prior
  - Discussion about progress

*The performance appraisal is part of your responsibility as a leader.*
S.M.A.R.T. Guidelines For Development Planning

- Specific
- Measurable
- Attainable
- Relevant
- Time Based
S.M.A.R.T. Guidelines for Development Planning

✓ Provides the employee achievable development opportunities
✓ Gives guidance on expectations
✓ Provides two-way communication
✓ Provides the employee support
✓ Employee and manager buy-in
✓ Provides possible professional growth
Performance Discussions

Bottom Line: The most important part is the conversation between managers and their employees.

- Providing direct, actionable feedback is key to developing skills and behaviors where improvements are needed and sustaining exemplary performance where it already exists. HR team members are available to provide managers and employees support throughout this process.
# Performance Evaluations Process Flow

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<th>STEP 1</th>
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Implementation Timeline/Communications

- **Nov-Dec 2019**: Pilot department test
- **Dec 2019**: USG UITS makes necessary changes
- **Jan 2020**: Institution wide announcement with training dates in Feb 2020
- **Mar 2020**: Tool launches

- **Nov 2019**: Presentation with Cabinet of ePerformance and communications/training plans
- **Dec 2019**: Presentation to all Managers
- **Feb 2020**: HR Department does institution wide training
  - Specific training on using system, developing SMART Goals and performance differentiation using new rating scales and BARS
- **01 Mar 19 –01 Apr 20**: Evaluations complete
Thank you