

Welcome to Shark Performance Management Training.

This training is designed to provide you with:

- An understanding of why performance management is so important at NSU
- Information on the annual process and what you need to do, and
- Tools to enhance your performance management capabilities.



At NSU, as employees, each of us are expected to:

focus on how to improve our own work and NSU as a whole. We focus on goals and expectations that are aligned with the University's strategic plan. These efforts have the biggest impact on the University's overall performance.

We also **strive** to be the best that we can be in our current role, so, over time we have opportunities to advance to future roles.

We're expected to **communicate well with our Managers and colleagues** to deliver strong performance. When we strive to communicate openly about our performance, we open the way to achieve our best. When we're at our best, we openly accept and provide ongoing constructive and positive feedback. Timely, honest feedback is most effective. In this way we demonstrate a willingness to **engage** meaningfully.

Each of us are also expected to **refresh our skills and knowledge** to seek an understanding of personal strengths and weaknesses. Leveraging our strengths and improving weaknesses **further develops** our own individual skills that, taken together with everyone else, create a critical mass that ultimately improves results for all of us at NSU.



As **managers**, performance management is about bringing out the best in people. It's a series of behaviours that we all need to demonstrate.

To **engage** employees, we need to inspire our teams to achieve success. The key is to ensure that everyone clearly understands how they play a role in accomplishing the goals of their team and how they align with and contribute to the University's goals.

We need to **communicate with and coach** employees to enable strong performance. We will provide ongoing feedback to help them achieve their best; address difficult issues directly, and not accept sustained underperformance or mediocrity.

We must **differentiate performance** to ensure the appropriate allocation of **recognition and rewards**.

Finally, we must be willing to **refresh our skills and knowledge**, to seek understanding of personal strengths and weaknesses, including continually assessing and developing performance management skills.

Fair and equitable

Consistently applied

Simple and easy to use

Performance Management at NSU is designed to be:

Fair and Equitable

Consistently applied

Simple and easy to use.



The slide is titled "Agenda" and features the NSU (Nova Southeastern University) logo in the top right corner. The main content is organized into a vertical list of items, each in a blue bar with white text. The items are: "Performance Management Overview", "1. Performance expectations", "2. Evaluating and differentiating performance", and "3. Successful performance discussions". Below these items are several horizontal bars with a light gray gradient. A small number "5" is located in the bottom right corner of the slide.

Agenda

NSU
NOVA SOUTHEASTERN
UNIVERSITY

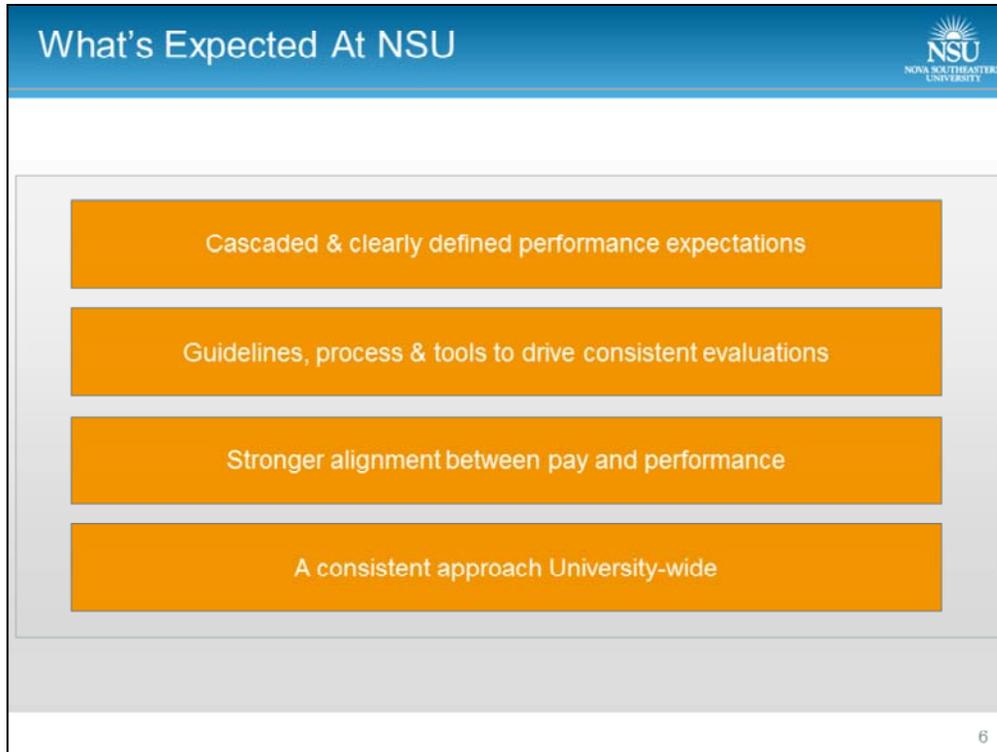
Performance Management Overview

1. Performance expectations
2. Evaluating and differentiating performance
3. Successful performance discussions

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In this training, we will cover three key areas:

- Performance expectations
- Evaluating and differentiating performance
- How to have successful performance conversations



There are four primary expectations for performance management at NSU:

- 1) Clear and Aligned Expectations:** aligning Employee goals with the Institution's goals. NSU cascades goals and integrates its core values into performance management. NSU focuses on its Managers by defining people management skills and measuring its Managers to those skills.
- 2) Fairness:** using guidelines, tools and processes to help ensure consistency and fairness.
- 3) Compensation:** a strong correlation between the Employee's performance rating and merit increase. NSU is committed to providing market competitive pay; when funds exist, NSU provides merit increases based on Employee performance.
- 4) Consistency:** holding both Managers and Employees accountable for successfully completing each step in the performance evaluation process, to ensure consistency in the process University-wide.

Performance Management Cycle



The Performance Management calendar is aligned with the fiscal year calendar, which runs July 1 through June 30.

NSU has a formal goal cascade process – the goals of the University are used to set Division/Center goals and then, in turn, used to set Employee goals.

Goal cascade includes each Division/Center holding meetings to discuss goals for the performance year, and ensure that those goals are aligned with the University's goals.

At each cascaded level, the group leader facilitates a Goal Setting and Alignment Meeting.

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The Performance Management calendar is aligned with the fiscal year calendar, which runs July 1 through June 30.

NSU has a formal goal cascade process – the goals of the University are used to set Division/Center goals and then, in turn, used to set Employee goals. Division goals are aligned with the University's Vision 2020 and 5-year business plan.

Goal cascade includes each Division/Center holding meetings to discuss goals for the performance year, and ensure that those goals are aligned with the University's goals. Typically, these meetings are about 4-hours long. Managers and Employees then align their annual goals with the Division/Center goals.

At each cascaded level, the group leader facilitates a Goal Setting and Alignment Meeting. This meeting should:

- Establish and prioritize goals for the next performance year;
- Translate how goals should be distributed across functions & individuals;

- Identify key barriers, resource requirements & how to evaluate impact;
- Identify goal implications & messaging for next cascade level below;



NSU has three Manager-Employee meetings associated with each performance year.

Two are longer meetings and one is a shorter meeting.

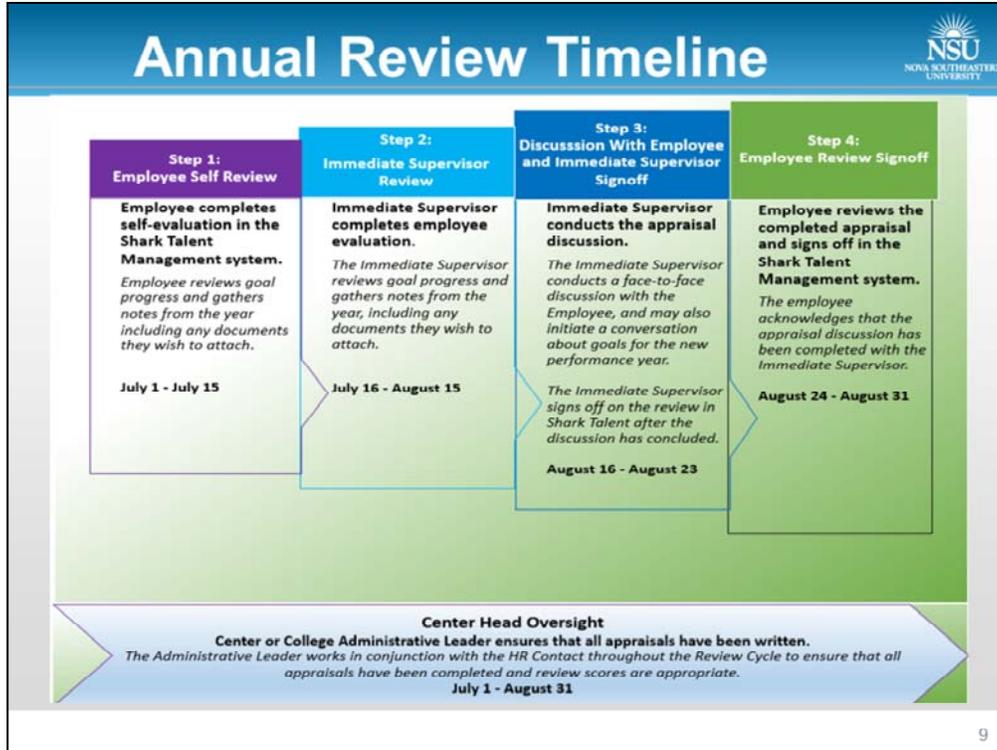
Manager - Employee meetings provide multiple formal occasions to confirm performance expectations and provide feedback. For the process to be effective, each Manager and each Employee must commit to, and be engaged in, each of these discussions.

The first long meeting is the Performance Discussion which occurs in the July-August timeframe. This is a one-on-one meeting between the Manager and Employee to cover a “look back” to evaluate the past performance year, and a “look forward” to discuss expectations for the coming performance year.

The second long meeting is a Mid-year Review Discussion between the Manager and Employee and should occur in the January – February timeframe. This meeting is a time to provide formal feedback regarding the Employee’s performance to date, and to adjust the annual goals, if needed.

The short meeting occurs in the month of November following the close of the performance year. This meeting is for the Manager to communicate any relevant compensation changes to the Employee. All compensation adjustments are based on the University’s availability of funds, which are impacted by

student enrollment numbers, research endowments and other business factors.



This is the NSU Annual Performance Review Timeline:

Each Employee is expected to have performance goals, or updated performance goals, in the Shark Talent Management system by June 15th.

Each Manager is expected to have approved the employees goals on or before June 30th.

Each manager completes the employee evaluation in the Shark Talent Management system by August 15th.

Then, during the week of August 16 through 23, the manager schedules a formal one-on-one performance discussion with each Employee that reports to them. If an employee has changed positions or changed supervisors during the fiscal year, then the current supervisor will conduct the review obtaining feedback from the previous supervisor. If the previous supervisor is no longer with the University, the current supervisor should consult with other supervisory staff that have worked closely with the employee to assist in filling out the evaluation.

During the week of August 24 through 31, the employee reviews the completed appraisal and signs-off in the Shark Talent Management System to acknowledge that the discussion with the immediate supervisor has been completed.

On July 1st, the new performance year begins. The employee enters or updates goals in the Shark Talent Management system at any time during the new performance year and submits these to the immediate supervisor for approval.

Engaging in the Performance Discussion



The diagram illustrates the components of a performance discussion meeting. On the left, three boxes specify: 'Private location', 'Key messages & discussion', and 'Allow 60 minutes' (with a clock icon). On the right, a 'Meeting Agenda' box lists five items: 'Have a dialogue', 'Share a summary', 'Discuss what to start, stop, continue doing', 'Discuss performance expectations', and 'Ensure availability of necessary resources; agree to follow-up if changes occur'.

Private location

Key messages & discussion

Allow 60 minutes

Meeting Agenda

- Have a dialogue
- Share a summary
- Discuss what to start, stop, continue doing
- Discuss performance expectations
- Ensure availability of necessary resources; agree to follow-up if changes occur

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Each Employee is expected to have completed a self-assessment, and provide the self-assessment to their Manager by July 15th.

Each Manager is expected to schedule a formal one-on-one performance discussion with each Employee that reports to them. On the timeline for 2015, these conversations would happen between August 16th and 24th.

The Employee and the Manager should set aside approximately one hour for this discussion. The location should be private and free from distractions, such as cell phone and e-mail interruptions.

This meeting is a **two-way discussion about performance** – a look back at the past performance year and a look ahead at the coming year's performance expectations.

The Employee provides a brief summary of performance over the past year. The summary includes highlights of what they believe they did particularly well, goals accomplished, and areas for improvement or development.

The Manager provides an assessment of the Employee's performance for the year, focusing on how the Employee's performance aligned with the goals and expectations set over the past year.

The Manager considers outcomes and competencies demonstrated, and shares specific recommendations about what the Employee should start doing, stop doing and continue doing.

The Manager reviews each Employee goal and discusses the Employee's ability to accomplish the goal. The Manager should provide examples (observation, customer feedback, reports, etc.) of data to support the review.

The Manager should share expectations with the Employee for performance during the coming year, such as 'What should the Employee do differently?' Or, 'What is working well that the Employee should continue to do?'

The Manager and the Employee then discuss resources needed to accomplish goals for the coming year, such as time, people, system access, or additional training.

The Employee should feel free to ask questions to ensure a clear understanding of the Manager's performance expectations, and especially, what is needed to be successful in the coming year.

Conducting the Mid-year Discussion



The diagram illustrates the components of a mid-year discussion meeting. It features a central 'Meeting Agenda' box with four items: 'Review performance expectations', 'Discuss progress', 'Confirm if anything needs to change', and 'Ensure availability of resources; agree to follow-up if changes occur'. To the left, three boxes specify 'Private location', 'Key messages & discussion', and 'Allow 60 minutes' (with a clock icon). The background shows a person in a meeting setting.

Private location

Key messages & discussion

Allow 60 minutes

Meeting Agenda

- Review performance expectations
- Discuss progress
- Confirm if anything needs to change
- Ensure availability of resources; agree to follow-up if changes occur

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Similar to the annual performance discussion, the Manager has a formal, mid-year, one-on-one performance discussion meeting in the December - January timeframe, with each Employee reporting to her or him.

The focus of this meeting is to confirm the Employee's performance expectations, and to note any changes to goals set during the initial performance discussion in the July – August timeframe.

The Employee and the Manager should set aside approximately one hour for this discussion. The location should be private and free from distractions, such as cell phone and e-mail interruptions.

The Manager provides feedback about the Employee's performance, with specific examples of how the Employee is, or is not, demonstrating expected performance.

The Manager recommends one or two areas to the Employee, to develop and strengthen performance over the coming months.

The Employee provides results of progress to goals and identify what, if anything, is needed to accomplish the goals.

In the mid-year discussion, one of the most important things an Employee can do is to listen to the feedback that the Manager provides to improve the Employee's performance.

Be courageous! If the Manager does not provide the Employee any areas to improve or develop, ask! Even top performers have room for improvements in performance.



NSU's performance management process is designed to be meaningful and consistent across the University.

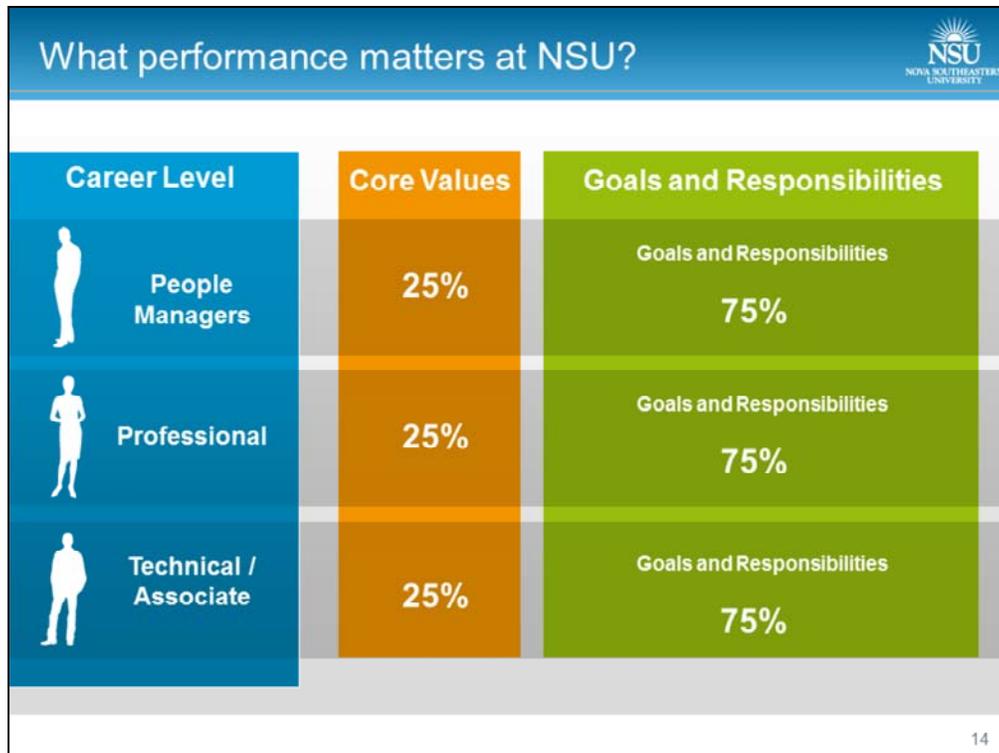
The heart of the process is the **partnership between Employees and Managers**.

Managers are expected to coach, guide and provide high-quality feedback. Managers are ultimately accountable for ensuring each of their Employees has a *Performance and Development Form*. Leaders – from the President down to first line Managers are accountable for this. No leader can opt out of performance management.

Employees are expected to take accountability for their own performance, to **understand and achieve their goals**, and to assess their own strengths. At year-end, Employees review their performance for the past year, and devise action plans to develop their career in the following year.

Agenda	
Performance Management Overview	
1. Performance expectations	
2. Evaluating and differentiating performance	
3. Successful performance discussions	
4. Year-end outcomes	
Wrap-up and answer questions	
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Now, let's focus on performance expectations.



NSU has clarified “what performance matters” for each Employee career level.

People Managers are those Employees who manage one or more other Employees, Professionals are salaried Employees who do not manage other Employees, and Technical/Associate are non-exempt or hourly-paid Employees.

NSU also weighs performance criteria based on the criteria’s relative importance to the job’s career level.

For People Managers, 75% of the People Manager’s rating is composed of goals and responsibilities. Of this 75%, 50% of their rating is based on people management as reflected in an assigned people manager goal. The presence of this assigned goal spotlights the importance of people management to the success of the institution, and the importance of Managers accomplishing their department and center goals through their Employees. Then the remaining 25% of the goals and responsibilities section comes from ratings on specific performance goals for this people manager. Another 25% of the rating comes from evaluation of this manager’s alignment to NSU’s core values.

For Professional Employees, 50% of their rating is based on annual goals, 25% is based on the principal responsibilities as outlined in the Employee’s job description, and 25% is based on core values.

For Technical/Associate Employees, 75% of their rating is based on task goals, which are the

responsibilities outlined in the Employee's job description, and 25% is based on core values.

For all jobs, Core Values are weighted 25%.



NSU has implemented performance management technology called Shark Talent Management.

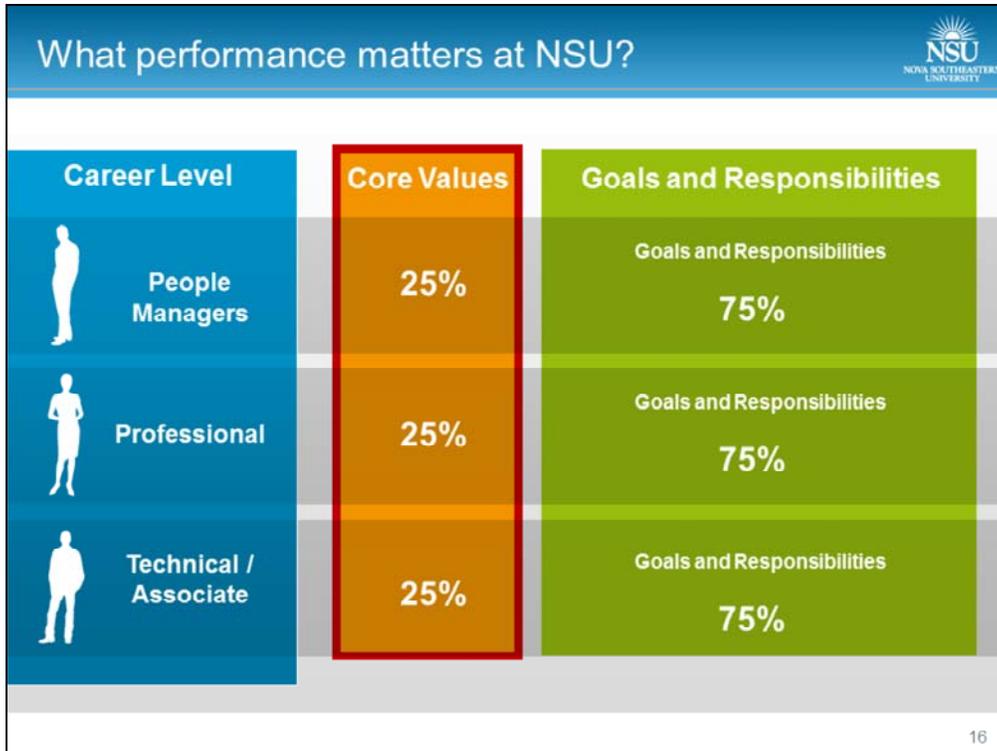
This technology allows managers and employees to access the forms electronically. Performance documentation is no longer done on paper.

The technology automatically calculates ratings, so it does not need to be done by hand.

Specific training on our technology solution is available.

There is one form regardless of your career level (does not include faculty, adjunct or part time employees).

Note: 10-month and 11-month employees at Mailman Segal Center and University School are on a separate performance management process.



NSU has clarified “what performance matters” for each Employee career level. New this year the weighting of goals and responsibilities and core values is the same regardless of your career level.

People Managers are those Employees who manage one or more other Employees, Professionals are salaried Employees who do not manage other Employees, and Technical/Associate are hourly-paid Employees.

For People Managers, 75% of their rating is based on goals set annually combined with one rating question about the individual’s behaviors and responsibilities as outlined in their job description. Another 25% of their rating is based on core values.

Every year, Managers are assigned a People Manager Goal, which is used to assess staff management capabilities. If you manage one or more employees during in any portion of a performance year, you will be assigned a People Manager Goal to assess staff management capabilities.

For Professional Employees, 75% of their rating is based on goals set annually combined with one rating question about the individual’s behaviors and responsibilities as outlined in their job description. Another 25% of their rating is based on core values.

For Technical/Associate Employees, 75% of their rating is based on goals set annually combined with one rating question about the individual’s behaviors and responsibilities as outlined in their job

description. Another 25% of their rating is based on core values.



What core values mean to you and your unit.

For each Core Value, behaviors have been identified to show what the value looks like in action.

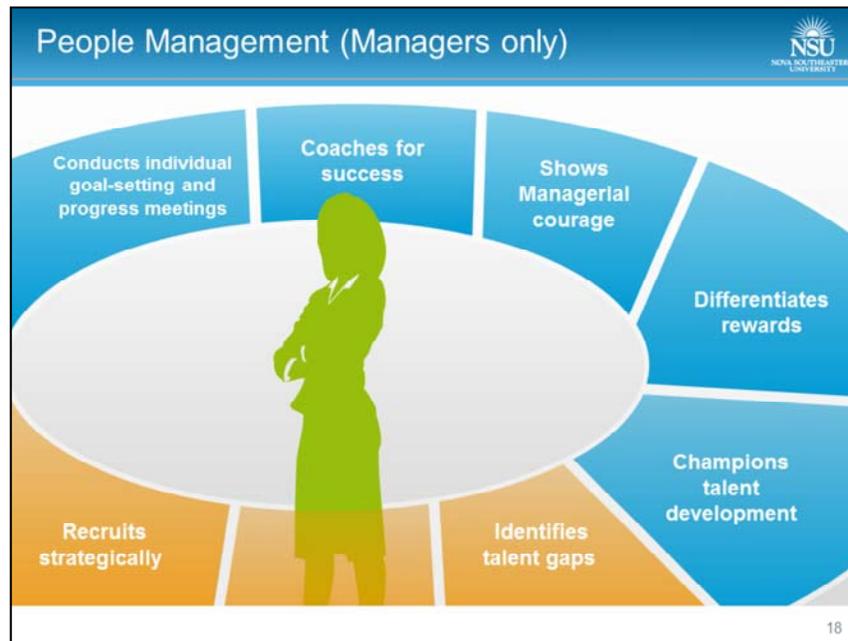
For example, **Academic Excellence** includes the following example behaviors:

- Provides top quality resources and services to support academic excellence
- Identifies issues that might affect academic excellence and escalates them to the appropriate stakeholders or, if appropriate, participates in designing/implementing solutions;
- Supports a culture and environment that fosters learning;

Take a few minutes to review the core value, and the example behaviors provided. Consider your own job.

Think of what *Academic Excellence* would look like in your work.

Review the full list of Core Values and the behavioral indicators for each one. Consider how each one applies to your job.



Every Manager who is managing one or more Employees will be held accountable for effective people management.

Accountabilities include:

- Conducting meetings with each Employee to set and review performance expectations and monitor progress;
- Coaching for success by providing ongoing feedback to the Employees, and not waiting until a formal Performance Discussion or the Mid-year Review;
- Showing managerial courage by making clear distinctions between performance levels and taking quick action on poor performance;
- Differentiating rewards by focusing on providing rewards that align with performance delivered. Rewards can be compensation or learning and development opportunities.
- Championing talent development by inspiring the development of Employees and providing them with challenging assignments. Managers should enjoy watching their Employees make progress and should provide support to that progress.

Accountabilities specific to Managers of Managers are:

- Identifying talent gaps and determining the mix and level of talent required to support current and future goals;
- Recruiting strategically by attracting and hiring internal and external talent to ensure the University will be appropriately staffed to meet current and future goals and challenges;

Like Goals and Core Values, People Management expectations are included on the Performance and Development Form. For any Manager with one or more direct reports, People Management expectations is an essential piece of an individual's overall performance assessment and accounts for 50% of a People Manager's rating.

NSU makes a strong commitment to ensure that each Employee has the leadership they deserve and need in order to be most successful.

Why is goal setting important?



Align actions with goal cascade



Clarify expectations for team members



Preparation for differentiating performance

Why is goal setting important?

Goal setting is important to:

- align Employees' actions with the University's vision;
- clarify expectations for team members; and
- create a level playing field on which performance can be differentiated.

At NSU, each Employee is responsible and accountable to set and accomplish goals.

Employee goals are defined based on the career level of the Employee.

College heads will set their college or center’s organizational goals.

Managers and Professional level staff work with their college heads to set annual goals.

Technical and Associate Staff work with their immediate supervisors to set annual goals which cascade from the college or center’s organizational goals.

For technical and associate staff, HR Compensation has also set specific task goals which are assigned to each position.

Let’s discuss the first type of job-specific goals – **Annual Goals**.

Annual goals are used for all exempt jobs (jobs where an Employee is paid an annual salary).

Annual goals typically have expected results that change from year-to-year.

Annual goals require thoughtful review of the Manager's and team's objectives, and drafting of an individual's annual goals should align with these objectives.

Goals

NSU
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UNIVERSITY

470 Non-exempt Jobs
1,350 Employees

Technical/
Associate

Task Goals

21

Task Goals are used for all of **NSU's non-exempt jobs**.

NSU has adopted task goals for our non-exempt jobs to ensure three key outcomes are accomplished:

1. There is fairness and equity for all employees that are doing the same job regardless of where they are at the University. For example, that all administrative assistants are held accountable for the same goals regardless if the report to the Dean of a school or to the head of a support function like OHR or OIT
2. In creating this consistency, NSU has established the foundation for making skills more transferable to other jobs across the institution, enhancing our career ladders and job opportunities for our staff
3. Creating the foundation for more accurately comparing ourselves to the external market for benchmarking of job responsibilities and compensation

To create task goals, NSU went through a diligent process, which included:

1. OHR and College or Center leadership drafted job task goals for all of NSU's non-exempt jobs.
2. These task goals were then shared and refined with managers to ensure that they were reasonable across the University

For each individual employee in a non-exempt job, their task goals will be pre-set for them. If you are in a non-exempt job, during your Performance Discussion in the next month or so, your manager

will share with you your task goals for your job.

Goal Type: Task Goals 

Task Goals Example for Administrative Assistant 1 

- Responds to inquiries and resolves routine problems requiring general understanding of work-area policies and procedures
- Composes, edits, proofreads, and types basic documents; creates mail merges and performs mass mailings; photocopies and collates basic material.
- Prepares forms and documents; verifies data for discrepancies and follows up to ensure accuracy.
- Enters data and generates reports from NSU specific software systems.
- Schedules meetings, appointments and coordinates travel.

Manager and Employee can add additional goals

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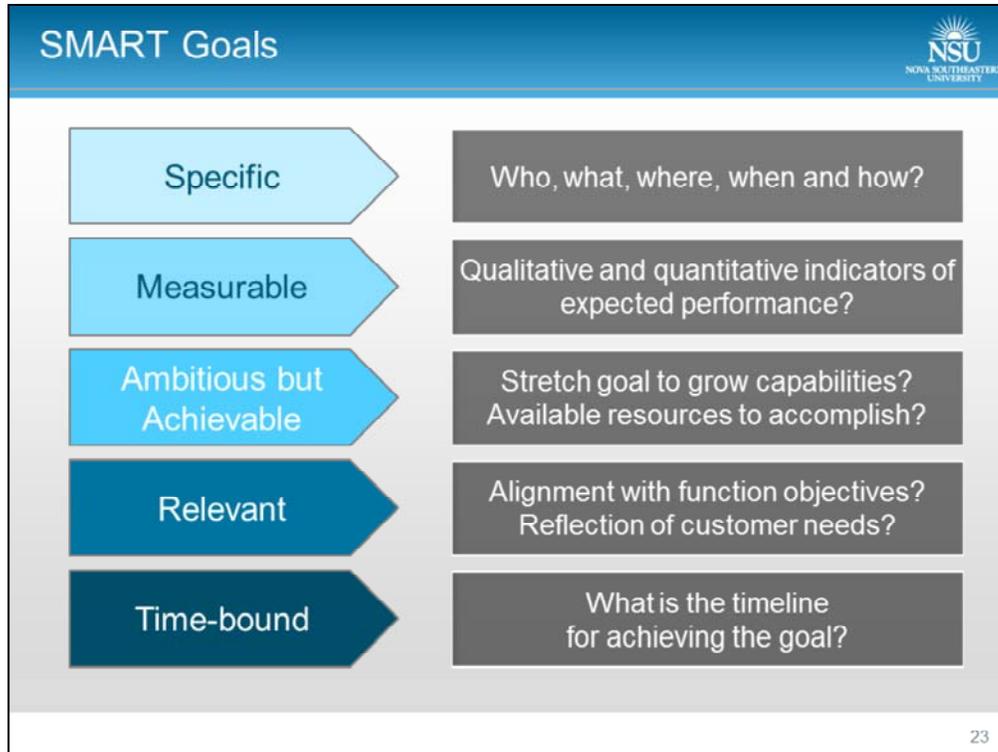
Employees in non-exempt jobs have task goals. These types of goals don't change from year-to-year. Listed here are several examples of **Task Goals** for the Administrative Assistant role.

<Pause for approximately 10 seconds>

As you can see, these are more “task” oriented. These goals are a direct reflection of the individual’s job description.

NSU has made a commitment to ensuring consistency of task goals across the University. A team within **Human Resources drafted task goals for all of NSU’s non-exempt positions**. These task goals were then shared and refined with Managers to ensure that they were reasonable and applicable for the jobs across the University. Task goals are pre-set for each individual employee in a non-exempt job.

During the performance planning meeting, each Manager should review these pre-set Task Goals with their Employee each year. It is important that the Employee and Manager both understand and agree with the task goals.



Either approach to goal setting – Annual Goals or Task Goals – should adhere to SMART goal criteria.

The concept of SMART goals is one of the most helpful frameworks for drafting effective and meaningful goals. The goal is drafted to meet each of the SMART criteria – Specific, Measurable, Ambitious but Achievable, Relevant, and Time Bound. Each component is critical to building Employee commitment and likelihood of success. Regardless of what your role is at NSU, the SMART framework can be used.

Specific – Does it state what is to be accomplished? “Improving customer service” is too general.

Measurable – How will you know whether or not the goal has been achieved? Can the performance expectation be quantified? If not, what qualitative metrics will you look to in order to measure success?

Achievable – Is the goal challenging, but within reach if the Employee is committed and performs effectively? What constraints might affect performance and have they been allowed for?

Relevant – Are you clear about the short- and long-term goals and strategies? Does the goal align with the University’s key objectives this year and/or the center/department/division business plan?

Time-bound – What deadlines need to be met? Are there any key milestones during the course of the project which must be met if the overall goal is to be achieved?

SMART Goals	
Example Goal	SMART Goal
Reduce maintenance costs by 5%	Reduce maintenance costs by 5% by the end of the year through implementation of a more frequent maintenance schedule and other programs designed to decrease down time and parts inventory
Increase customer satisfaction	Increase customer satisfaction by 5% or be at or above the 90th percentile by mid-year (as measured by the Employee customer satisfaction survey) through continuous customer communication and proactive issue resolution

SMART goals are easier to talk about than they are to write. Let's look at two examples of how goals can be written and how they can be made "smarter."

In the left had column you will see a vague goal. On the right is an example of how the goal can be written smarter.

Example goal (Reduce maintenance costs by 5%) SMART goal (Reduce maintenance costs by 5% by the end of the year through implementation of a more frequent maintenance schedule and other programs designed to decrease down time and parts inventory)

Example goal (Increase customer satisfaction) SMART goal (Increase customer satisfaction by 5% or be at or above the 90th percentile by mid-year (as measured by the Employee customer satisfaction survey) through continuous customer communication and proactive issue resolution)

Can you see how the SMART goal is SPECIFIC, Measureable, Ambitious but Achievable, and Time bound?

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Wrap-up and answer questions	
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The next section is on evaluating and differentiating performance, which occurs during the year-end evaluation process.

Then there will be a section on conducting successful performance discussions, which should occur throughout the year.



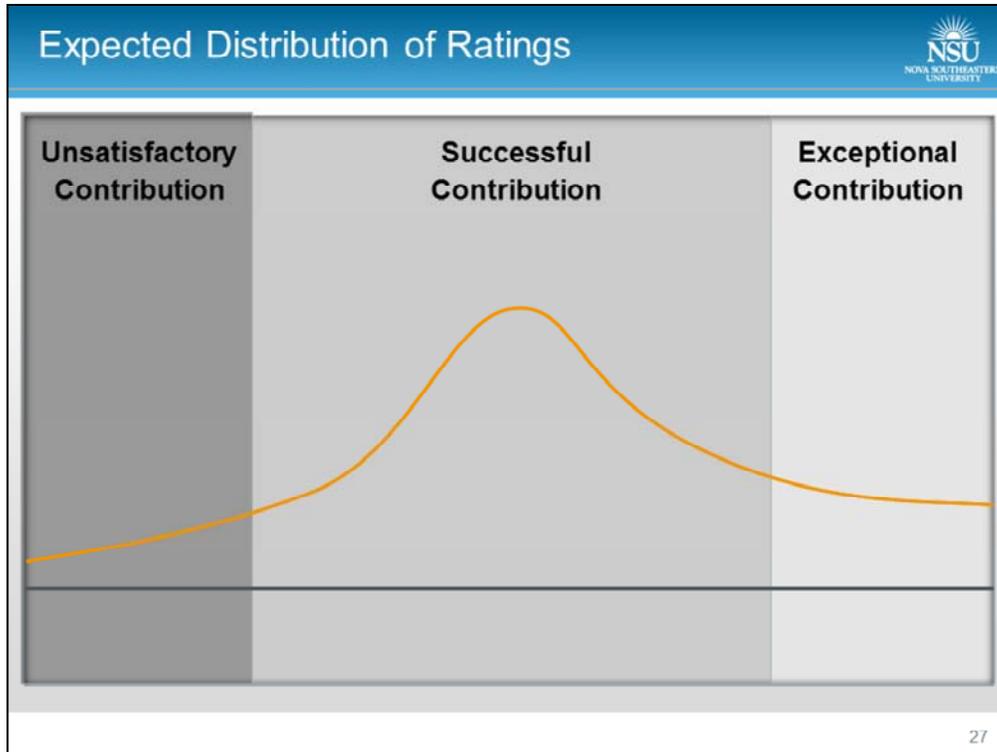
There are five key steps to get ready to prepare for the year-end discussion:

1. Each Employee completes a **self-assessment** in Shark Talent Management between July 1 and 15 .

2. Managers gather data to support the Employee’s performance evaluation. This may be direct interaction with the Employee, notes the Manager has made about the Employee throughout the year, reports the Employee has completed, or feedback from co-workers and customers the Employee has worked with regularly. Specific data should be dependent on the Employee’s job. Managers and Employees should consider the entire year of performance.

3. After all the relevant information has been obtained, the Manager completes the review of the Employee’s *Performance and Development Form* summarizing the entire year of performance.

All completed Employee *Performance and Development Forms* in Shark Talent Management should be submitted to the Office of Human Resources by September 15th.

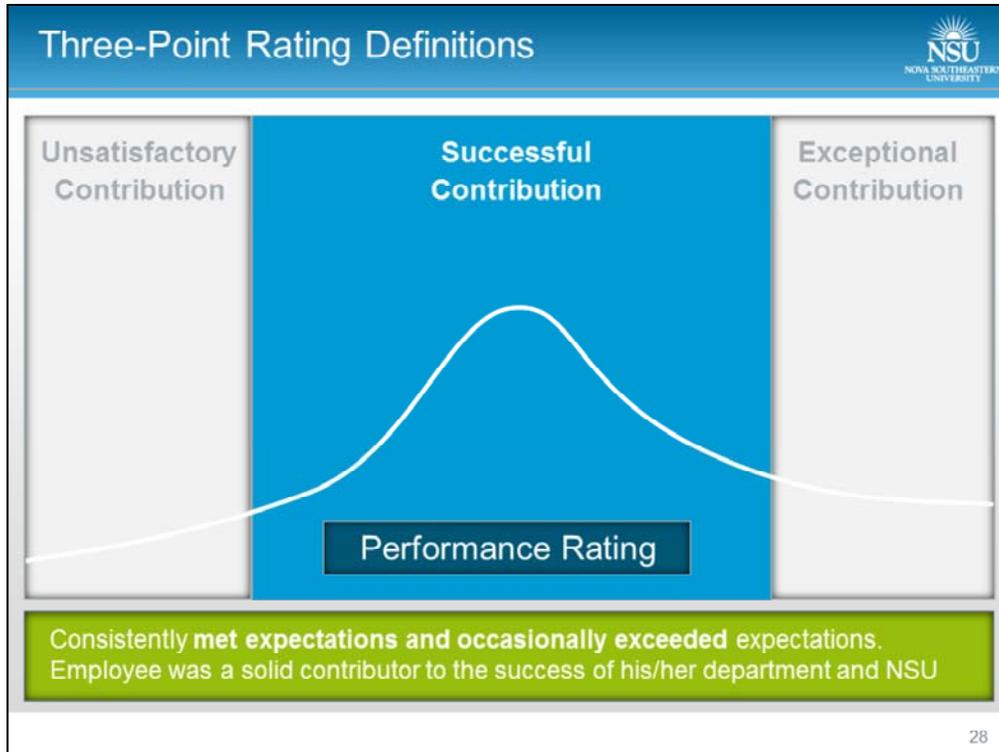


Employee Performance is rated using a three-category rating scale rather than a numerical value.

NSU generally expects:

- A **majority of its Employees should be in the “Successful Contribution”** category;
- A **small group, if any, of its Employees, may be in the “Unsatisfactory Contribution”** category;
- **Up to 30% of its Employees may be recognized as truly high performers in the “Exceptional Contribution”** category.
- All employees to “stretch”, meaning that NSU’s standards are challenging, yet achievable.

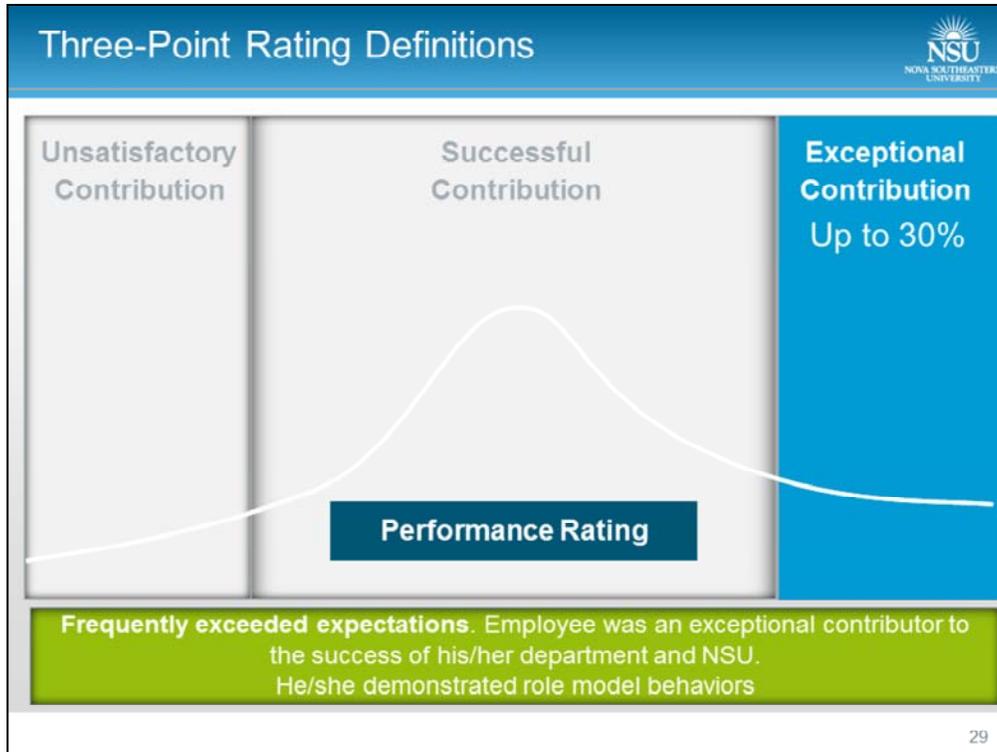
This expected distribution of Employee Performance is guided, not forced, which means that Managers are not tasked with identifying a certain percentage of Employees to be in the bottom category or the top category. Rather, it is guided to allow Managers to truly identify Employees who go above and beyond in performance.



NSU expects most Employees to fall into the middle performance category which is labeled **“Successful Contribution.”**

An Employee that receives a successful contribution rating has consistently met and occasionally exceeded expectations, and was a solid contributor to the success of his/her department and NSU.

Employees who have an overall rating of successful contribution are on target and meeting expectations.



NSU does not assign a guided or forced distribution of performance ratings.

NSU's top rating is Exceptional Contribution. Employees in this category **frequently exceed expectations**. The Employee is an **exceptional contributor** to the success of his/her department and NSU. He/she demonstrates **role model** behaviors.

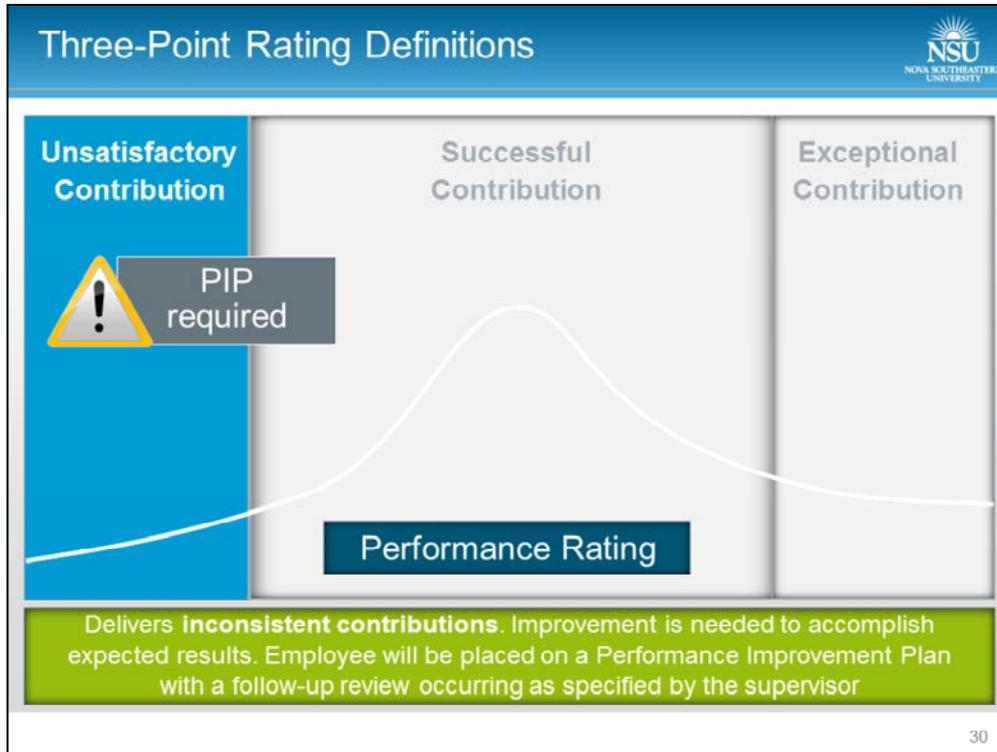
NSU expects that no more than 30% of its Employees will be rated as **Exceptional Contribution**. This 30% is a guideline for all non-faculty Employees across the University.

It does not mean that each Manager must only have 30%, or, that a Manager over five Employees could only rate one Employee as **Exceptional Contribution**.

It is expected that if NSU has 30% of Employees exceeding expectations, NSU will accomplish Vision 2020.

Consider your own performance:

- Are you a successful contributor, meeting expectations and consistently performing?
- Are you going above and beyond, consistently exceeding expectations?
- Can you identify colleagues or Employees who fall into each of these categories?



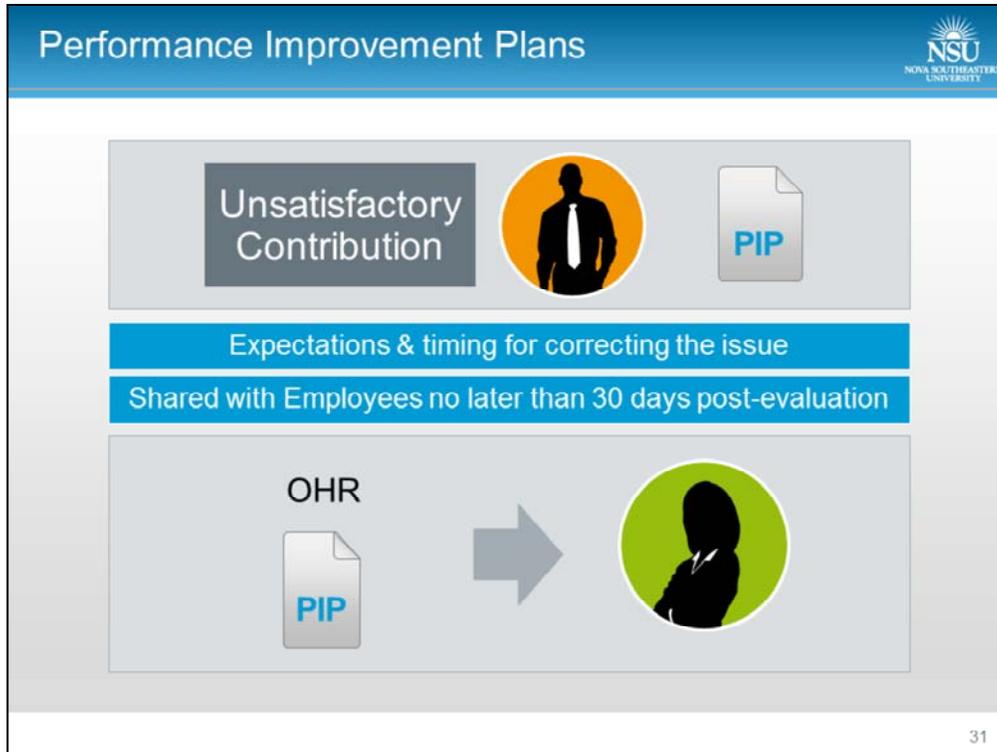
The last rating is “**Unsatisfactory Contribution.**” An Employee who receives an unsatisfactory contribution rating delivers results but in an inconsistent manner.

A Performance Improvement Plan (PIP) is required for any Employee that is rated **Unsatisfactory Contribution.**

The Office of Human Resources works with the Employee and the Manager to ensure that the improvement plan is defined with appropriate timeframes for improvement.

An Employee who does not improve as a result of this plan can be terminated, unless there is a specific reason that this action should not occur.

It is NSU’s intent that no Employee should be put on a PIP more than two consecutive years. Should this occur, it is an indication that the Employee is not able to succeed in their current job and/or at NSU.

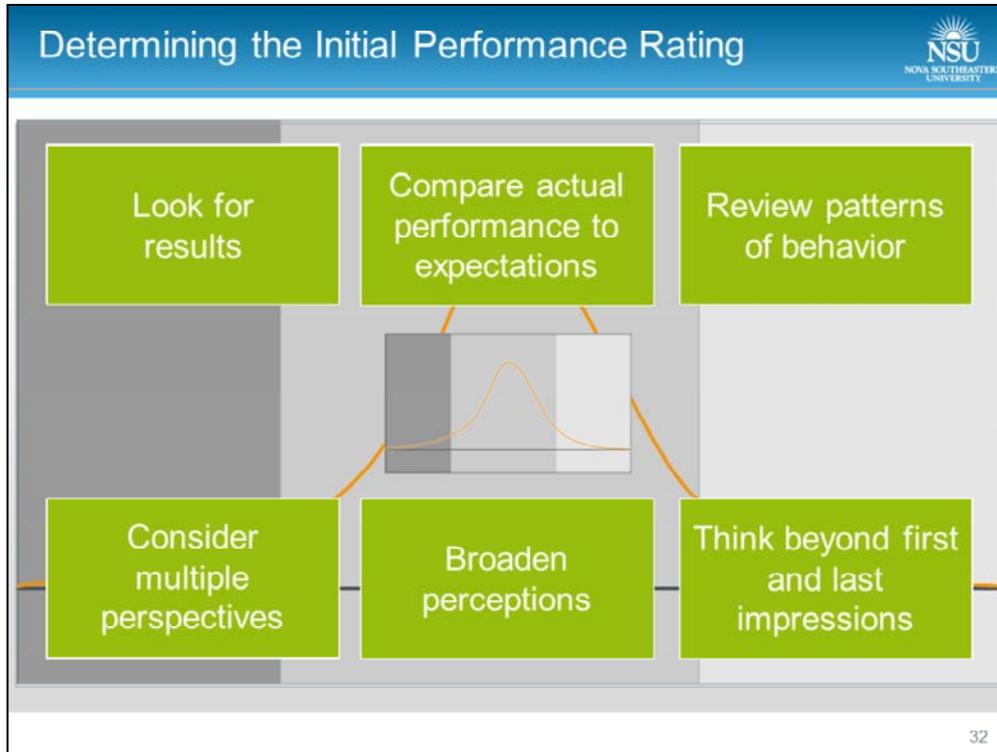


If an Employee’s performance category is “Unsatisfactory Contribution,” he/she is required to have a formal Performance Improvement Plan (PIP).

If an Employee receives an Unsatisfactory Contribution rating, his/her Manager will share this rating during the Performance Discussion.

The PIP addresses specific areas of sub-par performance outlining the expectations and timing for correcting the issue.

PIPs can also used at any time during the year when ongoing performance is not meeting expectations.



Employees completing self assessments, or Managers completing Employee reviews should use the following guidelines to help determine the performance rating:

- Look for **results**
- **Compare actual performance to standards**
- Review **patterns of behavior**; look for performance trends
- Get **multiple perspectives**
- Don't let good or bad behavior in one area affect your **perceptions** about other areas
- **Think beyond first and last impressions**; gather information and facts from multiple sources

Remember that rating weak performers too highly undermines NSU's ability to recognize top performers and does not help NSU achieve better performance.

Alignment Discussion



Next-level Manager

Manager

Review each of your Employees

Confirm expectations

Bring facts to support your recommendations

Confirm any changes

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If appropriate and necessary, each Manager should **hold a data-driven alignment discussion with his or her Manager** to discuss potential performance rating assignments for their direct reports. The goal is to leave the meeting with an agreed initial rating. This step helps build consistency in ratings.

It is **strongly recommended, and helpful, that Managers have these discussions in advance of one-on-one discussions with Employees.**

There are two reasons for holding the alignment meeting in advance of the one-on-one discussion with the Employee:

- The Manager is provided an opportunity to practice key messages to be delivered during the one-on-one discussion.
- The next level Manager is provided an opportunity to include additional insights for consideration in the Manager's one-on-one discussion.



NSU encourages Managers to have professional development and career discussions with those Employees that are at or above the performance targets for their job.

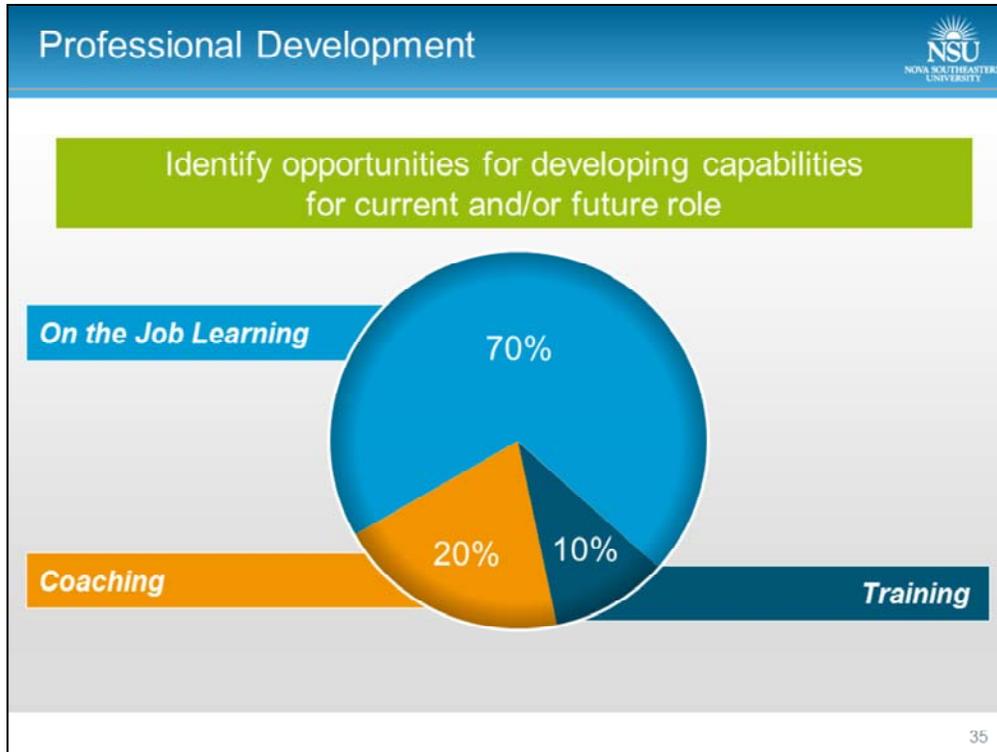
The focus of the professional development planning is based on the Employee's current role.

If an Employee is successfully performing in his or her job, the discussion should focus on capabilities the Employee should enhance for even greater success in the Employee's current and potential future roles.

If the Employee is not performing successfully, the conversation should focus on developing capabilities to ensure successful performance in the Employee's current role.

Professional Development action items are documented in the Professional Development section of the *Performance and Development Form*. This section ensures that each Employee is given ample professional development opportunities to succeed in their current role and/or successfully grow into future roles.

It is not required that this section of the Form be completed. NSU is more focused on encouraging Managers to have **discussions** with their Employees about development and careers.



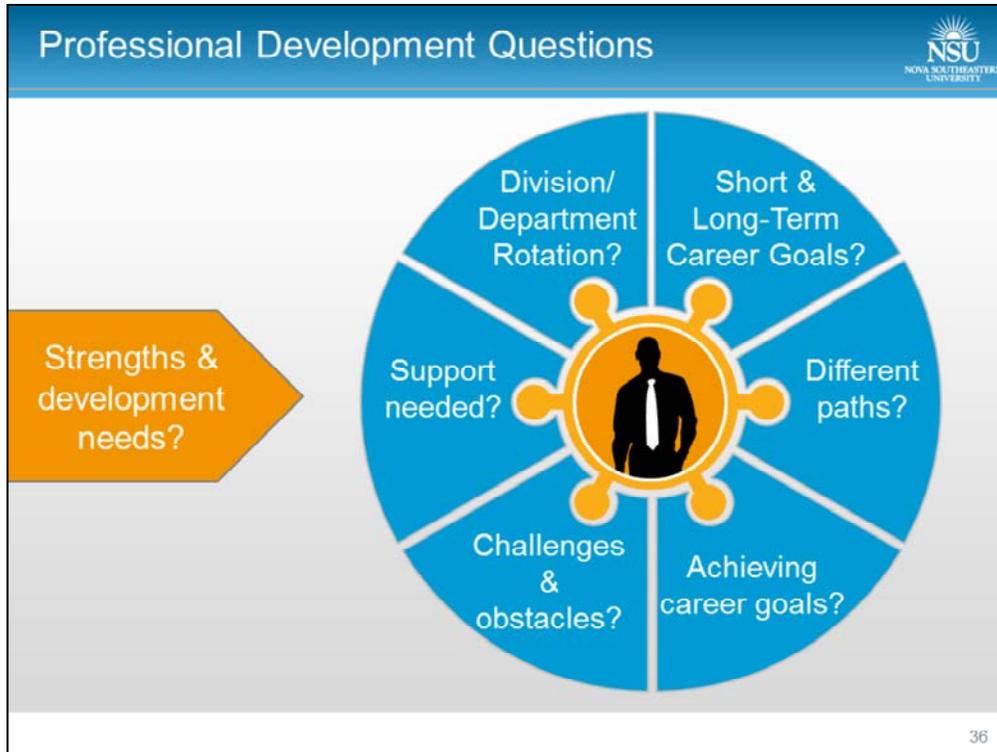
The purpose of professional development is to identify opportunities for developing capabilities for the Employee's current or future role. Research shows that Managers tend to assign formal "training" as the primary means of developing Employees. While training on technical or job specific knowledge can be effective, it's often difficult to transfer behavioral learning to the workplace. Instead, Managers should encourage Employees to identify developmental opportunities that are "On the Job."

What activities come to mind when you think of "On the Job" learning,? {Pause for 10 seconds}

One example might be for a Maintenance Engineer to lead a project to upgrade certain equipment across the University.

On the job learning can include leading a team or a project – interacting and gathering information from other Employees, communicating the upgrade, and facilitating the teams conducting the work.

Ultimately, the types of development opportunities that Managers and Employees choose will depend on their career goals.



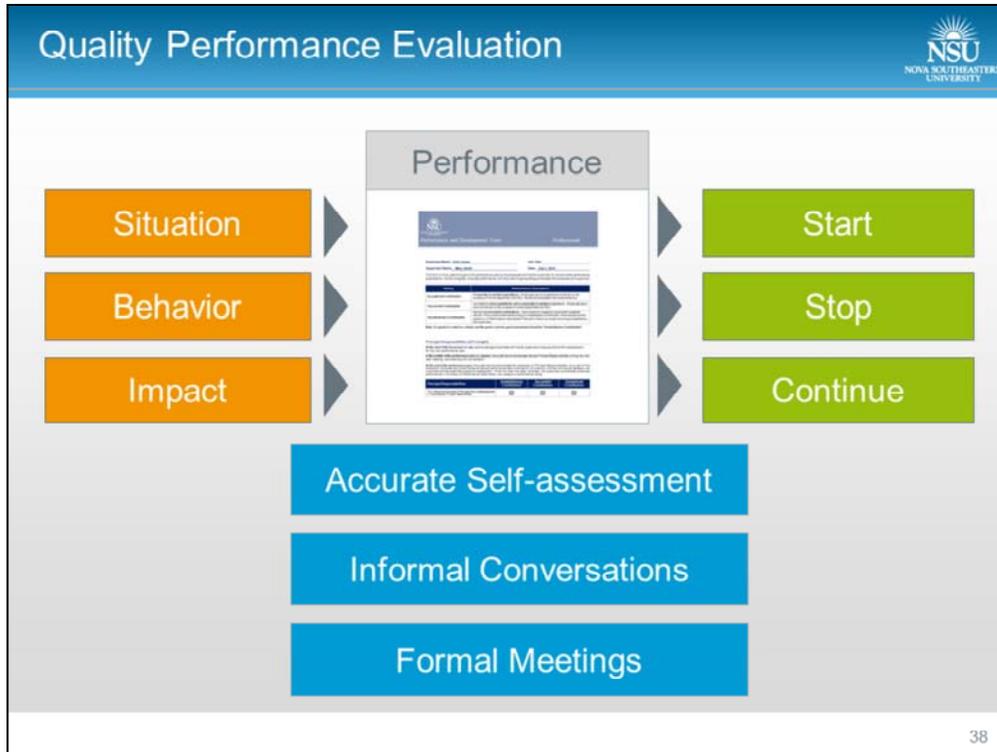
Employees and Managers should address the below key questions when considering Employee Professional Development:

1. What are my key strengths and development needs?
2. What are my short and long-term career goals?
3. What are the different paths I might take to reach my career destination/goals? Which path do I prefer and why?
4. What will it require for me to achieve my career goals?
5. What challenges or obstacles exist to attaining my career goals? Be specific.
6. In what ways could my Manager support me in reaching my goals?
7. If a career opportunity was presented to me, but required me to move to another center, division or department, would I consider it?

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Effective discussions about performance, and getting the most out of these conversations.

Conversations about performance, what's working well and what needs to improve, is one of the most important things a Manager can do.



The Performance Discussion is the Employee’s opportunity to summarize year end results and provide examples to make it meaningful and specific.

Here is one way to organize and share specific information.

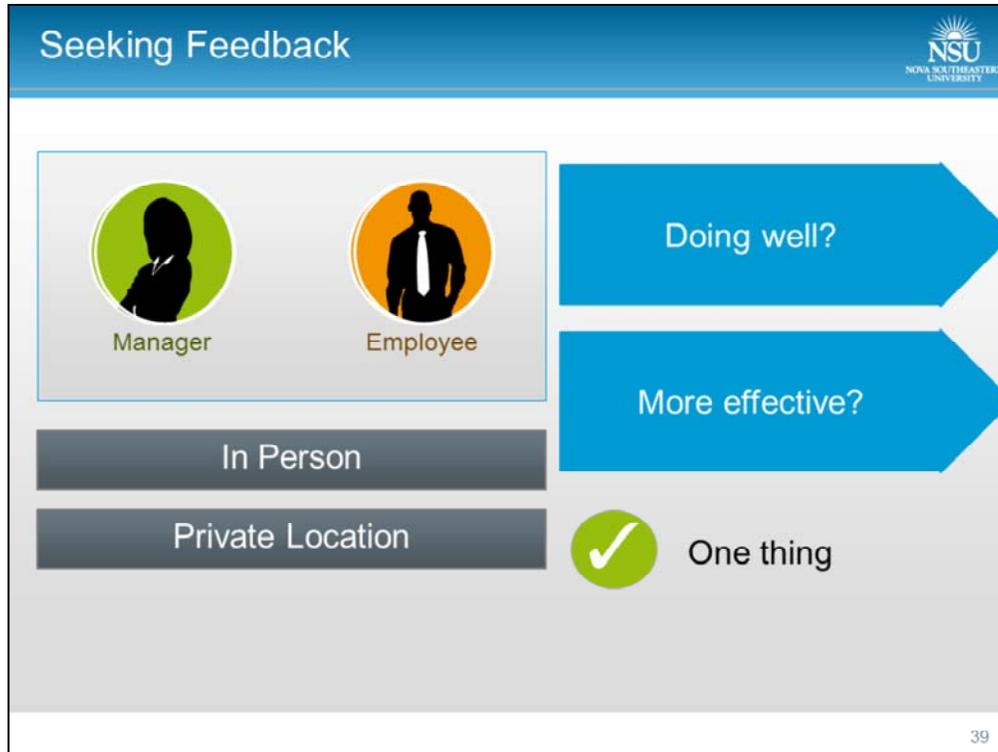
Situation, Behavior and Impact are displayed on the left. For each situation, the Employee and the Manager should identify three things from their discussion:

1. What was the situation?
2. What did the Employee do (the behavior)?
3. What was the Impact (the outcome based on what the Employee did or didn’t do)?

Then, consider what an Employee needs to **Start, Stop, or Continue**:

1. What do you think you need to start doing?
2. What do you think you need to stop doing?
3. What do you think you need to continue doing?

The Employee and the Manager should share lessons learned, and how to apply these to future challenges, to drive enhancements in performance and development.



Improvement is possible only with feedback, so asking others – Managers and colleagues – can be extremely beneficial.

Gather feedback in person rather than by email, so it can be a fluid conversation. This can be done informally or formally, and set up at a specific time, and in a private location, for honest, unedited feedback.

Focus on asking two key questions:

1. Tell me one thing I'm doing well and should continue with.
2. Tell me one thing I could do that will help me be more effective.

Simplifying the request with these two questions helps give the feedback provider permission to talk about things they might otherwise be uncomfortable discussing.

Focusing on the future makes it more likely the Manager and other colleagues will be honest and forthcoming about issues and provide constructive feedback that can be acted upon.

For example, suppose you want feedback on facilitating a session or group.

When seeking feedback, asking questions such as "What did you like about the session, and what one thing would have made it more effective?" rather than "What didn't go well?" directs the discussion, and positions the feedback as advice, rather than criticism.

Agenda



Performance Management Overview

1. Performance expectations

2. Evaluating and differentiating performance

3. Successful performance discussions

4. Year-end outcomes

Wrap-up and answer questions

Now let's talk about year-end outcomes.



NSU has two compensation values: **Providing market competitive pay**, and rewarding Employees by **Paying for the performance they deliver**.

Providing market competitive pay includes comparing NSU's pay to the pay rates for the same job in the market. The market, and how it is defined, is based on the job.

As a University, some jobs are specific to higher education, such as, Academic Affairs and Admissions. Other jobs are found in both higher education and general industry – such as Information Technology, Human Resources and administrative assistant positions.

NSU continues to look at the competitive pay for its jobs as an important part of NSU's compensation approach.



It is NSU's desire that, when funds are available, performance-based merit increases will be provided to Employees. Availability of funds are driven by business conditions and financial results, including criteria such as student enrollment numbers and research endowments.

NSU is committed to rewarding strong performance, which includes those Employees who demonstrate on-target performance, and those Employees who exceed on-target performance.

NSU is also committed to rewarding those Employees who demonstrate an Exceptional Contribution more so than Employees who receive a Successful Contribution rating because of the Exceptional Contribution Employee's relative contribution.

Merit Pay Discussion

NSU
NOVA SOUTHEASTERN
UNIVERSITY

Share final outcomes

Market Adjustments

Pay for Performance

Brief meeting

Private location

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Once **compensation decisions** have been finalized by the Leadership team and ready to be shared with Employees, Managers should schedule a quick but private meeting to share the information with Employees.

During the discussion, Managers should **reinforce the messages delivered to the Employee during the annual one-on-one discussion in August**, reinforcing performance expectations for the coming year.

The main messages discussed in this meeting should be:

- The pay-for-performance concept
- Key performance indicators discussed in the year-end meeting
- The Employee's final rating and annual merit increase percentage; and
- How all of this information is linked.

Managers should reinforce that merit increases are based on performance for the past year.

The Employee discussion with the Manager should focus on pay, rather than the overall distribution of the merit budget University-wide.

Tools & Resources



Performance Management Guidebook

Today's training materials

Your Manager and OHR

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This training session should have provided Employees and Managers with:

- An understanding of why Performance Management is so important at NSU
- Information on the annual process and what Employees and Managers are expected to do;
- Tools to enhance Employees' Performance Management Capabilities.