SHRA Performance Guide

STAKES

Succeeding through **T**eamwork, **A**ctive feedback, **K**nowledge transfer, and **S**upport

This document will give you guidance on the SHRA Performance process including the three types of annual performance discussions and their documentation requirements.
The STAKES performance management program should be the starting point to engaging, developing, and retaining our employees.

NinerTalent
STAKES

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Section I: Introduction & Timeline

About NinerTalent STAKES

Our program NinerTalent S.T.A.K.E.S - **S**ucceeding through **T**eamwork, **A**ctive Feedback, **K**nowledge transfer, **E**ngagement, and **S**upport – was developed to effectively implement the SHRA Performance Appraisal Policy, which was revised in April 2016. The program provides tools and resources to help set meaningful performance goals, promote more ongoing, two-way communication regarding these goals, and evaluate performance fairly and consistently across organizational units.

Highlights of the Program

- It is future-focused to foster strategic thinking, planning, and achievement.

- It features a contemporary design including both individual and institutional goals.

- It is designed to clearly align and connect employees with UNCC's Strategic Plan.

- It includes regular performance and talent conversations to promote engagement and retention of the best and brightest.

What will this Performance Guide cover?

- Detailed timelines of the cycle

- An overview of NinerTalent STAKES Performance Processes

- Instructions on how to use the NinerTalent (HRMS) Performance module

- Information on calibration sessions

- Helpful tips for avoiding rater bias

- How to assign a final rating/score

- How to discuss Institutional Goals

- How to define Individual Goals

- How to create a Career Development Plan

- How to write a performance review narrative

- Guidance for effective talent conversations

- Suggestions for forward thinking and planning

- Links to support services and other resources

NinerTalent STAKES performance management is the starting point to engaging, developing, and retaining our employees. It is a process - not an event.

NinerTalent STAKES Detailed Timeline

The NinerTalent STAKES cycle is from **April 1 to March 31** of each year.

*Probationary Reviews are required quarterly for new employees for the first year of employment.   If the employee starts prior to October 1 in the current cycle they are required to have an annual evaluation.

Calibration Session
February

During calibration sessions, leadership teams within units, departments, and/or divisions should meet to discuss and ensure consistent performance expectations and ratings. Visit the NinerTalent STAKES Performance Management webpage for more information about calibration discussions.

Talent Conversation #1 (Required) *
March-April

This talent conversation will mark the end of one cycle and the beginning of the next. During this talent conversation, you will:

- Conduct the Annual Performance Appraisal for the previous cycle.
- Discuss the Performance Plan, including finalizing individual goals, for the upcoming cycle.
- Review the NinerTalent STAKES performance timeline, job expectations, and how to best prepare for interim talent conversations.
- Schedule up to three talent conversations for the rest of the cycle.

During this part of the cycle, supervisors should also:

- Obtain the appropriate "acknowledgements" through NinerTalent (HRMS) for the Annual Performance Appraisal (previous cycle) and Performance Plan (upcoming cycle).
- Employees should have an acknowledged Annual Performance Appraisal in NinerTalent (HRMS) by **May 15** so Human Resources can submit the file to the University of North Carolina System Office**.**

Talent Conversation #2 (Recommended) *
June-July

This is the three-month (optional) talent conversation of the performance cycle. Use this time to have an open, honest, and forward-thinking conversation with your employee. Additionally, you can review goals, assess progress, and, as applicable, clarify or redefine expectations for the remainder of the cycle.

Talent Conversation #3 (Recommended for all, Required for some) *
September-October

This is the six-month talent conversation (or interim review) of the performance cycle which is required for employees who have received disciplinary action in the current cycle or who had any rating of "not meeting expectations" in the previous cycle. Use this time to have an open, honest, and forward-thinking conversation with your employee. Additionally, you can review goals, assess progress, and, as applicable, clarify or redefine expectations for the remainder of the cycle.   *This talent conversation should be completed by October 31.*
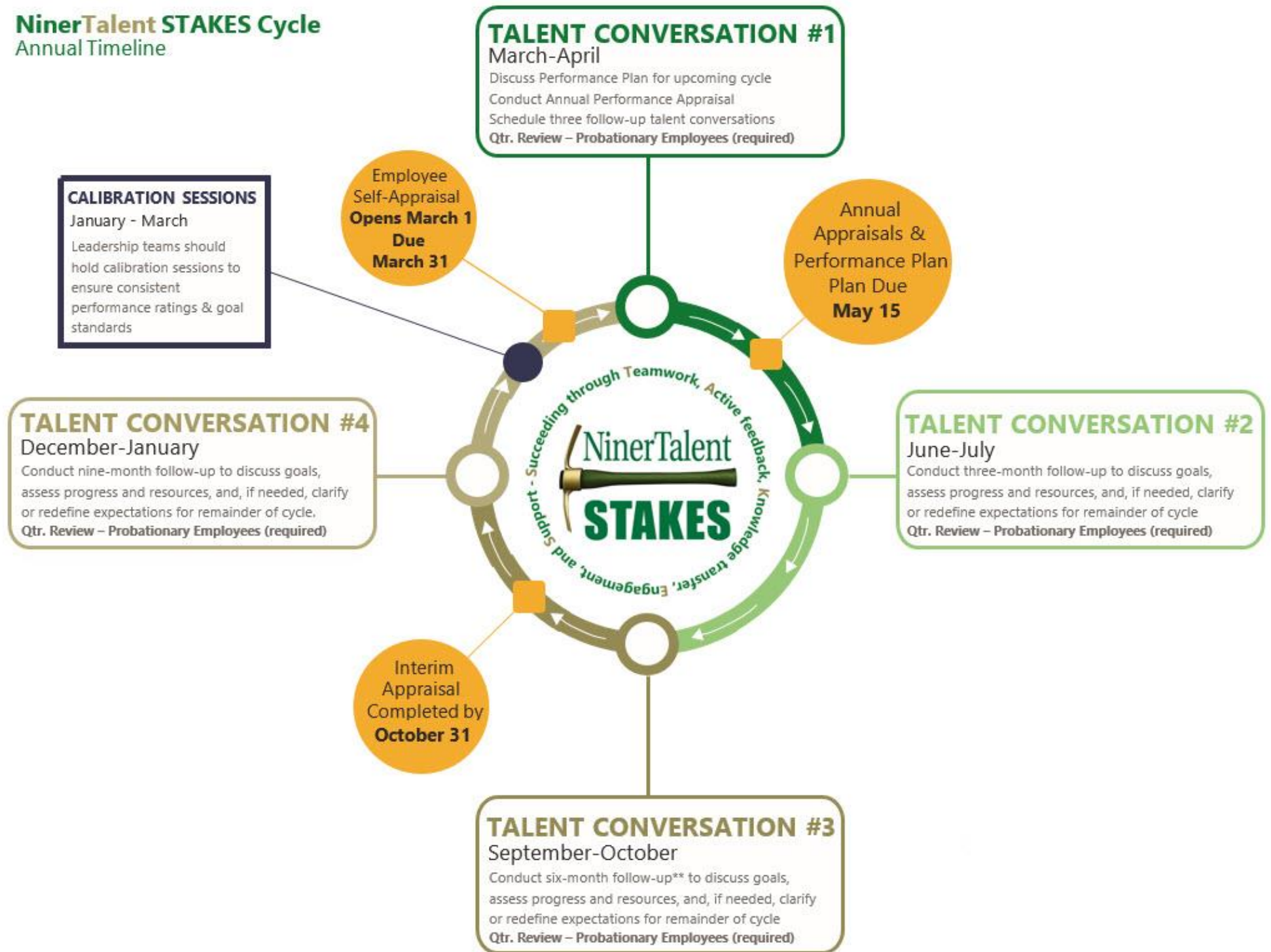
Talent Conversation #4 (Recommended) *
December-January

This is the nine-month (optional) talent conversation of the performance cycle. Use this time to have an open, honest, and forward-thinking conversation with your employee. Additionally, you can review goals, assess progress, and, as applicable, clarify or redefine expectations for the remainder of the cycle.

NinerTalent STAKES Cycle
Annual Timeline

TALENT CONVERSATION #1
March-April
Discuss Performance Plan for upcoming cycle
Conduct Annual Performance Appraisal
Schedule three follow-up talent conversations
Qtr. Review – Probationary Employees (required)

CALIBRATION SESSIONS
January - March
Leadership teams should hold calibration sessions to ensure consistent performance ratings & goal standards

Employee Self-Appraisal **Opens March 1 Due March 31**

Annual Appraisals & Performance Plan Plan Due **May 15**

TALENT CONVERSATION #4
December-January
Conduct nine-month follow-up to discuss goals, assess progress and resources, and, if needed, clarify or redefine expectations for remainder of cycle.
Qtr. Review – Probationary Employees (required)

TALENT CONVERSATION #2
June-July
Conduct three-month follow-up to discuss goals, assess progress and resources, and, if needed, clarify or redefine expectations for remainder of cycle
Qtr. Review – Probationary Employees (required)

Interim Appraisal Completed by **October 31**

TALENT CONVERSATION #3
September-October
Conduct six-month follow-up** to discuss goals, assess progress and resources, and, if needed, clarify or redefine expectations for remainder of cycle
Qtr. Review – Probationary Employees (required)

NinerTalent STAKES - Succeeding through Teamwork, Active feedback, Knowledge transfer, Engagement, and Support

Overview of NinerTalent STAKES Performance Processes

UNCC's NinerTalent STAKES performance processes can be broken into three main sections:

⇒ **Part 1:** Performance Plan
⇒ **Part 2:** Off-Cycle Reviews
⇒ **Part 3:** Annual Performance Appraisal

Part I: Performance Plan

The Performance Plan should be completed by the supervisor and employee within the first 60 days of the new cycle. Upon review and completion, the performance plan must be "acknowledged" in NinerTalent (HRMS) by the Next-level supervisor and the employee. This portion of the process is comprised of three main parts, (1) Institutional Goals, (2) Individual Goals, and (3) Career Development Plan.

(1) Institutional Goals

The University of North Carolina System Office has established six institutional goals for all university SHRA employees. The institutional goals provide a comprehensive appraisal platform that covers every aspect of an employee's performance in his or her role.

> Supervisors should assign a weight to each institutional goal based on its relevance and importance to the employee's position. Each goal must be at least 5%. The total weight of the institutional goals must equal 50%. Find further details on institutional goals here.

(2) Individual Goals

Each employee will also be charged with three to five individual goals. Unlike the institutional goals, individual goals are NOT intended to cover all aspects of an employees work product. Instead, these goals will focus on factors such as key results, outcomes, and/or deliverables. The individual goals should be discussed and determined by the supervisor and employee at the beginning of each performance cycle.

> Supervisors should assign a weight to each individual goal based on its relevance and importance to the employee's position. Each goal must be at least 5%. The total weight of the individual goals must equal 50%. Further details on creating individual goals can be found here.

(3) Career Development Plan

In addition to the above goals, each employee's performance plan will also include a career development plan. In this section of the appraisal form, supervisors will work with employees to determine specific opportunities for professional and personal development and growth. The development plan should be in alignment with an individual's role, needs, and career aspirations. Further details on career development planning can be found here.

Part II: Off-Cycle Reviews

Supervisors should meet with each employee periodically to review goals, assess progress, and, as applicable, clarify or redefine expectations for the remainder of the cycle. All off-cycle reviews should

be documented in NinerTalent (HRMS). There are three types of possible off cycle reviews, (1) interim reviews, (2) probationary reviews, and (3) other reviews.

(1) Interim Reviews

Interim reviews are quarterly talent conversations regarding employee progress. An interim review per performance cycle is recommended for all SHRA employees and is required for those employees who have active disciplinary actions or who received any rating of "not meeting expectations" on their last annual performance appraisal. More details on interim reviews and talent conversations can be found here.

(2) Probationary and Time-Limited Reviews

For new SHRA employees (probationary and time-limited), the manager/supervisor shall provide periodic performance feedback to the employee during the first 12 months of employment. It is recommended that it be done on a quarterly basis during the first 12 months of employment to help to ensure clear two-way communication about position tasks and performance. For more information on SHRA Probationary employees, please visit the NinerTalent STAKES Performance Management webpage.

(3) Other Reviews

In addition to the required midterm interim review, additional off-cycle reviews should be completed (a) if requested by the employee; (b) for all employees who have active disciplinary actions; (c) when the supervisor finds it necessary to perform additional interim reviews.

Further details on off-cycle reviews and talent conversations can be found here.

Part III: Annual Performance Appraisal

The Annual Performance Appraisal should be completed by the supervisor (in collaboration with the employee) within the final 60 days of the performance cycle. Upon review and completion, the annual performance appraisal must be acknowledged in NinerTalent (HRMS) by the Next-level supervisor and employee. The appraisal in NinerTalent is comprised of two key parts, (1) ratings, and (2) supervisor comments.

(1) Ratings

Supervisors should assign a rating of Exceeding Expectations (3), Meeting Expectations (2), or Not Meeting Expectations (1) for each institutional goal and individual goal. Find more on rating here.

> NinerTalent (HRMS) will determine the overall rating by multiplying the weight by the rating for each institutional and individual goal to get the score for each goal. It will add all of the scores together to determine an employee's final overall rating.
> - 1.00 to 1.69 = Not Meeting Expectations
> - 1.70 to 2.69 = Meeting Expectations
> - 2.70 to 3.00 = Exceeding Expectations

(2) Supervisor Comments

> Supervisors should use this space as an opportunity to document an employee's progress, achievements and challenges. Click here for suggestions on developing and writing the comments narrative. Further details on how to complete the annual performance appraisal, in NinerTalent can be found in the NinerTalent (HRMS) User Guides.

Section II: Navigating NinerTalent (HRMS) Performance Module

Getting Started

NinerTalent is UNC Charlotte's Human Resources Management System (HRMS) for Employees and Hiring Managers. It is used to initiate job recruitments, staff reclassifications, position description updates, and to maintain yearly performance plan and appraisal information. The type of NinerTalent access you have is determined by your position and may be requested through your supervisor or the Business Officer in your college/division by filling out the NinerTalent User Group Request form. For information on getting started in NinerTalent please review the User Guides on the NinerTalent website.

Approvers Workflow

The flowchart below illustrates the sequence of actions that take place in NinerTalent when creating a performance plan and initiating/completing the performance appraisal. **Note:** It is strongly recommended that the employee and supervisor discuss the employee's overall performance for the performance cycle after the employee self-appraisal is submitted and before the Supervisor Appraisal is documented. This will help to ensure the employee isn't surprised by the ratings or results of the annual evaluation.
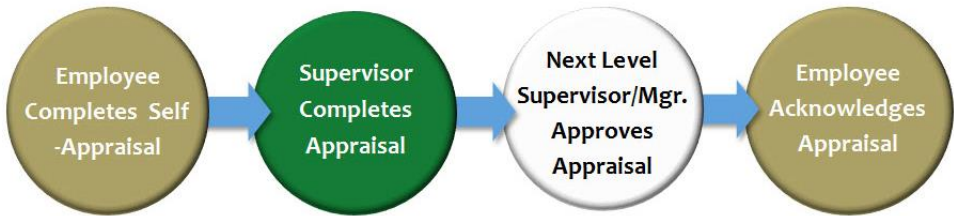
Performance Plan

| Supervisor & Employee Create Performance Plan | → | Next Level Supervisor/Mgr. Approves Plan | → | Employee Acknowledges Plan |

Legend:
- Supervisor
- Next Level Supervisor
- Employee

Note! Some of these actions may occur concurrently.

Performance Appraisal

| Employee Completes Self-Appraisal | → | Supervisor Completes Appraisal | → | Next Level Supervisor/Mgr. Approves Appraisal | → | Employee Acknowledges Appraisal |

Logging in and Accessing the Employee Portal

Log into NinerTalent (using your Ninernet credentials) by going to https://jobs.charlotte.edu/hr.

Log In with NinerNET
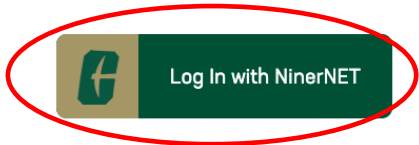
Guest User Login:

The boxes below are only to be used by Guest Users. Use the link above if intending to log in with your UNC Charlotte NinerNET credentials.

Username

Password

Log In

Web Authentication @ Charlotte

NinerNET ID:

Password:

Log In

› Forgot your password?
› Get Duo Code

Use of this service is conditional on compliance with the University's Computing Network Policies.

NOTICE: You MUST close and exit your browser program after log-out to ensure security.
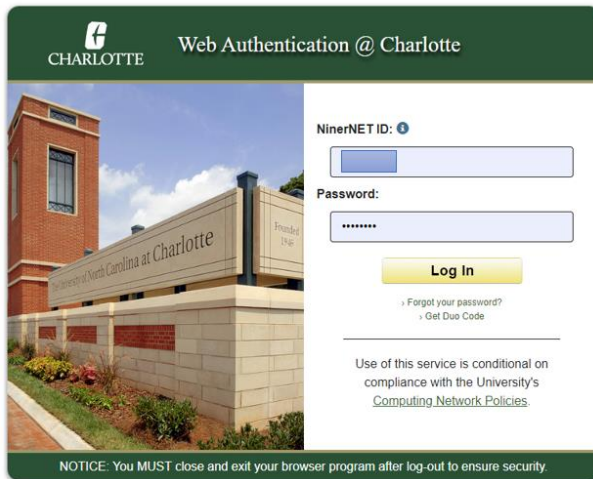
Once logged in, click the '**...**' in the left hand corner to initiate the dropdown and click '**UNC Charlotte Employee Portal**'.
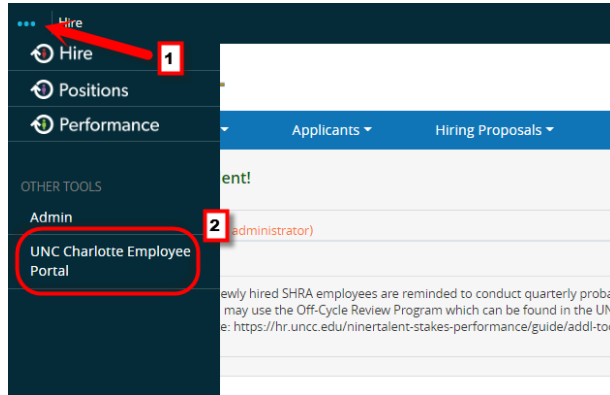
"Your Action Items" will appear and list all of items that require your attention. Pay attention to the due dates to know when items need to be acted on. Click 'Home' to get back to **'Your Action Items'**.
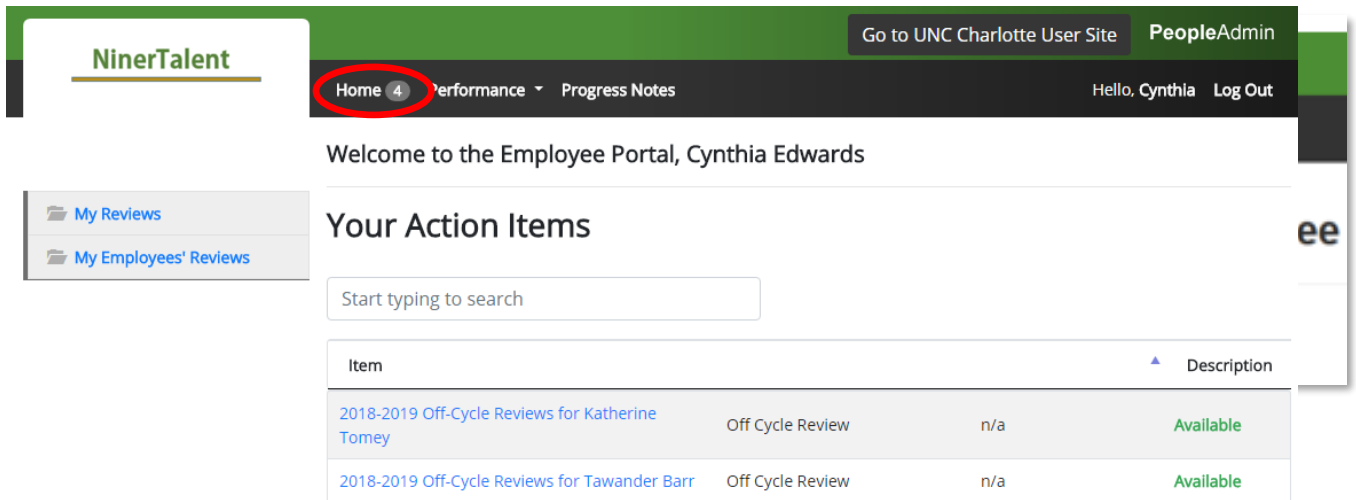
Searching and Dashboard *(video available)*

You can search for reviews by going to the "Performance" menu at the top left of your screen.

Once you have selected the type of review you would like to search, the search options will appear.

My Employees' Reviews (Reviews Da...

When the screen below appears, it will automatically show you the current active performance cycle programs which are open. (If you notice any discrepancies, call Ext. 7-0660 or email nt-stakes@charlotte.edu.)

Use the filter bar at the top of the navigation screen to sort your information. The **'Advanced'** filter button gives you more sort options including **'Program Status'**. By setting the 'Program Status' to **'Closed'**, you will be able to access past performance programs which will contain records such as performance plans and evaluations.

You can also get a quick look at a specific process name and owner by hovering over the colored step blocks. Use the following key to identify the tasks status.

Select the desired employee for the particular program to access the "Overview" screen.

The **"Overview"** screen will show you all of the performance tasks that have or will occurred this cycle. The tasks for which you are the owner are in blue.

On the left side of the screen you can access any completed or open performance actions or tools. Click the link to access the desire document.

You can also find your employee's current job description by clicking the job title, under the employee's name, in the top left corner of the screen. (See arrow)

For more instructions on this topic go to the NinerTalent (HRMS) *Employee* or *Supervisor Guide*

Creating a Performance Plan *(video available)*

From the 'Your Action Items' Page:

1) To begin the performance process, the supervisor will select **"Performance Plan Creation"** or the blue **"View"** button corresponding to the appropriate process step.

Item			Description
2018-2019 Off-Cycle Reviews for Katherine Tomey	Off Cycle Review	n/a	Available
2018-2019 Off-Cycle Reviews for Tawander Barr	Off Cycle Review	n/a	Available
2018-2019 SHRA STAKES Review for Katherine Tomey	Performance Plan Creation	2018-05-14 Due 2 months ago	Overdue
2018-2019 SHRA STAKES Review for Tawander Barr	Performance Plan Creation	2018-05-14 Due 2 months ago	Overdue

Once selected, the Performance Plan will appear. You will see the following on this page:

- **Instructions in blue** that will give you general information about the action you are about to perform
- **Four (4) tab sections** that make up the Supervisor Evaluation
- **Helpful links & instructions** to help you complete this performance evaluation

NinerTalent

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Katherine Tomey

Supervisor: Cynthia Edwards

Position Description: Human Resources Specialist

Department: Employee Relation

Plan for Katherine Tomey

The supervisor and employee create the performance plan together, setting goals for the coming year.

Institutional Goals   Individual Goals   Career Development Plan   Evaluation Method(s)

Overview

Plan

Supervisor Evaluation

Self Evaluation

Click HERE TO FIND VIDEO TUTORIALS AND GUIDES TO ASSIST YOU WITH NAVIGATING NINERTALENT AND COMPLETING THIS PROCESS ACTION

Click Schedule and Components to review the STAKES process steps and definitions.

If you would like to access the employee's position description click their job title, under their name, at the left of your screen.

**Select "Save Draft" or "Next" at the bottom of each page to save the plan and/or move to the next tab. Selecting "Next" will save the plan as a draft in case you are logged out.

☑ Save Draft   Next ❯

1. The first tab is titled "Institutional Goals". The institutional goals should encompass all aspects of an employee's work and conduct. You will need to provide a percentage weight of no less than 5% for each goal, and all 5 goals (six goals if supervisor) should equal 50%.

   If you're employee is not a supervisor – be sure to input "0" as the weight for the Supervision goal.

EXPERTISE

- **Precision:** Produces work that is accurate, thorough, and demonstrates sufficient analysis and decision-making to meet the requirements of the employee's position and profession.
- **Resourcing:** Makes efficient and appropriate use of materials.
- **Innovation:** Continuously looks for ways to improve efficiency or quality.
- **Development:** Maintains technical skills and relevant professional credentials.

* Weight

15

Comments or Performance Improvement Plans

You should have no more than 2 data entry errors per semester.

☐ Remove Entry?

Comments are not required in this section, but are suggested if there are specific standards of performance which are not documented in a policy or referenced in other departmental procedures or employee documentation.   A link to the "Institutional Goals" document is available on this tab for your convenience.

Each institutional goal has supporting information to help you relate the concept to the position description. ***Click here*** *for instructions on setting* ***institutional goals***.

2. The second tab of the performance plan is the "Individual Goals" tab. Each employee should have three to five individual goals. Unlike the institutional goals, individual goals are NOT intended to cover all aspects of an employees work product – these are big ticket items to be completed in this performance cycle.

    These goals should focus on factors such as key results, outcomes, and/or deliverables for the current performance cycle. Each individual goal should have a percentage weight of no less than 5%, and should equal 50%.

Individual Goals

* Goal Name

SHRA Performance Training

* Goal Description

Roll out training and information sessions for all those effected by the change in the SHRA Performance Appraisal Policy.
- Hold informational forums for employees, training for supervisor, update website, and develop informational resources by – April 1, 2017….

* Weight

15

☐ Remove Entry?

*__Click here__ for instructions on writing the **individual goals "Goal Description"**.*

3. The third tab, entitled "Career Development Plan", provides an opportunity to set some professional development goals for your employee. Each employee should have at least one career development goal for each performance cycle.

Career Development Activities

The performance plan defines activities for employee growth or defines corrective actions for performance deficiencies. Development goals include training programs, committee work, conference presentations or attendance, or related activities that maintain, develop or broaden employee skills relevant to their current position and/or their career path or to their role in service to the work unit or the broader University community.

Development activities are not rated at the end of the review period, but will be reviewed for progress and future planning.

* Career Development Activity

☐ Remove Entry?

*__Click here__ for instructions on creating a **career development plan**.*

4. The fourth tab, entitled "Evaluation Method(s)", is where you will choose the Evaluation Method(s) you intend to use to conduct your assessment of your employee's performance. You may choose as many evaluation methods as deemed appropriate, or necessary.

Evaluation Method(s)

Evaluation Method(s)

☐ Supervisor Observation
☐ Employee Self-Report
☐ Spot Checks
☐ Project Results
☐ Work Samples/Statistics
☐ Peer Feedback
☐ Third Party Feedback
Select all that apply

☐ Remove Entry?

5. Once you have entered all of the goals, select "Complete" at the bottom of the page. You will be asked to confirm that you do want to complete the plan. Once you have selected "OK", the plan will be sent to the Next Level Supervisor for approval.

☑ Save Draft   ↻ Complete

***If you have not completed all of the required fields, you will receive an error message like the one below:
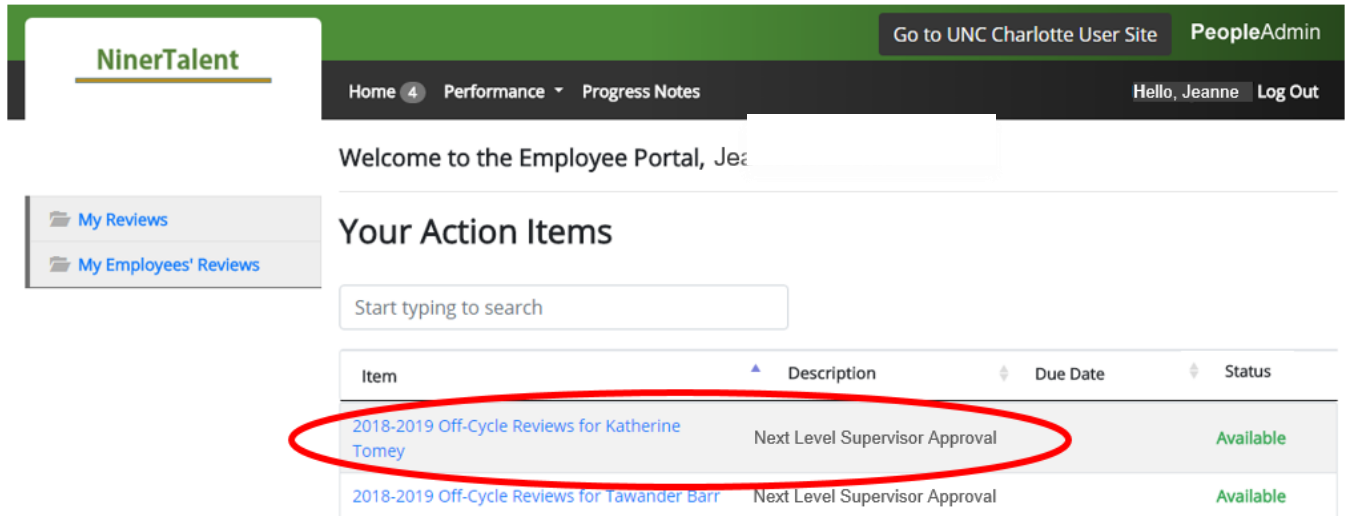
EXPERTISE requires at least 1 entries, ACCOUNTABILITY requires at least 1 entries, CUSTOMER-ORIENTED requires at least 1 entries, TEAM-ORIENTED requires at least 1 entries, COMPLIANCE & INTEGRITY requires at least 1 entries, LEADERSHIP (for managers/supervisors) requires at least 1 entries, Individual Goals requires at least 3 entries

You can print, revise, or copy the employee's performance plan at any time prior to the start of the appraisal

Actions ▾

Print
Revise
Copy
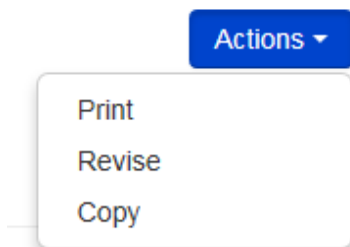
Next-Level Approval of Performance Plan *(video available)*

Once the performance plan has been completed, it must be approved by the Next-level supervisor. As a Next-level supervisor, you will receive an email that you have an action to complete.

The first screen you will see when you reach the Employee Portal is **"Your Action Items"** – "Next Level Performance Plan Approval". Review by clicking the **"Next Level…"** descriptions or the blue **"View"** button. Once you have reviewed the plan you should click one of the three buttons below.

Once the Next level supervisor approves the plan, it will be forwarded to the employee for acknowledgment.

Employee Acknowledgement of Performance Plan *(video available)*

The employee will receive a message that their performance plan is ready for acknowledgement. They will need to log into NinerTalent (using your Ninernet credentials) by going to https://jobs.charlotte.edu/hr to do this.

> *For more instructions on this topic go to the* *NinerTalent (HRMS) Employee Guide*

Completing the Performance Appraisal Process

Employee Self-Appraisal *(video available)*

The employee will receive an email in March indicating that their Self-Appraisal is ready.

Once the personal self-appraisal is complete, the supervisor will be notified that they can begin the Supervisor Appraisal. The Self-Appraisal should be reviewed prior to drafting the Supervisor Appraisal.

> *For more instructions on this topic go to the* *NinerTalent (HRMS) Employee Guide*

Supervisor/Employee Informal Review Meeting (Supervisor Appraisal alert)

When the supervisor receives notification that the "Supervisor Appraisal" action is open, he/she should review the Employee Self-Appraisal and have an informal meeting with the employee about their performance for the ending cycle.   At the end of this two-way conversation, the employee a general idea of how they performed, if they are meeting expectations or not meeting expectations, without telling them each goal rating.

Supervisors can inform the employee that all that was said will be taken into account when scoring the evaluation, but he/she will have to review the institutional goal rating parameters and consult with the Next Level Supervisor before finalizing the appraisal.

Click here *for instructions on completing an having an effective **appraisal review meeting***.

> *For more instructions on this topic go to the **NinerTalent (HRMS) Supervisor Guide***

Supervisor Appraisal *(video available)*

When the appraisal period opens, you will receive an email to login and complete the employee's evaluation. Once you login, look at the **"Your Action Items"** screen and select **"Supervisor Appraisal"** or **"View"** for the appropriate employee.

Your Action Items

Item				Description
Start typing to search				
Item			▲	Description
2018-2019 Off-Cycle Reviews for Katherine Tomey	Off Cycle Review	n/a		Available
2018-2019 Off-Cycle Reviews for Tawander Barr	Off Cycle Review	n/a		Available
2018-2019 SHRA STAKES Review for Katherine Tomey	Supervisor Appraisal	2018-05-14 Due 2 months ago		Overdue

1) This will take you to the evaluation screen. Please take note of the **"Rating Scale"** information under the **Schedule & Components tab** and the instructions at the top of each subsequent tab prior to entering your ratings. The instructions on these screens are in accordance with the new UNC system policy and scoring guidelines.

Note: Any rating of "Not Meeting Expectations" requires a reason and suggestions for improvement (or performance improvement plan). And, any "Exceeding Expectations" ratings require specific examples during the cycle to illustrate how the employee exceeded the expectations for that particular goal in this performance cycle.

In the Overall Performance Comments section, you should summarize the employee's accomplishments or deficiencies during the cycle. You will also have to answer two additional questions regarding their overall performance with a "Yes" or "No":

1. Was there a formal disciplinary action initiated for the employee this cycle?
2. Does your employee's "Score in Progress" reflect that he/she is "Exceeding Expectations" even though you answered "Yes" to the questions above? (i.e. Yes, disciplinary action)?

2) When you are finished with the appraisal, select "Complete" and then "Ok" when the confirmation window appears. This will complete the appraisal and send it to the Next Level Supervisor for approval.

Next Level Supervisor (or Reviewer) Approval of SHRA Appraisal *(video available)*

When the "Supervisor Appraisal" has been completed, it will be sent to the Next Level Supervisor and they will be notified by email that it is time to approve the appraisal.

Note: Once the appraisal has been approved by the Next Level Supervisor, it will go directly to the employee to review and acknowledge. If you want to meet with your employee before they see the appraisal, you will need to ask your Next Level Supervisor to hold the action.

Employee Acknowledgment of Appraisal *(video available)*
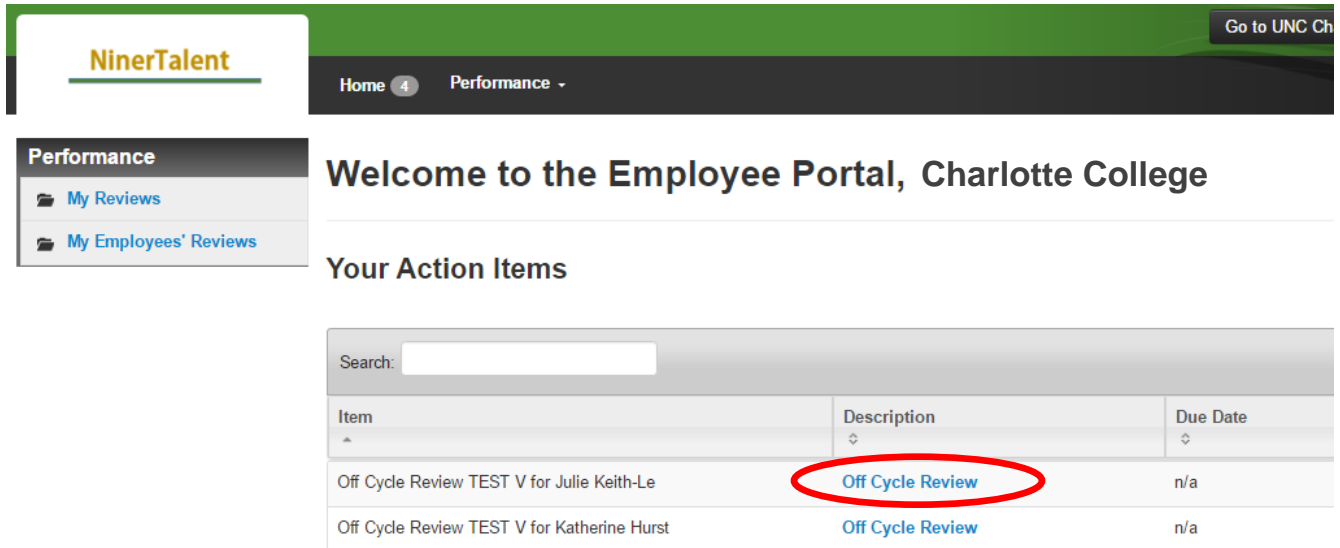
The employee will receive an email that their appraisal needs acknowledgement.

This screen has instructions regarding grievance rights. If the employee wishes to file a grievance regarding an overall rating of "Not Meeting Expectations", they must contact the Office of Human Resources.

Completing an Off-cycle Review *(video available)*

Keep your employee informed of how they are performing throughout the year with quarterly off-cycle reviews. This program will appear in your 'Action Items' box at the beginning of each cycle for each of your employees.

For **probationary employees**, **probationary reviews** (or off-cycle reviews) are **required quarterly** (April, July, October, and January). These reviews should follow the timeline of the Talent Conversations in the NinerTalent STAKES Cycle.

- Employees who start prior to October 1 will receive an annual review in place of the April Off-cycle review.

For **permanent employees**, off-cycle reviews should occur **three (3) times a year** (July, October, January). This includes:

- Quarterly check-in for July
- Interim review in October **(required if employee received a disciplinary action in the current cycle or had any rating of "not meeting expectations" in the last performance cycle)**
- Quarterly check-in for January

> *For more instructions on this topic go to the **NinerTalent (HRMS) Supervisor Guide***

Progress Notes *(See Navigation Video)*

Employees and supervisors can leave progress notes for the performance cycle in NinerTalent at any time. This functionality allows you to keep personal records to track individual accomplishments, recognition, areas for improvement, and/or supervisor/employee coaching sessions. From the Overview page, you can click on the "Progress Notes" link and open the notes screen.

Type your notes in the box provided and click "save". There is also the option to attach documents and/or share the note with your employee or supervisor.

This feature allows you to keep all your notes about occurrences in this performance cycle in one place.

> **For more instructions on this topic go to the NinerTalent (HRMS) _Employee_ or _Supervisor Guide_**

Section III: Calibration & Scoring

Calibration Sessions

A calibration session is a communication process in which peer supervisors within a defined organizational unit establish goals and metrics to ensure consistent application of performance expectations and ratings **across similar positions**. Calibration sessions don't need to be a standalone process; we recommend adding them as an agenda item during already-scheduled leadership meetings.

For more detailed information read A Simple Approach to Calibration.

Who participates in a Calibration Session?

Peer supervisors and their managers within an organizational work unit should participate in each calibration session. These groups may request calibration assistance from other management or Human Resources staff.

When should we hold Calibration Sessions?

We recommend holding at least one calibration session in February, prior to the annual appraisals. Supervisors may consider holding additional calibration sessions throughout the performance cycle to share and discuss progress, successes and setbacks, and make any necessary changes or improvements.

What should we discuss in a Calibration Session?

It is important to discuss ratings and performance over the previous cycle and goal setting and expectations for the upcoming cycle.

1. *Rating-Setting*
   Discuss and compare employee performance and progress over the past cycle. We also recommend determining appropriate and fair rating criteria within units and establishing consistent practices for conducting crucial conversations and writing performance reviews.

2. *Goal-Setting*
   Discuss the application of institutional goals to employees, including defining what merits an "exceeds expectations" rating for each. Leadership will also discuss individual goals, which may include developing a unit or position-wide individual goal for the upcoming cycle. Additionally, we recommend revisiting what worked well in past cycles and what needs tweaking.

Why do we have Calibration Sessions?

Things can get "out of whack" for a number of reasons, including changes in budget, staffing, resources, technology, and even management priorities. These changes might affect organizational structure, an employee's position design, performance expectations, and/or job duties. Calibration sessions offer units the chance to align performance expectations and ratings with current business needs.

Calibration sessions serve many purposes, including establishing clear, coordinated and consistent rating practices among supervisors and managers. This will result in fair and accurate performance appraisals for each cycle, and encourage continuous improvement and progress for all employees.

Reviewer Bias

Before assigning ratings to your employee's performance, it is important to step back and consider the potential effects of reviewer bias. The following is a list of common reviewer biases to help you identify potential biases and prevent them from unfairly affecting your employee's scores.

HALO BIAS	Tendency to give favorable ratings due to strong performance in one or two areas.
HORNS BIAS	Tendency to give unfavorable ratings due to poor performance in one or two areas.
PRIMACY BIAS	Establishing a positive or negative opinion of an employee or their work early in the review period and allowing that to influence all later perceptions of the performance.
RECENCY BIAS	Allowing the employee's most recent performance level to skew the opinion of the total work for the cycle.
SPILLOVER BIAS	Continuing positive or negative ratings for an employee based on the employee's performance in previous cycles.
REFRESH BIAS	Ignoring patterns of positive or negative performance across cycles.
LENIENCY BIAS	Consistently rating employees higher than deserved.
SEVERITY BIAS	Consistently rating employees lower than deserved.
NORMATIVE BIAS	Rating employees the same and ignoring individual differences.
COMPARATIVE BIAS	Rating an employee in comparison to each other instead of evaluating based on their ability to meet the defined performance expectations.
SITUATIONAL BIAS	Tendency to upgrade or downgrade employee ratings by attributing factors outside the employee's control to the employee.
DISPOSITIONAL BIAS	Tendency to upgrade or downgrade employee ratings based on the supervisor's opinion of the employee's personality and/or character.
AFFINITY BIAS	Tendency to give higher ratings to those employees with whom the supervisor believes they have more in common.
ALIENATION BIAS	Tendency to give lower ratings to those with whom the supervisor believes they have less in common.
IDENTITY BIAS	Tendency to view and rate employee performance filtered through stereotypical assumptions about sex, gender, gender identity, gender expression, sexual orientation, race, ethnicity, national origin, religion, political affiliation, socioeconomic status, educational background, age, disability, genetic information, or veteran's status.
RELATED MISSTEPS	• Setting performance expectations too high or too low • Contradicting documented performance results, including disciplinary actions • Inconsistency across employees (double-standards or inattentiveness) • "Padding" ratings for fear of conflict or appeal

For more tips on avoiding and preventing reviewer bias, please check out this helpful article.

Assigning a Score

There are three rating options for SHRA employees: Meeting Expectations, Exceeding Expectations, and Not Meeting Expectations. The following table offers general guidelines on what each rating implies:

Not Meeting Expectations (D)	Meeting Expectations (A)	Exceeding Expectations (A+)
Performance generally fails to meet the defined expectations or requires frequent, close supervision and/or the redoing of work. The employee is not doing the job at the level expected for employees in this position. Unsuccessful job performance is due to the employee's own lack of effort or skills.	Performance meets the defined job expectations. The employee generally performs according to the expectations doing a good job. The employee is doing the job at the level expected for employees in this position. The good performance is due to the employee's own effort and skills.	Performance is far above the defined job expectations. The employee consistently does outstanding work, regularly going far beyond what is expected of employees in this job. Performance that exceeds expectations is due to the effort and skills of the employee. Any performance not consistently exceeding expectations is minor or due to events not under the control of the employee.

Another way to differentiate between not meeting, meeting, and exceeding expectations is to consider how the employee completed his or her responsibilities. An employee who is consistently proactive in achieving his or her institutional and individual goals may exceed expectations, whereas an employee who is consistently reactive may not meet expectations (see table below).

Not Meeting Expectations	Meeting Expectations	Exceeding Expectations

Example: Institutional Goals

R E A C T I V E

P R O A C T I V E

Expertise

Accountability

Customer-Oriented

Team-Oriented

Compliance & Integrity

Supervision
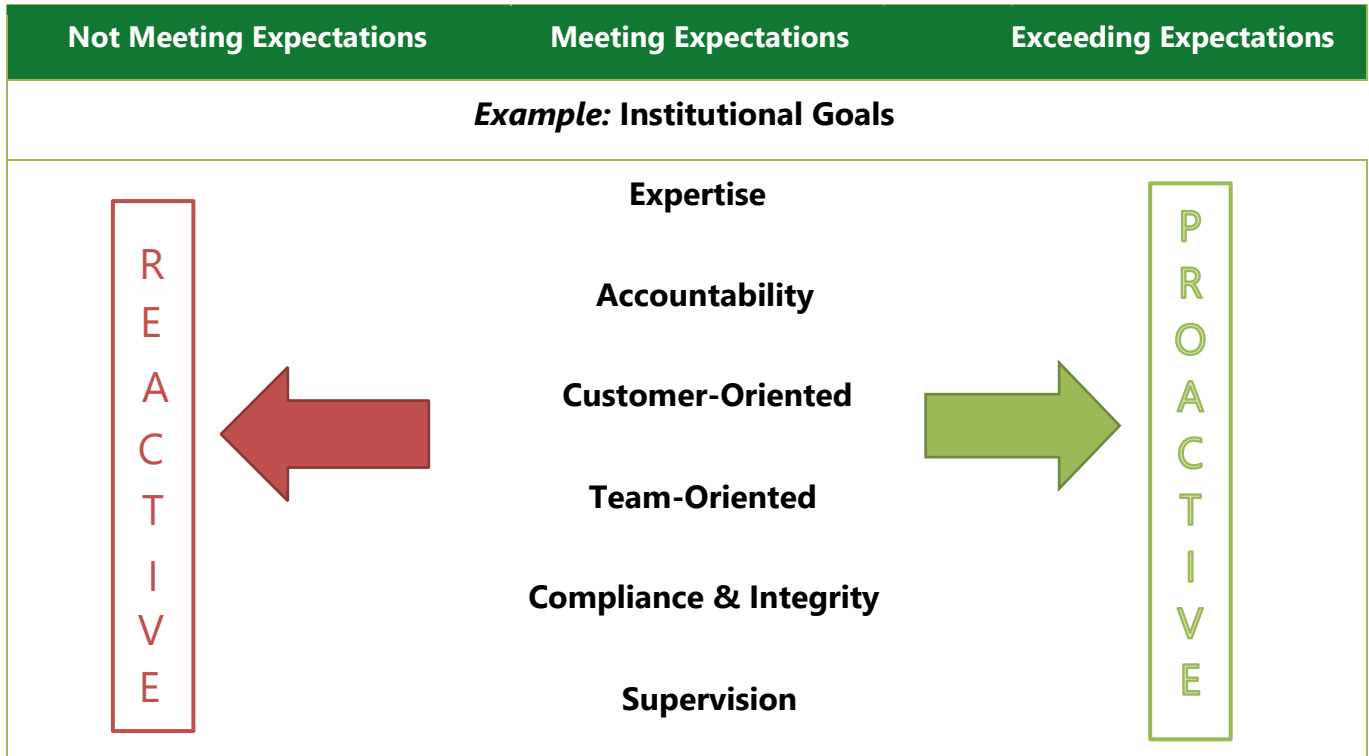
Final overall ratings should not be a surprise to an employee or the unit. Regular talent conversations and annual calibration sessions will ensure consistent and fair performance ratings for each employee.

Section IV: Goals

Institutional Goals

The institutional goals have been developed as standing performance and behavioral expectations that apply to all employees, to cover the entire scope of an employees' performance in his or her role.

⇒ SHRA Institutional Goals
This set of goals was developed by the University of North Carolina System Office for all university SHRA employees. Click here for expanded goals document.

How is this different from the old form?

Old Form Organization

The old evaluation form is organized by job duty and/or competency. From here, a   supervisor evaluated the employee on how he or she performed each duty.

Position Description	Work Plan
Job Duty 1	Accuracy; Deadlines; Customer Service
Job Duty 2	Accuracy; Deadlines; Customer Service
Job Duty 3	Accuracy; Deadlines; Customer Service

New Form Organization

The new appraisal form is organized by institutional goals, which instead measure how an employee performs in every aspect of his or her job.

Institutional Goal	Job Duty
Expertise	Job Duty 1; Job Duty 2; Job Duty 3
Accountability	Job Duty 1; Job Duty 2; Job Duty 3
Customer Oriented	Job Duty 1; Job Duty 2; Job Duty 3

How to talk about Institutional Goals

Use the verbiage provided in the following institutional goal breakdowns to help you communicate the job expectations to your employee. Expand the descriptions to make sense for the employee's role. It often helps if you can give specific examples of what meeting or exceeding expectations looks like for a specific goal; this will help your employee understand how his or her role fits into each institutional goal.

Additionally, take this opportunity to think strategically and share the "bigger picture" of your unit, division, and the university. Use the institutional goals as a platform to discuss how your employee's role fits into the overall goals, mission, and strategic plan of UNCC. By establishing the importance of your employee's role, you are giving the employee a chance to be a connected, empowered, and valued member of the campus community.

Each institutional goal has been defined by three-five descriptive words. The descriptions of the institutional goals are included in NinerTalent (HRMS) next to its corresponding goals. These brief definitions have been written at a "meeting expectations" level of performance.

Review the expanded goals document for guidance on performance that may not meet, meet or exceed expectations for each Institutional Goal.

The University of North Carolina establishes these institutional goals for all employees covered by the University SHRA Performance Appraisal Policy. These descriptions are written at the "meeting expectations" level of performance. **Click here** to see suggested expanded descriptions of the institutional goals. Please consult with the Office of Human Resources if you have any questions regarding the definition or application of these institutional goals.

EXPERTISE

Precision:	Produces work that is accurate, thorough, and demonstrates sufficient analysis and decision-making to meet the requirements of the employee's position and profession.
Resourcing:	Makes efficient and appropriate use of materials.
Innovation:	Regularly looks for ways to improve efficiency or quality.
Development:	Maintains technical skills and relevant professional credentials.

ACCOUNTABILITY

Productivity:	Completes required volume of work by established deadlines and stays productive throughout the workday.
Autonomy:	Generally completes work with few reminders or infrequent oversight.
Prioritizing:	Takes sufficient, appropriate measures to plan work, prioritize tasks, organize work flows, and set realistic goals.
Coordination:	Proactively seeks out needed information in order to complete work.

CUSTOMER-ORIENTED

Clarity:	Actively listens to determine the most effective way to address customer needs and concerns.
Awareness:	Shows a solid understanding of customer needs, seeks out customer input to better understand needs, and develops ideas to meet those needs.
Attentiveness:	Follows through on commitments, despite time pressures or obstacles, and listens for and timely responds to customer requests.
Diplomacy:	Maintains a professional and respectful tone and exhibits diplomacy when dealing with frustrated individuals or during sensitive or confrontational situations.

TEAM-ORIENTED

Collegiality:	Communicates and engages directly, clearly, and tactfully with colleagues.
Collaboration:	Provides feedback and healthy dialogue on performance and operational issues, as requested. Willingly adapts to change and adheres to decided actions.
Contribution:	Makes decisions with others in mind, and willingly performs additional duties when team members are absent, during times of increased workload, or as otherwise required by management to meet business needs.
Attendance:	Absences are infrequent and do not place an undue burden on supervisor or colleagues.

COMPLIANCE & INTEGRITY

Compliance:	Complies with University personnel policies, including prohibitions on harassment, discrimination, and workplace violence, and protects of confidentiality of records.
Safety:	Complies with all safety requirements for the position, including successful completion of training and proper use of personal protective equipment.
Ethics:	Chooses ethical action, even under pressure, avoids situations that are inappropriate or present a conflict of interest, holds self and others accountable for ethical decisions, and addresses unethical actions directly.
Respect:	Appreciates individual and cultural differences, treats all people with dignity and respect.

SUPERVISION (for supervisors only)

Oversight:	Provides adequate stewardship of assigned resources, including budget, space, equipment, and staffing.
Goal-Setting:	Provides clear objectives that foster work unit development and align with University values and goals.
Manage Talent:	Provides candid, timely, and constructive feedback on performance and behavior and hires individuals with the qualities and skillsets for success.
Leading:	Serves as role model. Engenders trust, commitment, and civility.

Weighting Institutional Goals

Institutional goals must total 50% of the final overall rating. For non-supervisory employees, that normally would be 10% for each of the five institutional goals. For some jobs, certain institutional goals may be more important than others, so supervisors can determine how great a percentage they apply to each goal. *Remember: Each goal must be weighted at least 5%.*

During calibration, supervisors should discuss if there is a business need to change the weight of any goals for particular positions or groups of positions. For example, there may be a position that is heavy on customer contact, so maybe *Customer-Oriented* has a 15% or 20% weight of the overall rating. This would mean that you'd have to reduce the weights of other institutional goals so that the total weight for institutional goals remains at 50%. Here are some examples of ways that weights could shift based on the type of work an employee does.

DIFFERENT WAYS TO APPLY WEIGHTS TO INSTITUTIONAL GOALS	Position without weight adjustments	Position with high customer focus but with little decision making authority	Position requiring high attention to detail and strict rule enforcement	Position requiring heavy coordination within teams to complete projects
EXPERTISE	10%	5%	**15%**	10%
ACCOUNTABILITY	10%	10%	10%	**15%**
CUSTOMER-ORIENTED	10%	**20%**	5%	5%
TEAM-ORIENTED	10%	10%	5%	**15%**
COMPLIANCE & INTEGRITY	10%	5%	**15%**	5%
TOTAL	**50%**	**50%**	**50%**	**50%**

For employees who are supervisors, there are a total of **six** institutional goals (adds *Supervision*), which means that to keep the overall weight at 50%, some weights will have to be adjusted. *For example: A supervisor might have weights of 8%, 8%, 8%, 8%, and 8% for the first five goals and then 10% for the supervision goal, for a total of 50%.*

*Please Note – When entering these weights into the NinerTalent system, do not use the "%" sign or decimals (i.e. 10 instead of 10%). This is necessary for the system to calculate the score correctly.

Individual Goals

Each employee will be charged with three to five individual goals. Unlike the institutional goals, individual goals are NOT intended to cover all aspects of an employee's work product. Instead, these goals will focus on factors such as key results, outcomes, and/or deliverables.

There is not one specific way to write individual goals. Instead, the development of individual goals is a flexible process that allows the goals to be tailored to each employee and his or her role. As a

supervisor, you are encouraged to work with your employee to discuss and determine his or her individual goals for the upcoming cycle. Making the goal development process a collaborative one will give your employee the chance to be fully invested in his or her role. The more invested an employee is in achieving a goal, the more likely the goal will be accomplished and completed well.

SMARTER Goals

As you develop individual goals with your employee, follow the SMARTER model for the best results:

Specific – *What needs to be accomplished? What are the outcomes?*

Although specific tasks can be included in the description, the emphasis should be on the overall deliverable or end-product of the action. The specific details may come from your answers to the other SMARTER categories.

Measureable – *What data can be used to define success?*

How will you know that this has been accomplished? How can it be measured? You may be able to use quantitative metrics, such as customer satisfaction ratings or fund-raising target amounts, but there can also be qualitative outcomes, such as compliance requirements like established report formats or design specifications.

Achievable – *Is this challenging, but realistic?*

If a goal is too easy to achieve, then it may not be an effective goal. At the same time, the outcome should not be too difficult to achieve. It may help to think about what level of outcome would not be value-added (too small a stretch for the employee) and what would be unattainable (too big a stretch for the employee).

Relevant – *Does this align with broader goals and/or needs?*

A goal should be relevant to an employee and the university. Does the goal advance the vision and mission of UNCC and does it help the university maintain its standing on the campus and in the community? Relevant goals help employees keep focused on what's important.

Time-Bound – *What are the deadlines/milestones?*

Similar to the achievable aspect, is it reasonable that this goal be completed in this performance cycle? If so, what are the deadlines? What key milestones can be defined to measure progress along the way?

Expectations – *Is it ethical, exciting, and enjoyable?*

This is sometimes called the E3 factor. Is the goal ethical? Does the goal generate some excitement in the employee or work unit (which is an indicator that it may be a worthwhile goal or fulfilling to complete)? Is it enjoyable for the person(s) who has to accomplish it? Of course, developing all "fun" goals is not always possible. However, it can give the supervisor some awareness of how much additional support and encouragement might be needed to help the employee succeed.

Resources – *What will be provided to assist this endeavor?*

There are many great goals out there, but if employees don't have the resources they need to accomplish them, then they won't get very far. The outcomes of the goal need to be consistent with the resources available, and the employee may need guidance to know what tools and resources are available to them.

Ways to Write Individual Goals

There are countless ways to create individual goals. We are going to offer two possible perspectives that you may consider using as you and your employee develop these goals: (1) the SCOPE perspective, and (2) the FUNCTION perspective.

SCOPE

You may consider developing an employee's goals based on various levels or scopes. This method balances "big picture" goals that connect an employee with university or division initiatives with employee-specific goals that pertain uniquely to an employee's distinct role or responsibilities. This perspective telescopes from division-wide goals, down to work-unit or job-class goals, and further to employee-specific goals, allowing your employee to set goals at each level of the organization.

Division-Wide Goals	Departmental / Work-Unit Goals	Employee / Position-Specific Goals
• Are often tied to university or division strategic goals or initiatives • May have some variation based on employee roles	• Goals to improve/sustain work product or team dynamics • Goals relevant to a particular type of work or team needs	• Specific to the regular duties of the employee • Specific to the development of the employee (i.e. a "stretch" goal)

FUNCTION

You may also consider developing an employee's goals based on various functions within his or her role. This perspective enables you and your employee to breakdown the elements of his or her role into different focus areas, highlighting key responsibilities or projects for the upcoming cycle. This may result in some overlap with elements of the institutional goals.

Critical-Function Goals	Project-Oriented Goals	Forward-Focused Goals
• Based on key deliverables that are essential to the position • Often compliance-driven	• Based on time-specific work in current cycle • Based on unique projects for current cycle	• Activity more aligned with university strategic goals • Designed to move the organization forward in some way

MATRIX

Combining the SCOPE and FUNCTION perspectives allows for nine different ways to establish goals:

Scope-Function Matrix	Critical Function	Project Oriented	Forward-Focused
Employee/ Job Class	✓	✓	
Department/ Work Unit		✓	
Division			✓

(**ACTION**) (**NOUN**) by (**DATE**) in order to (**OUTPUT**)

For example:
- Attend _____ by _____ and apply _____ in order to _____.
- Execute _____ by _____ in order to _____.
- Participate in _____#_____talent conversations by _____ in order to _____.

JUST FILL IN THE BLANKS!

Sample Individual Goals

The following are four samples of what an employee's individual goals may look like. Each goal description incorporates most elements of the SMARTER goal model, as well as establishes what actions meet goal expectations and what actions exceed goal expectations.

Your individual goals do not have to follow the exact format of the following examples; you are encouraged to develop and write individual goals based on the needs and role of each employee.

SAMPLE 1	Outreach Initiative	WEIGHT:	15%
Description:	Perform at least two customized presentations (30-60 min) to another department/student group in order to increase visibility, awareness, and understanding of our department and best practices across campus. Presentations should be based on needs for those areas. • Due prior to end of performance cycle (March 31, 2017) • Two presentations may have the same content. You can develop the materials independently, in conjunction with other department staff, or modify existing materials. • Preferred audiences are employee teams, student groups, or organization-wide. • Presentation feedback, anecdotal information, and direct observations will be received from participants and supervisors. Exceeding expectations may include presenting additional, different programs (different topics/audiences) within this cycle; creating significant, new training materials that can be used by other colleagues in order to keep the presentation progressing; and/or doing strategic follow-ups with participants to address specific concerns.		

SAMPLE 2	New System Implementation & Expertise	WEIGHT:	10

Description:	Achieve proficiency in new office system/program by August 31, 2016 in order to provide appropriate consultation to supervisors and employees on required and preferred processes so that supervisors and employees can benefit from the new system/program and utilize it successfully.

- Be able to look at current system/program and provide useful and appropriate suggestions on transitioning smoothly to new system/program.
- Be able to review elements and submissions to the system/program to determine if they are appropriate, effective, and functioning.
- Be able to provide guidance on how to use the system/program.

Exceeding expectations may include being able to provide ad hoc training to departments as requested on system or program-related topics; regularly using available toolkit resources in consultation; and/or drafting additional toolkit resources.

SAMPLE 3	Procedural Guide Projects	WEIGHT:	10

Description:	Complete a procedural guide (generally 5-10 pages) to address at least one office process, selected from a provided list in order for colleagues to have ready access to relevant information so that our team can be confident in providing consistent, timely, and useful guidance to our constituents.

- First draft should be completed by October 31; final guide complete by March 31
- Procedures should follow an approved format based on discussion with supervisor
- Procedures should address issues such as relevant policies, coordination with other university groups, work flows and process steps, key questions that need to be addressed, and reporting requirements, if applicable

Exceeding expectations may include explaining (in)frequent variations that may require differing approaches; reviewing past related processes to evaluate and describe consistency/appropriateness; providing suggestions for related process improvements; and/or completing additional projects.

SAMPLE 4	Strategic Plan Implementation	WEIGHT:	5

Description:	Determine at least one element of the campus-wide strategic plan to which your role can contribute and support in order to help the university achieve its overall strategic goals.

- Determine the goal(s) you directly support and be prepared to discuss by second talent conversation
- Make consistent efforts to incorporate relevant elements of the strategic plan in your projects and programs this cycle
- Prepare to present and discuss your efforts, successes, and challenges regarding your contributions to the strategic plan at final talent conversation

Exceeding expectations may include collaborating with other colleagues or departments in your strategic efforts; finding ways to support more than one strategic plan; sharing and presenting your efforts to the entire staff/department; and/or being a champion and model of the university strategic plan for the department.

SAMPLE 5	NinerTalent STAKES Performance Program Participation	WEIGHT:	5
Description:	Become familiar with campus's new Performance Program in order to be more engaged in the development and performance of your employee. • Attend supervisory training and review Performance Guides for clarity • Schedule three talent conversations for the transition cycle • Assist in the completion of your Performance Plan by May 15 • Regularly document and discuss your efforts, successes, and challenges within your role to be more prepared for each talent conversation Exceeding expectations may include attending all available Performance training workshops and programs (including e-learning; serving as a model and enthusiast of the NinerTalent Performance program within your unit; taking a consistently proactive approach by preparing ideas, materials and resources for each talent conversation.		

Weighting Individual Goals

Individual goals also must total 50% of the final overall rating. Supervisors can determine how great a percentage they apply to each goal. Employees must have no less than three individual goals and no more than five. ***Remember: Each goal must be weighed at least 5.***

During calibration, supervisors should discuss the appropriate weight of goals, especially any goal shared across several positions. Decisions on weighting can be based on the scope or complexity of a goal, the priority or criticality of the goal, the alignment of a goal with university strategic priorities (compared to other goals), the time commitment for completing a goal, etc.

Career Development Plan

When utilized correctly, the Career Development Plan portion can be extremely transformative, motivating, and impactful. The creation of an employee's Career Development Plan should be a two-way conversation that considers an employee's goals and aspirations, and gives supervisors the chance to make an investment in the employee's future.

Learning Opportunities

The following is a list (not comprehensive) of available learning opportunities for you and your employees.

On Campus or at Home	Off Campus

Learning & Organizational Development
- Instructor Lead
- Virtual-video/audio
- Resource Center

Learning & Development Portal
- Books 24/7
- Videos (Percepio)
- On-line courses-technical or transferable skill development

Career Development Opportunities
- Staff Meeting Starters
- Retreats
- Coaching/Consulting
- UNC Charlotte Staff Council

- AMA (American Management Assoc.)

- National Seminars Training

- ASAP (American Society of Admin Professionals)

- Trade Certifications

- Local/Regional/National Conferences

- Others...

Sample Career Development Plan

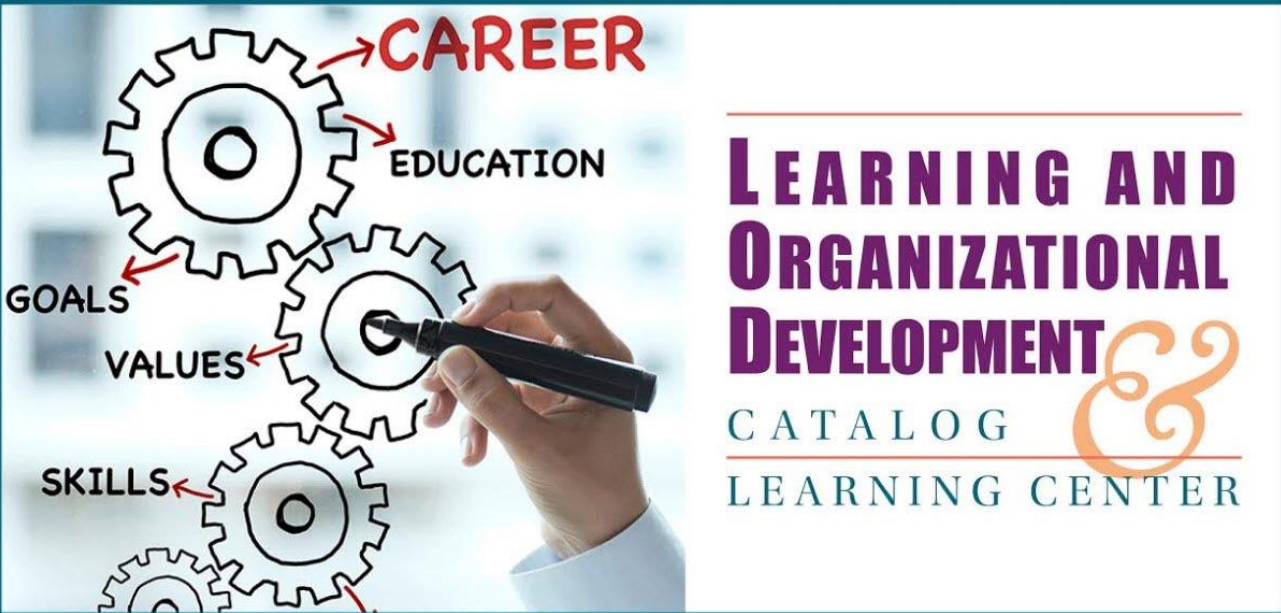| Career DEVELOPMENT PLAN	(See Section IV in Performance Guide)

At the beginning of the performance cycle, the supervisor should discuss development opportunities with the employee and list below any development activities established for the current cycle. Include resources that will be provided to the employee and indicate deadlines as needed. Progress under the career development plan should be discussed periodically during the cycle with the employee.

Considering the learning and career development opportunities you learned about at the Full Cycle Development Information Session, I would like you to invest at least 20 hours in your own professional development. At a minimum, I would like you to complete two of the suggested Learning & Development Workshops or Training regarding Effective Feedback or Leadership and/or complete the Leadership Experience Certificate (three full days).

Details:
- Send me an email detailing the activities (seminars, online learning, coaching, consulting, conferences) you have interest in participating in over the next performance cycle (due Jun 30).
- During the off-cycle reviews (talent conversations), I would like you to share what you have learned so far, how you plan to apply what you have learned, how I can help you, how it can benefit others inside and outside the department, and what results and challenges you have experienced in the application process.

Additional Career Development Resources

CLICK HERE *to go to site!*

Section V: Talent Conversations (Off-Cycle & Annual Review)

Performance Review Narrative

The narrative method of documenting and reviewing performance involves "writing a story" to describe the performance of an employee. Narratives need not be limited to descriptions of job behavior or abilities, but can also include plans for training and development and results of problem diagnostics and performance problem solving.

The narrative method is exceedingly flexible. It can be composed of one single general narrative or it can be structured using pre-designated categories. For example, your narrative might include categories like "Institutional Goals," "Individual Goals," and "Career Development," or use any categories relevant to a particular employee's work. The narrative can be structured in almost any way, with many categories or very few. You may write in paragraphs or use bullet lists. Choose the format and style that will be most useful to you and your employee.

You can use various methods for coming up with the final narrative for an employee. One method we recommend is for you and the employee to prepare for the review meeting by making notes and jotting down phrases (try this self-assessment tool) that describe the employee's performance over the last cycle. Those notes become the basis for the review discussion. During that discussion, you work with the employee to draft a narrative that both of you feel is accurate, fair, and useful for both of you.

What NOT To Do:

Neither you nor your employee will reap the benefits of a talent conversation if you sit in your office, write the narrative, and then stick it in front of the employee at the review meeting for his or her signature. This method doesn't give you and your employee the opportunity to work together to identify goals, solve problems, and maintain an open line of communication.

Where to use the Performance Review Narrative:

You should create a performance review narrative in the "comments" sections of NinerTalent (HRMS):

> (1) Off-Cycle Review(s), including interim, probationary, and other reviews
> (2) Annual Appraisal

Sample Off-Cycle Review Narrative

Interim Review (October)

Comments:	Pat has done a tremendous job taking action on individual goals for this year. Though we experienced an obstacle with funding, Pat was able to scale back the project in a way that would fit the new budget and still provide an elevated level of service. Pat modeled the way by continuing to keep the team focused on results and motivated towards the new direction. In addition, we are thankful for Pat's successful learning and application of the concepts from the NinerTalent Workshop as she has helped her colleagues implement the program successfully. Congratulations on experiencing small wins – they add up!

SUPERVISOR COMMENTS ON EMPLOYEE'S PERFORMANCE

Pat continues to perform outstanding work for our office. This year, along with other senior staff members, Pat spent considerable time mentoring our three newest staff members, showing a sustained willingness to explain policies and procedures, tease out options, partner on client contacts, and review documents. Colleagues trust and appreciate Pat's advice and opinions. As a result, our newest staff members have been performing quite well. Pat has made great progress on three procedural guides (two completed, one in final draft stages) and colleagues are already using them to great effect.

Pat has gone above and beyond with providing training and consultations for our office's new system, holding over a dozen small group workshops in assigned departments and performing follow-up presentations on several related topics when it became clear through consultations that other issues or needs were brewing in those areas. Pat has taken the lead in the new program training, helping to coordinate our staff's involvement in the program, and is receiving excellent feedback and glowing comments from participants.

Pat is artful in communicating and working with colleagues, supervisors, students, and other staff on campus, and can be both gentle and firm as appropriate in providing viable options to clients while making sure they are aware of their own obligations and responsibilities. Pat is committed to all parties being treated with respect and given the opportunity to be successful. This year, Pat volunteered to serve as a liaison to three other campus departments in order to facilitate our groups working better together, resulting in clearer and more consistent communication between the groups.

We hope that Pat continues to grow and serve as a positive ambassador of our office to the campus community.

Effective Talent Conversations

As an individual leader, you are in the best position to influence and develop talent – or shut it down. One of the simplest yet most effective ways to develop others: do the talent conversation right.

A talent conversation builds a relationship that allows managers to influence others toward improved performance, development, and positive outcomes. Talent conversations can happen at any time. We recommend holding quarterly talent conversations with one of the most critical moments falling during the annual performance appraisal.

Remember: a talent conversation is not done to someone but with someone. To guide the discussion, it helps to follow six steps:

1. **Clarify the goal.** What is the purpose of the conversation? What exactly does each of us want to accomplish?
2. **Explore the issues.** Assessing strengths, vulnerabilities, development needs and performance enhancement. Identifying motivation and career aspirations.
3. **Identify the options.** Generate ideas and opportunities for learning and improvement.
4. **Set expectations.** What do we want to do first? Next? What are the obstacles?
5. **Motivate.** What support is needed? Are you sure the goals are meaningful?
6. **Identify the plan.** How will we know you are on target? How will we track outcomes?

It is also important to understand who you are engaging with in a talent conversation. Managers need to be prepared to have four types of talent conversations, each focusing on a different key message:

1. The Top Talent Conversation.

The message: future investment.

Individuals who clearly meet or exceed expectations and deliver superior results are top talent. These are the individuals who are seen as the future leaders of campus. During the conversation with top talent, you should:

- Recognize the person's high performance level and perceptions of his or her leadership abilities and potential.
- Focus on how to provide him or her with the skills and experiences needed for future roles.
- Discuss future aspirations, goals and desired development.
- Find out what motivates him or her and what you and the organization can do to ensure that the employee stays with the organization.

2. The Solid Performer Conversation

The message: maintaining or building value.

Solid performers are typically individual contributors who are valued by the organization, but could take on more responsibility. During this conversation you should:

- Recognize the person's solid performance level and accomplishments.
- Convey that he or she is appreciated and well placed, with potential to grow in his or her current position.
- Focus on how the person can improve in his or her current position, staying aware that new opportunities may arise in the next one or two years.
- Learn how you can best engage and retain this individual.

Common Talent Conversation Topics: **Coaching for Success**

1. Stretch Goals	5. Strategic Planning
2. Career/Succession Planning	6. Situational Leadership
3. Innovation & Buy-In	7. Performance Management
4. Process Improvement	8. Goal Setting & Achievement

3. The Potential Performer Conversation

The message: short-term success.

Potential performers are individuals who may not have had enough time in their role to show significant results, but are expected to bring a lot to the role they are in. During this talent conversation, the focus is on ensuring a successful transition by:

- Sharing your perceptions that the person has high leadership potential.
- Identifying any performance concerns or expected challenges.
- Focus on the steps that he or she needs to take over the next three to six months, identify how you could provide support, and discuss how to remove or mitigate any barriers to success.

Common Talent Conversation Topics: **Coaching for Improvement**

1. Trust, Accountability, & Credibility
2. Interpersonal Communication
3. Work/Life Balance
4. Self-Management & Procrastination
5. Organization & Space Management
6. Emotional Intelligence
7. Email/Communication Etiquette
8. Goal Setting & Achievement

4. The Underperformer Conversation

The message: improve performance.

Underperformers are people who are not meeting expectations. The talent conversation should remain focused on the here and now, rather than future options, new tasks or additional responsibilities. During the conversation with an underperformer you should:

- Clearly identify concerns about performance and potential – be clear about why his or her performance needs to be improved.
- Focus on performance issues before addressing concerns about potential.
- Concentrate on actionable next steps required for the individual to be successful in his or her role for the next three to six months.

Six Rules to Follow when **Giving Constructive Criticism:**

1. Tackle **the *problem* rather than the *person.***
2. Understand *the goal* **of offering criticism and share this with your colleague.**
3. Focus **on tackling *actionable* issues.**
4. Process *the issues* **at hand and do not make assumptions.**
5. Empower **colleagues with *specific* and honest feedback.**
6. Eliminate **words such as *but, however,* and *although* in your conversation.**

Sample Talent Conversation Questions

Employee's Past Performance

1. What are the top **3 to 5 highest priorities** of your job this past year?
2. **What do you consider to be your greatest strengths and struggles this past** year?
3. What do you consider to be your most **noteworthy efforts and accomplishments** this year?
4. **What environmental or other factors that impacted your job this year?**
5. What do you like **most and least** about your job?   How can you make the best of the least (and the best, even better)?

Employee's Growth-Mindset Driven

1. What can I (as your supervisor) do to help you do your job **more effectively** in the future?
2. **How can I assist in furthering your career growth?**
3. What do you feel are going to be our **biggest challenges** this year?
4. What **training, development or resources** do you want/need to **be successful**?
5. What would you **like to say 12 months from now** that you currently cannot say? How can I help **support you**?
6. What would you like to **accomplish this year**?   How can I **help you get there**?

Questions for the Supervisor:
Your Purpose & Growth-Mindset Driven Questions

1. What do I **expect from** my team/employee?
2. What do I **value in employees**?
3. What are **positive and negative actions** others can choose to take that strengthen or weaken a relationship with me?
4. What can my **employees expect from me**?
5. What do I feel are **my strengths and struggles**?
6. What areas am I working on **personally (me) and professionally** (team)?
7. What do I feel are going to be my/our **biggest challenges and successes** in the upcoming year?
8. How can we **best navigate/celebrate** these challenges and successes?

Remember, a lot of what is considered **talent management** happens in meetings and behind closed doors. Where it often succeeds or fails is in the personal interactions managers have with their talent. This is especially true during uncertain times when you need engaged employees, and employees need good reasons to be engaged.

Delivering Feedback (Learning & Development Portal)

Overview

Giving feedback doesn't have to be terrifying, but you do need to prepare. Get your motives, your purpose, and your plan in place before you open your mouth - and know what you'll do if it doesn't go well. In this course, you'll learn how decide whether feedback is appropriate or not, where it's appropriate, and how to ensure it makes a positive contribution to the development of the individual, the team, and the organization as a whole. You'll also get some tips on how to handle situations where someone reacts badly to your feedback.

Forward Thinking and Planning

One of the key ways you can have a positive impact on your team and the organization is by operating more as a *"Coach"* than a *"Manager"*. A study conducted by Bersin & Associates showed that organizations with senior leaders who coach effectively and frequently improve their business results by 21 percent as compared to those who never coach.

Shifting from Supervisor to Coach	
What it is NOT	**What it IS**
• It is _not_ therapy! • It does _not_ focus on the past • It is _not_ about competition against others	• Deals with the future • Creates a future in keeping with a person's vision and goals • Includes teamwork, going for the goal and being your best • Focuses on strengthening skills and unlocking one's potential

The Role of a Coach	
Who is the COACH?	**Who is the CLIENT?**
• Supervisor (You!) • HR Partner • Supervisor, manager or colleague with proven track record of effective coaching • Professional coach outside the organization	• Anyone looking or needing to make improvements in their performance. • Anyone looking to develop professionally. • Anyone needing to talk through a specific situation at work.

There are numerous advantages for supervisors who make an effort to coach their employees, including the following four value-added skills:

1. *Employee Motivation*: **Sharing the intent and purpose** behind the coaching process— i.e. accomplishments, growth, strategic planning.

2. *Leadership:* Encouraging employees to complete a **self-assessment** so conversations becomes a **meaningful two-way discussion** and spend more time looking to the future.

3. *Strategic Planning:* **Translating vision** into realistic business strategies and goals/objectives.

4. *Change Management:* **Listening to employee's point of view and asking questions** that gain insight and data to assess where they need support, improved processes, added resources.

Support Services & Resources

Individual Support

Including:
- Review performance narratives
- Help develop SMARTER goals
- Identify learning and growth opportunities for the Career Development Plan
- Provide talent conversation coaching

Team Collaboration

Including:
- Conduct info sessions for large departments
- Provide calibration meeting consulting

Email nt-stakes@uncc.edu to request any of the above individual or team services.

Workshops & Programs

Goal-Setting Workshops

- Examine, discuss, and create sample goals for employees.
- Uncover project possibilities that top performers and rising stars might consider embracing order to achieve "exceeds expectations" performance status.
- Collaborate and discuss possible goals that potentially motivate underperformers to rise to "meeting expectations" status.

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LEAD Program, The Leadership Experience, and Leading at the Speed of Trust
Find these programs and more in the Learning & Organizational Development Training Catalog

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