EHRA-Non Faculty Performance Guide

STAKES

Set Goals, Track Progress, Active Feedback, Knowledge Transfer, Evaluate and Support Growth

This document will give you guidance on the EHRA Performance process including the performance cycle and annual performance review process.

The STAKES performance management program should be the starting point to engaging, developing, and retaining our employees.

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Section I: Introduction & Timeline

About NinerTalent STAKES

Our program NinerTalent S.T.A.K.E.S – **S**et Goals, **T**rack Progress, **A**ctive Feedback, **K**nowledge Transfer, **E**valuate, and **S**upport – is UNC Charlotte's performance management program. The program provides tools and resources to assist in setting meaningful performance goals, promote more ongoing, two-way communication regarding these goals, and evaluate performance fairly and consistently across organizational units. In addition, it seeks to ensure that the EHRA Performance Appraisal Policy is implemented properly.

Highlights of the Program

- It is future-focused to foster strategic thinking, planning, and achievement.
- It features a contemporary design including both goals & objectives and institutional goals.
- It is designed to clearly align and connect employees with UNC Charlotte's Strategic Plan.
- It promotes regular performance and talent conversations to encourage engagement with a goal of developing great employees and retaining them.

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 Goals & Objectives
- How to create a Professional Development Activities
- 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.

Introduction to New STAKES Timeline

The STAKES cycle for EHRA Non-Faculty employees is from **July 1 to June 30** of each year.

HUMAN RESOURCES

EHRA Non-Faculty
2024 - 2025 Performance Management Cycle

All of the Performance Management Cycle steps listed below are completed on **NinerTalent**.
The Employee Self-Appraisal opens on **March 1, 2025**. All steps are due for completion, on **June 30, 2025.**

Step 1 — Employee Self-Appraisal

The employee is provided an opportunity to highlight their perspective on their performance for the cycle, sharing strengths, needs and accomplishments. **Though this is an optional step, employees must log into NinerTalent to select the option to bypass the evaluation** if they choose not to complete the Self-Appraisal.

RESPONSIBLE PARTY: EMPLOYEE

Complete by 3/31/2025

Step 2 — Supervisor Appraisal

The supervisor assesses how well the employee met the goals established this cycle by rating each goal and providing feedback.

RESPONSIBLE PARTY: SUPERVISOR

Complete by 6/15/2025

Step 3 — Supervisor Releases Appraisal

The supervisor releases the appraisal to the employee for review and acknowledgement.

RESPONSIBLE PARTY: SUPERVISOR

Complete by 6/22/2025

Step 4 — Employee Acknowledges Appraisal

The employee acknowledges the appraisal to confirm that (1) the appraisal was reviewed and (2) that the performance appraisal discussion took place between the supervisor and employee.

RESPONSIBLE PARTY: EMPLOYEE

Complete by 6/30/2025

Rating Scale

The 3-pt. rating scale should be used by both the employee and supervisor to evaluate performance in the Employee Self-Appraisal and the Supervisor Appraisal.

3 - Exceeding Expectations

2 - Meeting Expectations

1 - Not Meeting Expectations

Introduction to New STAKES Timeline

The STAKES cycle for EHRA Non-Faculty employees is from **July 1** to June 30 of each year.

HUMAN RESOURCES

EHRA Non-Faculty
2025 - 2026 Performance Management Cycle

All of the Performance Management Cycle steps listed below are completed on **NinerTalent**.
The Employee Performance Plan opens on **April 1, 2025**.

1 Employee Creates Plan

The employee and supervisor collaborate to create the Goals and Objectives Plan together, setting specific and measurable goals for the coming year. This ensures that both parties are aligned on expectations and objectives for the year. The employee will enter the details in NinerTalent.

RESPONSIBLE PARTY: EMPLOYEE

Complete by 06/16/2025

2 Supervisor Approves Plan

The supervisor reviews the Goals and Objective Plan to ensure all goals are consistent and align with the employee's position description and connects with the unit's strategic goals for the cycle. The supervisor may revise the Plan as needed before sending it back to the employee for acknowledgment.

RESPONSIBLE PARTY: SUPERVISOR

Complete by 06/23/2025

3 Employee Acknowledges Plan

The employee reviews and acknowledges the Plan to confirm that the discussion has taken place.

RESPONSIBLE PARTY: EMPLOYEE

Complete by 06/30/2025

4 Employee Completes Self-Appraisal

The employee has the opportunity to share their perspective on their performance for the cycle, including strengths, areas for growth, and key accomplishments.

Please note: this is an optional step, although a signature is required.

RESPONSIBLE PARTY: EMPLOYEE

Complete by 03/31/2026

5 Supervisor Completes Appraisal

The supervisor assesses how well their employee met the goals established this cycle by rating each goal and providing feedback.

RESPONSIBLE PARTY: SUPERVISOR

Complete by 06/01/2026

6 Supervisor Releases Appraisal

The supervisor releases the appraisal to the employee for review and acknowledgement.

RESPONSIBLE PARTY: SUPERVISOR

Complete by 06/15/2026

7 Employee Acknowledges Appraisal

The employee acknowledges the appraisal to confirm that the appraisal was reviewed and that the performance appraisal discussion took place between the supervisor and employee.

RESPONSIBLE PARTY: EMPLOYEE

Complete by 06/30/2026

Rating Scale

The 3-pt. rating scale should be used by both the employee and supervisor to evaluate performance in the Employee Self-Appraisal and the Supervisor Appraisal.

3	Exceeding Expectations
2	Meeting Expectations
1	Not Meeting Expectations

STAKES Detailed Timeline

The STAKES cycle for EHRA Non-Faculty employees is from **July 1** of the current year **to June 30** of the following year.

A **Talent Conversation** is a focused discussion between a leader and an employee about the employee's performance, potential, and development. These conversations are designed to provide clear, frequent feedback and to help employees understand how they can grow within the institution.

Talent Conversation #1 (Required)

April - June

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

- Conduct the Annual Performance Appraisal for the previous cycle.
- Begin discussing the Goals & Objectives and Professional Development Activities for the new performance cycle.
- Schedule quarterly 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.
- Employees should have an acknowledged Annual Performance Appraisal in NinerTalent (HRMS) no later than **June 30th.**

You may have two separate conversations if desired. One for the Annual Appraisal and one for the Goals & Objectives for the new cycle.

Talent Conversation #2

September - October

Review goals, assess progress, and, as applicable, clarify or redefine expectations for the remainder of the cycle. If changes need to be made to the Goals & Objective Plan, the employee will need to re-enter the updated information into NinerTalent for formal approval. The employee will need to acknowledge the updated plan.

Talent Conversation #3 (Recommended for all)

December-January

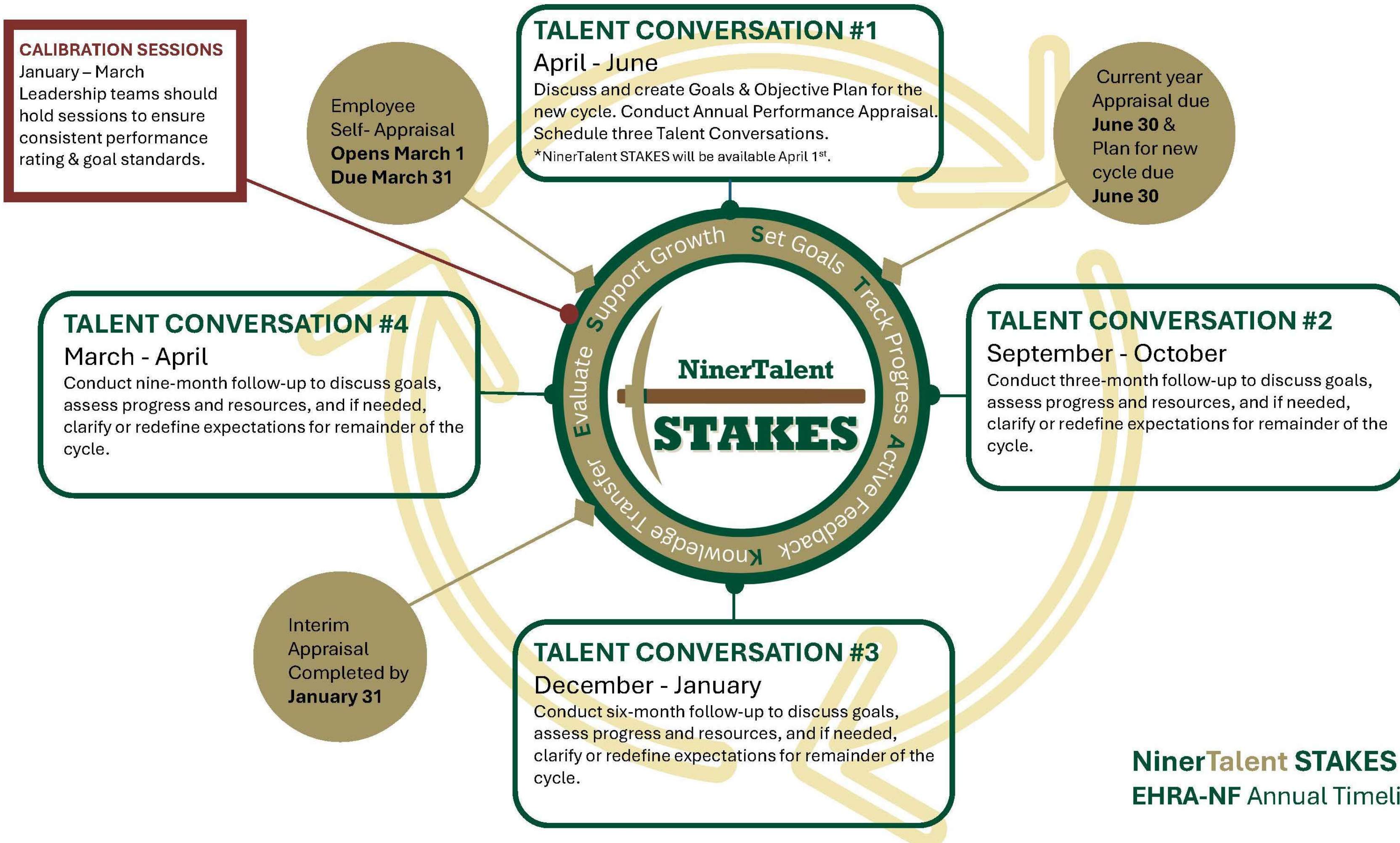
Review goals, assess progress, and, as applicable, clarify or redefine expectations for the remainder of the cycle. If changes need to be made to the Goals & Objective Plan, the employee will need to re-enter the updated information into NinerTalent for formal approval. The employee will need to acknowledge the updated plan.

Talent Conversation #4 (Recommended)

March-April

Review goals, assess progress, and, as applicable, clarify or redefine expectations for the remainder of the cycle. If changes need to be made to the Goals & Objective Plan, the employee will need to re-enter the updated information into NinerTalent for formal approval. The employee will need to acknowledge the updated plan.

Note: Supervisors may need to adjust the number of Talent Conversations within the cycle for new hires, who did not start at the beginning of the performance cycle.



NinerTalent STAKES Cycle

EHRA-NF Annual Timeline

Overview of STAKES Performance Processes

UNC Charlotte's STAKES performance processes can be broken into three main sections:

⇒ **Part 1:** Goals & Objectives Planning
⇒ **Part 2:** Off-Cycle Reviews
⇒ **Part 3:** Annual Performance Appraisal

Part I: Goals & Objectives Planning

Performance planning is when employee goals, objectives and expectations should be discussed and agreed upon by the supervisor and employee within the **first 60 days** of the new cycle. The goals are documented in NinerTalent as those goals and expectations should be used when assessing the employee's performance during the annual appraisal process at the end of the cycle. More importantly, it informs the employees of the expectations for the year. Employees should be informed of the following performance expectations, (1) Institutional Goals, (2) Goals & Objectives, and (3) Professional Development Activities. The goals will be entered into NinerTalent by the employee.

(1) Institutional Goals

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

(2) Goals & Objectives

A description of goals and objectives the employee is expected to meet this performance cycle. Unlike the institutional goals, the goals & objectives are NOT intended to cover all aspects of an employee's work product. Instead, these goals should focus on factors such as key results, outcomes, and/or deliverables.

(3) Professional Development Activities

Supervisors and employees should 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 professional development planning can be found here.

Part II: Off-Cycle Reviews

Off-cycle reviews occur when the supervisor and employee have talent conversations. 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. These talent conversations are not required for EHRA-NF employees but are recommended for all employees.

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 which ends on **June 30th.** Upon review and completion, the annual performance appraisal must be acknowledged in NinerTalent (HRMS) by the employee. If your department requires the Next Level Supervisor to sign-off on the appraisals, it will have to be done outside of the system. It is recommended to save the appraisal as a PDF to share the document with the Next Level Supervisor for feedback and approval.

The appraisal is comprised of two key parts, (1) ratings, and (2) supervisor comments.

(1) Ratings

Supervisors will use a 3-point scale to assign a rating to each of the employee's goals and their final overall rating. The ratings equate to three scoring categories - Exceeding Expectations, Meeting Expectations, or Not Meeting Expectations. Find more on rating here.

The supervisor will choose the final overall rating for the employee.

- 1 = Not Meeting Expectations
- 2 = Meeting Expectations
- 3 = Exceeding Expectations

(2) Supervisor Comments

Supervisors should use this space as an opportunity to document an employee's progress, achievements and growth opportunities.

- Institutional Goals – You are not required to comment in the institutional goals section.
- Goals & Objectives **(required)** – You are required to document the Goals & Objectives established for the employee this cycle. We encourage supervisors to provide comments on the employee's performance.
- Overall Comments **(required)** – A summary of the employee's observed performance during the cycle, including outcomes related to assigned goals and objectives is required. You may also attach PDF document with this information in lieu of typing it in the comments box or add additional documents to support your comments.

Click here for suggestions on developing and writing the comments narrative. Further details on how to complete the annual performance appraisal can be found in the Supervisor Guide.

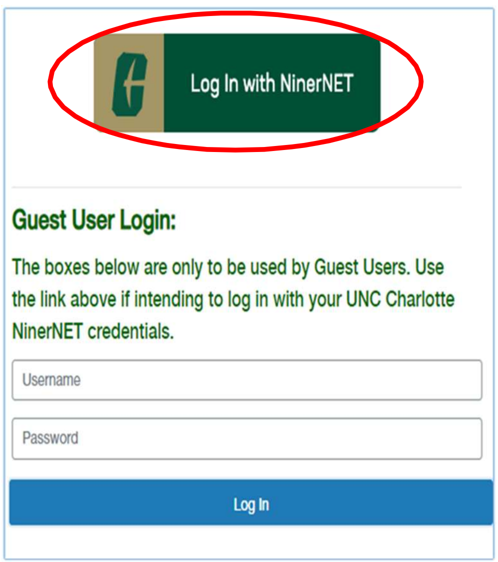
Section II: Navigating NinerTalent (HRMS) Performance Module

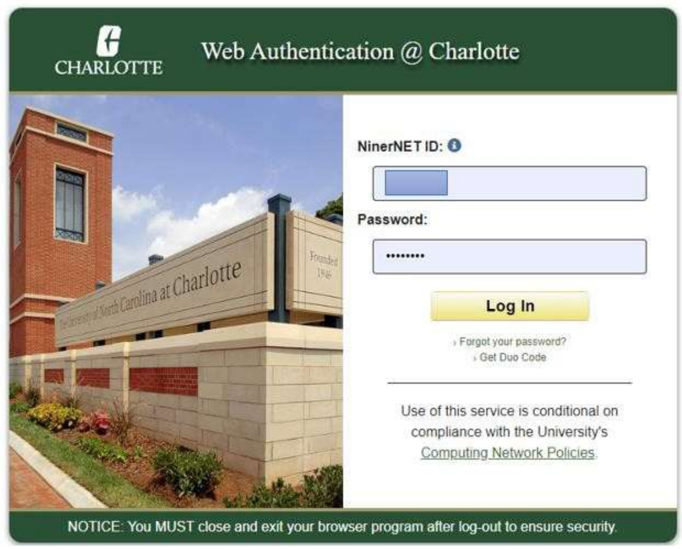
Getting Started

NinerTalent is UNC Charlotte's Human Resources Management System (HRMS) for Employees and Hiring Managers. It is used to initiate job posting for recruitment, staff reclassifications request, position description updates, and to maintain yearly goals & objectives 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 under the NinerTalent Resources section.

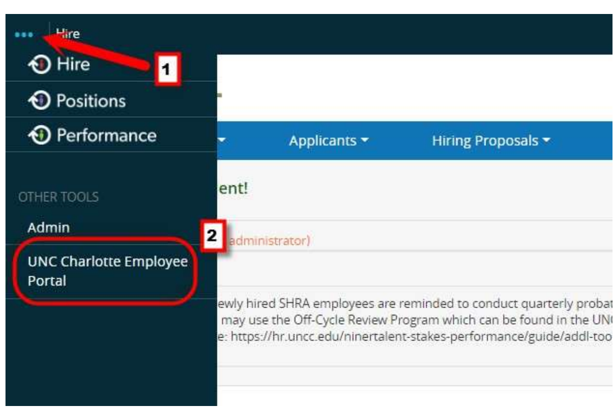
Logging in and Accessing the Employee Portal

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

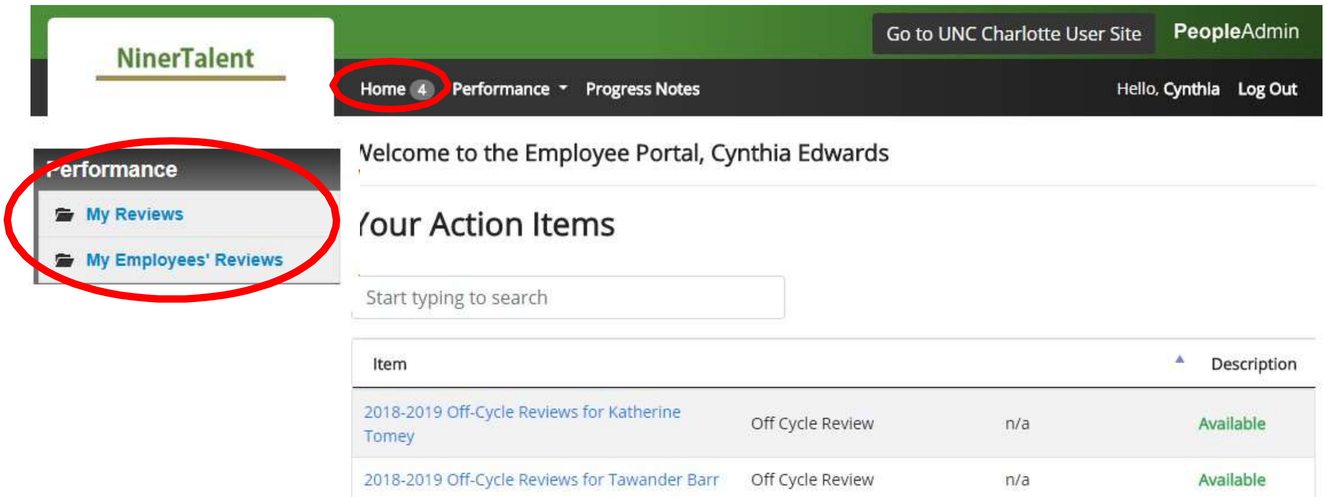




Once logged in, click the ellipsis '**...**' in the top left hand corner to initiate the dropdown and click **'UNC Charlotte Employee Portal'.**



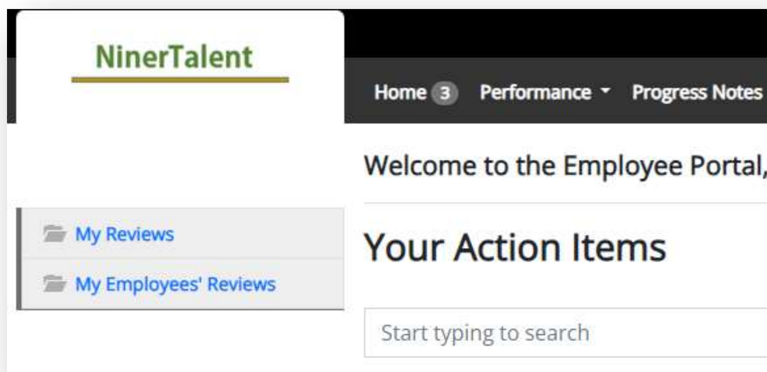
"Your Action Items" will appear, and list all the items that require your attention. Pay attention to the due dates to know when items need to be completed. Click 'Home' to get back to **'Your Action Items'**.



Searching and Dashboard

(video available)

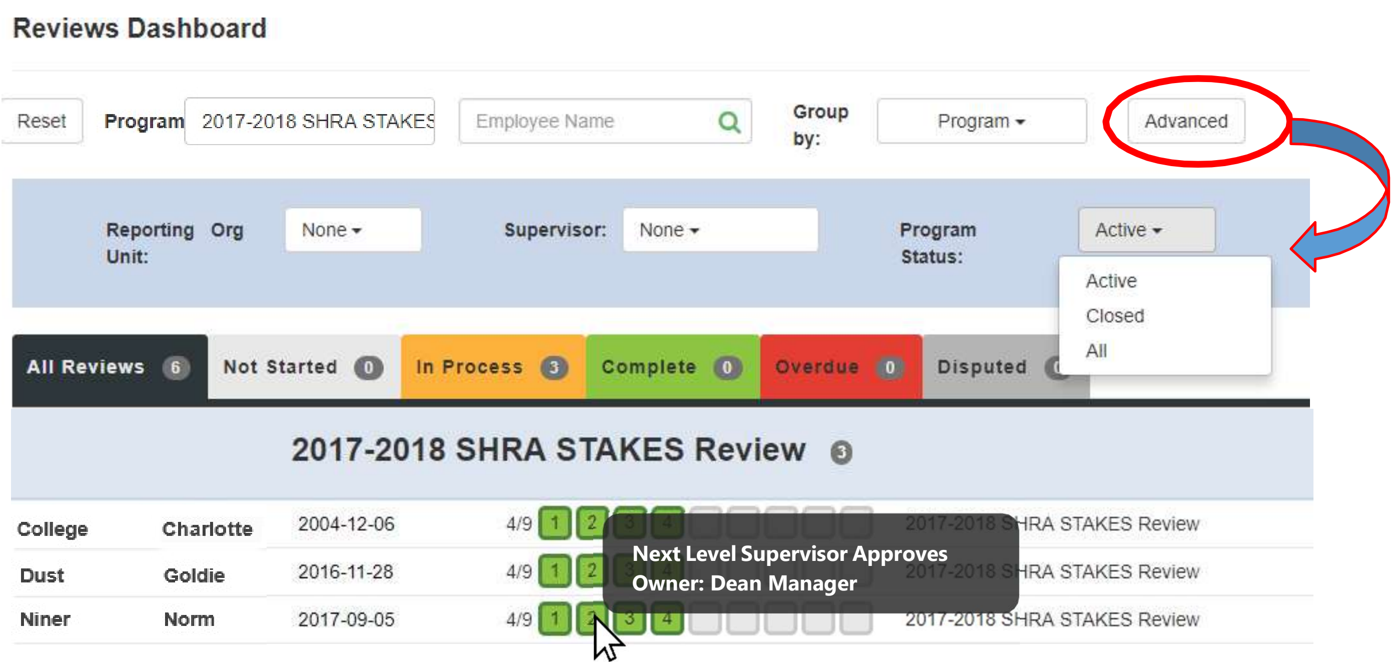
You can search for reviews by selecting the "Performance" tab on the top left of the display ribbon. Once you have selected the type of review you would like to search, the search options will appear.



My Employees' Reviews (Reviews Dashboard)

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 plans and appraisals.



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 to access the "Overview" screen.

This screen is where you will be able to access the performance records and history. **"Overview"** screen will show you all the performance tasks that will or have occurred this cycle, the task owner, the date the task opened, the date the owner completed the task, and the due date of each task. The tasks for which you are the owner are in blue. Use the following key to identify the tasks status.

Task & Task Owner

Goals & Objectives Plan Creation: The employee and supervisor collaborate to create the goals & objectives plan together, setting specific and measurable goals for the coming year. The employee will move forward with entering the agreed upon goals & objective plan in NinerTalent. This collaborative approach aims to ensure that both parties are aligned on expectations and objectives for the year.

Approve Document: The Supervisor reviews the goals & objective plan to ensure all goals are consistent and align with the employee's position description and connects with the unit strategic goals for the cycle. The supervisor may revise the plan as needed before sending the goals & objectives plan back to the employee for acknowledgment.

Acknowledge: Employee reviews and acknowledges the plan to indicate that they have received the plan.

Employee Self-Appraisal The employee self-appraisal is optional, unless required by the supervisor. Though the employee is not required to complete the self-appraisal; the employee must login NinerTalent to complete or bypass the task.

Supervisor Complete Appraisal: The supervisor assesses how well their employee met the goals established in the current cycle by rating each goal and providing feedback.

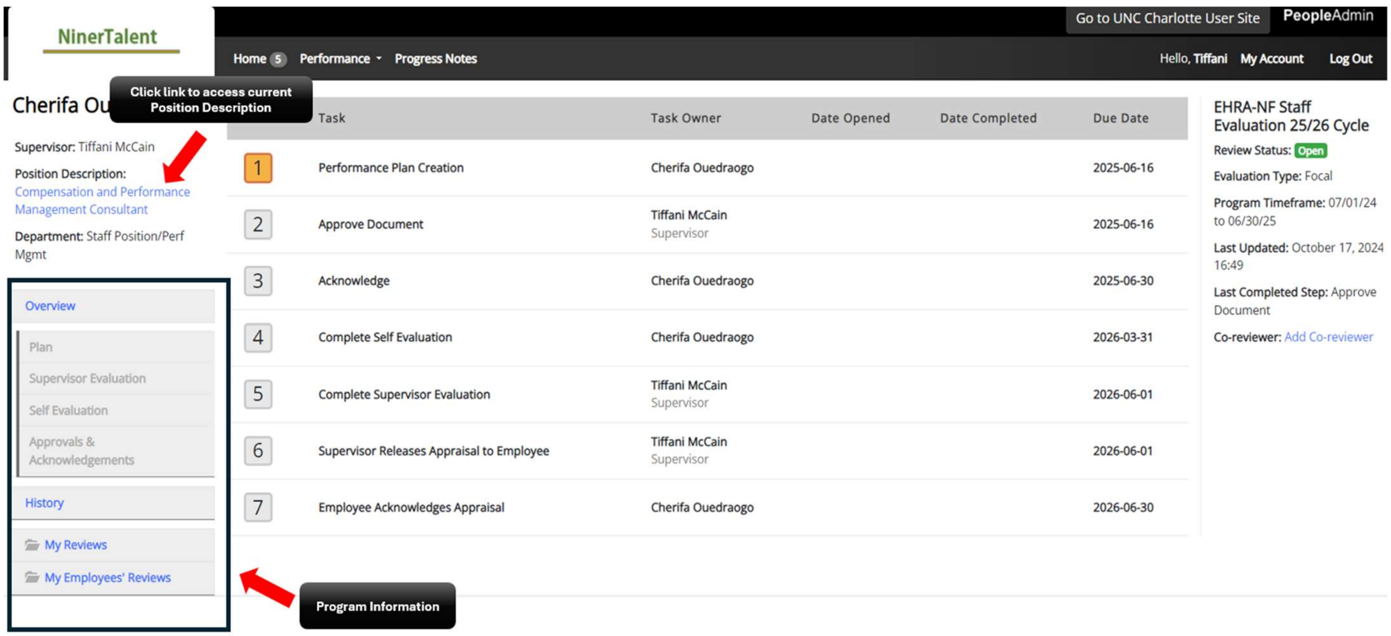
Supervisor Releases Appraisal: Supervisor releases the appraisal to the employee for review and acknowledgement.

Employee Acknowledges Appraisal: Employee acknowledges the appraisal to confirm that the appraisal was reviewed and that the performance appraisal discussion took place between the supervisor and employee.

The **"Overview"** screen will show you all the performance tasks that have or will occurred in 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 desired 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

Section III: Calibration

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. Insert "EHRA-NF" where it says "SHRA".

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 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 several 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.

Section IV: Goals & Scoring

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.

⇒ EHRA Institutional Goals (Note. Same as SHRA)

The institutional goals are there, to set standard expectations for all employees regarding their overall performance and is also a guide to assist supervisors in rating employee performance objectively during the annual appraisal process.

Each institutional goal has been defined by four subcategories. A rubrics breaking down these categories can be found in the EHRA Institutional Goals Guide. The first page of the guide gives the abridged version of the goal at the "meeting expectations" level and the subsequent pages give an in-depth definition of each goal and what not meeting, meeting, and exceeding expectations looks like.

Goals & Objectives

It is recommended that each employee have at least three "goals & objectives". Unlike institutional goals, goals & objectives 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.

You will be required to give a description of the goals & objectives on the annual performance appraisal. So, it is recommended that you document these goals at the beginning of the performance cycle when you discuss them with your employees.

There is not one specific way to write the goals & objectives. 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 required to work with your employee to discuss and determine his or her goals & objectives for the upcoming cycle.

Review the following Goal Writing Information to assist you with this process.

Ways to Write Goals & Objectives

There are countless ways to create goals & objectives. 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, work-unit/job class goals or employe specific goals, and further to employee specific goals, allowing your employee to set goals at each level of the organization.

Division-Wide Goals	Work-Unit / Job Class Goals	Employee-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 telescopes from critical-function, project-oriented, or forward-focused goals. You and your employee will 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

SMARTER Goals

As you develop goals & objectives 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.

Measurable – *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 UNC Charlotte, and does it help the university maintain its standing on the campus and in the community? Relevant goals help employees stay 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 must 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.

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 - Specific Goals	✓	✓	
Work Unit/Job Class Goals		✓	
Division - Wide Goals			✓

Wording to Help Get You Started - Individual Goals

Use the following template to create clear and actionable goals:

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

Here are a few examples to guide you:

- Attend ________ by ________ and apply ________ in order to ________.
- Execute ________ by ________ in order to ________.
- Participate in ___#____ talent conversations by ________ in order to ________.

Simply fill in the blanks to create your personalized goals!

Sample Goals

The following are four samples of what an employee's 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
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 (June 30) • 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
Description:	Achieve proficiency in new office system/program by August 31 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	Strategic Plan Implementation
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.

Professional Development Activities

Professional Development Activities can be extremely transformative, motivating, and impactful when done right. When planning these activities there 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

Learning & Development (L&D)

- Instructor Lead
- Virtual-video/audio
- Resource Center

L&D Percipio Content Library

- Books 24/7
- Videos
- On-line courses-technical or transferable skill development

Career Development Opportunities

- Staff Meeting Starters
- Retreats
- Coaching/Consulting

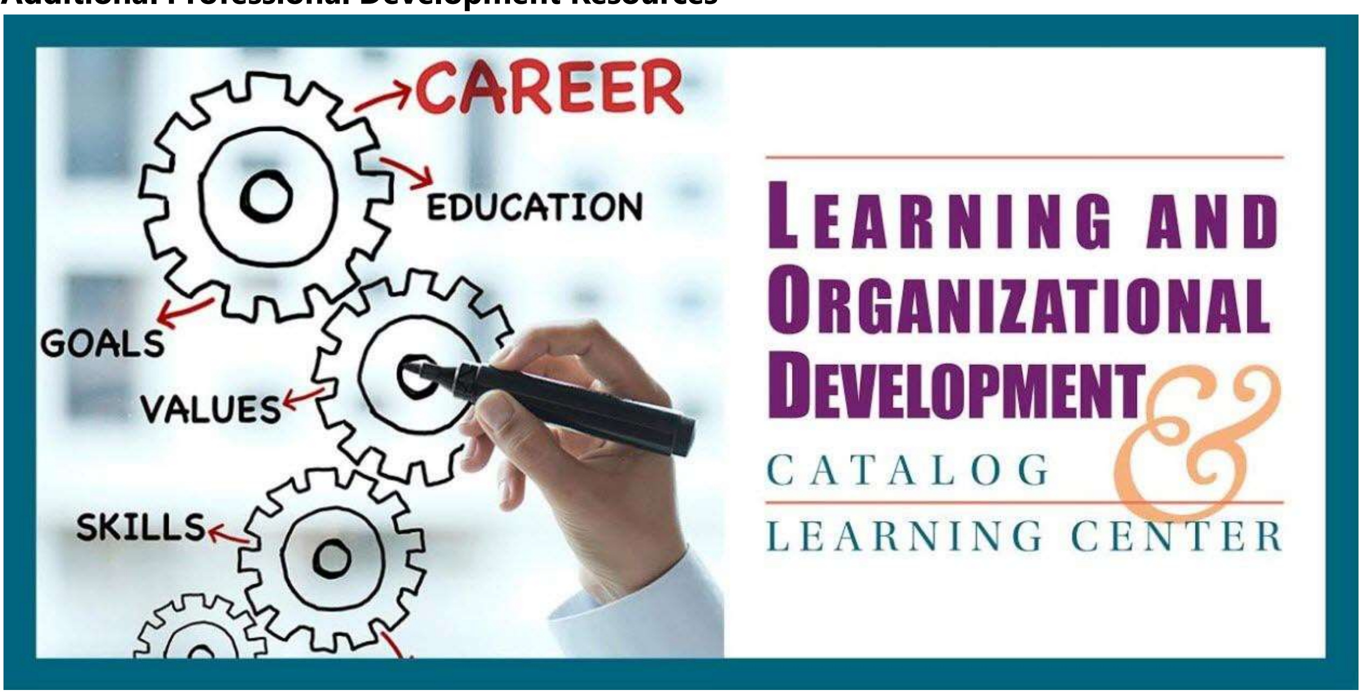
Off Campus

- AMA (American Management Assoc.)
- National Seminars Training
- ASAP (American Society of Admin
- APPA (Facilities Professional)
- Trade Certifications
- Local/Regional/National Conferences
- Others…

Sample Professional Development Activities

Professional Development Activities	**(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 Skillport 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 Aug 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 Professional Development Resources



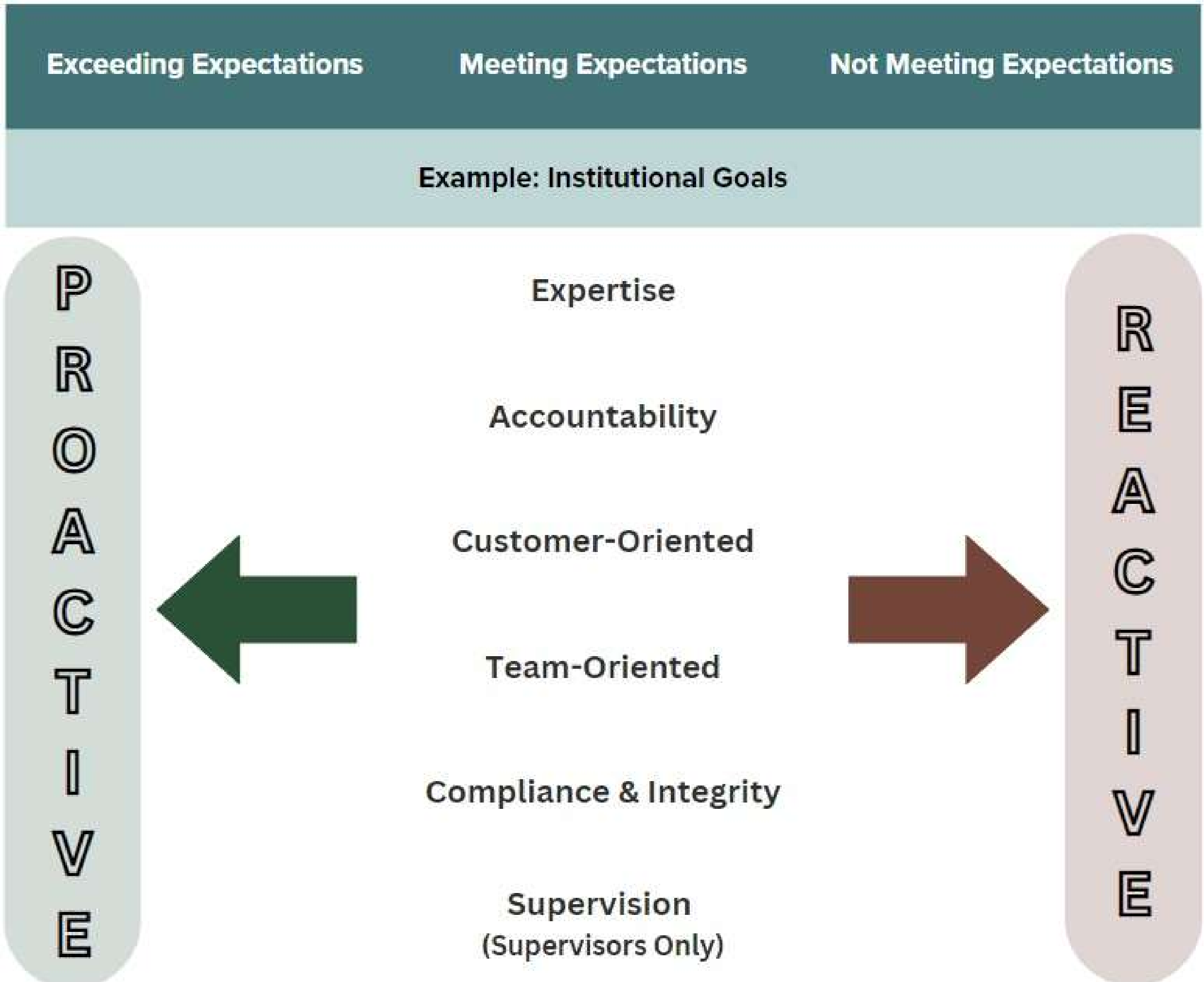
CLICK HERE *to go to site!*

Assigning a Score

There are three rating categories: Meeting Expectations, Exceeding Expectations, and Not Meeting Expectations. The 3-point scale was chosen to assist supervisors in better expressing where employees might fall within these three categories. The following table offers general guidelines on what each rating implies:

Not Meeting Expectations 1	Meeting Expectations 2	Exceeding Expectations 3
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 above and 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 on next page).



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.

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.

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

Performance Review Narrative

The narrative method of documenting and reviewing performance in EHRA-NF performance management involves crafting a detailed account to describe an employee's performance. This approach goes beyond merely outlining job behaviors or abilities. It also encompasses plans for training and development, as well as the outcomes of complex evaluations and performance problem-solving efforts. By providing a comprehensive narrative, managers can offer a holistic view of an employee's contributions, areas for growth, and strategies for future development.

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," "Goals & Objectives," and "Professional Development Activities," 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(s).

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 EHRA Employee Self Appraisal 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) or "Talent Conversations"

(2) Annual Appraisal

Sample Off-Cycle Review Narrative

Interim Review (January)	
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!

Sample Annual Appraisal Narrative

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 (see STAKES Timeline), 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	5. Organization & Space Management
2. Interpersonal Communication	6. Emotional Intelligence
3. Work/Life Balance	7. Email/Communication Etiquette
4. Self-Management & Procrastination	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 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 (Percipio)

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. 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 keyways 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 for 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 try 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 become 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 Professional Development Activities
- Provide talent conversation coaching

Team Collaboration

Including:

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

Email nt-stakes@charlotte.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 in order to achieve “exceeding expectations” performance status.
- Collaborate and discuss possible goals that potentially motivate underperformers to rise to “meeting expectations” status.

Delivering Feedback (Percipio)

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LEAD Program

Find this program and more in the Learning and Development Portal.

Contact Us

For assistance, guidance, or questions, please email our official NinerTalent STAKES Performance Management address at **nt-stakes@charlotte.edu**. An HR administrator will respond to assist you.

Or visit the NinerTalent STAKES Performance Management **website**.