FY 2015- 2016
Pay-for-Performance Program and
Staff Compensation Program

Information Session

April 2015

University Human Resources
P4P and SCP Program Highlights

Performance Appraisals

- All appraisals and increases are based on performance from May 1, 2014 through April 30, 2015
  - Performance appraisals are to be concluded and employees notified of evaluation results by 
    **April 30, 2015**
  - Employees have the opportunity to comment in writing about their performance appraisals by June 1, 2015
Why performance management?

• Compliance with university policy and collective negotiations agreements
  – University Policy 60.4.9 – Performance Appraisal of Managerial, Professional, Supervisory and Confidential (MPSC) Staff
  – Article 38(B) – SCP Procedure from the URA-AFT Collective Negotiations Agreement

• Allows managers and employees to engage in thoughtful dialogue about the year’s performance and accomplishments

• Defines expected outcomes for the coming year

• Facilitates the university’s continued goal of achieving excellence in higher education
Who is eligible?

P4P and SCP

• Employee is in a program-eligible title on or before 1/1/2015

• If hired or moved to a program-eligible title after 1/1/2015
  – Performance standards should be established for next appraisal period

• If you are unsure as to who is eligible, you may contact your Vice President/Chancellor, his or her designee, or your HR Consultant
Eligibility – P4P and SCP

- Eligible staff who accept another program-covered position in a *different* unit are expected to be appraised. Department heads from both the former and current units should collaborate on the performance appraisal.

- Eligible staff who report to a *new* supervisor are to be given a performance evaluation. The new supervisor and the former supervisor or department head should collaborate on the performance appraisal.
Eligibility – Employees on Leave of Absence

P4P and SCP

• All eligible employees are expected to be appraised

• An appraised employee who is out on leave of absence at the time the employee is expected to be informed of the appraisal results, must be notified by certified letter

• Supervisors must state in this letter that the performance evaluation was completed, and it will be given to the employee upon the employee’s return from leave

• Supervisors are to provide a copy of the performance evaluation if requested by the employee
Merit Compensation Component

Pay-for-Performance (P4P)

- The Pay-for-Performance (P4P) program may provide for a performance-based merit salary increase component for eligible staff members that meet standards during years where funding is available.

- For FY 2015 – 2016, the University has approved an aggregate 2% permanent salary increase pool effective July 1, 2015 for 12-month employees and September 1, 2015 for 10-month employees.

- The merit program will be implemented in the Fall 2015, and any merit increases awarded through the P4P program will be retroactive to the merit program effective date.

- Additional details will be made available as we approach implementation.
The performance-based compensation component of the Staff Compensation Program (SCP) program is currently under negotiations.
When an employee *Does Not Meet* standards

P4P and SCP

- Departments with staff rated as such must re-evaluate them by October 15, 2015 to determine if their performance has improved

- Employee’s performance must continue to be monitored, and is to be evaluated as part of the next year’s appraisal cycle if eligible for participation
Review Procedures – P4P and SCP

• Employees who claim that program procedures were not followed, that there was a demonstrable factual inconsistency, or that they were not evaluated according to the performance standards for their job may seek review.

• Complete procedures and forms are available on our website.
Schedule – P4P and SCP

• April 2015
  – Information sessions for supervisors

  – Performance evaluations must be completed and employees notified of the appraisal results by April 30, 2015

  – Departments must notify staff on leave that their appraisals have been completed with a certified letter by April 30, 2015

• June 2015
  – Any written comments provided by appraised employees regarding their performance evaluations must be returned to their supervisor by June 1, 2015
Resources

• P4P Program Materials
  – http://uhr.rutgers.edu/P4P-deans-managers
    • Program Announcement
    • Performance Appraisal Form
    • Process for Staff On Leave
    • Review Process if Procedure Not Followed
    • Review Request Form
    • Performance Management Resources
      – Setting and Communicating Performance Standards, and more

• SCP Materials
  – http://uhr.rutgers.edu/SCP-deans-managers

• Questions and Assistance
  – Contact your HR Consultant at 848-932-3020
Performance Management

Setting, Communicating, and Supporting Performance Standards
Session Goals

• Discuss importance of performance management

• Learn to develop performance standards for key duties

• Discuss ways to assess/document performance

• Learn strategies for conducting an effective appraisal meeting
• What is “performance management”?
What is “performance management”?

• Activities that ensure that goals are consistently met in an effective/efficient manner
  – Setting/communicating goals/standards
  – Providing performance feedback
  – Addressing performance gaps
  – Coaching/role modeling
  – Rewarding performance
When to communicate duties/standards

- During new employee orientation
- When position responsibilities change
- When priorities change
- During individual meetings
- During staff meetings
- During annual P4P or SCP appraisal meeting
P4P/SCP form: performance management tool

- Defining Performance Expectations
  - Section 1: Key Duties
  - Section 3: Performance Standards

- Reviewing Performance
  - Section 2: Overall Assessment
  - Section 4: Appraisal & Documentation
  - Section 5: Performance Enhancement
  - Section 6: Signatures & Comments
• What is a key duty? What is an example from your job?
What is a key duty?

- Define purpose of job

- Key duty
  - Task
  - Area of responsibility
  - Special project

- Can change each year

- Prioritize as needed
Determining importance

• Context
  – University/department vision, mission, goals

• Purpose of job
  – Impact on education, research, service

• Impact on stakeholders/clients

• Benefits, value

• Cost if done poorly
Setting priority levels

• Rank order

• Priority level
  – High
  – Medium
  – Low

• Percentage weights
  – Allocate 100 points across the job duties
  – Based on importance to job
  – Weight does not necessarily reflect % of time on task
Job priorities example - *Project Manager*

**SECTION 1: APPRAISAL MATRIX**

*Directions for Priority:* **Indicate the priority levels for each duty.**

<table>
<thead>
<tr>
<th>Key Duties</th>
<th>Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Consults with User Community</td>
<td>40%</td>
</tr>
<tr>
<td>2. Project Management</td>
<td>25%</td>
</tr>
<tr>
<td>3. Supervision</td>
<td>20%</td>
</tr>
<tr>
<td>4. System Problem Resolution</td>
<td>10%</td>
</tr>
<tr>
<td>5. Administration</td>
<td>5%</td>
</tr>
</tbody>
</table>
Effective standards

**S**pecific and defined
**M**easurable and observable
**A**ccepted by supervisor and employee
**R**elevant to unit/department goals
**T**rackable over time
Measuring performance

- Work outcomes (what)
  - Work products (quality)
  - Results (cost, benefit)
  - Impact, judgment of others

- Work behaviors (how)
  - Behaviors (time, speed)
  - Work process
  - Approach to work/tasks
Writing performance standards

- Use bullets or narrative form
- Specify results and/or behaviors
- Quantify
  - Take advantage of numeric standards
- State outcomes of the activity

- *Think of it this way: The key duty states what is done, the standards states how it is done*

- What’s a standard you use for your employees?
• What’s makes it hard to set standards?
It’s hard to set standards/expectations

- You may not understand job, especially if technical
- You may be unclear how job affects larger unit goals
- Job may be complex with many facets
- Defining standards takes time
- Similar jobs need consistent standards
- Measurable standards may be difficult to set
- Standards have to be reasonable yet challenging, reflective of grade
- You may not be objective
- Other ...
Conducting the performance planning meeting

• Encourage the employee to ask questions and be an active participant in the planning process

• Review the key duties and behaviors for the position; make sure the employee understands the priorities

• Together, determine how to best measure performance for each duty or behavior

• Discuss performance standards for each duty; ensure employee knows what it takes to meet expectations
Conducting the performance planning meeting (cont.)

- If there is resistance to standards, explain why you feel the standards are appropriate

- Ask if there are obstacles preventing the employee from reaching performance goals

- Discuss the commitment you will make - resources, time, and direct assistance to help the employee to improve performance
Documenting performance

• Performance documentation needs to exist to effectively give an employee feedback:
  – Increases acceptance
  – Prevents recency effect
  – Allows for trend analysis
  – May help in cases of litigation
What to document

• Specific examples
  – Positive and negative
  – Context/date
  – Behavior or inaction
  – Outcome or consequence

• Feedback given

• Action plan with deadlines
Documenting performance

- Be aware of biases
- Create opportunities to observe behaviors
- Use the performance standards
- Keep accurate records
- Document specific results or examples of behavior (FACTS)
- Avoid inferences and judgments (OPINIONS)
Conduct an Effective Appraisal Meeting

Communication is key
The appraisal meeting

- Provide information/timeline to all eligible employees well in advance

- Ensure meeting is in private with minimal distractions

- Role model two-way communication

- You may request (not require) self-appraisals, but it must be done across the board
During the meeting

- Summarize employee’s overall performance level

- Discuss performance for each key duty. Cite specific examples to explain your ratings. Ask the employee about his feelings about each assessment

- Discuss positive and/or negative consequences of the level of performance the employee achieved

- Discuss developmental opportunities; begin planning process for the next appraisal period
Difficult appraisal meetings

- Focus on gaining acceptance by the employee and developing **joint solutions** for a performance plan

- Ascertain the employee’s reasons for self ratings

- Obtain agreement on the problem areas and identify ways to improve performance

- Agree on a set of actions and schedule follow-up dates to review progress
Support performance

- Provide necessary information and resources
- Provide on-site training
- Allow for participation in professional development
- Provide observation opportunities
- Use coaching techniques
- Other ...
Coaching for performance

• Regularly observe behaviors

• Provide feedback
  – Praise and recognition
  – Constructive criticism
  – Developmental plan

• Document performance
Resources

- General questions about the program:
  - University Human Resources, New Brunswick
    HR Consultants: 848-932-3020
  - Camden HR Office: 856-225-6208
  - Newark HR Office: 973-353-5500
Thank you for attending our information session.