Performance Excellence at UA

❖ Promotes a focus on **goals, competencies, and development**

❖ Create a **shared understanding** of performance & expectations

❖ **Supervisor’s focus is to coach** and provide tools to increase performance

❖ **Foster listening** to the employee and understanding their needs to enhance their effectiveness

❖ Reviews **can be done multiple times** throughout the year
What Great Supervisors Do

❖ They select for talent - not just for experience, intelligence, or determination

❖ When setting expectations they define the right outcomes - not the right steps

❖ When motivating someone they focus on strengths - not on weaknesses

❖ When developing an employee they help them find the right fit - not simply the next rung on the ladder

❖ They consider job competency and behavior
  ➢ Employee demonstrates their effectiveness in relation to their job duties
  ➢ Employee is accountable for their behavior
Effective Communication Skills

- Listen to understand - until they feel you understand
- Use empathetic listening if you hear emotion
- Ask “What decisions did we make?”
- Make sure the institution/team’s goals match the employee’s job goals
- Work together to develop a path forward
Coaching Conversations

Remember…

❖ Setting the stage.
   ➢ Be transparent
❖ Coaching conversations increase productivity and engagement.
❖ Regular conversations are part of the annual performance management process.
   ➢ Helps to align employee and manager
Planning For Review & Environment

- Advance planning – employee self appraisals should be completed at least 2 weeks prior to discussion.
- Plan for open dialogue – opportunity to review performance, consider lessons learned, progress for period, and establish goals and objectives for next period.
- Lay out plan for performance discussions – collect and review notes and performance based examples.
- Schedule sufficient time to focus on the review.
Planning For Review & Environment

❖ Prepare to discuss the full range of issues which may arise in the performance management discussion.

❖ Remember this is a shared dialogue. Encourage employees to share what tools they need to increase their performance and effectiveness.

❖ Respect confidentiality of the review discussion when possible.

❖ No cell phones, no emails, no text messaging, no electronic devices, no interruptions.
Planning For Review & Environment

- Job description/addendums should tie together with performance management.

- Performance has two factors
  - Job duties – WHAT the employee is hired to do
  - Job competencies – HOW the employee completes their job duties

- Review and discuss the job duties and how the competencies relate to the duties

- Handle dissent professionally – disagreements should be noted as a matter of record
Applying Performance Standards To Employees With Disabilities

- An employee’s disability typically has no bearing on performance or conduct problems
- Performance/conduct issues generally should be addressed in the same manner as handled with employees without disabilities
- Role of reasonable accommodation in addressing disability-related performance or conduct problems is to assist employee to meet performance goals and avoid conduct problems, not to excuse or tolerate problem.
Before You Start

- Focus on
  - Performance period **goals**
  - Identify areas of **strength**
  - Choose one or more areas to **develop**

- Consider the S.M.A.R.T. approach when setting goals
  - **Specific** (simple, sensible, significant)
  - **Measurable** (meaningful, motivating)
  - **Achievable** (agreed, attainable)
  - **Relevant** (reasonable, realistic and resourced, results-based)
  - **Time bound** (time-based, time limited, time/cost limited, timely, time-sensitive)
Start The Review

- Go to https://www.alaska.edu/myua/

Click on myUA Employee Services Dashboard

Use your Single Sign On (SSO) UA username and password to log in
Goal Setting/Setting Standards

- Recommend and recognize behaviors that are aligned with organizational business plans
- Establish milestone review dates
Training and Development

❖ Required Training
  ➢ Make sure UA required training is scheduled or complete
  ➢ Additional mandatory training may be assigned based on job requirements

❖ Professional Development
  ➢ Discuss where the employee would like to focus professional development efforts during the review period
  ➢ Supervisors are there to support employees achieving their goals
Performance Period - Track Progress

- Employee and supervisor should **meet regularly during the performance period**
- Document achievements and any goal changes/updates
- **Add** professional **development** training, experience, etc. to the review **as needed**
- If **changes** were made during the period, keep notes
End of Review Rating

- Provide comments
  - If an employee earns a “Needs Improvement” rating, provide an action plan to address the rating
  - Human Resources is available if assistance is needed
- Staff evaluations are to be completed no later than June 30, 2020.
Employee Acknowledgment

- Once the ratings are complete, the supervisor and employee should meet to discuss the final review.

- Employee acknowledgment only confirms that the performance review is complete.
Resources

❖ UA Human Resources (907) 450-8200, ua-hr@alaska.edu

❖ Collective Bargaining Agreements
  ➢ United Academics – UNAC:
    https://www.alaska.edu/labor/unac/
  ➢ United Academic – Adjuncts:
    https://www.alaska.edu/labor/adjuncts-info/
  ➢ Local 6070: https://www.alaska.edu/labor/local-6070/

❖ Find this PDF at
  ➢ https://alaska.edu/hr/ under “What’s New”
  ➢ https://www.alaska.edu/myua/ under “Performance Evaluation Guide”
Thank you!

If you have any questions please contact UA Human Resources at 907-450-8200 or email us ua-lee@alaska.edu