

Making the Most of the Performance Review Process

GW Medical Center Staff
October 2009

Purpose for Today



- Share the context for this GW initiative
 - why change the process
- Explore the Performance Review form
 - tips for completing it
- Discuss how to create a Professional Development Plan
 - a tool to motivate staff
- Review approval and signatures process

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Linking Pay to Performance
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Context

A Change Journey...

From

- COLA
- Evaluations
- Forms
- Needs Improvement
- Past
- Ratings
- Paper
- Compliance



No
Surprises!

To

- Merit
 - Reviews
 - Discussions
 - Developmental Opportunities
 - Future
 - Expectations
 - Online with workflow
 - Motivation
- *Ongoing Coaching*

→ *Annual Feedback*

Performance Review Form Summary

Created based on best practices and University feedback:

1. Developed to be more user friendly and less repetitious
2. Updated approach to rating performance factors – enhanced definitions with a 3 point rating scale
3. Enhanced the overall rating terminology and guidance
4. Added a professional Development Plan section to ensure a focus on the future

THE GEORGE WASHINGTON UNIVERSITY
WASHINGTON DC

Performance Review Form

Name:	Review Type: <input type="checkbox"/> Annual Performance Review <input type="checkbox"/> Other:
GWID:	Review Period (From MM/DD/YY to MM/DD/YY)
Title:	From: To:

KEY PERFORMANCE FACTORS Describe demonstrated competence as compared to the expectations for the position. Assessment should incorporate all relevant feedback collected. Include specific examples.

Rating Descriptions:
 - **Strength** – Demonstrates talent, a naturally recurring pattern of thought or behavior. Applies knowledge by using facts and lessons learned. *(Has the skills to consistently excel.)*
 - **Proficient** – Demonstrates a sufficient level of talent, knowledge, and/or skills to perform effectively.
 - **Needs Improvement** – Demonstrates an inability to meet the requirements, inconsistent performance, and/or needs to develop by increasing knowledge or building skills.
Focus Area – Indicates the need to prioritize developing skills or increasing knowledge in a particular area in the context of past performance coupled with the priorities for the year ahead. To set clear expectations and encourage continuous improvement, select a minimum of one factor as a priority Focus Area for the upcoming review period. Written comments are required for each factor; include additional supporting statements for any factors that are selected to be Focus Areas for the new review period.

	Rating	Comments
Job Smarts/technical skills Ability to demonstrate the knowledge and skills necessary to perform the job effectively. Understands the expectations of the job and remains current on new developments in areas of responsibility. Performs responsibilities in accordance with job processes and policies. Acts as a resource upon whom others rely on for assistance. <input type="checkbox"/> An "X" in this box indicates Focus Area for the new review period.	Please type "X" in one box: <input type="checkbox"/> Strength <input type="checkbox"/> Proficient <input type="checkbox"/> Needs improvement	
Communication Ability to clearly share information and ideas in an open, consistent, and effective manner. Fosters an environment that supports a continual, candid exchange among appropriate members of the University community. Encourages expression of new and creative ideas. Listens without interruption. Regularly shares useful, well organized, and accurate information. Provides regular, timely, and constructive feedback in a straightforward, sensitive manner. <input type="checkbox"/> An "X" in this box indicates Focus Area for the new review period.	Please type "X" in one box: <input type="checkbox"/> Strength <input type="checkbox"/> Proficient <input type="checkbox"/> Needs improvement	
Customer Service Ability to ensure excellence and understand our responsibility to exceed the expectations of others who depend on our actions. Solves problems at the first point of contact whenever possible; if unable to do so, refers the customer to an appropriate resource. Responds to all customer requests in a timely manner. Considers customer feedback and explores creative approaches to enhance service and increase efficiency. <input type="checkbox"/> An "X" in this box indicates Focus Area for the new review period.	Please type "X" in one box: <input type="checkbox"/> Strength <input type="checkbox"/> Proficient <input type="checkbox"/> Needs improvement	

Performance Review Form

Factors 101

Job Skills/Technical Skills <input type="checkbox"/> Focus Area		<p>–Strength – Demonstrates talent, a naturally recurring pattern of thought or behavior. Applies knowledge by using facts and lessons learned. Has the skills to consistently excel.</p> <p>–Proficient – Demonstrates a sufficient level of talent, knowledge, and/or skills to perform effectively.</p> <p>– Needs Improvement – Demonstrates an inability to meet the requirements, inconsistent performance, and/or needs to develop by increasing knowledge or building skills.</p>
Communication <input type="checkbox"/> Focus Area		
Customer Service <input type="checkbox"/> Focus Area		
Teamwork <input type="checkbox"/> Focus Area		
Productivity (Quantity/Quality of Output) <input type="checkbox"/> Focus Area		
Management/Supervisory Skills (if applicable) <input type="checkbox"/> Focus Area		
Optional <input type="checkbox"/> Focus Area		

Special Feature

Focus Area is a feature to use to prioritize a factor. Each review must have a minimum of one because everyone can enhance abilities. Reviews may have more than one. You must check for any rated "Needs Improvement."

Performance Review Form

Factor Comments – Pat Sample

Job Skills/Technical Skills <input type="checkbox"/> Focus Area	<p>“Pat consistently delivered high levels of customer service at both a transactional and strategic level. She was able to work on the basic service requirements while at the same time, she was viewed as a partner that people went to for advice on difficult issues (e.g., team dysfunction, coaching managers, and career ladder project). She served a large customer base and also people in organizations outside her division. Employees relied on her to solve problems and she consistently demonstrated creativity and judgment in working with staff on issues. She regularly tried to innovate and considered customer feedback to make process improvements. She demonstrated her ability to notice trends and identify solutions that solve systemic issues rather than just resolving one issue at a time.”</p>
Communication <input type="checkbox"/> Focus Area	
Customer Service <input type="checkbox"/> Focus Area	
Teamwork <input type="checkbox"/> Focus Area	
Productivity (Quantity/Quality of Output) <input type="checkbox"/> Focus Area	
Management/Supervisory Skills (if applicable) <input type="checkbox"/> Focus Area	
Optional <input type="checkbox"/> Focus Area	

Customer Service: Ability to ensure excellence and understand our responsibility to exceed the expectations of others who depend on our actions. Solves problems at the first point of contact whenever possible; if unable to do so, refers the customer to an appropriate resource. Responds to all customer requests in a timely manner. Considers customer feedback and explores creative approaches to enhance service and increase efficiency.

Performance Review Form

Factors

Summary Assessment

Assess the individual's overall performance versus expectations based on demonstrated competence for all factors. Include significant accomplishments in this section.

Select by using the drop down in the cell below

Role Model: Consistently far exceeds expectations; outstanding performance achieving all goals that are critical to the success of the team/organization. An individual whom others look to as a standard of performance excellence.

Exceptional: Meets and often exceeds expectations; performance which generally exceeds goals and job requirements with notable achievements. An individual who consistently delivers and often outperforms others in the same job.

Valued Performer: Consistently meets expectations; performance which satisfies all job requirements and meets all goals. An individual who is consistently reliable to get the job done.

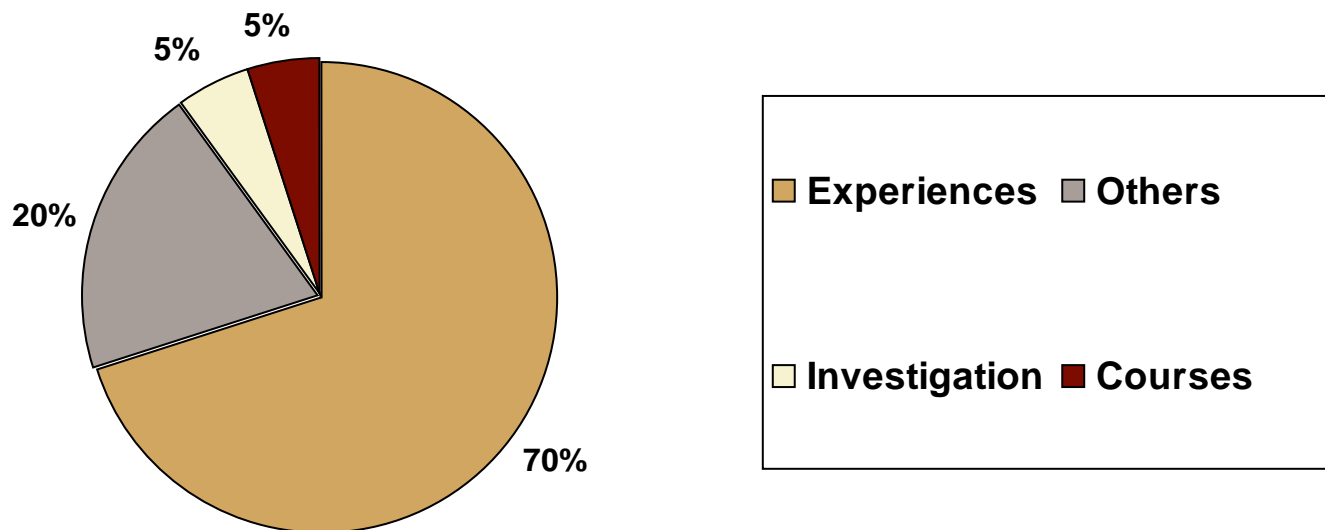
Fair: Sometimes meets expectations; performance that is to the standard required in most aspects of the job with opportunity for development. An individual with the potential to be a valued performer.

Unacceptable: Does not meet expectations; performance where significant improvement is required to satisfy job requirements. An individual who is not performing at acceptable levels.

How Learning Takes Place

A little context before we talk PDPs

- 70% from **experiences** (e.g., on the job, assignments, special projects, etc.)
- 20% through interaction with **others** (e.g., coaches, mentors, peers, managers, professional associations and networking)
- 5% from **courses** (e.g., University courses, certifications, vendor training, internal workshops, etc.)
- 5% as a result of **investigation** – independent research/learning (e.g., books, white papers, articles, journals, podcasts, and web sites)



Professional Development Plan

Creating the Plan

- This section is optional this year for the GW Medical Center staff
- Tips:
 - Keep it simple but make it effective... just comment on each item in the description
 - Remember this section is “forward” looking – future not past
 - Focus more on what rather than how
 - Ask the employee for input
 - Select a couple strengths that can be leveraged for more success – link to a priority/goal for the upcoming year
 - Identify developmental opportunities – link to Factors

On the Job Examples:

- Shadowing others
- Stepping up to take on a new project or responsibility
- Working with a mentor or informal coach
- Offering to help out a team in need

External Examples:

- Attending courses – GW and others
- Participating in workshops
- Attending conferences
- Studying for professional certifications

Professional Development Plan

Factor Comments – Pat Sample

PROFESSIONAL DEVELOPMENT PLAN

Describe action items and suggestions for developing each Focus Area checked in the Performance Factors section. Include any additional priorities for development during the next review cycle.

Pat's focus area is communication. Enhancing her listening skills and learning to provide her peers constructive feedback are the priorities this year. Pat should also strengthen her project management skills. The other priority this year is to strengthen her ability to "manage up" and develop tactics for working effectively with multiple managers. We will work together to identify strategies to develop these areas.

Describe key strengths that should be leveraged for more success. Identify recommendations for training, certifications, and/or other developmental opportunities. Provide suggestions that support completion of new goals. Include developmental activities that support career growth.

Pat will benefit from leveraging her customer service and teamwork skills as she works to implement the leadership program in new organizations. Pat should find an informal mentor who is strong at project management. She should read the book, "Managing up: how to forge an effective relationship with those above you," by Badowski and Gittines. To support career growth, she should identify ways to develop her strategic thinking skills.

Review approval and signatures process

SIGNATURES & COMMENTS	
(1) Manager	
Printed Name	
Signature	
Date	
(2) Next Level Approver	
Next Level Approver Comments	
Printed Name	
Signature	
Date	
(3) Employee	
Employee Comments	
Place an "X" in the appropriate box below	
<input type="checkbox"/> I believe this is a fair and objective Performance Review.	
<input type="checkbox"/> I do not agree with this Performance Review for the reasons outlined in the comments section above.	
This Performance Review was discussed with me on the following date	
Ethical Principle Statement	I have read and understand The George Washington University Statement of Ethical Principles (http://www.gwu.edu/~ocomply/general/general.html)
Printed Name	INITIAL BELOW
Signature	
Date	

1. Manager signs first
2. Manager's supervisor or delegate signs in "Next Level Approver" and may add hand written notes
3. Performance Review Discussion is conducted and employee signs
4. Mail to Jeanhee Chang