Performance Management at the School of Education

Goal Setting

Importance of Setting Goals

- Creating clear and flexible career goals between you and your employee is an important step to do together
- The employee will own the career goals but the supervisor needs to create time and space to realize the goals
- Managers can support each unique plan with regular check-ins and encouragement
Setting Goals

SMART Goals

- Spend two days per month building my customer understanding by shadowing my teammates in Operations and Sales; deliver write up at the end on key learnings to share with the rest of the team
- Streamline
- Incorporate personal career/development goal(s)
  
  By the end of the quarter, complete coursework and pass CPA certification

Performance vs Career

Incorporating Equity, Diversity and Inclusion (EDI)

- Critical strategic priority for School of Education
- Align with unit-level guidelines
- Individual goal for EDI-Professional Development activities – 4 hours minimum
Process & Documentation

School of Education Performance Management & Development Program (PMDP) Schedule

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Evaluation Period</td>
<td>July 1 – June 30</td>
</tr>
<tr>
<td>Goal Setting and Expectation Review</td>
<td>A–Basis June 1 – August 15</td>
</tr>
<tr>
<td>Midpoint Check-In</td>
<td>February 15</td>
</tr>
<tr>
<td>Summary Evaluation</td>
<td>A–Basis August 15</td>
</tr>
<tr>
<td></td>
<td>C–Basis May 15</td>
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</table>

How to document in the evaluation

- Document what has already been discussed during regular check-in meetings
- Meant to be a summary of the time period and not too lengthy
- Be specific and candid:
  - John has provided excellent customer service over the last year and I regularly receive positive feedback. There have been some instances where he has agreed to unrealistic deadlines that the team was unable to meet. I would like him to improve his approach by asking more specific questions about what is needed to provide realistic deadlines.
- Should not come as a surprise
Midpoint Conversation

- Evaluate performance against job expectations from July 1st – December 31st
- Discuss goal progress and adjust if appropriate

Summary Evaluation

- Encompasses performance over the full year
- Build from goal setting and midpoint conversations
- Discuss goals and expectations for the next year
- Employee will complete self-appraisal prior to evaluation being finalized

Performance Ratings

- **Exemplary** – there should be specific examples to back up excellence and/or unique contributions
- **Developing** - employees new to their role or a responsibility will likely have this rating – this is not negative and should include examples of how to get to a successful rating
- **Partially Meeting** – this may be appropriate for inconsistent performance or where there is good performance but some improvement is needed
- **Not Meeting** – include specific examples and be clear about what success looks like
- Use this guide to ensure consistency: PMDP Rating Scale Guide (wisc.edu)
Probationary Performance Evaluations

- Begin with Thirty Day Conversation to set expectations and goals
- Mid Probation Conversation should take place at the midpoint of the probationary period (3 month mark for 6 month probationary period and 6 month mark for 12 month probationary period)
- Address performance concerns early and consult with Human Resources
- After completion of Summary Probation Evaluation, include employee in normal PMDP schedule

Performance Management Conversations

- Set aside time for focused, specific and confidential discussion
- Face to face either in person or virtually
- Plan for the discussion in advance
- Use relevant examples to illustrate thought process behind ratings (detailed examples do not need to be documented within the evaluation)
- Share feedback and allow space for employee feedback as well
- Suggest specific changes the employee can make to go from, for example, a Partially Meeting to a Successful rating

Things to avoid

- Discuss behaviors, not attitudes – don’t assume you know what the employee is feeling
- Making inferences or conclusions – stick to the facts
- Do not refer to the employee’s age, sexual orientation, ethnicity, politics, disabilities, medical conditions/leaves (FMLA/accommodations), etc.
How to mitigate ongoing performance issues

- Regularly scheduled check-ins
- Timely and direct feedback
- Clarity of expectations
- When there are division or department changes that impact job/performance expectations, have a conversation with the employee about the changes to ensure alignment on expectations
- Assess training needs and options
- Consult with Human Resources for guidance

Employee Engagement

- Incorporate recognition into one on one or team meetings
- Allow flexibility wherever possible
- Talk about personal development regularly and create goals together that allow them to stretch or enhance their skills
- Find out what things they enjoy working on and identify opportunities to engage them in those areas
- Engage them in decision making where possible by asking for input and ideas

Pay for Performance
Pay for Performance

• In our Salary Administration Guidelines (SAG), pay for performance is defined as:
  
  "A pay approach where an employee may receive an increase to their salary based on job performance. It should be based on measurable, equitable, fair and reasonable objectives that have been thoroughly explained to the employee in advance and measured with a valid and reliable evaluation tool by a trained manager." 

• Evaluations are critical to document and provide tangible examples of performance.

Pay for Performance

With the rollout of TTC and market informed salary grades, UW-Madison has been encouraging Schools, Colleges and Divisions across campus to take steps towards providing regular, smaller incremental raises based on performance.

Pay for Performance

How are pay increases determined based on performance?

<table>
<thead>
<tr>
<th>Performance</th>
<th>Emerging in Grade</th>
<th>Established in Grade</th>
<th>Advanced in Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Compa-Ratio Less Than 85%)</td>
<td>(Compa-Ratio Between 85% - 115%)</td>
<td>(Compa-Ratio Greater Than 115%)</td>
</tr>
<tr>
<td>Exemplary</td>
<td>4%-6%</td>
<td>3%-5%</td>
<td>1%-3%</td>
</tr>
<tr>
<td>Meets Expectations</td>
<td>3%-5%</td>
<td>2%-4%</td>
<td>0%-2%</td>
</tr>
<tr>
<td>Needs Improvement</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
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Bias Awareness

What is bias, implicit (unconscious) bias?

- Bias: inclination in favor of or against someone or something
- Implicit bias: when we have attributions of qualities to members of different social identity groups without our conscious knowledge
- Can be both positive and negative
- Everyone has implicit biases
Why it occurs:

01. We seek out patterns: the human brain has a natural tendency to look for patterns and associations.

02. We take short cuts: our brains tend to simplify and generalize the world around us.

03. Experience and Social Conditioning: may be personal experience, but cultural conditioning, media portrayals, and upbringing contribute to implicit bias.

How to manage and reduce bias:

- You have the ability and power to change your perceptions
- Create empathy
- Encourage interactions among people from different backgrounds
- Encourage continued learning

Battling Implicit Bias

Implicit bias training is shown to reduce unconscious bias, but repeated exposure to different perspectives in your everyday life is essential.

Some implicit bias training programs have been shown to decrease implicit bias.

It is important to continue to frequently review implicit bias training and check for any new associations and talk about them.
PMDP Resources

How HR Can Help you

- Consult with Human Resources to understand how to properly document performance concerns and next steps
- Discuss probationary concerns
- Collaborate on professional development or training opportunities
- SoE PMDP questions - reach out to your HR Manager
- For complex performance issues:
  - Tammy Wacek
  - Dylan Smith
  - Alicia Andreweski

Additional Resources

- Retaining Employees through Total Rewards (approx. 15 min)
- Pay Progression (approx. 30 min)
- Performance Management Toolkit – Human Resources – UW-Madison (wisc.edu)
- School of Education PMDP Toolkit: Performance Management - Business Office (wisc.edu)
## Different Types of Bias

<table>
<thead>
<tr>
<th>Type of Bias</th>
<th>Definition</th>
<th>Example of Bias</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-Group Bias</td>
<td>The tendency for people to give preferential treatment to others who belong to the same group as they do.</td>
<td>Stakeholders may be biased towards employees with similar background and provide positive feedback for them.</td>
</tr>
<tr>
<td>Confirmation Bias</td>
<td>Selectively seeking, interpreting, emphasizing, and recalling information in a way that confirms one's preconceived notions.</td>
<td>Managers may consider only those parts of feedback which reinforce their previously held beliefs about their direct report and ignore the rest.</td>
</tr>
<tr>
<td>Halo/Horns Effect</td>
<td>The tendency to attribute one's own characteristics to others.</td>
<td>Managers may allow one's own positive or negative traits to spill over to one's perception of others.</td>
</tr>
<tr>
<td>Availability Bias</td>
<td>The tendency to rely on information which comes readily to mind when making decisions or evaluating situations.</td>
<td>Managers may prioritize what they have observed in their direct report over what stakeholders say in their feedback.</td>
</tr>
<tr>
<td>Recency Effect</td>
<td>The tendency to remember the most recently presented information, impressions, or items better than the material presented earlier.</td>
<td>Stakeholders may provide positive feedback for employees who have successfully executed a big project recently, ignoring performance in the period beforehand.</td>
</tr>
<tr>
<td>Loss Aversion</td>
<td>The tendency to prefer avoiding losses over acquiring equivalent gains.</td>
<td>Managers may refrain from listing development areas for employees to avoid risking their relationship with them.</td>
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<tr>
<td>Bandwagon Effect</td>
<td>The tendency to conform to the average behavior of many other people; often due to a desire for harmony or conformity in a group.</td>
<td>Managers may start believing something about an employee just because multiple sources of feedback say so, despite having evidence to the contrary.</td>
</tr>
</tbody>
</table>

Source: Gartner
Resources/Sources

• Implicit bias is a universal phenomenon, not limited by race, gender, or even country of origin. Take this test to see how it works for you: Implicit Bias Test
• Microsoft Unconscious Bias Training
• Harvard Business Review: Unconscious Bias Training that Works
• Verywell: How Does Implicit Bias Influence Behavior?