Why are we changing?

- Future leaders of Cornell saw significant room for improvement across campus
- CUFA goal to implement new PMP
- Current process is supervisor - employee centric
- Lack of focus on development in some areas
- Need to begin succession planning efforts to plan for the future
- Inconsistent performance ratings
- Employees don’t always know where they stand in terms of performance
Components of PMP
Leading Cornell Model

Training
Train supervisors and employees

Planning
Establish unit strategy & goals
Align goals of employee & unit
Determine performance level criteria

University Mission
Unit Values and Goals
Department Goals
Individual Goals

Career Development
Create Individual Development Plan (IDP)
Utilize rotations and on-campus and off-campus training

Recognition
Correlate SIP and performance
Correlate promotions and bonuses
Utilize low-cost, no-cost ideas

Assessment
Annual PD
On-going feedback
Talent Discussion
Division of Facilities Services
Performance Management Guidelines FY 2009
for non-union employees

Expected Outcomes:
- Consistent understanding and application of performance ratings
- Awareness of who are the high performers and/or high potentials
- Collaborative approach of building leadership development opportunities
- Awareness of high risk positions with expected turnover in the near future or little knowledge bench depth
- Succession Plan for Facilities Services and CUFA
Criteria for Performance Ratings
FY09 Rating Criteria

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
</table>
| 1      | Fails to achieve expectations  
|        | Corrective performance plan must be outlined and monitored  
|        | If no improvement, termination must be initiated |
| 2      | Needs improvement to fully achieve expectations  
|        | Fails to meet one or more of the significant position requirements  
|        | Corrective performance plan must be outlined and monitored |
| 3      | Fully achieves expectations  
|        | Fulfills position requirements consistently meeting goals and expectations  
|        | Performance makes the expected contributions to unit goals |
| 4      | Frequently exceeds expectations  
|        | Performs beyond expectations in a majority of position duties & responsibilities  
|        | Makes a significant contribution to overall achievement of unit goals |
| 5      | Consistent surpasses expectations  
|        | Works consistently at a superior level in most aspects  
|        | Makes an exceptional or unique contribution to unit goals |

Planning
Establish unit strategy & goals  
Align goals of Employee & unit  
Determine performance level criteria
Susie’s supervisor describes her as reliable and dedicated. She does a good job. Susie meets her goals and does what is described in her SPD. Susie works well with others and is collaborative.
Betty sometimes misses deadlines and deliverables she is asked to do. Betty and her supervisor often need to review her SPD and performance improvement plan to set clear goals. Betty’s performance is looking up and she is trying really hard. Betty is beginning to reach out to more people to work more collaboratively and effectively. She is dedicated to improving her performance but still has work to do.
Charles is a stellar employee. Coworkers look to Charles as an expert and great team player. He is always willing to help others. Charles looks for new ways to do things and has great ideas about how to make things more effective and efficient. Charles consistently goes above and beyond what is expected of him. Charles’ supervisor thinks he has great potential.
Criteria for Performance Ratings
FY08 Rating Distribution

Planning
Establish unit strategy & goals
Align goals of Employee & unit
Determine performance level criteria
Criteria for Performance Ratings
FY09 Ideal Rating Distribution

Planning
- Establish unit strategy & goals
- Align goals of Employee & unit
- Determine performance level criteria
Performance Management Tool

- Developmental Dialogue as a consistent tool for all of FS

Career Development
Create Individual Development Plan (IDP)
Utilize rotations and on-campus and off-campus training

Assessment
Annual PD
On-going feedback
Talent Discussion
Talent Discussions
Ground Rules

- Focus on the positive
- Demonstrate our organizational values
- Remember we are all learning together
- Think creatively about developmental ideas
- Look to the future to effectively plan for succession
- What else?

Career Development
- Create Individual Development Plan (IDP)
- Utilize rotations and on-campus and off-campus training

Assessment
- Annual PD
- On-going feedback
- Talent Discussion
Talent Discussions

Agenda

- **Option 1: (required)** Each supervisor and Director determines HiPo & HiPer (4&5) employees before Talent Discussion
- **Option 2: (optional)** Group discusses all performance ratings collaboratively

1. Team discusses HiPos and HiPers (4 & 5) employees
2. Team discusses developmental opportunities and recognition for HiPos and HiPers
3. Team discusses succession plan for positions at risk of turning over or little knowledge depth

---

**Career Development**
- Create Individual Development Plan (IDP)
- Utilize rotations and on-campus and off-campus training

**Assessment**
- Annual PD
- On-going feedback
- Talent Discussion
## Talent Management Matrix

<table>
<thead>
<tr>
<th>Potential</th>
<th>High</th>
<th>Medium</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| High      | May be new in the job. May be in wrong job/wrong manager.  
*Action*: Give time for development or needs intervention. | Valued talent, capacity for advancement after further potential has been realized.  
*Action*: Look for opportunities to promote. Give top level assignments. Partner with executives. Reward and recognize. |
| Medium    | May be new in job or organization. May have lost pace with the changes in the organization.  
*Action*: Continue orientation. Give time for development. Challenge with clear expectations. | Steady and dependable performers, but capable of more. May not understand changes in the organization.  
*Action*: Look for opportunities to expand role and challenge, reward and recognize. Engage in decision making. |
| Low       | Has reached job potential and is underperforming.  
*Action*: Manage performance, set clear improvement plan, or exit organization. | Steady and dependable and have reached career potential.  
*Action*: Engage, challenge, focus, and motivate. | Excellent performer, has reached career potential.  
*Action*: Engage in training others. Challenge, reward and recognize. |
Supervisor Training

**Sessions offered in December**

- ‘Why’ and ‘how’ of the change and how it is linked to the CUFA, FS, and university goals
- Implementation plan, timeline, and steps taken to date including the performance ratings criteria
- Agreed upon performance management tool
- Ground rules and agenda for talent discussions
- Levels of talent discussions in each department
- How SIP award relates to performance rating
- Check-in and Q&A
Rewards & Recognition

- Annual SIP Award
- FS Rewards & Recognition
  - Keystone Awards
  - Low Cost/No Cost
- Promotions and Bonuses
- Rotational Assignments
- Training Opportunities

Recognition
Correlate SIP and performance
Correlate promotions and bonuses
Utilize low-cost, no-cost ideas