What is Performance Development?
Performance development is the name generally given to the process a manager undertakes when planning for, discussing and evaluating employee performance. It can also include a documented process followed by the staff member themselves. When clear and explicit conversations about work goals, performance and training opportunities occur regularly and frequently between a manager and staff member, these conversations become less uncomfortable, and therefore more meaningful. As a best practice, the goal is to request and provide continuous guidance to foster performance and development.

Why is performance development important?
Performance development provides a set of clear work expectations and goals the manager has for a staff member’s work. With clearer priorities for their work, employees can spend their time more effectively accomplishing the work most important to the department. New career challenges with continuous learning opportunities can also be identified for strong performers, creating higher levels of job satisfaction.

Performance management is an aspect of performance development. The term “performance management” encompasses discussing and assessing work performance, and offering coaching and corrective guidance should an employee’s performance fall short of what is required or as new skillsets are being developed. When a manager provides frequent and honest feedback about performance a staff member can identify early opportunities to ask questions to clarify expectations and resolve performance shortfalls immediately, preventing the need to escalate to a formal performance improvement process. Similarly, continuous, on-going feedback will foster a staff member’s own commitment to professional growth and development.

What is required of me as a staff member?
As a staff member, it is expected you will:

- Meet regularly with your manager to develop work plans, review the status of work projects, and update approaches to accomplishing work or developing new skills;
- Participate in regular conversations throughout the year to review how well your performance is meeting expectations, debrief on why projects succeeded (or didn't), and review ways the outcome might have been enhanced;
- Think honestly and critically about any areas where additional training might be helpful, or where stretch goals would make your work more challenging or rewarding;
- Document conversations where you set goals, review performance, and offer or receive honest and constructive feedback.
How should conversations about performance be documented?
There are a number of forms you can use throughout the year to assist you in preparing for performance conversations with your manager.

To start the annual cycle, use the optional Professional Development and Goal Planning form. The form may be accessed in Workday by typing “Goal” in the search bar. A job aid with instructions about accessing, completing, updating and routing the form is available from the Workday website.

Goal planning provides an opportunity for you and your manager to identify key work priorities for the year as well as areas where you may be able to take on new projects and tasks, join new teams, attend training courses and seminars or collaborate with others outside of your departmental unit. Professional development allows you to gain experience to enhance your skills and performance.

During the year, keep a “critical incident” file to document completed tasks or projects, or impediments that prevented completion, to ensure that you will remember the full year when you prepare for your annual review. Keep notes about any challenges that arose during the year, and how you addressed those challenges. Also document for yourself areas where you believe the outcome might have been better. An important first step in performance development is identifying areas where you think your skills could be enhanced, then making a plan for positive change.

Your manager may choose to formally appraise your performance using the optional Mid-Year Check-in form in addition to or in place of updates to the Professional Development and Goal Planning form. A more formal mid-year conversation is an opportunity for you both to review your progress to date and make adjustments as needed. The process can provide more focused discussion around new challenges you are hoping to take on, or to encourage and recognize areas where you are performing at or above expectations.

The form is available in Workday by typing Mid-Year in the search bar. A job aid with instructions about accessing, completing and routing the form is available from the Workday website.

Toward the end of the annual appraisal cycle, complete a Self-Appraisal using the Workday form or the Word version available on the University Human Resources website. A self-appraisal can lay the groundwork for the final annual performance conversation by providing you the opportunity to highlight what you consider to be your most important accomplishments in the past year. Sharing your self-appraisal with your manager can provide a reminder of those critical incidents that shaped your overall performance for the year. The self-appraisal will also provide insight into your recent work challenges, and areas in which more training or development opportunities would be valuable.

A job aid with instructions about completing and accessing the form is available from the Workday website.

To complete the performance development cycle each year, your manager must complete an Annual Staff Performance Evaluation form. Managers should consider a staff member’s self-appraisal, although performance appraisals should include their assessment of your accomplishment of goals and key responsibilities demonstrated during the year, as well as their assessment of your demonstration of core University competencies. The core competencies defined below are required of all Brown staff.
### Core Competencies for All Staff

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<tr>
<th>Competency</th>
<th>Description</th>
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<tr>
<td><strong>Job Knowledge</strong></td>
<td>Possesses and continually updates requisite knowledge and understanding of assigned duties, responsibilities, policies, procedures and compliance requirements to perform the position. Demonstrates technical skills required for the position. Understands business needs and desired outcomes.</td>
</tr>
<tr>
<td><strong>Work Product</strong></td>
<td>Demonstrates quality product including accuracy and thoroughness in work required for the position.Plans and completes acceptable quantity of work within deadlines. Works with diligence and identifies opportunities to streamline or improve processes.</td>
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<tr>
<td><strong>Customer Focus</strong></td>
<td>Consistently exhibits professional demeanor with internal and external constituents and peers through verbal and written customer focused communication. This includes listening, understanding customer expectations/perspective and acknowledging and responding to concerns in a timely and helpful manner. Demonstrates commitment to exceptional service and timely problem resolution.</td>
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<tr>
<td><strong>Dependability/Accountability/Professionalism</strong></td>
<td>Follows through on assignments. Takes ownership of work. Is reliable, professional and responsible. Adheres to procedures, practices, and work schedule. Work is completed in a timely manner and within established deadlines effectively using resources. Demonstrates commitment to professional development.</td>
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<tr>
<td><strong>Collaboration/Teamwork</strong></td>
<td>Demonstrates cooperation and teamwork. Values and seeks input and expertise of others. Contributes to the team environment by working effectively with others on the team to accomplish work. Treats co-workers with respect, honesty and fairness. Resolves issues effectively and is viewed as a positive team member and/or colleague.</td>
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<tr>
<td><strong>Communication</strong></td>
<td>Communicates effectively and respectfully verbally and in writing. Follows instructions and shares information appropriately. Engages in meaningful two-way conversations. Listens attentively and clarifies information when necessary.</td>
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<tr>
<td><strong>Commitment to/Demonstration of Inclusion &amp; Welcoming Behavior in the Community</strong></td>
<td>Creates a welcoming learning and working environment with productive and positive workplace relationships. Builds and supports a diverse and inclusive community by demonstrating respect in the workplace. Proactively identifies opportunities to increase awareness and hold self and others accountable for acting in a way which breaks down barriers between groups of difference. Creates an inclusive climate that accepts and welcomes diversity.</td>
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In addition, these managerial competencies should be assessed for those who supervise staff.

### Managerial Competencies for Those Who Supervise Others

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<td><strong>Management</strong></td>
<td>Establishes performance expectations for staff. Provides timely, effective and meaningful feedback that motivates staff members to improve their performance. Builds and supports a high performing team. Assists employees in eliminating barriers to performance and provides encouragement for skill development. Delegates responsibility appropriately. Recognizes and rewards achievement.</td>
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<tr>
<td><strong>Leadership</strong></td>
<td>Establishes clear vision for staff and motivates employees to achieve their best performance. Engages and motivates staff, coaching for peak performance. Promotes a welcoming, inclusive and supportive work environment and fosters continuous improvement. Makes outreach efforts and uses resources to create a diverse workforce. Leads and manages change. Builds and manages relationships across the department and University.</td>
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There two versions of the Annual Appraisal. May I select the one I would like my manager to use?
Two versions of the *Annual Staff Performance Evaluation* form are available to assist managers in structuring performance conversation that they believe both you and they will find effective. Both versions of the form touch upon all aspects of a staff member’s performance, and either may serve as a guide for an open and honest conversation about performance.

The *Competency-Based* evaluation form provides the opportunity to review individual job skills and approaches to work, and to evaluate and comment on each separately. This approach to discussing performance may help clarify for staff members how their work compares to managerial expectations and standards, and identify specific areas where contributions have varied from the standards qualitatively or quantitatively.

The *Narrative* evaluation form provides the opportunity to review an individual’s performance more comprehensively, allowing the manager to discuss reference individual competencies without focusing on them one at a time in reviewing performance on work projects and outcomes. Here too, specificity is required when communicating about situations, projects or interactions where the staff member’s contributions have exceeded, or fallen short of, the expected standard.

The process of completing the form should not impede your manager’s obligation to have a detailed conversation with you about your performance. Your manager’s preference for conducting the performance conversation will determine which form is used. However, managers are required to use the same form for all ‘similarly situated’ employees in your department. ‘Similarly situated employees’ might include all staff in your department at the same job grade, or all staff performing similar work, having the same job title or reporting to the same supervisor. Stronger and weaker performers who are ‘similarly situated’ should be evaluated using the same form, since performance alone should not drive selection of one form versus the other. In addition, some departments may decide that only one version of the form will be used, for all staff.

**Can I view last year’s completed forms?**
Completed forms can be viewed from your Talent and Performance worklet on your Workday landing page. You may also view completed appraisal forms, including your self-appraisal, on the Performance tab of your Workday employee profile.

**Can I view this year’s review form?**
In progress forms are visible in your Workday inbox only at certain points. You are able to view the form after your manager routes it to you for your acknowledgement of receipt with or without comments. If you add comments, the form will route back to the manager so that they can read your comments. When the manager acknowledges your comments, the appraisal is considered complete and you will again see it in your Talent and Performance worklet or on the Performance tab or your Workday employee profile.

**How does performance development connect to work expectations or pay?**
A job description describes the work to be done by the staff member holding the position. It sets the stage for optimum work performance by clarifying responsibilities and expected results that will factor into an assessment of performance.
Job descriptions are an important component to maintaining an equitable compensation system and ensuring legal compliance. Staff should be paid at least the minimum of the salary range for their position grade. Over time, stronger performers will be paid higher in their salary ranges than other staff at the same grade, whose performance is not as strong.

A. Annual merit
   In years where the University Resources Committee and Brown Corporation authorize a budget for salary increases, an annual merit pool will be available for distribution. Performance evaluations determine specific salary increases for staff. Brown is a ‘pay for performance’ employer, meaning that staff who perform at the highest levels will receive the highest salary increases, staff performing at an effective level will receive an increase closer to the budgeted amount, and staff whose performance requires improvement may not receive a merit increase.

B. Equity
   The University strives for staff salaries that are equitable from both an internal and external perspective. Equity increases are requested by departments and must be approved by the University Human Resources Compensation Services team.

C. Special considerations for probationary and shorter-term employees
   Staff who have not been employed for a full appraisal year should still participate in performance development discussions. However, during the annual salary increase process it is appropriate to pro-rate or otherwise adjust any salary increase in a manner that reflects the staff member’s limited time to demonstrate performance throughout an entire review cycle. Given their limited time in the department, staff who have not completed the probationary period are not eligible for and may not be rated at the highest overall performance rating. This rating is reserved for staff who have demonstrated exceptional performance over a full 12-month period.

What is the annual calendar? What happens if that calendar doesn’t work for my department?
   Performance development is an on-going process. However, there are key milestones throughout the year.

   Professional development and goal planning generally occur at the start of the fiscal or academic year to set the stage for the work to be accomplished in this annual cycle. Mid-year check-ins and/or goal reviews can occur as needed, with November as an ideal time in the year for a formal “check-in.” Self-appraisal generally will be completed in late February or March, with the manager’s annual performance evaluation due in late April to coincide with the annual budget-planning calendar. Your department or division may adjust the dates for completing the annual performance evaluation to meet their business need.

   Each year, University Human Resources communicates due dates and deadlines for submitting the Annual Staff Performance Evaluation. Your department may set earlier dates or may request approval for a later end date, based on business requirements. Your manager should communicate the timing of your own performance evaluation discussion.