

## University of Denver

## 2023-2024 Performance Planning

# Instructions

Welcome to Performance Planning!

The Performance Planning process includes 3 sections: add Job Goals and Objectives (60%), review Competencies (40%) and create a Professional Development Plan (not rated). This process marks the beginning of the cycle year and completing it will set the foundation for all employees to achieve success and continual growth. Employee success is a key driver in the ongoing institutional impact for the public good.

There are 3 steps in the Performance Planning process. The employee completes the first step of Performance Planning, after which it will go to the supervisor for any additions or clarifications. To complete this process, the form will go to the employee for final sign off.

To end the cycle year, year-end Performance Reviews are important to the continual growth of an employee in their role. The review itself should serve as a catalyst for robust dialogue surrounding performance, accomplishments, potential and development.  The University of Denver strongly supports a pay for performance culture. We recognize that financial rewards are an integral part of Pay for Performance Plans and remain committed to that principle.

Throughout the year, we encourage you to interact with your Job Goals and Objectives and Professional Development Plan Objectives to update progress, make notes and capture accomplishments in preparation for the year-end Performance Review.

# Section 1: Add Job Goals & Objectives

To begin Performance Planning, please write Job Goals & Objectives for the upcoming year. We encourage collaboration between employees and their supervisor to outline what the employee needs to do to be successful this year. To support this process, reference the employee’s job description, team and divisional goals and the university’s current strategic plan. This section accounts for 60% of the overall performance score.

# Rating Scale Definitions to be used at the review stage in April 2024

The following is the rating scale that will be used for Job Goals & Objectives in the year-end Performance Review:

Exceptional (4.5 - 5): Employee exceeds expectations by stepping well beyond the scope of his or her position description to deliver real change to the department, unit, or organization. The individual is an exceptional employee who achieves an unusually high level of performance relative to all assignments and objectives. The expectation is that this rating should reflect performance in the top 5% of all performers.

Advanced (3.5 – 4.49): The employee is a critical member of the team with performance that is consistently above established expectations. The employee seeks improvement of self, office practices, team, and/or department. The individual goes beyond what is expected to contribute to the success of the department or unit.

Solid (2.5 - 3.49): The employee fully meets the established job expectations and is a reliable and solid performer. The employee generally performs well and requires little guidance. The individual demonstrates initiative to meet goals and objectives of the position.

Developing (1.5 – 2.49): The employee meets some of the job expectations, but not all. The individual requires support and direction to complete assignments. The employee generally performs at a minimum level of effort and improvement is needed to fully meet expectations. This rating may be given to a new employee who has yet to learn or master a specific skill. In this latter case, the rating reflects the employee’s time in the position.

Unsatisfactory (1 – 1.49): The employee’s performance generally fails to meet the established expectations or requires frequent supervision and/or the redoing of work. The individual is not performing that the level expected. Unacceptable job performance is due to the employee’s lack of knowledge, skill, or effort.

\*Final Scores are an aggregate of the two sections, weighted 60% for Job Goals and Objectives and 40% for Competencies.

# Create Goals; title, description, start date, end date, and alignment with DU strategic imperatives

Please add each of your Job Goals & Objectives here. If you want to add more Job Goals and Objectives, please copy, and paste the template information below for each additional item you want to add.

### Job Goal and Objective 1

Title:

Description:

Start Date:

End Date:

DU Strategic Imperatives (choose 1):

☐ 1 - Ensure a bold, sustainable future through our financial, reputational, and operational practices

☐ 2 - Create a unique global, holistic, ‘4D’ student experience

☐ 3 - Cultivate an exceptionally diverse, inclusive, equitable, and welcoming community

☐ 4 - Define and model a global, engaged research university

☐ 5 - Ensure academic excellence with a signature portfolio of academic programs

☐ 6 - N/A

### Job Goal and Objective 2

Title:

Description:

Start Date:

End Date:

DU Strategic Imperatives (choose 1):

☐ 1 - Ensure a bold, sustainable future through our financial, reputational, and operational practices

☐ 2 - Create a unique global, holistic, ‘4D’ student experience

☐ 3 - Cultivate an exceptionally diverse, inclusive, equitable, and welcoming community

☐ 4 - Define and model a global, engaged research university

☐ 5 - Ensure academic excellence with a signature portfolio of academic programs

☐ 6 - N/A

### Job Goal and Objective 3

Title:

Description:

Start Date:

End Date:

DU Strategic Imperatives (choose 1):

☐ 1 - Ensure a bold, sustainable future through our financial, reputational, and operational practices

☐ 2 - Create a unique global, holistic, ‘4D’ student experience

☐ 3 - Cultivate an exceptionally diverse, inclusive, equitable, and welcoming community

☐ 4 - Define and model a global, engaged research university

☐ 5 - Ensure academic excellence with a signature portfolio of academic programs

☐ 6 - N/A

# Section 2: Review Competencies (no action needed, only for review)

The second section in Performance Planning is to review the 5 competencies that all employees are accountable for demonstrating. Employees will be rated on these during the Performance Review at the end of the cycle year. This section accounts for 40% of the overall performance score. Please read each of the 5 competencies and their descriptions and the list of behaviors to serve as examples of how these competencies could be demonstrated. Employees may strive to demonstrate some, all, or other unique examples that are not on this list.

The rating scale listed above also applies to the competencies for review in April 2024

REVIEW: Please read and review each of the 5 competencies.

# Communication

Demonstrates clear, timely, and consistent speaking, listening and written communications. Listens and seeks clarification and responds clearly to questions. Listens actively and communicates to others to build trusting relationships. Written communication is clear, grammatically correct, effective, and relative to the needs and scope for one’s role. Relates effectively to all levels of the institution. Fosters connections and a collaborative approach.

The following are some examples of how an employee might demonstrate this competency:

• Data are presented accurately, and presentations are clear and informative.

• Effectively and consistently communicates the organization's strategy and operational goals.

• Helps develop and translate strategy into operational goals and priorities.

• Create reports, memorandums, emails, and other required paperwork efficiently, error free and in a timely manner.

• Tailor's message and tone to be understood by the receiving audience.

• Communicates with credibility and confidence.

• Speaks directly, promptly, and tactfully to address concerns.

• Asks questions to seek clarity.

# Dependability

Reports to work regularly on time and is accountable during the workday. Cooperates and interacts with employees inside and outside of the work unit contributing to improved operations. Aligns individual efforts with university and unit goals. Takes ownership of work and is accountable for outcomes. Is aware of and follows University policies and procedures. Establishes trust and respect by following through on commitments. Completes tasks and assignments with minimal supervision. Committed to meeting deadlines.

The following are some examples of how an employee might demonstrate this competency:

• Demonstrates consistency in the approach and delivery of work.

• Builds relationships across organizational and functional boundaries.

• Handles sensitive information and issues with discretion and tact.

• Takes personal responsibility for outcomes.

• Makes decisions based on sound judgment.

• Models the behavior that you expect of yourself and others.

• Follows through on commitments and agreements.

# Inclusiveness

Actively creates and supports an inclusive and equitable workplace by embedding diversity into all aspects of the workplace. This may include policies, procedures, training, mission, values, goals, office climate and culture, interactions with colleagues and co-workers, leadership practices, programming, hiring, marketing, evaluation, promotion, and other workplace dimensions.

The following are some examples of how an employee might demonstrate this competency:

• Builds knowledge of and seeks improvement in areas of cultural awareness.

• Seeks out opportunities to attend and join the diversity and inclusion efforts on campus, such as events, training, workshops, classes, and committees.

• Demonstrates skills and behaviors on the job related to competencies learned in diversity and inclusion training.

• Seeks and considers perspectives from people different than oneself.

• Demonstrates a commitment to improving the climate for historically underrepresented constituencies, e.g., people of color; those with disabilities; those of different sexual orientation, gender expression and gender identity, religion, and new immigrant populations, etc.

• Strives to manage differences with skill and sensitivity, accepting diverse ideas and differing points of view.

• Creates a brave space for others to be themselves.

• Identifies ways to recruit and retain underrepresented employees.

# Initiative

Contributes fresh ideas that provide solutions to the work in one’s role or beyond, where relevant. Identifies ways to stay current in one’s role and to meet organizational needs. Uses sound judgement to develop new insights into situations and applies different and novel solutions to make improvements. Utilizes analytical and conceptual abilities to formulate a practical plan with positive impact. This competency is focused on turning ideas into action. Thinks beyond the immediate imperative to the future. Challenges norms with innovative thinking and approaches.

The following are some examples of how an employee might demonstrate this competency:

• Seeks out and is proactive in assuming additional responsibilities.

• Has visionary ideas and turns ideas into action.

• Generates suggestions for improving work.

• Shares unique and creative ideas that improve products, services, or processes.

• Contributes to creating an environment that fosters creativity.

• Takes intelligent risk to promote progress.

# Work Quality

Demonstrates a commitment to quality by taking pride in one’s work, striving for excellence and delivering the best possible results. Completes work assignments thoroughly and in an accurate, prompt, and organized manner. Identifies and corrects errors. Pays attention to detail. Looks for opportunities to improve outcomes and generate ideas for building process efficiencies. Utilizes feedback to improve work and builds on previous learnings. Welcomes constructive feedback and monitors own work to ensure quality.

The following are some examples of how an employee might demonstrate this competency:

• Actively seeks new ways of working to improve productivity and efficiency.

• Sets and maintains exceptional work standards and expectations.

• Fact-checks work and seeks input for best possible impact.

• Develops and shares best practices.

• Designs processes to anticipate problems and develop contingency plans.

• Develops and maintains systems for monitoring work quality.

• Generates and tracks performance measures.

# Section 3: Create Professional Development Plan (not rated)

The last section of Performance Planning is to outline a professional development plan that will provide structure for professional growth this year. It should be aligned with the employees’ job goals and objectives for the employee’s role as well as the needs of the employees’ unit and the organization. A supervisor and direct report should collaborate to build a professional development plan. The purpose of development planning is to enhance performance in the employee’s current role, anticipate future needs of the employee's role and unit, and in consideration of the employee’s career aspirations.

This section is not rated and is intended to support development efforts for the short-term (focused on the current job) and long-term (future/career development goals).

Please add each of your Professional Development Objectives here. If you want to add more Professional Development Objectives, please copy, and paste the template information below for each additional item you want to add.

### Professional Development Objective 1

Objective Title:

Objective Category:

☐ Developmental Objective

☐ Future/Career Development Objective

Training:

Action Step:

### Professional Development Objective 2

Objective Title:

Objective Category:

☐ Development Objective

☐ Future/Career Development Objective

Training:

Action Step:

### Professional Development Objective 3

Objective Title:

Objective Category:

☐ Development Objective

☐ Future/Career Development Objective

Training:

Action Step:

# Sign Off

Employee Name (printed/typed)

Employee Signature (electronic signature acceptable)

Date

Manager Name (printed/typed)

Manager Signature (electronic signature acceptable)

Date

# END