



STAFF PERFORMANCE PROGRAM
FOR NON-REPRESENTED EMPLOYEES
AT UC BERKELEY
Program Toolkit

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WHY

To support continuous improvement of individual and organizational performance

UC Berkeley is the world's leading public research university. To maintain our position and advance further, we must work smarter, better, faster. We have to encourage bold, innovative thinking to continually improve our organization to meet the demands of tomorrow. To this end, the new performance program (for non-represented staff), Achieve Together, eliminates annual performance evaluations and implements guided check-in conversations focused on how current work informs future planning around goals, job accountabilities, inclusion & belonging, innovation, and collaboration. The program goals of Achieve Together support a workforce that is more agile, results driven, engaged workforce, and focused on strengthening collaborative partnerships among employees.

1) Strengthen collaborative partnerships

To drive employee success and engagement, the most significant relationship at work is that between the supervisor and employee. Rather than a top-down, directive approach, Achieve Together positions our work within a collaborative framework in which ideas are exchanged, concerns are discussed, and work is aligned with team and organizational strategies. Managers and employees check-in on goals, job mastery, collaboration, innovation, and inclusion/belonging, and explore additional knowledge, skills, and support needed to achieve results together. Achieve Together is a collaborative process allowing the employee to drive their performance and the manager to empower their success.

At UC Berkeley, we know an effective way to get work done is through the creation and cultivation of strong working relationships. These partnerships fortify individual, team, and organizational success through boosting morale, driving efficiencies, broadening collective knowledge, increasing engagement in strategic work, and fostering a more equitable and inclusive environment.

2) Agile workforce

Future needs are continually changing. An agile workforce strengthens through change, is eager to streamline and simplify, open to exchanging information and collaborating, and focused on future planning. For a workforce to be agile, frequent, open communication that looks forward is needed in the relationship between employees and managers. By broadening lines of communication, we can be flexible to adjust in real-time evolving situations.

3) A results oriented, performance driven workforce

Chancellor Christ has put in place our strategic plan that sets forth an ambitious path to reach new heights of excellence and social impact. The way to drive Berkeley to new heights is to align individual and team goals with the organization's strategic goals. When everyone has a line of sight between their performance and the goals of the organization, we all benefit understanding the value of contributions and the important role we play in helping UC Berkeley achieve success.

4) An engaged workforce

When we seek regular coaching, mentoring, and professional development, we get a clearer view to see how our contributions impact the success of the organization. When we are showing up as supportive, open, and thoughtful, our community is more empowered, energized, connected, and committed to UC Berkeley. This increased engagement results in greater retention, innovative, efficient, cost effective solutions, and, overall improved organizational performance.



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WHAT

Below are the key elements of the new performance program. The new program was designed to strengthen partnerships between employees and their managers, and to support a more agile, engaged, and performance driven workforce. Year-end performance ratings transition to ongoing check-ins around five clear and shared metrics/categories focused on evaluating/developing what we do and how we do it.

1) Achievement Criteria

Some performance models focus heavily on goals (what we do) and others measure only behaviors (how we work). UC Berkeley's Achievement Criteria, including collaboration, goal accomplishment, inclusion & belonging, innovation, job mastery, evaluative transparency and alignment on what we produce, and how we support the success of the organization. Managers are evaluated on these five indicators as a contributor, in addition to how they manage and enable supporting their team's collaboration, goal accomplishment, inclusion & belonging, innovation, and job mastery.

2) Check-in Conversations

Traditional year-end performance reviews that hold people accountable for past behavior will be replaced by three scheduled check-in conversations that focus on improving current performance and developing talent for the future. There will no longer be a beginning or an end to the performance discussion cycle – it will be continual. Check-ins allow the opportunity for managers and employees to use the Achievement Criteria as a planning tool, revisit projected goal outcomes, and identify knowledge, skill, and support needs for success.

3) Goal Setting

Goals can be set for any length of time (1mo, 4mos, 1yr, 2yrs), and are revisited during each check-in conversation. Employees will have 3-5 goals at any time; one goal focused on professional development (skills, knowledge, and experiences needed for growth), and the remaining 2-4 to include job accountabilities, stretch assignments, special projects, or UC contributions (Staff Organization participation or leadership, campus committee service, etc.). Organizations will use the SMART or OKR methods for goal setting. Goals must be clear and unambiguous, attainable (though a stretch), and time-bound. Managers/supervisors are responsible for goal assignments and alignment with unit priorities.

4) Online Check-in Form

The previous year-end performance review form will be replaced with a shorter online check-in form focused on goal progress and future-focused questions, creating dialogue geared to enrich collaboration, goal accomplishment, inclusion & belonging, innovation, job mastery, and employee engagement. The online check-in form can be used to prepare, document during the conversation, and follow up with additional notes following check-ins every four months.

5) Merit

In years when a merit fund is available, check-in documentation will be used as a tool for managers to produce a merit recommendation through using the Achievement Criteria. To support precise recommendations, units are responsible for ensuring completion of check-ins and consistent and fair application of the Achievement Criteria. Once the merit process is complete, managers should meet with employees to discuss their achievement criteria.

6) Coaching, mentoring, and professional development

Ongoing coaching conversations between check-ins during regularly one-on-ones or spontaneously provide space to support clear expectations, problem solving, constructive feedback, recognition of results, and calibration of support for team initiatives. Managers are encouraged to attend BPM 206 [Growing as a Coach](#) training offered by the People & Organization Development team. This training offers skill building and practice on coaching to improve employee engagement and performance contribution. The [Cal Coaching Network \(CCN\)](#) is a space for all staff to support building a UC Berkeley's coaching culture.



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WHEN

Achieve Together Check-in Conversations and Documentation

| Check-in Period Name | Timeframe Covered | Hold Check-in Conversation During 1on1 Between | Documentation Due Date |
|----------------------|-------------------|--|------------------------|
| Spring/Summer | Apr 1 - Jul 31 | Jul 1 - Aug 31 | 31-Aug |
| Fall | Aug 1 - Nov 30 | Oct 1 – Dec 31 | 31-Dec |
| Winter | Dec 1 - Mar 31 | Mar 1 - Apr 30 | 30-Apr |

Merit Process

| Merit Cycle | |
|---|--|
| April 1 | Begin Merit Cycle |
| March 31 | End Merit Cycle |
| June-July | Merit Process* |
| August | Merit increases reflected in paychecks |
| *Merit Process open and close dates are approximate, and campus will receive further communication from UCOP about finalized dates. | |

HOW

Check-in conversation documentation will be completed using a simple online form focused on current and future performance planning. It can be accessed at achieveform.berkeley.edu beginning in June 2020.

QUESTIONS? Click [here](#) to access the Achieve Together Knowledge Base.

TRAINING & RESOURCES? Click [here](#) to check out the wide variety of training & resources offered to support your success.

ADDITIONAL SUPPORT? Click [here](#) to check out the who to contact guide.



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| Past UCB Performance Management | New Achieve Together |
|--|---|
| Performance appraisals and goal setting conducted once-per year | Check-ins conducted every 4 months; regular goal and expectation setting occurs through an open, collaborative process |
| Feedback collected by manager at the end of the year | Feedback exchanged and incorporated into ongoing check-ins |
| Goals focused on individual achievement | Individual goals tied to organizational priorities. Goals can be set for any length of time. |
| Evaluations focused on goals | Check-ins focused on goals, job mastery, inclusion/belonging, collaboration, and innovation using the clear and transparent Achievement Criteria. Check-ins focus on employee engagement, support, and professional growth. |
| Managers focused on evaluating performance | Managers focused on coaching and developing people |
| Process disjointed, administratively burdensome and not best value/use of time | Process is aligned with day-to-day work, agile, and ongoing |
| Performance program not aligned with merit cycle. Retroactive merit payments. | Performance program now aligned with merit cycle. Merit rewards paid on time! (when merit funding is available). |

| Top 5 Drivers of High Performance | Where these show up at UCB |
|--|---|
| Exchanging informal feedback | Ongoing coaching |
| Clarifying expectations | Goal setting, check-ins, ongoing coaching |
| Solving problems together | Check-ins, ongoing coaching |
| Rewarding/recognizing high performance | Merit program (formal), check-ins/ongoing coaching (informal) |
| Measuring performance results | Check-ins and merit process |

Source: CEB/Gartner. (2004). Driving employee performance and retention through engagement: A quantitative analysis of the effectiveness of employee engagement strategies



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ALIGNED GOAL SETTING

Let's start by gaining a deeper understanding of how effective organizational alignment strategies can result in a greater understanding by employees of their direct impact and responsibility to drive success at UC Berkeley.

Organizations that coordinate and communicate **Objectives, Goals, Strategies, and Plans** to drive success (an OGSP-style model) have individuals with clearer expectations, and greater potential to be engaged *and* performance driven. Contact [Pam Rich](#), Organization Development Consultant. Pam helps organizations develop and refine their OGSPs.

Strategic plans, highlighting organizational goals, help managers/supervisors assign and align goals, and help employees understand what to prioritize to drive team success.

- Units should have a strategic plan;
- To keep the plan alive and robust: communicate the strategic plan's objectives and strategies ahead of conversation check-ins, then during the check-in highlight any updates, and reinforce unit priorities.
- Use specific examples of how the team is making progress toward strategic priorities
- As an FYI, each Dean has to submit a strategic plan as part of the budget process, so academic units will have one.
- It's healthy for all members of the organization to be involved and engaged in the strategic, innovative, and collaborative planning required for unit success.
- Managers/supervisors are responsible will align the employees' individual objectives to the unit's goals listed in the strategic plan. Without a strategic plan, start the dialogue to develop one for your team, department, division, school, or college. Get the process started by coordinating with peer managers.

When it comes to assigning goals, managers/supervisors know the best ways to engage their team on how to develop clear individual objectives that map to the organization's broader strategic goals.

To this end, there are many ways to write solid unit goals and individual objectives for organizational alignment. **UC Berkeley has guidance around goal setting methodology:**

- Some units use the Objectives and Key Results (or OKRs)
- Some use the SMART criteria (Specific, Measurable, Attainable, Relevant, and Time-Bound)
- Systemwide UC uses the SMART criteria, and this is also what is taught in the BPM 104 Communicating Goals, Objectives, and Key Results workshop.
- ***The point is to select a methodology and use it***, so use what you are most comfortable with (SMART, OKR, or a hybrid)
- What's most important in developing individual objectives is that they are...
 - Clear and unambiguous (What actions will the employee take to complete? With who? How?)
 - Attainable (though a stretch)
 - Time bound (deadlines help focus efforts)
 - Tied to organizational goals/priorities



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SMART CRITERIA REFERENCE SHEET

Specific

- What will be accomplished?
- With whom?



Measurable

- How will we know when it is accomplished?
- How will we measure it? (quality, quantity, cost)
- See list of Measurable Factors, page 13

Attainable

- Can it be accomplished?
- Does the employee responsible have control over the outcome?

Relevant

- How does it support department/unit goals?
- Does it mean something to the employee?

Time-Bound

- When does it need to be accomplished?
- What are the checkpoints that help measure progress?



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OBJECTIVES & KEY RESULTS

Objectives/ Key Results (OKRs) is another possible method to use.

In this method, you need to ensure the objective of the assigned work indicates the expected impact.

Then list the key results, which are the steps *or* milestones toward achieving the objective. Think of Key Results as a way to further articulate expectations.

This shows an example of a unit goal and an employee objective...

Unit Goal:

- Increase customer satisfaction of campus constituents

Employee SMART Objective:

- Employee customer service rating will meet or exceed 85% satisfaction for fiscal year ending June 30, 20XX.

There are three types of Key Results to consider:

1. Predetermined standards set for the job, irrespective of the employee performing it.
2. Past performance of department or team to serve as a standard or point of comparison.
3. The employees, as individuals, to serve as their own standard, comparing their current performance with where they were or should be.

Here is another example of OKRs that are tied to unit priorities

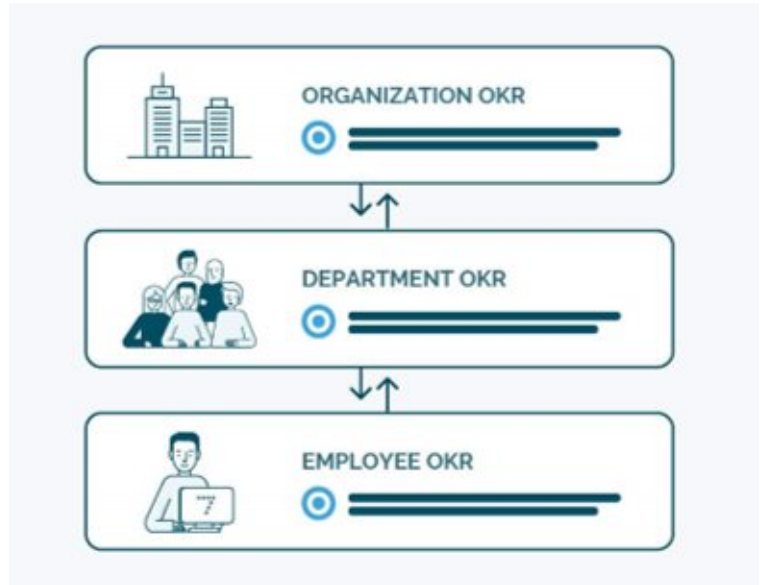
Objective: Employee customer service rating will meet or exceed 85% satisfaction for fiscal year ending June 30, 20XX.

Key Results:

- Increase customer call volume to a weekly average of 40 calls per day by January 30, 20XX and to 50 calls per day by April 1, 20XX.
- Follow departmental customer service standards on all client calls

Refining OKRs

1. Can it be readily understood by those who must implement it?
2. Is it measurable and verifiable?
3. Is the objective a realistic and attainable one that represents a challenge?
4. Does it relate to the roles, goals, mission of the unit?
5. Is it consistent with basic organizational policies and practices?
6. Does it include deadlines?
7. Will the outcome justify the expenditure of time and resources required?
8. Can accountability for outcome be clearly established?





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GOAL SETTING LOGISTICS

Number of goals to assign, types of goals, goal timeframes, revisiting as priorities change, documentation

Number of Goals to Assign & Types

- At any time, non-represented staff will have one professional development goal and 2-4 additional goals focused on driving organizational success.
- A professional development goal will include things like acquiring new skills, knowledge, or experiences in support of individual growth. UC's policy on professional development allows 10-days for exempt or 80 hours for non-exempt employees to engage in professional development activities per-year
- The remaining 2-4 goals will include one or more of the following types:
 - Key job responsibilities based on the employee's job description
 - Special projects or initiatives
 - Stretch assignments
 - Other UCB contributions, such as: committee service, mentoring, community of practice involvement, etc.

Goal Timeframes

- At any one time, employees should have 3-5 goals. An individual's goals can be set for any length of time (1mo, 4mos, 1yr, 2yrs).
- For goals lasting 1-4 months, check-ins create the opportunity to reflect on what/how the results were achieved, with future goal-planning as the next step.
- For goals lasting over multiple check-in periods (such as 1-2 years), check-ins can serve as mile markers on their goal completion journey, focused on what/how results are being achieved through this longer-form of planning.

Revisiting and Documenting Goals

- Goals can be revisited at any time – no need to wait for a scheduled Achieve Together check-in; however, check-ins are where goals are officially updated in the system of record.
- Use check-ins to document goal progress in the Achieve Together form, to plan for future goals, *and* to discuss how you will track progress between official check-in conversations.
- Goals from the previous check-in can be automatically imported into your form, and there is a section in the form to update goals for the next four-month check-in period.
- Managers/supervisors are responsible for inputting goals for employees on their Achieve Together check-in form. It's best to collaborate with direct reports on the specificity of each goal, so clarity can be achieved.
- The Achieve Together Check-in Form Dashboard will launch in June 2020 at achieveform.berkeley.edu.



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ACHIEVEMENT CRITERIA OVERVIEW

The Achievement Criteria is:

- Tool for understanding performance expectations as a non-represented employee at UC Berkeley.
- Common set of guidelines for all non-represented employees about what we do and how we work together to advance UC Berkeley.

The Achievement Criteria includes:

- Collaboration
- Goal Accomplishment
- Inclusion & Belonging
- Innovation
- Job Mastery

Across three levels of performance:

- Needs Attention
- Well Done
- Stand Out

Guided Check-in questions to ensure managers/supervisors and direct reports address each indicator in the Achievement Criteria, in addition to development and support

1. What goals did you accomplish this period? In what ways does your work connect to our overall strategy and/or mission? **(Goal Accomplishment & Job Mastery)**
2. What do you like best about your work? **(Goal Accomplishment)**
3. How have you supported others' work and/or collaborated with others on your work this period? **(Collaboration)**
4. How have you innovated to seek efficiencies or improve work outcomes? **(Innovation)**
5. How have you fostered diversity, equity, inclusion and/or belonging on our team and campus? **(Collaboration, Inclusion & Belonging)**
6. What can I do as your supervisor to better support your success? What additional knowledge, resources, or tool are needed to successfully do your job? **(Development Planning & Manager Support)**

Using the criteria:

- All non-represented staff and managers/supervisors are held accountable by the Achievement Criteria. Managers/supervisors have additional behavioral indicators included in the Achievement Criteria.
- Managers/supervisors and direct reports can use as a discussion and planning tool for future performance improvement.
- Helping managers/supervisors and direct reports identify and discuss performance levels – the ability to name areas needing attention, those that are well done, and work that is truly stand out.
- Managers/supervisors will use the Achievement Criteria and check-in form documentation from three check-ins that occur every four months to identify and recommend an overall performance level for direct reports. The overall performance level informs the merit process and should be determined by taking into account the whole picture of performance progress throughout one merit cycle (April 1-March 31).
- Units are responsible for ensuring the Achievement Criteria is applied consistently and fairly. Units are responsible for performance calibration and distinguishing performance level sub-ranges (those on the low, mid, higher end of a performance level).

ACHIEVEMENT CRITERIA QUICK GUIDE (formatted for quick reference – same as full set)

Achievement Criteria Full Set of Indicators (extended format on following pages – same as quick guide)

| Quick Guide | Needs Attention | Well Done | Stand Out |
|-----------------------|---|--|--|
| Collaboration | All Non-Rep Employees | | |
| | <ul style="list-style-type: none"> - Does not volunteer to support others - Inflexible or unconstructive - Shuts down communication and/or collaboration among employees | <ul style="list-style-type: none"> - Volunteers to support others - Flexible and constructive - Consistently communicates openly and partners effectively to get work done | <ul style="list-style-type: none"> - Prioritizes volunteering to support others - Sought after to lead or participate in collaboration - Always facilitates open dialogue among appropriate contributors and is a role model for collaborative work |
| | Manager/Supervisor | | |
| | <ul style="list-style-type: none"> - Does not hold team accountable for follow-through - Does not share information with others - Does not facilitate conflict resolution | <ul style="list-style-type: none"> - Consistently holds team accountable for collaborative expectations - Ensures team coordinates shared work - Facilitates conflict resolution | <ul style="list-style-type: none"> - Always ensures team follows through above collaborative expectations - Anticipates needed information and stimulates knowledge exchange - Develops skills for collaborators to constructively resolve conflict |
| Goal Accomplishment | All Non-Rep Employees | | |
| | <ul style="list-style-type: none"> - Does not achieve goals - Does not focus on critical issues - Does not use resources appropriately (tangible or intangible) | <ul style="list-style-type: none"> - Achieves goals - Consistently prioritizes critical issues - Uses resources (tangible or intangible) appropriately | <ul style="list-style-type: none"> - Exceeds goal expectations - Always prioritizes critical issues - Models effective use of resources (tangible/intangible) for self and others |
| | Manager/Supervisor | | |
| | <ul style="list-style-type: none"> - Does not align individual/team goals with unit priorities - Does not enable team to achieve goals | <ul style="list-style-type: none"> - Consistently aligns individual/team goals with unit priorities - Consistently enables team to achieve goals | <ul style="list-style-type: none"> - Always models individual/team goal alignment with unit priorities - Enables team to exceed goal expectations |
| Inclusion & Belonging | All Non-Rep Employees | | |
| | <ul style="list-style-type: none"> - Does not value, encourage, or adapt to different perspectives - Lacks sensitivity of other cultural norms or ways of communicating - Uses language and behavior that is exclusionary or offensive | <ul style="list-style-type: none"> - Values differences and applies others' perspectives to get results - Sensitive to cultural norms, expectations, and ways of communicating - Uses inclusive and non-offensive language and behaviors | <ul style="list-style-type: none"> - Appropriately encourages and incorporates diverse points of view for enhanced results - Senses how and takes action related to how differences impact needs, values, and motivators - Creates a culture of inclusion that does not tolerate exclusionary language and behavior |
| | Manager/Supervisor | | |
| | <ul style="list-style-type: none"> - Does not hold team accountable to the inclusion-belonging indicators for non-rep staff | <ul style="list-style-type: none"> - Makes known effort to hold team accountable to the inclusion-belonging indicators for non-rep staff | <ul style="list-style-type: none"> - Sought out as subject matter expert, mentor, and advisor, resulting in stand out performance in the inclusion-belonging for non-rep staff |
| Innovation | All Non-Rep Employees | | |
| | <ul style="list-style-type: none"> - Does not flexibly adapt to change or seek efficiencies - Discourages diverse and creative initiatives of others - Does not experiment with new ways of thinking or doing | <ul style="list-style-type: none"> - Seeks efficiencies and adapts to change - Encourages diverse thinking to nurture innovation - Comes up with useful ideas that are better or unique | <ul style="list-style-type: none"> - Challenges low-value practices, leads changes that enhance effectiveness - Finds/champions the most diverse and creative ideas and proposes action - Moves beyond traditional practices and pushes beyond the status quo |
| | Manager/Supervisor | | |
| | <ul style="list-style-type: none"> - Creates environment that discourages creative and diverse initiatives | <ul style="list-style-type: none"> - Creates environment that enables creative and diverse initiatives | <ul style="list-style-type: none"> - Enables team to actively implement diverse and creative value-add opportunities |
| Job Mastery | All Non-Rep Employees | | |
| | <ul style="list-style-type: none"> - Does not perform job functions effectively - Does not make decisions within scope of role and job description guidelines - Not receptive to direction, coaching, feedback, and development | <ul style="list-style-type: none"> - Performs job functions effectively and may exceed work expectations - Makes sound decisions within scope of role and job description guidelines - Responsive to direction, coaching, feedback, and development | <ul style="list-style-type: none"> - Always demonstrates expertise in completing job functions - Always demonstrates effective decision making with scope of role and enables sound decision-making up/down stream from role - Takes ownership of development, seeks feedback, highly coachable, anticipates and accepts guidance and direction |
| | Manager/Supervisor | | |
| | <ul style="list-style-type: none"> - Does not effectively manage, develop, or learning to improve performance - Does not engage team or observe/discuss performance/development goals - Does not align teamwork with unit priorities | <ul style="list-style-type: none"> - Effectively pursues improvement of team skill sets - Effectively engages team via managing performance, change, and appreciation - Ensures teamwork is equitably distributed and aligned with unit priorities | <ul style="list-style-type: none"> - Excels as a coach, resulting in outstanding team performance contributions - Always manages and empowers to the highest levels of employee engagement - Demonstrates consistent promotion of self/team's responsibility over scope of roles |

ACHIEVEMENT CRITERIA (listed in alphabetical order):

All UC Berkeley Staff are accountable for non-highlighted behavioral indicators.

Supervisors and Managers are also accountable for the behavioral indicators highlighted in blue.

Collaboration - *Enhances individual work by soliciting contributions from others and enhances others' work by contributing to their success to more effectively meet unit goals.*

| Needs Attention | Well Done | Stand Out |
|---|--|---|
| <ul style="list-style-type: none"> Does not proficiently and clearly communicate with others in a professional and timely manner | <ul style="list-style-type: none"> Communication is clear, concise, audience appropriate, on time, and thoughtful | <ul style="list-style-type: none"> Communication is of the highest caliber; timely, clear, thoughtful, persuasive, accurate, and focused on the needs of specific individuals and groups |
| <ul style="list-style-type: none"> Does not acknowledge or appreciate others' contributions Does not volunteer to support team initiatives or projects | <ul style="list-style-type: none"> Provides acknowledgement and appreciation of others' contributions, volunteers to help with others' projects | <ul style="list-style-type: none"> Prioritizes teamwork to drive results and builds a culture of appreciation and recognition for effort and success |
| <ul style="list-style-type: none"> Fails to develop and maintain successful relationships with others Can be unduly inflexible and/or unconstructive | <ul style="list-style-type: none"> Maintains successful professional relationships with others Is flexible in supporting teamwork Provides thoughtful and constructive perspective to enhance results | <ul style="list-style-type: none"> Demonstrates remarkable interpersonal skills, is respected by others, and is sought after to participate in or lead cross-team and cross-organizational workgroups |
| <ul style="list-style-type: none"> Is reluctant to participate in cross-organizational initiatives or work groups Causes interpersonal conflicts when participating in such initiatives Does not credit others for their contributions and accomplishments | <ul style="list-style-type: none"> Actively and effectively contributes to the success of work partners and the organization Participates on cross-functional initiatives within their work group and cross-organizational initiatives Credits others for their contributions and accomplishments | <ul style="list-style-type: none"> Consistently develops opportunities for self and work partners to improve work outcomes Takes the lead in involving others and in promoting a spirit of mutual support in cross-functional and cross-organizational initiatives Promotes high visibility of shared contributions to goals |
| <ul style="list-style-type: none"> Values own interests above others' or shuts down lines of communication across groups | <ul style="list-style-type: none"> Represents own interest while being fair to and partnering with others to get work done | <ul style="list-style-type: none"> Creates culture of balancing own interests with others' while facilitating open dialogue with a wide variety of contributors and stakeholders |
| <ul style="list-style-type: none"> Does not hold people accountable for prioritization of tasks, follow through on commitments, and responsiveness to workplace communication or requests | <ul style="list-style-type: none"> Consistently holds people accountable for prioritization of tasks, follows through on collaborative commitments, and responsiveness to workplace communications and requests | <ul style="list-style-type: none"> Always holds people accountable for successful prioritization of tasks, follows through above expected outcomes on collaborative commitments, and excellence in responsiveness to workplace communications |
| <ul style="list-style-type: none"> Does not consistently demonstrate interest in or ability to share information with others to deliver results | <ul style="list-style-type: none"> Ensures employees coordinate individual work with that of others to achieve improved outcomes Shares ideas, information, skills, and knowledge; listens to others | <ul style="list-style-type: none"> Anticipates information needed and stimulates sharing information and current trends Enables team members to improve |
| <ul style="list-style-type: none"> Creates unconstructive and/or unproductive conflict Does not facilitate conflict resolution among team members | <ul style="list-style-type: none"> Facilitates constructive conflict resolution among team members | <ul style="list-style-type: none"> Creates an environment in which team members and workgroup collaborators can independently and constructively resolve conflict through meaningful dialogue and use of appropriate resources |

Goal Accomplishment - *Achieves individual goals that contribute to unit priorities.*

| Needs Attention | Well Done | Stand Out |
|---|--|---|
| <ul style="list-style-type: none"> Fails to consistently achieve expected goals, within scope of control, in planned timelines | <ul style="list-style-type: none"> Consistently achieves all goals within control, within planned timelines May often exceed planned results | <ul style="list-style-type: none"> Always exceeds expectations on all goals within control, in planned timelines Always contributes value-added opportunities for new responsibilities and challenges |
| <ul style="list-style-type: none"> Does not focus on critical issues, manages time ineffectively, and/or fails to use appropriate resources to achieve quality output | <ul style="list-style-type: none"> Consistently and proficiently analyzes and prioritizes critical issues Manages time effectively, stays focused until issues are successfully resolved to achieve quality output | <ul style="list-style-type: none"> Always proficiently anticipates, analyzes, and effectively prioritizes critical issues to mitigate concerns or problems Models and shares resource and time management skills with the organization to achieve stand out results |
| <ul style="list-style-type: none"> Does not align individual and team's goals with unit priorities Fails to hold the team accountable to achieving organizational, department, and individual expected goals in planned timelines | <ul style="list-style-type: none"> Consistently aligns individual and team goals with unit priorities and holds the team accountable to achieving goals within planned timelines | <ul style="list-style-type: none"> Always models effective individual and team alignment with unit priorities, goals, and initiatives Consistently ensures that the team exceeds expectations on all goals within control, in planned timelines Consistently contributes value-added opportunities for new responsibilities and challenges for members of the team |
| <ul style="list-style-type: none"> Makes little to no effort to identify or enable employees to achieve work goals | <ul style="list-style-type: none"> Effectively collaborates with employees to identify work goals, provides resources and support, and assists with remedying problems and barriers that impede goal achievement | <ul style="list-style-type: none"> Enables employees to explore and consistently achieve high value contributions to the organization |

Inclusion & Belonging – *Demonstrates respect for people and their differences, regardless of race, ethnicity, class, gender identity and expression, sexual orientation, socioeconomic status, ability, country of origin, cultural, political, religious, or other affiliations. Understands the benefits of a diverse workforce, is trusted and respected by others, includes and welcomes others, and works to understand the perspective of others.*

| Needs Attention | Well Done | Stand Out |
|--|---|---|
| <ul style="list-style-type: none"> Does not demonstrate inclusiveness Fails to recognize the value of differences | <ul style="list-style-type: none"> Respects, includes, and values differences | <ul style="list-style-type: none"> Highly inclusive, seeks-out, encourages, recognizes, and incorporates diverse points of view |
| <ul style="list-style-type: none"> Discourages different points of view Becomes defensive when asked to consider new or different ideas | <ul style="list-style-type: none"> Seeks to understand and incorporate different points of view | <ul style="list-style-type: none"> Promotes equity and inclusion by actively seeking ideas and insights from diverse groups |
| <ul style="list-style-type: none"> Expects everyone to adapt to their way of thinking and communicating | <ul style="list-style-type: none"> Applies others' diverse experiences, styles, backgrounds, and perspectives to get results | <ul style="list-style-type: none"> Ensures that different experiences, styles, backgrounds, and perspectives are leveraged appropriately |
| <ul style="list-style-type: none"> Lacks curiosity and interest in different people's backgrounds, perspectives and ideas in work and decision making | <ul style="list-style-type: none"> Is sensitive to cultural norms, expectations, ways of communicating and biases that can impact work and decision making | <ul style="list-style-type: none"> Senses how differences will play out in terms of needs, values, motivators and seeks diverse views and opinions in work and decision making |
| <ul style="list-style-type: none"> Uses language or behavior that is exclusionary or offensive in nature | <ul style="list-style-type: none"> Uses language or behavior that is inclusive and non-offensive | <ul style="list-style-type: none"> Creates a respectful workplace and does not tolerate insensitivity, including exclusionary language or behaviors |
| <ul style="list-style-type: none"> Does not hold members of the team accountable to the behaviors listed above | <ul style="list-style-type: none"> Make a visible effort to hold all members of the team accountable to the behaviors listed above | <ul style="list-style-type: none"> Is sought out as subject matter expert, mentor, and advisor, resulting in exceptional performance from all team members to the behaviors listed above |

Innovation - *Uses knowledge, skills, and professional experience to seek efficiencies and improve work outcomes.*

| Needs Attention | Well Done | Stand Out |
|--|--|---|
| <ul style="list-style-type: none"> Fails to demonstrate flexibility in adapting to change within the organization | <ul style="list-style-type: none"> Proactively identifies opportunities to improve efficiencies and work outcomes Engages others to accept and adopt changes | <ul style="list-style-type: none"> Consistently excels in creative thinking and developing new perspectives Challenges conventional and low value practices, and encourages and sometimes leads changes that enhance effectiveness |
| <ul style="list-style-type: none"> Has a narrow perspective that prevents planning ahead or considering alternative solutions that would improve operations | <ul style="list-style-type: none"> Demonstrates an open mind and is welcoming of new ideas and opportunities for improvement May champion or initiate change | <ul style="list-style-type: none"> Anticipates, initiates, and champions changes and innovations to maximize engagement and work results |
| <ul style="list-style-type: none"> Discourages the diverse and creative initiatives of others | <ul style="list-style-type: none"> Encourages diverse thinking to promote and nurture innovation | <ul style="list-style-type: none"> Finds and champions the most diverse and creative ideas and actively proposes implementation |
| <ul style="list-style-type: none"> Stays within a comfort zone rather than experimenting with new ways of looking at things Tends to be critical of others' original ideas | <ul style="list-style-type: none"> Comes up with useful ideas that are new, better, or unique and can put creative ideas into practice | <ul style="list-style-type: none"> Moves beyond traditional ways of doing things, pushes past the status quo, and tries multiple, varied approaches to seek efficiencies and improve work outcomes |
| <ul style="list-style-type: none"> Creates an environment of discouragement of creative and diverse ideas and/or initiatives of others | <ul style="list-style-type: none"> Creates an environment that encourages creative and diverse thinking, employee change, brainstorming, and appropriate risk-taking | <ul style="list-style-type: none"> Enables employees and team to explore and actively implement diverse and creative value-added opportunities, change management, engaging in thought partnerships, and obtaining outstanding results through appropriate risk-taking |

Job Mastery - *Demonstrates the knowledge, skills, and abilities that result in high performance and contributions within the scope of the employee's job description.*

| Needs Attention | Well Done | Stand Out |
|---|--|--|
| <ul style="list-style-type: none"> Does not consistently demonstrate core job knowledge, skills, and competencies required to perform job functions effectively | <ul style="list-style-type: none"> Consistently demonstrates core job knowledge, skills, and competencies to effectively perform job functions May occasionally exceed expected performance of work against the employee's current job description | <ul style="list-style-type: none"> Consistently demonstrates expertise of core job knowledge and functions, responsibilities, competencies, and consistently proposes enhancement recommendations in current job and new work opportunities |
| <ul style="list-style-type: none"> Makes little to no effort to improve current skills or obtain new skills, resulting in unsatisfactory performance contributions | <ul style="list-style-type: none"> Takes direction to pursue opportunities to improve current skill set or obtain new skills and applies them to enhance performance contributions | <ul style="list-style-type: none"> Effectively pursues opportunities to improve current skill set or obtain new skills and applies them to enhance performance contributions without manager intervention |
| <ul style="list-style-type: none"> Does not make decisions within the scope of role and expected guidelines of job description | <ul style="list-style-type: none"> Makes sound decisions within the scope of the role and expected guidelines of the job description | <ul style="list-style-type: none"> Demonstrates expert decision making and consistently promotes and enables sound decision making both up-stream and down-stream from current role |
| <ul style="list-style-type: none"> Consistently unresponsive and/or not receptive to direction, coaching, feedback, and/or development Does not fulfill commitments and goals | <ul style="list-style-type: none"> Consistently responsive and/or receptive to direction, coaching, feedback, and/or development Consistently fulfills commitments and goals | <ul style="list-style-type: none"> Takes ownership of development, embraces and seeks feedback, highly coachable, anticipates guidance and direction, improves performance through ongoing continuous improvement Consistently exceeds expectations when commitments and goals are made |
| <ul style="list-style-type: none"> Does not effectively manage, actively develop, or support application of job-related learning to improve the performance of members of the team | <ul style="list-style-type: none"> Effectively pursues and encourage opportunities to improve the skill set of members of the team | <ul style="list-style-type: none"> Is sought out as subject matter expert, mentor, and advisor, resulting in exceptional performance contributions Excels as a coach, resulting in consistent outstanding performance contributions of the team |
| <ul style="list-style-type: none"> Makes little to no effort to engage or enables employees Does not observe or discuss performance and development goals | <ul style="list-style-type: none"> Effectively engages and enables employees by managing individuals and team performance, accountability, change, development, and recognition | <ul style="list-style-type: none"> Consistently manages and enables team and organization to the highest levels of employee engagement: work satisfaction, performance, contributions, and commitments to the organization Leads and motivates by example Inspires staff to perform at their best |



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UNDERSTANDING AND DETERMINING PERFORMANCE LEVELS

- While there are no hard-numeric ratings in Achieve Together, employees will have an overall performance level as part of the merit process.
- Overall performance levels are determined by using the indicators listed in the Achievement Criteria and documentation from check-in conversations.

In advance of the merit rewards process, managers will collect and review their documented Achieve Together conversations and review indicators in the Achievement Criteria to identify performance levels in each area. These sets of information help managers and employees get a better understanding of...

- What work is off-the-charts (stand out)
- What areas are on track, doing great, and occasionally exceeding expectations (well done), and
- Which areas need the most developing (needs attention)

Performance Levels Details

- The five criteria are weighted equally and are critical to the mission and strategic goals of UC Berkeley.
- Those with an overall “needs attention” will NOT be eligible for a merit increase
- Those with "needs attention" in any one indicator are not eligible for the "stand out" performance level
- When determining overall performance levels ahead of the merit process, managers/supervisors will use the documentation from check-in conversations and indicators on the Achievement Criteria to consider performance within the entire year of the merit cycle (March 31-April 1 in any given year).
- The three check-ins every four months within a merit cycle enable managers/supervisors to get a full picture of a direct report's performance.
- The check-ins are not standalone performance appraisals. These check-in conversations make up an overall picture of performance throughout the entire merit cycle.
- Calculating an average of three check-ins would not account for the full story behind performance progress or the resulting in coaching.
- What's most important is that these three check-ins provide an overall storyline, ultimately enabling managers/supervisors and organizations to assign one official overall performance level that will inform merit recommendations as part of the merit process.

Distinguishing Range in One Performance Level

Any two employees could both achieve the Stand Out Performance Level...

- If one employee achieved the highest overall performance level through Stand Out performance in 3 of the 5 indicators, and
- The other employee did so through Stand Out performance in 5 of the 5 criteria,
- They both achieve and overall Stand Out – though,
- Following the calibration conversations at the unit level, the employee with the 5 of 5 in Stand Out should receive a higher merit reward than the employee with 3 of 5 in the Stand Out level.



1. Employees must demonstrate performance level behaviors in at least 3 of the 5 criteria listed in a specific level to be recommended for that merit level
2. The five performance indicators in the Achievement Criteria are weighted equally
3. Managers/supervisors must use the information discussed and documented as part of check-in conversations every 4 months to support the recommended performance level for overall performance within a merit cycle (April 1-March 31)

[illegible][illegible][illegible]



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MANAGER/SUPERVISOR RESPONSIBILITIES

- Managers/supervisors are responsible not only for ensuring the results of the team, but also for addressing employee behavior.
- A manager/supervisor's role is to promote behaviors that support UC Berkeley's mission, and to defend against unacceptable conduct that threatens it.
- It is as equally important to set behavioral expectations as it is to set performance expectations. Problematic conduct must be addressed, even if it does not rise to the level of a policy violation.
- As a manager/supervisor you *must* manage. If employees fail to meet conduct expectations, and you continue to observe or receive complaints of abrasive behaviors, it is your responsibility to take action.

INDIVIDUAL CONTRIBUTOR RESPONSIBILITIES

Whereas it is the manager's responsibility to set clear performance expectations, it is the employee's responsibility to understand and strive to achieve, clarify or renegotiate expectations as priorities may shift. Some key commitments to consider that will support a positive and productive performance development:

- Commit to behaviors that support UC Berkeley's mission
- Commit to values of creating a diverse, equitable, inclusive community of belonging for all
- Understand and clarify expectations around performance
- Be open to feedback and coaching conversations
- Be proactive about career and professional development



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CHECK-IN CONVERSATIONS OVERVIEW

Check-ins are ongoing 1:1 conversations between managers and employees about work progress, goals, performance expectations, plans of action, employee engagement, and support moving forward.

They can occur as part of planned 1:1 meetings and will be documented every four months in a simple and short check-in form.

Check-ins are a time to recognize recent accomplishments and plan for future development.

They allow space to address performance areas that need more attention to get on track.

They will include discussions about efficiencies, inclusion and belonging, and collaborative working partnerships.

Check-ins are...

- Simple and lightweight
- Flexibly scheduled, with 60 days to complete, and
- Require the full participation of the manager and the employee to be meaningful and effective.
- Managers must take ownership and responsibility over the performance and engagement of their team, and
- Employees must take ownership over their actions and results.

Each check-in includes an initial discussion focused on 6 guided questions that map directly to the Achievement Criteria.

These guided questions make space for participants to discuss each performance indicator in the Achievement Criteria, revisit projected goal outcomes, and identify the knowledge, skills, and support needed for future success.

Think of the guided check-in questions as conversation starters -- an organized way to: follow up, go deeper on topics, address performance challenges, recognize successes, and plan for the next steps

The check-in questions are visible on the Achieve Together website and on the Achieve Together online documentation form.

- After the check-in conversation, notes from on each question will be documented in the online Achieve Together form and used to inform performance levels and merit rewards.
- You might be thinking, "Do I need to ask these questions each time?" Yes!
 - These questions are helpful as scripted, but are generally delivered more conversationally. Feel free to ask the questions in ways that are most comfortable to you.
 - Following the order can be helpful, but managers and direct reports may choose to hop around amongst the topics
 - The questions are not meant to constrain your conversation, but be sure to cover each question. Every employee deserves the opportunity to talk about every part of the Achievement Criteria, which is why all 6 questions must be discussed in the check-in conversation.
 - If you somehow missed something during the conversation, that's okay! Just check-in shortly afterwards to make sure everyone had the chance to discuss each topic.

Guided Check-in questions to ensure managers/supervisors and direct reports address each indicator in the Achievement Criteria, in addition to development and support

1. What goals did you accomplish this period? In what ways does your work connect to our overall strategy and/or mission? **(Goal Accomplishment & Job Mastery)**
2. What do you like best about your work? **(Goal Accomplishment)**
3. How have you supported others' work and/or collaborated with others on your work this period? **(Collaboration)**
4. How have you innovated to seek efficiencies or improve work outcomes? **(Innovation)**
5. How have you fostered diversity, equity, inclusion and/or belonging on our team and campus? **(Collaboration, Inclusion & Belonging)**
6. What can I do as your supervisor to better support your success? What additional knowledge, resources, or tool are needed to successfully do your job? **(Development Planning & Manager Support)**



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UC BERKELEY COACHING MODEL AND POWERFUL QUESTIONS GUIDE



Discover - examining obstacles

Explore - identify possible solutions

Plan - for ongoing improvement

Act – support

Initial follow up questions:

- What does success look like?
- What have you tried in the past?
- What have others done that has worked?
- What information do you need?
- What do others think?
- Who might support you?
- What will you do, when?
- What obstacles might you face?
- How will you overcome them?

Discover – examining obstacles

- What goals have you had difficulty achieving?
- What's getting in the way of your performance?
- What obstacles are you facing?
- What do you think could improve?
- Where are you facing challenges?
- What worked well that supported your success?
- What opportunities are you excited about?
- What's one accomplishment you would like to celebrate today?

Explore – identify possible solutions

- What questions do you have about your goals and expectations?
- What are your greatest areas for improvement?
- What possible solutions exist to improve your performance?
- What would success look like if you made progress in these areas?
- Which solutions make the most sense to move forward with?

Plan – for ongoing improvement

- What actions will you take to improve?
- When will you take each action?
- How will you hold yourself accountable to achieving these results?
- What support do you need from me?
- What obstacles might you face and how will you overcome them?

Act – support

- Which actions have you made progress on?
- What's working? What's not?
- How have you seen your performance improve to date?
- How have you overcome obstacles to performance?
- What continued support do you need from me?



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CHECK-IN PROCESS FOR MANAGERS/SUPERVISORS AND DIRECT REPORTS

| Recommended Check-in Process | Manager/Supervisor | Direct Report |
|------------------------------------|---|---|
| BEFORE | <ol style="list-style-type: none"> 1. Plan how you will apply coaching skills to check-in meeting, especially how to help your direct report talk about their performance, to listen-in to an individual's work experience, and to help them be successful. 2. Review the Achievement Criteria to consider current and future states of work, and what you can do to support your direct report's acquisition of knowledge, skills, and support to be successful. | <ol style="list-style-type: none"> 1. Reflect on current state of work, where it's going, what's needed for success, and the quality of your work experience, including the relationship with your manager. 2. Use the Achievement Criteria check-in questions as a guide for preparing to talk about your work performance (job mastery, goal accomplishment, collaboration, innovation, and inclusion). |
| DURING | <ol style="list-style-type: none"> 1. Use the Achievement Criteria check-in questions to encourage the employee to focus on current progress and experience, in addition to future performance planning. 2. Use terminology that makes sense in your everyday conversations, rather than a rote reading of the check-in questions. The goal is to have a meaningful conversation, not a formal interview. 3. To go deeper in the conversation, use open ended questions to check for clarity and explore the employee's work experience. Seek to understand through finding agreement and explore discrepancies. 4. During the conversation, jot down key information to input in the Achieve Together online documentation tool following the check-in. 5. Be sure to check-in on goal accomplishment expectations for the next four months. Ensure alignment with team, unit, and campus strategies. | <ol style="list-style-type: none"> 1. Use the Achievement Criteria check-in questions to discuss your current work progress and experience, in addition to future performance planning. These questions are pathways to go deeper on topics, issues, and themes, and not to limit the extent of the conversation. 2. Be open to feedback, partner in problem solving, and take ownership over your achievements and areas for improvement. 3. Spend time discussing additional knowledge, skills, and support needed for success at UC Berkeley. 4. During the conversation, jot down key information to input in the Achieve Together online documentation tool following the check-in. 5. Check-in on goal accomplishment expectations for the next four months. |
| AFTER | <ol style="list-style-type: none"> 1. Open an Achieve Together documentation form for the check-in period on your performance dashboard. Once open, it is automatically available for staff. 2. Review key highlights of the conversation from your perspective and document in the Supervisor Comments section of the form. 3. Document any updates to goals that were discussed during the check-in conversation. These updates are to reflect the next four months of goal completion expectations. 4. Save and finalize the check-in form to complete your part of the check-in period. 5. Ensure you have 1on1s schedule between check-in conversations to connect on work expectations, goals, priorities, and necessary support for success. | <ol style="list-style-type: none"> 1. Open and review the form that will appear in your inbox from your supervisor. 2. Review key highlights of the conversation from your perspective and document these in the Employee Comments section of the form. 3. Review goal updates made by your supervisor based on what was discussed in the check-in conversation. Connect with your manager if there are questions or concerns. 4. Save and finalize the form (signifying you reviewed the content in full) to complete the check-in period. 5. Ensure you have 1on1s schedule between check-in conversations to connect on work expectations, goals, priorities, and necessary support for success. |



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CHECK-IN CONVERSATION SCHEDULE

| Check-in Period | Timeframe Covered | Hold Check-in Conversation During 1:1 Between | Documentation Due Date |
|-----------------|-------------------|---|------------------------|
| Spring/Summer | Apr 1 - Jul 31 | Jul 1 - Aug 31 | 31-Aug |
| Fall | Aug 1 - Nov 30 | Nov 1 – Dec 31 | 31-Dec |
| Winter | Dec 1 - Mar 31 | Mar 1 - Apr 30 | 30-Apr |



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CHECK-IN CONVERSATION PREP SHEET


Disclaimer: these tools are for preparation purposes. Employees and managers/supervisors are both required to document notes/comments in the check-in form every four months at achieveform.berkeley.edu starting in July-August 2020

| July-August Check-in | | | |
|-----------------------------------|--|--|---|
| Achievement Criteria | Reflection on work between Apr 1 - Jul 31 | Current work informs future planning | Planning for future work between Aug 1 - Nov 30 |
| Goal Accomplishment & Job Mastery | Discuss your goal progress and how your work contributed to the team, department, or university | | Discuss your plan for goal accomplishment over the next four months |
| | <i>Check-in prep notes:</i> | | <i>Check-in prep notes:</i> |
| Goal Accomplishment & Job Mastery | What you liked most about your work during this period | | Things that motivate you that you hope to focus on during the next period |
| | <i>Check-in prep notes:</i> | | <i>Check-in prep notes:</i> |
| Collaboration | How you have supported collaborative work (under your portfolio and in support of others) | | How you plan to further collaborative efforts to improve outcomes |
| | <i>Check-in prep notes:</i> | | <i>Check-in prep notes:</i> |
| Innovation | Ways you have sought efficiencies to improve outcomes | | How you plan to seek further efficiencies to improve work outcomes. |
| | <i>Check-in prep notes:</i> | | <i>Check-in prep notes:</i> |
| Inclusion/Belonging | Ways you have strengthened inclusion and belonging on the team | | How you plan to support greater inclusion and belonging on the team |
| | <i>Check-in prep notes:</i> | | <i>Check-in prep notes:</i> |
| Development & Support | In support of your achievement, the types knowledge, resources, tools, and support from your manager/team have been most helpful | What additional knowledge, resources, tools, and support from your manager/team would be most helpful to advance your achievement? | |
| | <i>Check-in prep notes:</i> | <i>Check-in prep notes:</i> | |



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November-December Check-in

| Achievement Criteria | Reflection on work between Aug 1 – Nov 30 | Current work informs future planning | Planning for future work between Dec 1 – Mar 31 |
|-----------------------------------|--|---|--|
| Goal Accomplishment & Job Mastery | Discuss your goal progress and how your work contributed to the team, department, or university |  | Discuss your plan for goal accomplishment over the next four months |
| | <i>Check-in prep notes:</i> | | <i>Check-in prep notes:</i> |
| Goal Accomplishment & Job Mastery | What you liked most about your work during this period | | Things that motivate you that you hope to focus on during the next period |
| | <i>Check-in prep notes:</i> | | <i>Check-in prep notes:</i> |
| Collaboration | How you have supported collaborative work (under your portfolio and in support of others) | | How you plan to further collaborative efforts to improve outcomes |
| | <i>Check-in prep notes:</i> | | <i>Check-in prep notes:</i> |
| Innovation | Ways you have sought efficiencies to improve outcomes | | How you plan to seek further efficiencies to improve work outcomes. |
| | <i>Check-in prep notes:</i> | | <i>Check-in prep notes:</i> |
| Inclusion/Belonging | Ways you have strengthened inclusion and belonging on the team | | How you plan to support greater inclusion and belonging on the team |
| | <i>Check-in prep notes:</i> | | <i>Check-in prep notes:</i> |
| Development & Support | In support of your achievement, the types knowledge, resources, tools, and support from your manager/team have been most helpful | | What additional knowledge, resources, tools, and support from your manager/team would be most helpful to advance your achievement? |
| | <i>Check-in prep notes:</i> | | <i>Check-in prep notes:</i> |



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March-April Check-in

| Achievement Criteria | Reflection on work between Dec 1 – Mar 31 | Current work informs future planning | Planning for future work between Apr 1 – Jul 31 |
|---|---|--|--|
| Goal Accomplishment & Job Mastery | Discuss your goal progress and how your work contributed to the team, department, or university | | Discuss your plan for goal accomplishment over the next four months |
| | <i>Check-in prep notes:</i> | | <i>Check-in prep notes:</i> |
| Goal Accomplishment & Job Mastery | What you liked most about your work during this period | | Things that motivate you that you hope to focus on during the next period |
| | <i>Check-in prep notes:</i> | | <i>Check-in prep notes:</i> |
| Collaboration | How you have supported collaborative work (under your portfolio and in support of others) | | How you plan to further collaborative efforts to improve outcomes |
| | <i>Check-in prep notes:</i> | | <i>Check-in prep notes:</i> |
| Innovation | Ways you have sought efficiencies to improve outcomes | | How you plan to seek further efficiencies to improve work outcomes. |
| | <i>Check-in prep notes:</i> | | <i>Check-in prep notes:</i> |
| Inclusion/Belonging | Ways you have strengthened inclusion and belonging on the team | | How you plan to support greater inclusion and belonging on the team |
| | <i>Check-in prep notes:</i> | | <i>Check-in prep notes:</i> |
| Development & Support | In support of your achievement, the types knowledge, resources, tools, and support from your manager/team have been most helpful | | What additional knowledge, resources, tools, and support from your manager/team would be most helpful to advance your achievement? |
| | <i>Check-in prep notes:</i> | | <i>Check-in prep notes:</i> |



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ACHIEVE TOGETHER AND FEEDBACK

Incorporating

When preparing for the check-in conversation, providing feedback plays a critical role. While often challenging and complex to deliver, feedback can be incredibly constructive if gathered and delivered effectively. You may be wondering... Are formalized feedback mechanisms required as part of Achieve Together? **They are not.**

- Incorporation of formalized feedback is not a required element of UC Berkeley's Achieve Together performance program for non-represented staff.
- However, the guided questions to support discussions around the achievement criteria will typically generate feedback for most employees.

You may also be wondering... Is feedback helpful to gather and share even though it is not formalized through the Achieve Together documentation form? **Yes!**

- Many units already incorporate feedback into performance conversations and we'd recommend this practice. Having a balanced viewpoint on someone's performance is not only beneficial to employees, managers/supervisors, and the organization, but also creates more agile opportunities to respond to feedback, plan for improvement, and resolve workplace issues through development, or disciplinary action if needed.

Types

There are many types of feedback:

- You may receive some feedback from colleagues or team members
- You may also receive feedback from clients, such as students, alumni, faculty, other staff, others you support
- There's upward feedback, which you provide to your supervisor or someone in a higher position than your supervisor
- There's manager feedback; some organizations utilize anonymous manager surveys to address trends and remedy specific issues
- There are 360° surveys; which research shows are best used for developmental purposes only and not as an evaluative tool, and are especially effective when coupled with 1:1 coaching.

Gathering

As a manager, you can ask your direct reports to gather feedback from those they collaborate with, or you can ask these individuals directly. If you go this route, it is important to create clarity over how the feedback will be gathered, organized, discussed, and utilized as part of future performance planning. **Having these expectations clear, creates a stronger opportunity to gain and sustain trust.**

As an Individual contributor, you can ask for feedback from those you work with (clients, collaborators, peers, manager, etc.). If you do so, be sure you and your manager are on the same page regarding

- How the feedback will be collected, from whom, how it will be organized, when it will be shared, and how it will be discussed and used for future performance planning.

Note, participants can link any feedback analysis into the Achieve Together form.

Feedback should be...

- Tailored, right language and approach, given at the right time and place, specific, meaningful, succinct, and focused
- Surprises with feedback are not the best approach for check-in conversations. Consider bringing up feedback in a timely manner as part of regular ongoing 1:1 meetings.

Coachability and Feedback

1. Ask for feedback
2. Ensure you understand
3. Thank the person for sharing, express interest in continued exchange
4. Request suggestions on how to improve
5. Welcome tough or unexpected feedback



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ACTIVE, INTENTIONAL LISTENING

- Eye-contact, face the person
- Don't fill the silence – wait for more to come
- Get rid of all distractions - phone away, email closed
- Nod and use body language to acknowledge
- Keep an open mind – hold back judgement and opinions
- Focus on listening – on what is being said NOT on what you are going to say next
- Don't interrupt
- Paraphrase what you heard to clarify

HAAS SCHOOL OF BUSINESS INCLUSION & BELONGING QUESTIONS GUIDE

Seeking additional guidance around framing conversations around equity, inclusion, belonging, and diversity? Check out this helpful guide created by your colleagues at the Haas School of Business

| Coaching Question | Equity, Inclusion, Diversity, and Belonging Framing |
|---|--|
| What does success look like? | <ul style="list-style-type: none"> • What is your near-term vision for greater belonging, diversity, equity, and inclusion with your team? |
| What would you change about who you are? | <ul style="list-style-type: none"> • What do you want to change about belonging, diversity, equity, and inclusion on your team? |
| What stands between you and where you want to go? | <ul style="list-style-type: none"> • What stands between where your team is now with respect to belonging, diversity, equity, and inclusion and what you want it to be? |
| What do you take the most pride in? | <ul style="list-style-type: none"> • What have you done recently to become more inclusive on your team and which makes you excited or motivated? • What have you done recently to promote equity across your team and which makes you feel accomplished? • What have you done recently to generate a sense of belonging about the diversity on your team? |
| What makes you feel alive when you're doing it? | <ul style="list-style-type: none"> • What have you done recently about DEIB issues that made you feel really good? • What has your team done recently about DEIB issues that made people feel good? |
| What are you most fearful of? | <ul style="list-style-type: none"> • What are the unspoken concerns on your team about belonging, diversity, equity, and inclusion? • How can you create the safety that's needed to have these concerns be heard? |
| What's missing from your life right now? | <ul style="list-style-type: none"> • What is missing on your team that would help generate meaningful conversations about belonging, diversity, equity, and inclusion? |
| What's the one thing you're avoiding that you know you should do? | <ul style="list-style-type: none"> • What is one thing about belonging, diversity, equity, and inclusion that you're avoiding on your team and that you know you should be doing something about? • What is one thing about belonging, diversity, equity, and inclusion that's being avoided on or by your team that you know something should be done about? |
| What stands in your way? Is it that you want to look good? Be right? Be in control? | <ul style="list-style-type: none"> • What stands in your way of becoming a stronger champion for belonging, diversity, equity, and inclusion in the organization? • What can we do together to help you with this? |
| What is going on under the surface? | <ul style="list-style-type: none"> • What can you do as a leader to bring DEIB issues forward on your team? |



**STAFF PERFORMANCE PROGRAM
FOR NON-REPRESENTED EMPLOYEES
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Program Toolkit

HAAS SCHOOL OF BUSINESS INCLUSION & BELONGING QUESTIONS GUIDE

(continued)

| Coaching Question | Equity, Inclusion, Diversity, and Belonging Framing |
|---|---|
| What advice would you give yourself? | <ul style="list-style-type: none"> What have you learned recently about being a leader working with DEIB issues that you might share with others? |
| Where do you have the most impact? | <ul style="list-style-type: none"> Where in the organization do you have the most impact regarding diversity, equity, inclusion, and belonging? Where in the organization can your team have impact regarding diversity, equity, belonging, and inclusion? |
| What can you control? What can't you control? | <ul style="list-style-type: none"> What can you control as a leader to generate greater diversity, equity, and inclusion? What can't you control as a leader to generate greater belonging, diversity, equity, and inclusion? |
| What can you do in a unique way that almost no one else can? | <ul style="list-style-type: none"> What are the expressions of belonging, diversity, equity, and inclusion that you see among your team? What are the unique aspects of your team that are important to be recognized? What can your team teach others about belonging, diversity, equity, and inclusion? |
| What do you do that would be the hardest to live without? | <ul style="list-style-type: none"> What aspect of diversity, equity, and inclusion on your team would be really difficult if it wasn't there? |
| What experiences have most shaped who you are as a person? | <ul style="list-style-type: none"> What experiences have most shaped how you engage with DEIB issues? What experiences <u>at work</u> have most shaped how you engage with DEIB issues? What experiences have most shaped how you show up as a leader who promotes greater diversity, equity, and inclusion? |
| Who has been the greatest influence in your life? | <ul style="list-style-type: none"> Who has been an influence in how you engage with DEIB issues? What situation or circumstance has greatly influenced how you engage with DEIB issues? |
| Why are you here? | <ul style="list-style-type: none"> Is there something about diversity, equity, and inclusion at Haas that makes you want to be here? What is it? Is there something about diversity, equity, and inclusion at Haas that is meaningful to people on your team? What is it? Is there something about diversity, equity, and inclusion at Haas that could strengthen people feeling they belong here? What is it? |
| What do you want to build or create in your lifetime? | <ul style="list-style-type: none"> Are there things you do outside of work that could be useful to generate greater diversity, equity, and inclusion in the organization? Are there experiences you've had outside of work that could be useful to bring into the organization to generate greater belonging, diversity, equity, and inclusion? |
| What would you do differently if you could do one thing over again? | <ul style="list-style-type: none"> What is something you did recently to generate greater belonging, diversity, equity, and inclusion that you would do differently if you had the chance to do it again? |



STAFF PERFORMANCE PROGRAM FOR NON-REPRESENTED EMPLOYEES AT UC BERKELEY Program Toolkit

ADDRESSING PERFORMANCE CHALLENGES

Achieve Together creates more regular opportunities to address performance challenges. If organizations coordinate and communicate objectives, goals, strategies, and plans to drive success, individuals have clearer expectations, and greater potential to be engaged and performance driven. Sometimes managers and their direct reports need to get back on track by addressing specific performance gaps. You've provided clear expectations to your employee, and given them regular feedback, but they're still not consistently meeting expectations. *One option is to create a performance improvement plan (PIP).* A PIP is a tool for employee development, not discipline: its role is to formally set expectations and create a written plan when there is a performance gap and verbal coaching has not been successful. PIPs can be incorporated at any time during the year. Below, you will find the steps to consider:

1. Schedule a meeting with your HR Business Partner, especially if you have never created a Performance Improvement Plan (PIP) before

- a. What to bring:
 - i. Explanation of the issues you're experiencing and how long it's been going on
 - ii. Documentation of conversations you've had with the employee about the issue
 - iii. Current job description
 - iv. Any goals (deadlines and expected outcomes) for the position
- b. What to expect:
 - i. Support for clearly defining the issue
 - ii. Discussion to help identify the most appropriate form of action
 - iii. Discussion about potential resources and training options
 - iv. If a PIP is the right next step, help understanding the form, timeline, and how to navigate the process effectively

2. Manager drafts the PIP

- a. Form
 - i. [Here is the PIP form](#)
 - ii. The form includes areas of performance for improvement. These criteria are aligned with the Achieve Together program evaluative criteria; job accountability, goals, inclusion & belonging, innovation, and collaboration.
 - iii. Reference the Achievement Criteria for assistance indicating behaviors in each performance level (needs attention, well, done, and stand-out).
- b. Timeline
 - i. Most performance improvement plans last 90 days, with the expectation that the employee will show considerable improvement at 30 days, and sustain it at 60, and consistently thrive at 90 days. The duration of the plan depends on the severity of the issue: if it is a very serious issue that has a major impact on your business, you might require improvement faster, or progressive disciplinary steps.
 - ii. Enter the anticipated date of the initial meeting with your employee to go over the PIP, and make a note of the dates of the 30, 60, and 90 day follow ups.
- c. Explaining the issue
 - i. This section is where you clearly articulate what needs to change in your employee's performance to meet the job expectations. The form allows you to input up to five areas for improvement, aligned with the achievement criteria.
 - ii. Name the task, skill or behavior that does not meet expectations. Then, write a brief paragraph that describes your employee's current performance, and their expected performance in this area. When writing this section, use descriptive language and tangible measures. You can use the Achievement Criteria as a guide to begin drafting. Be specific and detailed about what success "looks like." How will you know if their performance has improved? Be extremely specific about what you're looking for so that even someone with no knowledge of the situation could read your document, observe your employee, and tell you whether they were meeting expectations.

3. HR Business Partner provides feedback on the draft - highly recommended

- i. Consider scheduling a role-playing session with your HR Business Partner to prepare for the conversation.
- ii. Even if you don't role-play with your HR Business Partner, make sure that you prepare what you will say to your employee to balance a collaborative, supportive, clear, and productive approach.

4. Manager presents the PIP to the employee (Your HR Business Partner can be in attendance at this meeting, but not required)

- a. Delivering Feedback



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- i. How might your employee be feeling about this feedback? How can you present the information in a way that is clear, collaborative and supportive, rather than punitive? Engage your direct report in the process by seeking their solutions-focused perspective.
 - ii. How does your employee usually respond to critical feedback? Are they likely to be defensive, or deny that there's an issue? How will you respond to those issues?
- b. Having the conversation
 - i. Provide clarity and context by explaining the issue, current performance, and expected performance.
 - ii. Ask if they have any questions or have any information that they need to share so that you fully understand what their performance experience looks like from their perspective.
 - iii. Discuss specific needs to meet job expectations among 1 or more areas of performance, specific tasks toward completion, measurable expected outcomes, due dates, and how you will check-in during the PIP process.
 - iv. Skills? Knowledge? Resources? Training? Experiences? Help re-prioritizing their tasks? You can note of these suggestions in the PIP template. Make sure that you agree on which suggestions you are going to prioritize during the PIP.
 - v. Thank them for the conversation. Let them know that you want them to be successful, and you believe that they can be.
 - vi. Both you and the employee should sign and date the "acknowledgement of initial conversation" boxes in the template.

5. Manager supports the employee through the PIP

- a. This includes:
 - i. Increasing the frequency of check-ins and regular feedback, providing as many opportunities as possible to receive your coaching and input.
 - ii. Direct the employee to training, coaching, or other developmental support as necessary
 - iii. Conducting timely reviews of progress (most likely at 30, 60, and 90 days)
 - iv. Rendering a final evaluation at the end of the PIP timeline as to whether the employee succeeded at meeting the expectations outlined in the PIP
- b. Check-ins should cover:
 - i. Your observations about the employee's performance so far. Are they making strides forward? Again, use specific, descriptive language to share what you're observing. Use some of the language from what you wrote in the PIP template.
 - ii. Your employee's perceptions of their efforts so far. Might they be making strides you're not seeing? Do they feel like they're gaining more skill and confidence, even if it's not yet reflected in their performance? The ultimate indicator of success is whether their performance actually improves.
 - iii. Resources or support your employee has accessed. Using the next steps you decided on in your initial conversation, keep track of which your employee has utilized (and make sure that you have provided the resources you agreed to!). Here are some examples:
 - 1. On the job training
 - 2. Shadowing another employee
 - 3. Completing an online or in person training
 - 4. Reading a book or article about the skill
 - iv. Is the employee on track to meet expectations by the end of the PIP timeline? If your employee is stagnating, or moving backwards, loop in your business partner to help decide how to move forward. In most cases, you should complete the full performance improvement plan before moving on to other options in the performance management process.

6. Did the employee succeed at meeting the expectations outlined in the PIP?

- a. At the end of the timeline, usually 90 days, you need to make a decision about whether your employee has sufficiently improved to meet your expectations. Keep in mind that end goal: meeting expectations. They don't need to be knocking it out of the park yet, but they need to be *consistently* achieving acceptable levels of performance.
- b. At the bottom of the PIP template, you can record your decision in the "Outcome" section. Note whether the employee was successful or not. If the employee is *almost there*, you can also extend the PIP to give them a little more time to solidify their improved performance.
- c. Provide some notes in this section to explain further. Referring back to the original Expected Performance sections for each task, skill, or behavior, note whether your employee is now consistently able to exhibit performance at that level. Then, convey that decision to your employee. Since you've had check ins regularly through the process, your decision should not come as a surprise to them.
- d. If the employee did not successfully complete their PIP: explore the progressive discipline process with your HR Business Partner.
- e. If the employee successfully completed their PIP: congratulate the employee and explore strategies for ongoing performance development moving forward.



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CHECK-IN FORM DOCUMENTATION STEPS

| Step | Manager/Supervisor | Direct Report |
|------|--|---|
| 1 | Start and share new form for direct reports. Select conversation period. Select conversation date. | Receives form via email, ready for edits |
| 2 | Add supervisor notes/comments on guided questions for current period | Add employee notes/comments on guided questions for current period |
| 3 | Update direct report goals for next 4-month period | Review updates made by your manager/supervisor on goals for next 4-month period |
| 4 | Finalize notes/comments. All done! | Finalize notes/comments. All done! |

Note1: shared document, both participants see updates.

Note2: Achieve Together check-in form dashboard opens following year-end reviews in June 2020

In-depth user guide: <https://docs.google.com/presentation/d/1pJUIZS2jkXj2hX3rWmsudaggTbIKst-80CBmogSuxPE/edit?usp=sharing>

REMINDER OF CHECK-IN SCHEDULE WITH DOCUMENTATION DEADLINES

| Check-in Period | Timeframe Covered | Hold Check-in Conversation During 1:1 Between | Documentation Due Date |
|-----------------|-------------------|---|------------------------|
| Spring/Summer | Apr 1 - Jul 31 | Jul 1 - Aug 31 | 31-Aug |
| Fall | Aug 1 - Nov 30 | Nov 1 – Dec 31 | 31-Dec |
| Winter | Dec 1 - Mar 31 | Mar 1 - Apr 30 | 30-Apr |



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MERIT CYCLE AND APPROXIMATE MERIT PROCESS DATES

| Merit Cycle | |
|---|--------------------------------------|
| April 1 | Begin Merit Cycle |
| March 31 | End Merit Cycle |
| ~June | Merit Process* |
| ~August | Merit rewards reflected in paychecks |
| *Merit Process open and close dates are approximate, and campus will receive further communication from UCOP about finalized dates. | |

UNITS ARE RESPONSIBLE FOR FACILITATING PERFORMANCE CALIBRATION

Performance calibration gives the organizations the opportunity to ensure the Achievement Criteria has been utilized fairly and equitably. Some organizations at Berkeley use performance calibration processes as a space to check-in on strategic talent development, including merit rewards, succession planning, engagement, mindsets, and skills needed to complete future work.

- In this model, unit leadership has the chance to calibrate performance and recommend merit recommendations fairly, plan for future talent needs, and update strategies for staff engagement.
- The objective of calibration sessions is to ensure that different managers apply the Achievement Criteria consistently in measuring and evaluating performance of individual contributors.
- This is to ensure a level playing field that is focused on fairness, bias-reduction, and accuracy of merit recommendations.

Consider these notes when preparing for performance calibration discussions in your organizations:

- Managers equally assess the level attained across each of the five aspects of the Achievement Criteria to determine an overall performance level
- Understanding there are three performance check-in conversations in one merit cycle, performance level projections are about overall performance within the fiscal year
- "Needs Attention" overall level excludes merit pay eligibility, also prompting a Performance Improvement Plan (activation, update, review, and any potential disciplinary action)
- "Needs Attention" in any level excludes "Stand Out" overall
- Managers who supervise similar groups of employees may meet to review and discuss achievement levels per employee
- Organizations can use google forms or "low tech" options like flip charts and post-it notes for each employee to create a clear visualization and differentiations between employees who might be in different ranges of performance within one overall performance level.
 - Example with two overall "stand out" performers
 - Employee A achieved "stand out" in 3 of 5 of the indicators on the Achievement Criteria
 - Employee B achieved "stand out" in 5 of 5 of the indicators on the Achievement Criteria
 - Employee B would be differentiated as a higher performer than Employee A, though they both achieved the "stand out" level.
 - Employee B would likely receive a higher merit increase.
- Participants adjust to ensure accurate and consistent application of the Achievement Criteria
- From these conversations, merit recommendations are generated and proposed for approval



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Calibration facilitator considerations

The facilitator's role is to make sure that managers have data, not favorable or unfavorable views.

- While it is important to group employees together in pools based on common nature of work, the process can work when evaluating large groups via expert facilitation and team agreements on the process.
- Ground rules for appropriate behavior and keeping within those guidelines are critical to a successful session. With discussion, organizations can calibrate even and fair use of the achievement criteria.
- Psychological safety is critical for this process to be successful. Facilitators must support openness to changing achievement levels based within the session.
- For example, managers may be asked why someone received an overall "Stand Out" and not "Well Done," – and to justify the decision with data and examples.
- Similarly, they may be asked why someone whose work is highly regarded was not rated "Stand Out," and instead reached the "Well Done" level.
- The facilitator assists with extracting the range of performance within a performance level.
 - Employee A may have achieved "Stand Out" in 3 of 5 categories
 - Employee B might reach "Stand Out" in 5 of 5 categories
 - They are both "Stand Out" performers, though employee A should receive a larger merit increase due to their extraordinary performance in this performance level.
- Organizations will calibrate performance and merit in a variety of ways based on their unique structure, size, type and scope of work, and broader talent development planning.
- For more information on managing, participating in, and understanding merit calibration processes, we encourage you to review the Gartner Performance Calibration Ignition Guide, which provides additional considerations for managing the process effectively.
- **Managing the performance calibration process resource:** <https://drive.google.com/file/d/1VKomNzF0r2IKDkqI9-dhOpXVDJqJVGhy/view>

What you need for performance calibration meetings:

- Employee name
- Recommended performance level
 - Additional performance level metric (to differentiate between individuals in the same merit level)
- Performance level demonstrated for each of the 5 components of the Achievement Criteria
- Performance level support information (documentation from conversations, additional metrics, etc.)
 - These details should be observed, measured, and factual performance notes
 - Do not prepare opinions or unsupported information about the employee
 - You can use the unit calibration planning guide below or develop your own method

Ensuring the Achievement Criteria was applied fairly

- Try starting with employees who were recommended at the "stand out" performance level to determine consistency
- If, after discussion, the provided support information does not meet at least three of the five criteria listed, then they would be calibrated to another performance level
- Then, continue to all employees recommended for "well done," then "needs attention," following a similar pattern of discussion and calibration as needed
- By the end of the meeting, the criteria to evaluate performance within the same school, division, or department will have been consistently and fairly applied across the organizational
- The final approved recommendations will be used to determine merit increases that align to organizational outcomes and within budget parameters.



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ACHIEVE TOGETHER WEBSITE

<https://hr.berkeley.edu/performance/achieve-together>

ACHIEVE TOGETHER KNOWLEDGE BASE

<https://hr.berkeley.edu/fag/achieve-together>

ADDITIONAL SUPPORT

| Who? | How we can help... |
|--|--|
| Jan Crosbie-Taylor | Change management, readiness planning, Achieve Together presentations/AMA |
| Colin Gerker | Project manager, readiness planning, Achieve Together presentations/AMA, training lead |
| Inette Dishler | Coaching lead, Cal Coaching Network contact, Growing as a Coach lead facilitator |
| Pam Rich | Organization Development Consultant offering services for strategic planning (OGSP) re/development |
| First Contact Center mailto:https://berkeley.service-now.com/ess/hr_catalog.do | Questions about the Achieve Together online form |
| HR Business Partners https://regionalservices.berkeley.edu/home | Performance Improvement Plans, questions about the program for your unit |
| Scott Dinkelspiel | Questions about the merit process |
| Eugene Whitlock JD, Angela Stopper PhD | Achieve Together executive sponsor, sponsor, respectively |
| avc-hr@berkeley.edu | General questions about Achieve Together |