Performance Management System Academic Year 2023-2024

AJMAN UNIVERSITY

جامعة عجمان

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Performance Management is critical for every organization. At AU, PMS is conducted to achieve the following:

➢ Align AU strategic goals with performance contracts of colleges/offices and team members.

➢ Share performance expectations with all staff members.

➢ Identify and recognize high performers and potentials in the University.

➢ Identify staff members who do not meet the minimum performance standards.

➢ Identify performance gaps and determine performance improvement strategies.

➢ Link staff members' performance with rewards system.

➤ Office of Human Resources has conducted a detailed update of all HR policies, including the PMS policy, in order to align with AU strategic directions and market best practices in 2023. The policies were reviewed by a third-party consultant and benchmarked with the academic institutions and HR best practices. The following are the main changes:

1. A total weight of 100% is distributed among performance objectives and competencies, whereas development objectives have no weight. These sections are embedded in the performance forms, as elaborated in the table below:

Job Grade	Career Band	Section A: Performance Objectives %	Section B: Behavioral Competencies %
AD-12 to AD-15	Executive Management/ Management	80%	20%
AD-10 to AD-11	Heads/Professional Staff	70%	30%
ACS-2 & ACS-3			
AD-6 to AD-9	Administrative/ Technical Support	60%	40%
ACS-1			
AD-1 to AD-5	Business Support	50%	50%

2. Across all grades, the minimum number of objectives is three (3), and the maximum is Eight (8)

3. Objectives should be directly linked to the functional unit's main objectives and KPI or derived from them. They could involve special assignments or projects as well.

4. Minimum weight of each objective can be entered as 5% and maximum weight can be entered up to 40%, depending on the significance of each objective.

Objectives Setting

➢ AU adopts a consolidated approach for evaluating performance, and this method combines a Competency based and "Management by Objectives" (MBO) methods.

➢ Objectives have measurable targets that need to be achieved during a specific timeline in a specific year.

➢ Each objective is given a specific weight that is based on the priority and importance by its impact on college/office/AU's overall performance. The weight of the objective is decided by the line manager and clearly communicated to the employee. This year, the form initiated to grant 100% objective total weight distributed among objectives.

➢ This method measures employee's performance by the (WHAT), e.g. examining the extent to which predetermined objectives have been met, and the (HOW) the level of competence demonstrated for achieving the set objectives.

➢ Objectives need to reflect achievements, not a description of tasks performed

➢ Daily tasks should not be included as objectives, unless certain tasks are linked to College/Office Objectives and can be measured; e.g. customer satisfaction Level, safety violations, etc.

➢ Maintaining certification can be an objective but do not qualify for a score of more than 3, regardless number of certifications attained.

➢ Measure can be expressed in monetary terms ($ or AED) or percentages (% of work to be completed) or a number of stakeholders, reports, etc. depending on the type of objective or days (either number of days or by a particular date) but such objective must clearly has importance to deadline otherwise dates of submission are irrelevant.

➢ It is important to engage all employees to full or some extent in the College/Office approved Performance Contract of the year.

Specific:
➤ The objective should be written in such a specific, clear way that anyone reading it will understand what it means.
- • What needs to be done?
- • Why is it important?
- • Where and When will this take place?
- • Which resources are needed to succeed?

Measurable
➤ How will you assess progress along the way? If your goal isn't measurable, you won't know if you've succeeded.
- • Typical terms used to measure success could include: quantity, quality, deadlines, costs, and frequency.

Achievable
➤ If your target is out of reach, it can be demoralizing. Make sure that what to be achieved is possible.
- • How realistic is this goal within the available timeframe and resources?

Relevant.
➤ Before you set an objective, you should think about how relevant the goal is.
- • Does it align with AU, college/office KPIs and targets
- • Does it align with employees area of work

Timed
➤ Deadlines to be set for the objectives:
- • When the targets need to be delivered (days, dates)
- • Is it a year long target or has to be achieved at certain date/month

➢ Objectives are expected to be achieved to 100% satisfaction. Targets should always be set at that level. Setting targets below 100% has to be justified. For Example:

- Complete 90% of X Manual – why not 100%? why below 100% is acceptable? What is the importance of the manual? How the manual contributes to overall college/office performance? If the lower target is not justifiable, then 90% would be considered as successfully delivering the manual (100% delivery of target).

- Deliver 80% of planned activities – Budget constraints, structural changes, external stakeholders cancellation, etc. Acceptable level of target. Achieving more than 80% considered exceeding target.

➢ The line manager reviews the performance against the set objectives targets and records actual achievement accordingly.

➢ The line manager is required to describe the satisfaction level of achievement (below, meets or exceeds expectations). When exceeds there should be a clear statements on how the targets are exceeded supported with evidences.

➢ Evidence of actual shall match the objective metric/measure that is set to evaluate the objective. For example, surveys, AED figures, submission dates vs. deadlines, etc.

➢ There are objectives that are not designed to exceed targets, e.g. zero safety violations, obtain accreditation, zero audit findings, launch and complete an event, etc.

➢ However, there are additional achievements might be linked to these objectives. e.g. contribute to development of safety policies and procedures, event led to collaboration with external stakeholder for internships, employability, donations, etc. This may create evidence of exceeding expectations on such objectives

➢ Line manager records the score of the achievement for business objectives that is automatically multiplied by the assigned weight of each objective and generates the overall weighted score of the employee's achievements.

➢ A competency: is the combination of observable and measurable knowledge, skills, abilities and personal attributes that contribute to enhanced employee performance and ultimately result in organizational success. It enables performance to the required standard in the job, i.e. what is expected in the workplace.

➢ Type of Competencies:

- Behavioral Competency is behavior attributes and personality traits, knowledge, skill, ability or any other characteristic that contributes to employees' success in performing their identified duties and areas of responsibility e.g. Teamwork, Driving change, Planning and Organizing, etc.

- Core Competency These competencies describe in behavioral terms AU's key values and represent those competencies that all employees must display to enable AU to achieve its mandate and vision (e.g. Excellence in services such as customer focus, innovation, integrity to include accountability and reliability, inclusiveness to include adaptability, tolerance, flexibility, etc.)

- Job Family Competency (Technical) These competencies are common to the group of jobs that tend to require similar employee behavior, knowledge, skills and abilities. (e.g. Project Management, Administration, Customer Service)

- Functional Competency (Technical) tend to be specific to roles or jobs, and include the specific skills and knowledge (know-how) to perform effectively (e.g. ability to use particular software, domain knowledge proficiency, etc.)

- Leadership Competency behaviors that are expected from employees who manage others and/or strategic deliverables, and they are critical to the attainment of strategic objectives and development of AU capabilities (e.g. strategic thinking, decision making, managing performance). These are mainly required for senior/managerial roles.

Competencies' Rating: Proficiency Level

➢ Proficiency Level: This describes the progression of proficiency of the competency indicators. The level of sophistication and complexity of the competency gradually increases as the employee moves from one level to another.

  • Each competency has a level of facility and competence when used; it is reflected in action and defined in levels that <u>do not depend on the job grade. Instead, it depends on the level required by the job</u>.

➢ Competency Indicators: These are the information and details described for each competency. When you assign a competency during the PM form, please note the description associated with the competency.

  • The competency should be relevant to the job and set objectives for each form (not personalized to the individual)

➢ Competency Levels can evolve as follows:

Proficiency Level	Level Description
BASIC	Requires a basic understanding of the business structures, operations, and includes responsibility for implementing and achieving results through own actions rather than through others
INTERMEDIATE	Requires a moderate understanding of overall business operations and measurements, including responsibility for monitoring the implementation of strategy or strategic targets. This has limited or informal responsibility for colleagues and/or needs to consider broader approaches or consequences.
ADVANCED	Requires strong understanding of AU's environment, operational plans, current strategic position and direction with strong analytical skills and the ability to advise on strategic options for the business. This includes formal responsibility for colleagues and their actions; and that their decisions have a wider impact.
EXPERT	Requires expert knowledge to develop strategic vision and provide unique insight to the overall direction and success of the AU. This is formal responsibility for business areas and his/her actions and decisions have a high-level strategic impact.

Competencies' Rating: Proficiency Level

➢ Example: Customer Services

Proficiency Level	Level Description
BASIC	Prioritize delivering great customer experience; placing customer interests prior to his/her own. Encourage team members to provide great service. Listen well to understand their customers' needs.
INTERMEDIATE	Place delivering great service to customers and stakeholders at the heart of their decisions and priorities. Role models for great customer service to their team. Proactively seek customer feedback. Deal with unhappy customers to solve their problems. Look for ways to improve service
ADVANCED	Champions current and future customer needs. Drive projects to enhance the customer experience. Design and implements systems to record customer feedback and communicate ideas and information Understand their customers through ownership of stakeholder relationships. Stay up to date with industry best practice.
EXPERT	Put customer service delivery at the heart of AU culture. Translates operational feedback into strategic improvements. Develop strategic partnerships and alliances to understand and meet customer needs. Communicate strategies with key partners and stakeholders.

➢ This year, the form initiated to grant 100% total weight distributed among competencies. that is automatically multiplied by the assigned weight of each competency and generates the overall weighted score of the employee's achievements.

➢ The line manager will provide objective evaluation of each competency in accordance to job requirements and achievement of targets.

➢ Exceeding expectations means doing what you were supposed to do and doing much more than what was expected.

➢ Objectives Examples:
  - Surveys:
    - Target 4.1, achieved 4.2+ (survey results to be attached)
  - Projects:
    - Target 100% delivery in August (project completion is 80% of target and Time is 20%), achieved 100% delivery in May it would go to 4 not 5. (project delivery dates and confirmation of line manager to be attached)
  - Plans (activities, events, calendar):
    - Target 90%, achieved 120%. (Approved plans, vs. delivery evidence for above 90 of delivery to be attached)

➢ Competencies Examples (employee expected to present required level which is 3):
  - Managing Resources:
    - Evidence of upskilling of staff, saving cost in budgets, process improvement (saving time). Examples are sufficient and it can be linked to exceeding targets objective.
  - Use of Technology:
    - Introducing new technology

Performance Evaluation Scale

Substantially Exceeds Expectations	4.5 – 5	• Significantly & consistently exceeds expectations on all major objectives and competencies • Has performed beyond expectations on stretch goals • Demonstrates exceptional quality of work • Is a role model to other staff • Has made significant and long term impact on AU	Up to 5 % of total staff Not mandatory to fill 5% Please check with Office of HR before issuing this rating
Exceeds Expectations	4 - 4.49	• Frequently exceeds expectations on some objectives and competencies, and consistently meets expectations on all objectives. • Performs as expected on stretch goals. • Demonstrates very high quality of work. • Is a role model to other staff in many areas. • Has made a noticeable impact on AU.	Up to 10% of total staff Not mandatory to fill 10%
Meets Expectations	3 – 3.99	• Meets most of the major objectives and competencies, may fell short in some stretched goals. • Meets the expectations of the job • Demonstrates acceptable quality of work. • Has tried to make an impact on the business and succeeded to some extent	70% to 80% of total staff
Needs Improvement	2.1 – 2.9	• Performance fell short in many areas/ some objectives were not met. • Overall quality of work was acceptable. • Needs regular guidance/ follow up from line manager to perform	Up to 15% of total staff Not mandatory to fill 15% Will be put on PIP
Unsatisfactory	1 - 2	• Performance was well below required standards. • All or many of the objectives were not met. • Showed little or no improvement in spite of guidance. • Overall quality of work is poor.	Up to 5% of total staff Not mandatory Can be put on PIP/or managed out Please check with Office of HR before issuing this rating

Q&A

THANK YOU