2018 HSHS Annual Performance Review Process for Leaders

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Timeline for the 2018 Annual Reviews

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/1/2018</td>
<td>Performance Review Process OPENS</td>
</tr>
<tr>
<td>7/31/2018</td>
<td>Self Assessments and Multirater Assessments are DUE</td>
</tr>
<tr>
<td>9/21/2018</td>
<td>Written Review and 1:1 Meetings are DUE</td>
</tr>
<tr>
<td>9/26/2018</td>
<td>Colleague Comment and Sign off DUE</td>
</tr>
<tr>
<td>9/28/2018</td>
<td>Manager Sign off DUE</td>
</tr>
<tr>
<td>9/28/2018</td>
<td>Performance Review Process CLOSES at midnight</td>
</tr>
</tbody>
</table>

Leader’s Checklist - Preparing for and Conducting Performance Reviews

Prepare to Write Each Appraisal
- Examine last year’s performance review form and ratings.
- Review any performance journal notes you and your colleague have made in his/her Halogen TalentSpace profile.
- Review the colleague’s self-assessment and any feedback from other sources (if requested).
- Review the colleague’s job description.
- Review the performance review form and the rating scales currently being used.
- Review the training materials offered on the Halogen Intranet Help page.

Plan the Appraisal Meeting
- Set up a date, time and place for a private meeting with each colleague.
- Consider your and each colleague’s social and communication styles.
- Review principles for providing effective and balanced feedback.

During the Appraisal Meeting
- Establish a comfortable environment for the meeting.
- Review and discuss your performance ratings.
- Ask the colleague for their perspective.
- Remember to listen.
- Pay attention to the colleague’s reactions (verbal and non-verbal) and address as appropriate.
- Discuss your colleague’s career aspirations and set appropriate career development plans in Halogen.

Throughout the Year: Observe and Coach Performance
- Provide feedback and coaching on an ongoing basis.
- Record notes on skills, accomplishments, performance and development throughout the year. This can be accomplished in the Halogen Feedback function to make it easy and available when needed for coaching or completing the next performance appraisal.
- Manage performance gaps.
- Recognize, praise and reward performance.
Understanding Annual Performance Review Content

2018 Performance Review Categories

The annual performance reviews are specific to a colleague’s position classification and the competencies required for the position to be successful. Managers and above will be able to view Multirater comments anonymously.

2018 Annual Performance Review Sections

Both Leader and Colleague Annual Reviews include reviews of colleague performance based on core values and essential job functions. Leaders are also reviewed on their leadership.

What is new to the 2018 annual reviews is the inclusion of individual performance goals and the core values and competency assessment that is built off the HSHS Competency Framework. These two sections will not be weighed this year and, therefore, will not impact the colleague’s overall performance rating score. However, both individual goals and competencies will be introduced to all colleagues in 2018 and will be included in the weighted score for 2019. All section titles will be labelled “required” or “optional”.

<table>
<thead>
<tr>
<th>2018 Leader Form Sections and Weight %</th>
<th>2018 Colleague Form Sections and Weight %</th>
</tr>
</thead>
<tbody>
<tr>
<td>30% - Core Values</td>
<td>45% - Core Values</td>
</tr>
<tr>
<td>30% - Essential Functions</td>
<td>55% - Essential Functions</td>
</tr>
<tr>
<td>40% - Leadership</td>
<td>0% - Individual Goals</td>
</tr>
<tr>
<td>0% - Individual Goals</td>
<td>0% - Competency Assessment</td>
</tr>
<tr>
<td>0% - Competency Assessment</td>
<td></td>
</tr>
</tbody>
</table>
Rating Colleagues Using the 2018 Annual Performance Review

2018 Annual Performance Review Rating Scale

The rating scale allows for .5 increments.

Multirater comments and ratings will be viewable anonymously on the Leader Reviews. Colleague Reviews will not reflect the Multirater feedback but it will continue to be viewable to their Leaders when completing the Colleague Review.

To make the review process more meaningful to the colleague it is important that you provide constructive feedback in the comments. Comments are required in all sections of frontline colleagues’ review forms, including the self-assessment, regardless of the rating given. As you consider your comments, you may want to let the colleague know: what is going well and what they can do to become even better.

If the overall performance rating (at the top of the review form) reflects as “Inconsistent Performer”, “Does Not Meet Expectations”, or “Exemplary Performer”, the performance review will be automatically routed to Human Resources for approval once the form is finalized (Saved as Final).

Performance Ratings from the Just Culture Perspective

**Exemplary - Role Model:** Helps coach others to understanding how to engage in safe behavioral choices and/or takes initiative in identifying system performance shaping factors

**Exceeds Expectations:** Promotes the adherence to safe behavioral choices

**Successful Performer:** Follows all procedural rules. Responds to coaching for inadvertently doing other than what should have been done; slip, lapse, or mistake (human error)

**Meets some, but not all expectations:** Has been identified to have repetitive human errors or at-risk behavior

**Does not meet expectations:** Demonstrates repetitive at-risk behavior or reckless behavior

Using the Split Screen Icon

While viewing a colleague’s performance appraisal form, the split screen icon is located at the top of the appraisal form. Using the split-screen will allow you to view the current form along with the colleague’s talent profile information such as Job Description(s), Career Development Plans, Feedback, Past Appraisals, Multirater Status, Multirater Reports, and so on. You can also view in-progress or past appraisals for other colleagues within your managerial hierarchy.
**Note:** If you are a third party reviewer (multirater) or 2nd level manager or above, you will not have access to the split screen view.

1) **From within the appraisal form** for the colleague whose talent profile information you wish to view, click **split screen** icon.

2) Select the desired talent profile sub-menu option.

3) The information corresponding to the menu option selected will be displayed in the lower half of the screen, while the performance appraisal continues to be displayed in the top half of the screen.

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**Multirater Assessments**

You can gather feedback from other managers, peers, and even customers, suppliers or other people from outside the organization who have had the opportunity to work closely with your colleague, and can shed light on their performance. Multisource feedback gives a leader a more complete picture of the colleague, their performance and their development needs, and helps remove bias or subjectivity that may be inherent in single-source feedback.

Colleagues, in turn, have been found to be more satisfied with multirater reviews than with single-rater appraisals. When colleagues know that feedback is coming from multiple sources — or is repeated consistently — they are more likely to accept what they hear as more representative of their performance.

**NOTE:** Multirater feedback is not viewable to the colleague being evaluated, unless they are in a leadership role. It is viewable to the requesting leader only.

If you are assigned to write the review, then you are most likely the colleague’s “Primary Manager”. Colleagues can only have one assigned primary manager, and that manager is assigned the task to write the review. If you are aware that your colleague holds another position, you should launch a multirater request to
the manager of the other position. Obtaining the multirater feedback from the other manager will help you to derive a well-rounded review that is representative of both positions.

Conversely, if you are a secondary manager (you are aware that one of your colleagues holds a primary position under another manager) you should contact the primary manager to request that a multirater request be launched to you. This will allow you to provide feedback to the primary manager regarding your colleague’s performance.

**Launching a Multirater Assessment**

Multirater assessments are launched from within each colleague’s individual performance review form:

1. **Find the colleague in the Task Status screen and click Edit Form.**
2. From within the review form, click Launch Multirater.

3. Select the desired criteria for the multirater to assess, and then click Next.

   **NOTE:** all selected multiraters for this colleague must share the same selected assessment criteria. Multiraters always have the option to select "N/A" for any checked item.
4. Search for the desired multiraters by name.
   - Below the box with the list of names, select “Company” or “Department” to differentiate between colleagues with the same name.
   - Select the desired names, select a Relationship tip then click “Add >”.
   - If the multirater is not an HSHS colleague, then you can add the external multirater by clicking the “Add non-HSHS Evaluator (external to HSHS ONLY)” link.
   - When finished searching for and adding names, click Deploy.

The selected multiraters will receive an instant email notification indicating their feedback has been requested. Multiraters have the option to decline to complete the assessment. If the leader completes the review prior to the multirater completing the requested assessment, the multirater will see “Cancelled” upon attempting to complete the assessment.

** Declining Multirater Requests

You have the ability to formally “Decline” any multirater requests that you do not intend to complete. Declining the request is a courtesy to the requesting leader so they will not continue to wait on your feedback. Declining the request also causes the notifications about the request to stop.
1. From the Task Status page, place a checkmark in front of the Colleague’s name. This will enable the “Decline Assessment” button.

2. Press the “Decline Assessment” button. Enter a short reason describing why you are declining the assessment.

3. You will see that the status has changed to “Declined”. You will no longer receive email notifications regarding this request.
Viewing Multirater Feedback & Reports

Multirater feedback is viewable on the annual review of the HSHS leadership team. Multirater comments and ratings for each competency will be viewable but the author of the comment or rating is not reflected. This feature does not apply to colleagues that are not in a leader review process. Additionally, if the colleague does not have multirate feedback the reports will not be available for selection.

Viewing Multirater Comments Prior to Colleague Sign Off

1. The task to add comments and sign off on review will appear in the colleague’s Home page of Halogen. Select this task to open the review form.

2. Select the Split Screen Icon at the upper left of the form.
3. Select the Multirater “Reports” menu option.

4. The Summary Report by Relationship Group will reflect:
   a. The competency being rated.
   b. The Rater Group (the multirater’s relationship to the colleague being evaluated); the number of this type of multirater; and the average rating that was calculated by responses in this group.

   **NOTE:** The average will be incorrect for reviews using a 9-point rating scale (.5 increments). Instead of average, it reflects the place in the 9-point scale.

   c. Comments entered by each group.
**Viewing Multirater Comments on Historical Reviews**

**NOTE:** The ability to view multirater feedback is only possible on annual reviews completed in 2017 or later.

1. Select My Performance menu
2. Select Evaluations
3. Select the review name to open the review

4. Select the Split Screen Icon at the upper left of the form.

5. Select the Multirater Reports menu option. The Summary Report by Relationship Group will reflect for review as detailed above.

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**Setting Goals in the Performance Review**

**Individual Future Goals**

Focusing on goals provides clarity of purpose and the ability of each colleague to see how their efforts connect to HSHS Strategic Objectives. Each colleague will have three individual performance goals to work towards in the upcoming year. The goals will either be entered manually by leader and colleague or by selecting from the goal library using the link icon. Work with your colleagues to help determine the appropriate goals. All patient care colleagues and leaders must select at least one patient experience related goal.
NOTE: While Weight % is on form, this does not apply for this year. Do not enter a weight percentage for goals.

Future goals, directly related to the colleague’s role, will be collaboratively defined by the leader and colleague. This process improves clarity of performance expectations, it links to specific actions that can be taken to achieve the goals, and more readily connects efforts to outcomes. These will be used as a basis for ongoing performance conversations throughout the year and evaluated in the performance review process for 2019.

The goals must be entered by the evaluated to the review form to make them available for tracking of progress in the future.

Adding Goals

1. Select goal title hyperlink
2. Goal description and target audience displayed
3. Copy and Link button will populate the title and goal description on the review form.
Entering Goals for Multiple Colleagues

You have the ability to add new future goals for one or more of your colleagues at once.

1. From the Task Status page, place a checkmark in front of the Colleagues’ names. This will enable the “Assign New Goals to all Selected Colleague(s)” button.
2. Press the “Assign New Goals to all Selected Colleague(s)”. Enter the title and goal description.
3. Optionally, you have the ability to link the goal to an established Organizational Goal, if desired. Press the link icon.

4. Select the Organizational Goal and press “Link”.
Patient Experience Reward

This year, leaders will have an opportunity to raise their performance review rating by being part of a team that achieves their patient experience goal. If a leader achieves a ‘successful performer’ label or above they are eligible for a patient experience reward. The ministry/entity Patient Experience scores are intended to be factored into leaders final rating.

The Patient Experience Reward is based on the team’s patient experience score. The table below shows the grid and how much the reward would add to a leader's overall rating.

<table>
<thead>
<tr>
<th>FY 18 Patient Experience Outcome</th>
<th>Patient Experience Reward</th>
<th>Performance Review Rating Labels (from high to low)</th>
</tr>
</thead>
<tbody>
<tr>
<td>90th %-ile and above</td>
<td>15%</td>
<td>Exemplary – Role Model</td>
</tr>
<tr>
<td>75th-89th %-ile</td>
<td>10%</td>
<td>Distinguished Performer</td>
</tr>
<tr>
<td>55th-74th %-ile</td>
<td>5%</td>
<td>Successful Performer</td>
</tr>
<tr>
<td>54th %-ile and below</td>
<td>-</td>
<td>Developing</td>
</tr>
<tr>
<td><strong>Leaders with a performance review rating descriptor of Developing, Inconsistent Performer, or Does Not Meet Expectations are not eligible for a patient experience reward.</strong></td>
<td></td>
<td>Inconsistent Performer Does Not Meet Expectations</td>
</tr>
</tbody>
</table>

A leader’s performance rating cannot be negatively impacted if their team does not meet the patient experience goal. If a leader receives a performance label of ‘Developing’ or lower they are not eligible for the patient experience reward as their team achieved their patient experience rating despite the low performer.

Competency Assessment Section (Optional)

The final section of the Annual Performance Review is the Competency Assessment. Competencies are the behaviors that, when performed well, lead to success in a particular role. When competencies are combined with an individual’s knowledge, experience, and personal attributes, it is possible to see a complete picture of success in a particular role.

The HSHS Competency Model provides a common language that can be used to discuss talent. When implemented properly, competencies can be used as a metric against which every colleague can be selected, developed, and evaluated fairly and consistently. Competencies also help translate our organization’s values into expected colleague behaviors.
While this section is optional for 2018, it will be required in 2019. Competencies will be described along with key actions to orientate both the colleague and leader to how the competency is demonstrated in their roles. Each competency title is a hyperlink to behavioral anchors for rating levels.

<table>
<thead>
<tr>
<th>Customer Focus</th>
<th>Manager</th>
<th>Self</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensuring that the internal or external customer’s perspective is a driving force behind strategic priorities, business decisions, organizational processes, and individual activities; crafting and implementing service practices that meet customers’ and own organization’s needs; promoting and operationalizing customer service as a value.</td>
<td>○ Exemplary</td>
<td>○</td>
</tr>
<tr>
<td>○ Exceeds Expectations</td>
<td>○</td>
<td></td>
</tr>
<tr>
<td>○ Successful Performer</td>
<td>○</td>
<td></td>
</tr>
<tr>
<td>○ Meets Some, Not all Expectations</td>
<td>○</td>
<td></td>
</tr>
<tr>
<td>○ Does Not Meet Expectations</td>
<td>○</td>
<td></td>
</tr>
</tbody>
</table>

KEY ACTIONS:
- Seeks to understand customers: Actively gathers and leverages information to understand current and emerging customer business priorities, problems, expectations, and needs; seeks customer feedback and suggestions for improving products and services.
- Identifies customer service issues: Identifies barriers that impact customer service and retention.
- Drives customer-focused practices: Uses understanding of customer needs to institute processes, procedures, partnerships, performance expectations, and training that will improve customer satisfaction and prevent service issues from occurring.
- Assures customer satisfaction: Sets priorities and makes decisions that consider customer impact; measures customer satisfaction and retention to ensure that customer solutions, practices, and procedures are carried out and achieve their objectives.

Joy, Care, Respect: Creates a very good experience for patients, families, and colleagues, every day, every time; collaborates with other departments to deliver quality care and services.

| Self: N/A | Comments: |
Performance Rating Level Behavioral Anchors

This section contains Performance Review rating criteria and behavioral anchor examples of that level of performance.

Rating Definitions:

5 - Exemplary - Role Model
This level of performance serves as a model for others
• Performance far exceeds expectations of 1) all goals’ objectives, 2) behavioral expectations for this competency, and 3) the position’s primary job responsibilities
• Performs all tasks well beyond the bounds of what is normally expected of the position
• Makes meaningful contributions through their initiative, critical thinking, and adaptability

4 - Exceeds Expectations
This level of performance frequently exceeds expectations of an experienced Colleague
• Performance frequently exceeds expectations of 1) all goals’ objectives, 2) behavioral expectations for this competency, and 3) the position’s primary job responsibilities
• Frequently demonstrates the willingness to assume additional tasks and responsibilities by actively learning and cross training for other functions

3 - Successful Performer
This level of performance is expected of an experienced Colleague
• Performance consistently meets and satisfies expectations of 1) all goals’ objectives, 2) behavioral expectations for this competency, and 3) the position’s primary job responsibilities
• Consistently demonstrates the ability to make solid contributions, meet deadlines and service requirements and other departmental and organizational expectations

2 - Meets some, but not all expectations
This level of performance indicates areas for improvement
• Performance is inconsistent and does not meet expectations of 1) all goals’ objectives, 2) behavioral expectations for this competency, and 3) the position’s primary job responsibilities
• Needs to build consistency in performing primary job responsibilities in order to become a successful performer
• Requires continued coaching, experience, education and/or competency development
• Understands but does not perform to expectations

1 - Does not meet expectations
This level of performance requires immediate corrective action and improvement
• Fails to meet the expectations of the position’s primary job responsibilities
• Requires more than the normal amount of close supervision and direction
• Performance requires immediate improvement
• Does not understand and cannot perform to expectations
Performance Reviews for Dual Manager Reporting Structure

Assigning a Review to another Manager

Assigning to other leaders **allows both leaders to directly edit the review form and participate in the appraisal process.** With this option, one manager completes the appraisal, saves as draft and selects “Assign Review to Other Manager.” The review is sent to the identified person and allows the other/secondary manager the opportunity to make edits and add comments to the appraisal form. While both managers are encouraged to meet with the colleague to discuss the appraisal, only one manager is required to complete the sign-off process. This option allows for feedback from both managers to be recorded and archived for reference and should be used for colleagues with matrix reporting structures.

There are several factors to note about the assign to other leader option:

- The “ownership” of the review is passed to the other manager. It can be passed back and forth multiple times. The manager who has been assigned the evaluation “last” will have the responsibility for completing the meeting and sign off steps in the process.
- Only one rating can be selected for each item. The managers will need to coordinate to ensure they are in agreement with ratings.
- Managers should include their name or initials with their written comments. This allows individuals to discern who provided what feedback.
- Both managers are encouraged to be present for the colleague appraisal meeting.
- The “Assign Review to Other Manager” option is available on the “Task Status” screen. It can be utilized by placing a check mark in front of the colleague’s name and pressing the “Assign Review to Other Manager” button.

**NOTE:** If reassignment was made due to a permanent leadership change, it is necessary to inform Human Resources so that a permanent leadership change can be made in PeopleSoft.
Send for Review Option

Send for review allows a manager to share a read-only copy of the written review with another manager. The reviewer cannot edit the appraisal form directly, but can enter annotations (like sticky notes) onto the review form. The comments made by the other/secondary manager are not permanent and can be thought of as “sticky notes” that are removed prior to saving as final.

There are several things to note about the Send for Review option:

- The “ownership” of the review always remains with the primary manager
- Annotations are anonymous to the colleague. The colleague being reviewed will never see the annotations made by the secondary reviewer.
- Annotations are discarded from the review form when it has been “Saved as Final”.
- The “Send for Review” option is utilized from within the colleague’s review form (while editing) via the “Send for Review” button.

Select the reviewer to perform the review, and then click Send. The task will be added to the selected reviewer’s task list.

- TIP: When choosing a reviewer you may filter by colleague information or show additional information to be sure you are selecting the correct colleague.

- When a manager opens a form with annotations, the total annotation count will appear at the top of the form. As the manager reviews the notes, the number will decrease.
• Annotations are indicated by the icon shown here.
Colleague’s Checklist - Preparing for Your Annual Performance Review

For the annual performance review process to be meaningful, begin preparing for it once you get notice that the process has been opened in Halogen.

Self-assessments are an important activity that can help make the evaluation of your performance more effective. Your self-assessment will give your manager a better overall understanding of your performance. Even for managers who work closely with their colleagues, it’s not always possible to see the full picture and understand all the things that affect a colleagues performance.

Your self-assessment allows your manager to view your performance through your eyes and get your "side of the story". It will also help your manager understand your strengths and weaknesses from your viewpoint, as well as your training needs and wants. Your self-assessment gives you the chance “to be heard”, and to provide your evaluation of your performance along with background information before your leader begins his/her assessment of your performance.

In preparation for completing your self-assessment and for the performance review meeting, the following are some key questions and ideas to help you plan:

- Look over last year’s performance review.
- Review any developmental plans or goals that may have been discussed during the previous performance review meeting
  - Were the goals met?
  - Did I have a way to measure the results of my work?
  - Did I complete what was expected? If not, why?
- Consider any new developmental plans or goals you would like to set for yourself for the upcoming review period.
- What are some major actions for which I’ve been responsible, or in which I have participated?
- Have there been any barriers to hold back the performance of my job responsibilities or goals?
- How would I describe them?
- What can I do to remove the barrier(s)?
- What will be my future goals both this year and long-term?
- Is there job-related training I feel would improve my job performance?
- What part of my job responsibilities or performance can I improve or change?
- What are my personal strengths upon which I want to build?
- How does my work contribute to the teams to which I belong?
- How can I support my department to accomplish our goals or contribute to HSHS Objectives?
- How do I think customers, peers and team members view my performance?
- Have my job responsibilities changed over the past year?
- Have I taken on, or been given special assignments or add-ons? What do I want my manager to know about these responsibilities?
- What questions do I want to ask my manager?