

Division of Human Resources

UNIVERSITY *of* PENNSYLVANIA

Welcoming and
Setting Goals and Expectations
for New Staff Hires and Internal Hires
The Introductory Review Process



Overview

- All new regular staff members complete an Introductory Period
 - Typically, 4 months (120 days)
- Internally hired staff members are provided a 90-day evaluation period.
- This period may be extended only with prior approval from Core Staff and Labor Relations.
- While the typical duration of an Introductory Period for a new hire is 120 days, and for internal hires is 90 days, the HR Partner has flexibility in entering a lengthier introductory period if appropriate for the employee and job.

Manager Responsibilities

At the beginning of the introductory period, the supervisor:

- Provides a copy of the position description
- Establishes written performance expectations including goals/responsibilities
 - Document expectations in Workday
- Provides a copy of the Introductory Period Performance Plan, with the documented performance expectations
- Ensures New Employee Orientation is completed, as well as additional training as required
- Meets with the new staff member to discuss the job, the above and the process of review during the introductory period

Manager Responsibilities Continued

Throughout the introductory period review process, the manager:

- Meets regularly to discuss performance and provide feedback
 - Determines if additional training is needed
 - Provides a plan for improvement if needed
 - Document performance in Workday
- Completes the Introductory Period Performance Plan including staff member's comments
- Determines whether the required performance meets expectations for continued employment

Extension of the Introductory Review

- If the required performance expectations of the position are not met within the introductory period, the Manager should review the situation with Core Staff and Labor Relations
- If additional time is needed, the Introductory Period may be extended by a maximum of eight (8) months, after consultation with Core Staff and Labor Relations
 - Only one extension may be requested and must be made prior to the end of the initial Introductory Period
 - The introductory period cannot go beyond twelve (12) months from the initial hire date
- If an internally hired staff member's performance does not meet departmental standards during the first 90 calendar days in the new position, the staff member may be placed on probation in accordance with the third step of the Performance Improvement/Discipline Policy.
- The staff member must receive a letter outlining the extended time period and areas that need improvement

Exception to the Normal Time Frame

- An extended period up to a year from the date of hire may be granted after consultation with Core Staff and Labor Relations
- The Manager must submit a written request to Core Staff and Labor Relations outlining the business rationale supporting the extended time frame
- The request for an extension must be reviewed with Core Staff and Labor Relations prior to the employment offer
- If an exception to the normal timeframe is granted, the time frame must be outlined in the employment offer letter

Introductory Review Process

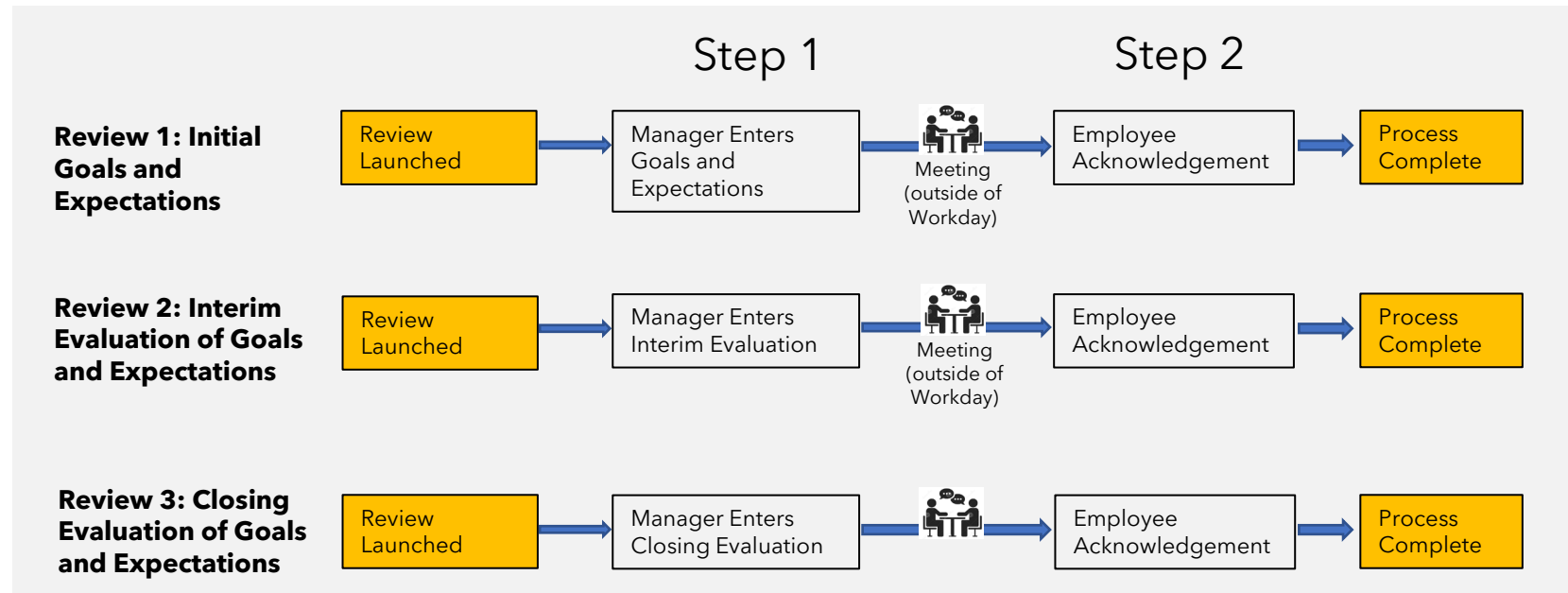
The Workday Introductory Review process consists of **three reviews launched to the manager** on calculated dates set by the HR partner in Workday. The process provides the opportunity to establish and communicate expectations for the position, while providing feedback to help the staff member understand their progress

	Review #1	Review #2	Review #3
Review Name:	Initial Goals and Expectations	Interim Evaluation of Goals and Expectations	Closing Evaluation of Goals and Expectations
Launch Timing:	On the Introductory Period start date	7 days before the midpoint of the Introductory Period dates	7 days before the Introductory Period end date
Manager Action:	Enter goals and expectations for the employee's Introductory Period	Complete a mid-point interim assessment of the employee's progress	Complete a closing evaluation, including recommendation

For more detailed instructions, access the Workday tip sheet, [Performance: Introductory Review for Managers and Employees](#)
 'Staff' excludes union and Penn Medicine clinicians.

Introductory Review Process Flow

- Like all other business processes in Workday, users must act on tasks in order to successfully complete the business process
- Each of the three introductory reviews consists of the same business process steps
- The manager and staff member will receive a Workday inbox task when it is their turn to take action



Manager Recommendation

Review 3, Closing Evaluation of Goals and Expectations, includes the manager's recommendation. These are the options:

Internal Hire 90-Day Recommendation	
Does not meet expectations: Termination	Performance is below acceptable level for time in position. The performance has not consistently met expectations. Termination.
Does not meet expectations: Performance Improvement Plan	Performance is below acceptable level for time in position. The performance has not consistently met expectations. Staff member should be placed on a Performance Improvement Plan.
Fulfills expectations	Performance is fully acceptable. The performance demonstrated the required skills and knowledge for the position.

New Hire 120-Day Recommendation	
Does not meet expectations: Termination	Performance is below acceptable level for time in position and employment should be terminated.
Extend Introductory Period	Improvement is needed and expected in areas specified. Rationale and/or next steps for the extension must be provided.
Fulfills expectations	Performance is fully acceptable. The performance demonstrated the required skills and knowledge for the position.

For more detailed instructions, access the Workday tip sheet, [Performance: Introductory Review for Managers and Employees](#)
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Writing Effective Performance reviews

- Assess performance results against established expectations/goals
 - Consider any extenuating circumstances
- Describe performance results in detail:
 - Help the staff member understand how successful they were in performing job duties by using descriptive language
 - let the staff member know where performance did and did not meet expectations
 - reference accomplishments, strengths and areas needing enhancement or improvement
- Provide supporting examples to further clarify the assessment of performance

Setting Performance Expectations/Goals

- Help staff understand their responsibilities
- Outline the measurements used for your assessment
- Provide clear strategic direction for next review cycle
- Set foundation for effective performance management
- Enhances staff productivity

Sample Feedback

Kathy, you met the study intake goal by successfully conducting intake interviews with 50 study candidates by December 31st . During the year I discussed with you on several occasions the need to maintain accurate and complete study files and you have improved in this area. During our March audit all but two study files were completed per the established protocol. You have consistently received high ratings from study subjects, the study physicians, and the funding agency auditor about your interactions with study subjects. As previously discussed with you, our study review found that 95% of the subjects felt that you are accessible and “easy to talk to” and 98% said you have excellent customer service skills. The auditor noted that most subjects were pleased with the follow up and other services you provide.

Competencies

- Everyone has the same five core Penn competencies
- Each staff member also has five job-family-specific competencies

The Five Core Competencies

1. Ensures Accountability
2. Collaborates
3. Communicates Effectively
4. Customer Focus
5. Values Differences

Competencies

Feedback on competencies :

- Be specific
- Apply the competencies to guide professional development
- Discuss in detail how the staff member demonstrates the competency/learning goal, using supportive examples
- Advise the staff member on how the competency area could be further developed



Example Feedback on Penn Core Competencies

- Accountability

“You have shown improvement in keeping me informed of the status of your assignments and when you have completed them.”

- Collaborates

“We have some quieter team members and I see you regularly ask questions in group discussions to draw out their input. Soliciting their input helps the team collaborate more effectively.”

Expectations vs. Job Duties

How do expectations and job duties differ?

- Job duties define what a person does.
- Expectations define how the person should perform the job duties.

Types of Expectations/Goals

Quantity or Output

- Focus on results: involve numerical measurements and deadlines
- *Example: Recruit and screen 50 qualified study candidates by December 31.*

Quality or Behavior Expectation

- Focus on how and which methods could achieve this goal
- *Example: Conduct an intake interview with each candidate by gathering demographic background, administer the study questionnaire, and gather medical background information using established forms.*

SMARTS Goals

Use S.M.A.R.T.S. criteria to write expectations:

- Specific
- Measurable
- Achievable
- Results Oriented
- Time Bound
- Stretch



Goal Categories

- **Performance/Operational Goal**

Outline needed performance and/or operational objectives. These may include ongoing, routine, observable requirements such as timeliness, quality, resources applied, and milestones for completion.

- **Project/Initiative Goal**

List projects or initiatives that are sub-sets of performance/operational goals. These are a temporary endeavor with a defined beginning and end. They may cover a span of performance cycles, but are separate from routine work.

- **Competency/Interpersonal Development Goal**

Describe desired/needed behavioral, qualitative examples of workplace opportunities, activities, or successes. (E.g., collaboration, initiative, receiving feedback, etc.).

- **Professional Development Goal**

Describe desired/needed professional development opportunities, relevant certifications, trainings, conferences and continuing professional education within or outside of the department or University.

Professional Development Goals

Addressing the professional development needs of staff can:

- Increase individual staff performance and effort
- Enhance the skills and abilities of the workforce
- Improve overall productivity
- Increase staff commitment and engagement
- Retain a highly qualified, diverse workforce



Development Goals

- Identify competency areas staff member needs to enhance <https://www.hr.upenn.edu/for-managers/performance-management/competencies>
- Develop learning goals:
 - Suggesting or requiring formal or informal training
 - Giving developmental assignments, cross training
 - Assignment to a project team
 - Designing or revamping a program, process or system
 - Training/mentoring others
- Discuss and formulate career plans
 - Consult with Penn's Career Coach (215-898-3400)
<https://www.hr.upenn.edu/myhr/learning/career/coaching>

Important Points

- Give accurate, honest, detailed feedback
- Be fair and consistent
- Take into consideration the entire review cycle, including extenuating circumstances that affected performance
- Feedback should summarize the verbal/written feedback given to staff during the review cycle. (There should be few surprises.)
- Include feedback and discussion on professional development

Manager Checklist

- Review the [policies](#) and [managers toolkit](#) on the Penn Human Resources website
- Review the Workday tip sheets (see the direct links below) on the [Workday website training tip sheet page](#) to become familiar with what and where they are. Remember, managers can always benefit from [optional Workday training](#)
- To kick off an introductory review cycle, begin conversations between you and your new hire.
- Consider using the optional Workday check-in feature to document some of your periodic interactions.

Resources

- HR Introductory Period Policy

<https://www.hr.upenn.edu/policies-and-procedures/policy-manual/performance-and-discipline/introductory-period>

- Workday Tip Sheet – How to Enter Introductory Review

(Performance: Introductory Review for Managers and Employees)

https://www.workday.upenn.edu/docs/default-source/tip-sheets/performance-introductory-review-for-managers-and-employees.pdf?sfvrsn=89109156_4

Core Staff & Labor Relations

If you have any questions, please contact

Division of Human Resources, Staff and Labor Relations at 215-898-6093

