



Ensuring a Quality Workforce

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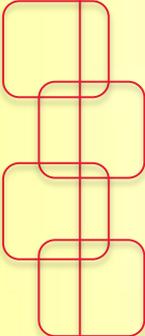
Performance Development System (PDS)



Ensuring a Quality Workforce

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Presenter



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MSPB's PERFORMANCE DEVELOPMENT SYSTEM

**A SYSTEM DESIGNED TO:
GROW, ENGAGE AND RETAIN YOUR
OWN TALENT**





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The Performance Development System (PDS) is the culmination of many years of work on the part of the MSPB to migrate from a personnel system based on Minimum Qualifications to one based on what star performers do, i.e. to competencies. The MSPB, along with organizations throughout the U.S. and the world, understand that as Einstein said, “Not everything that can be counted counts, and not everything that counts can be counted”. Therefore, the PDS does not limit managers to holding staff accountable for only those things can be counted (that are measurable). It allows managers to hold people accountable for what counts (competencies and observable behaviors).



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Two people, two mind-sets

Boss: Wants to discuss where performance needs to improve, missed opportunities and relationships.

Subordinate: Is thinking about small things like compensation, job progression and career advancement ; how to put their best foot forward for a pay negotiation down the road.

Performance Development System -PDS-

A System that Focuses on:

- Employee Development and Participation
- Ongoing Communication
- Competencies
- Accountability for Results



WHY THE PDS MATTERS

WHAT MATTERS MOST TO YOU:

- **Efficient Use of Resources**
- **Productive Staff**
- **Outstanding Results**

HOW ARE THOSE THINGS ACHIEVED?

- **Staff Who Know What to Do, How to Do It, Why It Matters and Are Motivated**
- **Problems Are Solved Early**
- **Staff Who Are Not Successful Are Not Retained**

PDS Flowchart



Job Content Questionnaire

-JCQ-

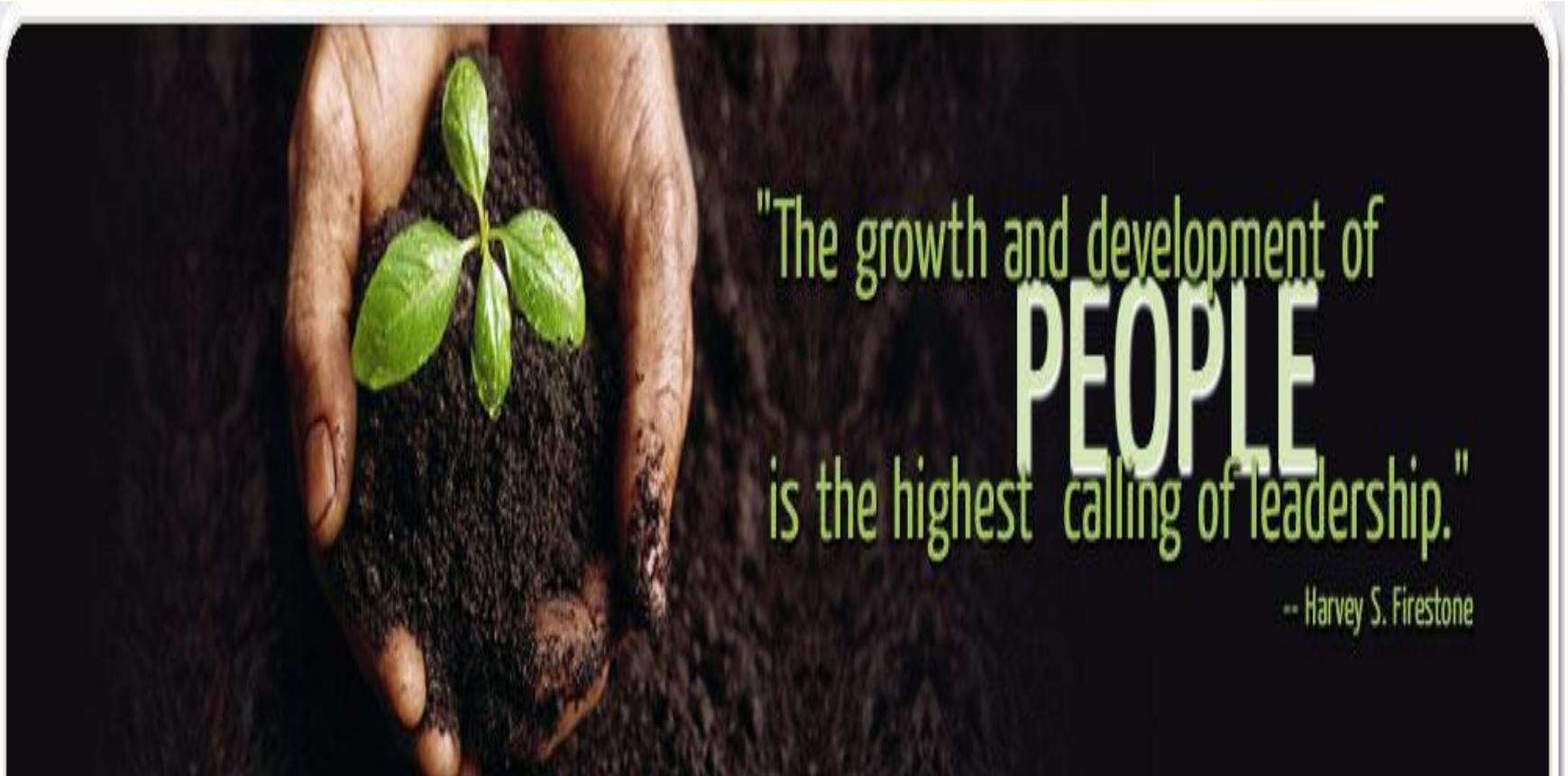
- **The JCQ describes the job by detailing the duties required for success.**
- **The duties are transcribed and become part of the PDS Assessment document.**
- **Any time duties change, the JCQ and PDS Assessment document should reflect the changes.**

Individual Development Plan

-IDP-

- **The IDP is NOT part of the assessment process.**
- **The IDP is a separate “living document” tailored to employees’ individual challenges and goals.**
- **The IDP is created by the employee and supervisor at the beginning of the review period and updated as needed.**

What Leaders Do



"The growth and development of
PEOPLE
is the highest calling of leadership."

-- Harvey S. Firestone

A FORMULA FOR SUCCESS

- **Performance = 10 %**

+

- **Image = 30 %**

+

- **Exposure = 60 %**

Empowering Yourself

by Harvey J. Coleman

LEADERSHIP AND DEVELOPMENT

“Left untended, knowledge and skill, like all assets, depreciate in value---surprisingly quickly.”

-David Maister



WHY DEVELOPMENT MATTERS

- **Recruitment**
- **Retention**
- **Employee Engagement**
- **Organizational Performance**



LEADERSHIP AND ACCOUNTABILITY

The ability to hold people accountable lies at the center of a person's ability to wield influence.



THE ESSENCE of ACCOUNTABILITY

A System that focuses on Ongoing Two-Way Communication and Development and lets employees:

- Know What to Do and Why It Is Important
- Know How to Do It
- Know How They Are Doing on a Regular Basis
- Be Active Participants in the Process



THE COMPETENCY MODEL

- A **competency** is a **skill**, **trait** or **behavior** that leads to a desired, superior performance result.
- Each competency is **defined by behavioral anchors**.
- The **competency model** defines the core competencies associated with outstanding performers.



COMPETENCY MODEL

- **Public sector competencies**
- **Job-specific technical competencies**
- **Management competencies**



CORE PUBLIC SECTOR COMPETENCIES

- **Integrity**
- **Work Ethic**
- **Service Orientation**
- **Accountability**
- **Self Management**
- **Interpersonal Skills**
- **Communication Skills**
- **Self Development**

CORE TECHNICAL COMPETENCIES

- **Technical Proficiency**
- **Workflow Management**
- **Problem Solving/Decision Making**
- **Stakeholder Relations**

CORE MANAGEMENT COMPETENCIES

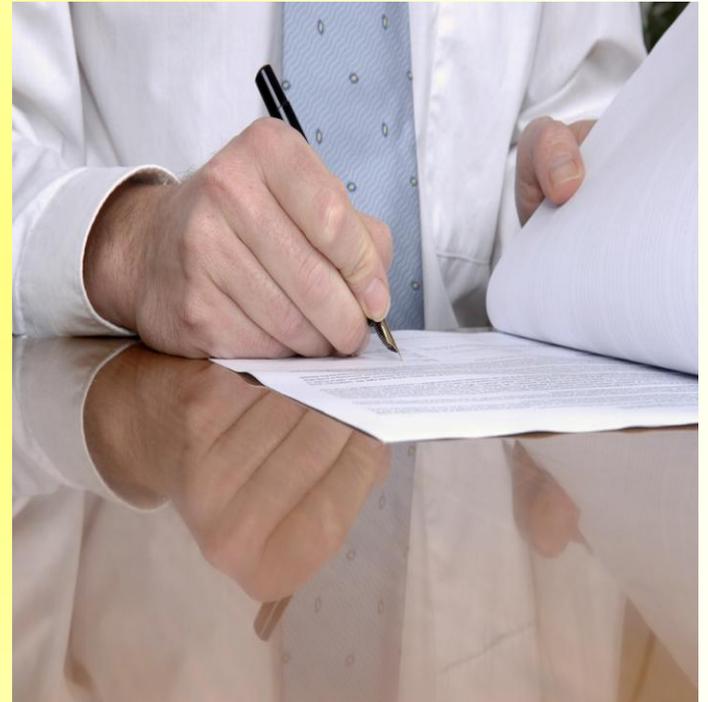
- **Emotional Maturity**
- **Macro-Oriented**
- **Working through Others**
- **Results Oriented**
- **Resource Management**

THE IDP

- ❑ A Dynamic Written Plan that targets :
 - Gaps between current and desired levels of competencies
 - Long-term and/or short-term job or career goals
- ❑ A Tool to:
 - Provide an ongoing focus on development, dialogue and feedback
 - Maximize performance
 - Prepare for the future
 - Increase employee engagement and retention

THE PLAN

- **Targeted Competencies and Behavioral Anchors**
- **Goals**
- **Developmental Activities**
- **Target Date**
- **Evaluation of Outcomes**
- **Completion Date**



DEVELOPMENT: THE SUPERVISOR'S ROLE

- **Expect and promote the best in each employee**
- **Get to know each employee's strengths, goals and competency/behavioral gaps**
- **Help each employee select developmental activities that will address the gaps and goals**
- **Identify and make available the resources needed to accomplish the goals and close the gaps**
- **Be proactive in helping each employee broaden his or her experience base and exposure**

You must be willing to
“Sail away from Safe Harbor.”

Mark Twain



DEVELOPMENT: THE EMPLOYEE'S ROLE

- **The spark has to come from the employee.**
- **The employee must determine what package is inside him or her waiting to be opened.**
- **He or she must proactively seek support from the supervisor and other key partners**
- **He or she must get out of the comfort zone.**
- **The employee must do the heavy lifting and engage in continuous self-assessment.**

SAMPLE DEVELOPMENTAL ACTIVITIES

- **Review and Analysis**
- **Shadowing**
- **Apprenticeships**
- **Courses and Training**
- **Professional organizations**
- **Assignment to committees, etc.**
- **Self Study**
- **Benchmarking**
- **Cross Training**
- **Coaching/Mentoring**
- **Special assignments**
- **Rotations**
- **Substituting in roles**
- **New duties**
- **Stretch responsibilities**

Ready, Aim, Fire.....



**“In the end, we only hit
what we aim at.”**

- Thoreau

PERFORMANCE DEVELOPMENT SYSTEM

RECOMMENDED READINGS

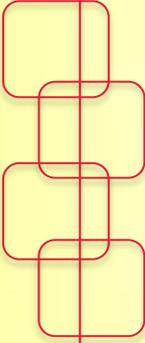
- ❑ ***Speed of Trust*** by Stephen Covey
- ❑ ***Empowering Yourself*** by Harvey Coleman
- ❑ ***Crucial Conversations*** by
Patterson, Grenny, McMillan &
Switzler



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Performance Development System



**PROCESS
AND
GUIDELINES**

PDS POLICY

➤ **The PERFORMANCE DEVELOPMENT SYSTEM, Chapter 8 of the MSPB POLICY and PROCEDURE Manual goes into effect November 1, 2010.**



➤ **Every employee whose position is under the salary setting authority of the MSPB shall have their job performance assessed at least once annually.**

PDS Flowchart



FORMS OF COMMUNICATION

- Depending on the circumstances and situation determine what is the most appropriate way to communicate.

INFORMAL

FORMAL

➤ **Verbal**

➤ **NON-VERBAL**

**IT ALL COUNTS – IT'S ALL
IMPORTANT!**

RESPONSIBILITIES OF THE REVIEWING SUPERVISOR

- ✓ Understand and accept that the essential function of your job is to administer the PDS correctly for the employees you supervise.
- ✓ Make sure the **JCQ** is updated and current
- ✓ Job duties, competencies/behavioral anchors are correct
- ✓ Open and maintain a **SEPF** for each employee
- ✓ Communicate with the employee continuously
- ✓ Take action when performance is **Unsuccessful**
- ✓ Know and follow the PDS guidelines

RESPONSIBILITIES OF THE EMPLOYEE

- ✓ Work with the Reviewing supervisor in preparing the JCQ and PDS Assessment documents.
- ✓ Communicate with the Reviewing Supervisor throughout the review period any circumstances that will effect achieving successful performance expectations.
- ✓ Participate with the supervisor in the review and feedback process.
- ✓ Sign and date all required documents

RESPONSIBILITIES OF THE FIRST LEVEL REVIEWER



- ✓ Establish job duties, competencies/behavioral anchors before they are reviewed with the employee
- ✓ Verify the duties, competencies/behavioral anchors are appropriate for the work needed and expected
- ✓ Check that duties, competencies/behavioral anchors are consistent for same or similar positions within the same division
- ✓ Resolve any conflicts between the employee and Reviewing Supervisor if needed
- ✓ Ensure that the PDS Assessment is fair, equitable and supported with appropriate documentation
- ✓ Support the Reviewing Supervisor throughout the assessment process for direct reports



Competencies and Behavioral Anchors

- ✓ Agencies will determine common/generic behavioral anchors for similar or identical agency specific positions.
- ✓ Additional behavioral anchors can be developed for job positions with the approval of the higher level review.

PERFORMANCE DEVELOPMENT ASSESSMENT

REVIEW PERIOD

PROBATIONARY EMPLOYEES

Initial Review Periods – occur at 6 month intervals

Mid-Point Review and Feedback – at 3 and 9 months

Final Assessment Review – at 6 and 12 months

BEGINNING THE PDS REVIEW ASSESSMENT PERIOD

(within 14 days of beginning the review period)

- ✓ Planning meeting between the supervisor and the employee.
- ✓ The JCQ, PDS Assessment document with the IDP are completed.
- ✓ The First Level Reviewer and supervisor meet to discuss and review the PDS Assessment.
- ✓ First Level Reviewer signs.

BEGINNING THE PDS REVIEW PERIOD

INDIVIDUAL DEVELOPMENT PLAN

- ✓ Employee and supervisor discuss the IDP process
- ✓ Identify the employee's performance and career goals
- ✓ Select three competencies that will be targeted for the employee to develop, enhance and improve during this review period
- ✓ Supervisor and employee jointly develop the IDP

BEGINNING THE PDS REVIEW PERIOD

- ✓ Finalize PDS Assessment with the employee
- ✓ Get appropriate signatures and dates on the assessment document
- ✓ Give a copy to the employee
- ✓ Send a copy to the HR Department



BEGINNING THE PDS REVIEW PERIOD

SUPPLEMENTAL EMPLOYEE PERFORMANCE FOLDER (SEPF)

All information relevant to the employee's PDS Assessment document:

- ✓ the JCQ
- ✓ the original current PDS Assessment
- ✓ copies of past PDS Assessments
- ✓ supporting documentation
- ✓ Original and current IDP or PIP



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PERFORMANCE DEVELOPMENT Review Sessions

**“He who praises everybody,
praises nobody.”**

~ Samuel Johnson

**Honest Feedback is Essential to
Development**



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DOCUMENTATION

Job Performance

- ✓ Documentation can take many forms, based on behaviors and outcomes
- ✓ Employee can provide information
- ✓ Employee may have access



MID-CYCLE REVIEW

Formal Review and Feedback



- ✓ Comprehensive feedback to employee
- ✓ Review and update duties, competencies, behavioral anchors
- ✓ Identify areas of performance to be improved
- ✓ Document discussion of these topics

THROUGHOUT THE REVIEW PERIOD

- On-going, continuous coaching and feedback
- Add documentation to the SEPF
- Review and update the IDP as needed
- Update and revise the JCQ and PDS Assessment if significant changes are made to the employee's job duties
- Continue to develop a partnership based on trust and respect.



End of the PDS Assessment Review Period

- ✓ Supervisor prepares for the PDS assessment final review with the employee . . .
- ✓ Evaluation of the employee's performance is based on the duties compared against the competencies/behavioral anchors for those duties.



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Overall Competency Assessment

- ✓ # of Competencies assessed “Yes” equal to or greater than the number assessed “No” = **Successful (2)**
- ✓ IDP for employee will be updated and continued for the new review period





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Overall Competency Assessment

- ✓ # of Competencies assessed “No” greater than the number assessed “Yes”
= Unsuccessful (1)
- ✓ **PIP for employee will be initiated immediately at the time of the new review period.**



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PERFORMANCE DEVELOPMENT FINAL REVIEW ASSESSMENT

- ✓ Obtain First Level Reviewer's Approval
- ✓ Reviewing Supervisor and Employee meet
- ✓ Discuss assessment and documentation thoroughly

PDS FINAL REVIEW ASSESSMENT



- ✓ Final Review should hold no surprises to the employee
- ✓ Assessment should be two-way communication



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PDS FINAL REVIEW ASSESSMENT

- ✓ At the end of the meeting, the employee and supervisor sign and date the assessment .
- ✓ Employee receives copy
- ✓ Copy will be placed in the SEPF
- ✓ Original will be sent to the HR Office



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PDS New Assessment Review Period

Once the employee's assessment review period ends, the entire process begins again, with a planning session conducted within 14 days of the new review period.



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MISSISSIPPI STATE PERSONNEL BOARD RESOURCES

www.mspb.ms.gov



Agency Resources – Performance Development
System Documents

Professional Development – Coaching Course



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