HR TRANSFORMATION WEBSITE FEEDBACK

**Learning and Professional Development
Performance Management**

February 2020

The University of Alabama

Sibson Consulting

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Learning and Professional Development

➢ **Question 1: Demographics**

44 Administrative/ Professional Staff

15 Clerical/Technical Support Staff

4 Faculty

➢ **Question 2: What learning and development opportunities have you taken advantage of at the University of Alabama that you thought were helpful?**

- Professional learning and development opportunities such as communications and public speaking workshops, customer service courses, and leadership (e.g., Leader Within) and supervisor trainings

- Technical learning and development such as computer software and programs (e.g., excel, SASS, Adobe), UA financial and HR systems (e.g., Banner, Leader Within, Degreeworks, PageUP, Go Systems), and CPE offerings

- HR trainings for diversity and inclusion, disabilities and accessibility, wellness, workplace safety, and legality issues

- National conferences and UA workshops / webinars

- LinkedIn Learning and LMS courses

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➢ **Question 3: What types of learning and development opportunities would you like to see offered at the University of Alabama?**

- Professional learning and development opportunities such as communications and marketing training and webinars, leadership training (e.g., strategic planning, budget planning, sensitivity management, professional skills (e.g., time management)

- Technical learning and development opportunities such as Microsoft Office (e.g., Access, Excel) and other systems used at UA (e.g., Canva, Qualtrics, Box, PageUp, ePA)

- Training related to HR policies and programs such as diversity and inclusion, Harbor, career paths and promotions, pay grades and compensation, DOL laws, conflict resolution, culture, grade-specific skill modules

- Unit-specific training and professional development programs to address specific training needs and allocate time for employees to participate in learning opportunities

- Offer more continuing education courses, webinars, resource fairs, and external expert/speaker events

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➢ **Question 1: Demographics**

44 Administrative/ Professional Staff

15 Clerical/Technical Support Staff

3 Faculty

➢ **Question 2: What changes, if any, would you like to see in the annual performance review process?**

- Create a standardized evaluation form and rating scales for all staff, avoid vague questions on the evaluation, create job specific questions, and incorporate job description reviews to ensure accuracy

- Automate and clarify the purpose of the performance review process and ensure the process is transparent, collaborative, consistent, and calibrated across all units

- Ensure all employees are trained on the purpose and process of the performance review with additional training for managers and supervisors

- Allow employees to provide feedback on their supervisors performance

- Provide supervisors with the opportunity to utilize the review process as a mechanism to reward high performers

- Identify and provide resources towards employee goals for the year, offer a space within the process to cultivate and detail long-term goal, and implement more opportunities to review goal progress throughout the year

- Modernize and clearly define performance evaluation ratings and metrics and develop career paths with associated well-defined performance indicators

- Establish clear guidelines on how pay decisions are made and the correlation between ratings and pay

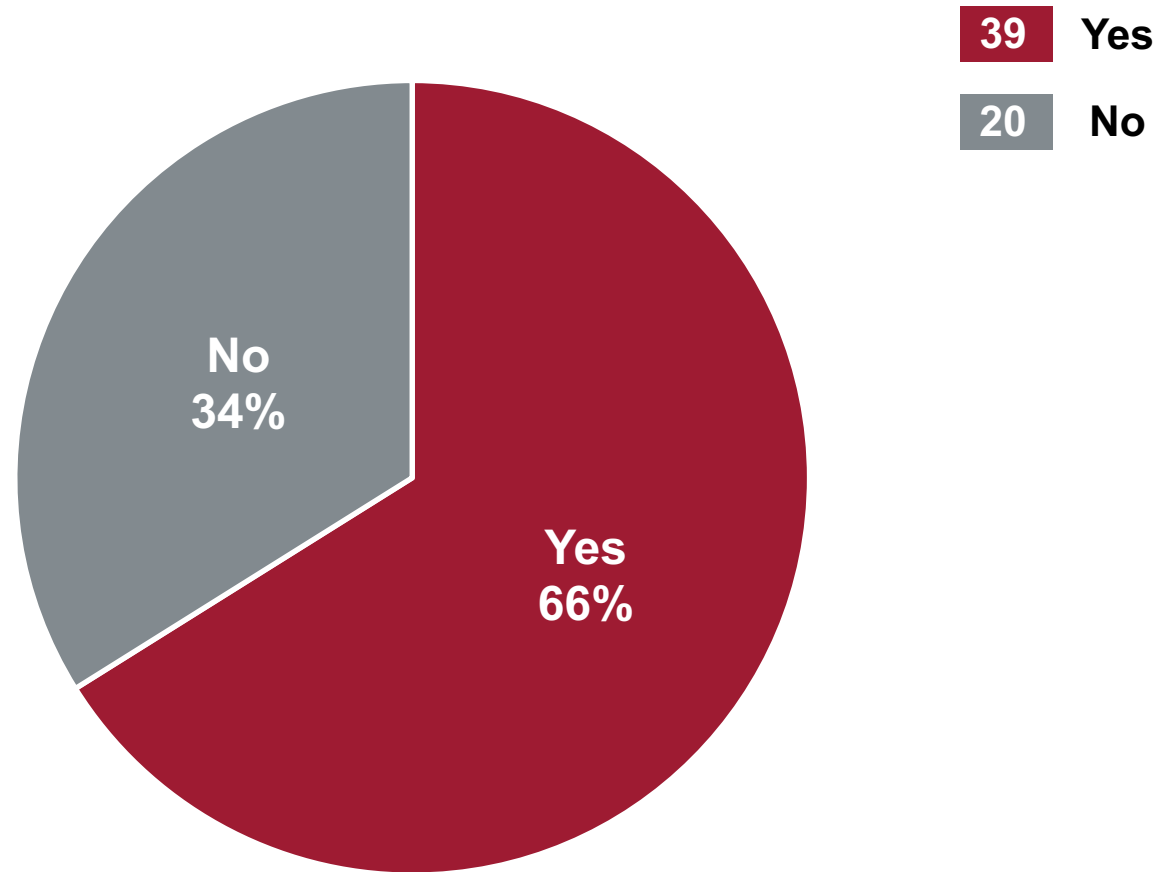# HReimagined Project Webpage Feedback
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➤ **Question 3: Outside of the annual performance review process, what other forms of feedback would be useful in supporting your success here at the University?**

- Transparency on what components of job performance are being evaluated for compensation purposes and how compensation is tied to evaluation scores or skill enhancement
- More than one performance review (2 or 4), periodic check-in discussions throughout the year, and professional development progress check-ins
- Periodic job description, grade placement, compression, equity, and competitive compensation reviews; initiation of title/salary adjustments as needed
- Supervisor training to facilitate an effective review process and ensure consistent application
- Learning opportunities on other UA departments/divisions with formal cross-divisional events
- 360 performance reviews including departmental, student, and/or customer surveys
- Clear guidelines and policies on promotions and requesting a title or salary change
- Formal way to facilitate a meeting when performance is not meeting expectations
- Each department/division should be represented on the OCTSA Committee
- Dedicated pools of money to reward top performers
- Programs to recognize work achievements
- Subject matter experts for delicate topics
- Volunteering opportunities

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➤ **Question 4: Are you afforded the appropriate resources necessary to be successful in your role?**

39 Yes

20 No

No
34%

Yes
66%

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➢ **Question 5: If not, what additional resources would be helpful and how would these resources be utilized?**

- Ensure adequate staffing levels by benchmarking against peers and addressing staffing gaps/needs

- Recruit more Academic Advisors

- Facilitate frequent performance review discussions throughout the year

- Invest in the appropriate workspaces and filing resources to ensure confidential documents are secure

- Develop career paths across job classifications

- Ensure transparency in methodology used for pay increases

- Offer competitive compensation to attract and retain good talent

- Address pay compression and inequities

- Provide appropriate access to HR-related data

- Develop trainings on the process and other relevant HR-related functions (e.g., reclassifications)

- Facilitate a timely hiring process

- Document clear and consistent HR policies

- Embed or dedicate HR professionals within units to address personnel issues