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introduction
@Work Overview

@Work adds value to Tufts and to its employees

@Work focuses the way we do our work at Tufts University. On whichever campus we work, or school or division for which we work, whatever position we hold, or expertise we contribute to our job, the @ Work Performance Development and Compensation Programs provide guidelines for our success.

@Work’s Performance Development and Compensation Programs work together

By linking Tufts strategies and goals to employees’ individual jobs, these two programs work together to:

• Provide tools to support communication between managers and staff to ensure that employees have a clear understanding of the link between their contribution and the university’s mission, values, and goals

• Encourage development of competencies (skills and behaviors) necessary for success in our changing work environment

• Provide competitive total compensation, within defined markets, to attract and retain a high quality, diverse workforce

• Establish a consistent framework with flexibility in pay to recognize individual performance, teamwork, and competency application, improvement and development.
Roles and Responsibilities

The success of Tufts @Work Programs is dependent on the involvement and collaboration of, and ownership by, school/division leaders, managers, employees, and Human Resources. Each plays an important role.

School/Division Leadership supports the @Work Programs by:

- Communicating university, school/division mission and goals
- Identifying resources for employee improvement and development
- Managing the merit increase budget and Progression Pay delivery in consultation with Human Resources
- Monitoring the application of the policies within the school/division.

Managers implement the @Work Programs in collaboration with employees by:

- Developing annual department goals which support division/school objectives and which serve as a foundation for writing individual employee Key Performance Areas (goals, projects, responsibilities, etc.)
- Identifying, for all employees, improvement and development needs using the Tufts Organizational Competencies
- Identifying, for managers that supervise, improvement and development needs using the Tufts Leadership Competencies
- Providing realistic feedback and coaching for employees to achieve and exceed performance expectations
- Preparing Performance Review documents and conducting Performance Review meetings
- Administering the Compensation Program in a fair manner that recognizes contributions to organizational goals.
Employees collaborate with managers by:

- Contributing to the development of performance expectations and Key Performance Areas
- Demonstrating the desire and flexibility to develop the skills and competencies necessary for success in the position
- Requesting feedback and coaching to achieve expected performance
- Providing input to the Performance Review process.

Human Resources serves as a resource for school/division leadership, managers, and employees by:

- Providing the tools, training, and guidelines for effective administration of performance development and pay programs
- Consulting with managers and employees on the program processes or individual needs
- Monitoring information on market trends and providing managers with needed information to support compensation administration
- Ensuring that pay decisions are fair and equitable.
performance development program
Tufts Competencies: The Foundation of @Work

Competencies are knowledge, skills, and behaviors that all employees are responsible to develop and apply in support of the university’s mission, values, and goals.

Tufts Organizational Competencies

• reflect the values and vision of the university
• describe behaviors that are important for individual success at Tufts today
• anticipate what will be required for the university’s success in the future.

The Tufts Organizational Competencies are:

• Expertise
  Demonstrate essential skills for a position • Share expertise • Support others in learning and skill building • Show pride in work • Commit to ongoing professional development

• Interaction with Others
  Demonstrate requisite communication skills • Be open to different viewpoints • Show respect for others • Collaborate on joint projects and decisions • Give and receive candid and helpful feedback

• Continuous Improvement
  Contribute to measurable improvement made in systems or processes • Develop system efficiency • Value innovation and creativity • Commit to generating new solutions and ideas

• Customer Focus
  Pay attention to and focus on customer satisfaction • Develop effective and appropriate relationships with customers • Anticipate and meet the needs of both internal and external customers

• Resourcefulness and Results
  Work effectively in a variety of situations • Demonstrate good work habits, flexibility, creativity, and initiative • Use multiple resources to achieve desired results • Seek input and assess risks when making decisions • Take action • Commit to getting things done

• Leadership
  Model desired behaviors • Act as a catalyst for change through positive energy • Articulate goals and objectives and their value
Linking the Organizational Competencies and the Employee

An employee’s job and the Tufts Organizational Competencies are connected because an employee’s ongoing competency development:

- improves their own skills
- adds value to their department
- positions the employee positively for their Performance Review
- provides the potential for enhanced compensation

The Performance Development Program and the Tufts Organizational Competencies are interdependent because competencies for an employee’s job are:

- identified in the Job Description.
- included in the annual Performance Plan to reflect both the ongoing skills and behaviors for the position as well as any new ones that relate to the annual Key Performance Areas and job expectations.
- discussed in ongoing communications between managers and employees related to progress in performance as well as during the formal Checkpoint Review.
- reviewed and evaluated during the annual Performance Review as managers and employees discuss accomplishments for the year.

“There is nothing noble in being superior to someone else. True nobility is in being superior to your previous self.”

—HINDU PROVERB
Tufts Leadership Competencies

Tufts Leadership Competencies identify knowledge, skills and personal characteristics for administrative managers to ensure outstanding performance in the people management component of their job. The Leadership Competencies are:

• **Communicates a Compelling Vision and Direction**
  Develops, communicates, and aligns others around a vision and strategy for the future. Creates plans and initiatives that ensure the understanding and commitment of others to achieve the vision.

• **Creates an Environment of Trust and Integrity**
  Models and maintains the values of candor, openness, inclusiveness, and honesty despite internal and external pressures. Consistently acts in a way that is both trustworthy and trusting. Builds and maintains trust with others.

• **Drives Results**
  Demonstrates the ability to act in a decisive, urgent, and committed way to achieve results. Remains focused on the goal, commits to an agreed course of action, uses innovation, and leverages resources to reach that goal.

• **Manages Change**
  Recognizes when there is a need for change and effectively manages both the areas that remain stable and those that are changing. Communicates frequently and candidly during times of change. Demonstrates tolerance and adaptability when dealing with ambiguous situations. Foresees the impact of emerging technologies and integrates these technologies within the organizational processes.

• **Develops Relationships with a University Focus**
  Demonstrates the ability to build alignment and commitment within and across functions to achieve common goals. Maintains a broad set of solid relationships in the university and beyond. Actively champions the needs and goals of the university and willingly makes difficult resource decisions in implementing university strategy.

• **Develops Self and Others**
  Values continuous learning and fosters a climate for the learning and development of self and others.
The @Work Performance Development and Compensation Cycle

This program has four major phases in its annual cycle. These four formal meetings are in addition to the manager’s ongoing coaching conversations throughout the year. Ongoing coaching and feedback about performance is the key to the Tufts Performance Development Program.
Each phase of the Performance Development Program cycle is based on collaboration and communication between the manager and employee.

<table>
<thead>
<tr>
<th>Performance Development Cycle</th>
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<tbody>
<tr>
<td>July</td>
<td>Performance Planning</td>
</tr>
<tr>
<td></td>
<td>The manager and employee discuss Key Performance Areas for the up-coming year that will support current university, school/division, and department priorities and goals. For new employees starting after July, the Performance Plan should be developed as soon as possible. Key Performance Areas should be recorded in Employee Self Service. (<a href="http://hr.tufts.edu/eserve">http://hr.tufts.edu/eserve</a>)</td>
</tr>
<tr>
<td>December</td>
<td>Checkpoint Review</td>
</tr>
<tr>
<td></td>
<td>Midway through the cycle, the manager and employee meet to discuss progress to date. The manager is expected to provide formal feedback on performance to each employee.</td>
</tr>
<tr>
<td>May</td>
<td>Performance Review</td>
</tr>
<tr>
<td></td>
<td>The manager prepares a Performance Review and meets with each employee to discuss it. The Performance Review is recorded in Employee Self Service.</td>
</tr>
<tr>
<td>June</td>
<td>Merit Pay Communication</td>
</tr>
<tr>
<td></td>
<td>The manager communicates the salary for the upcoming year. The Merit Pay decision is based on the past year’s performance.</td>
</tr>
<tr>
<td>Throughout the year</td>
<td>Ongoing Coaching</td>
</tr>
<tr>
<td></td>
<td>Throughout the year the manager and employee are expected to review performance through ongoing feedback and coaching conversations.</td>
</tr>
</tbody>
</table>

“If you don’t know where you are going, you’ll end up someplace else.”
—YOGI BERRA
Performance Planning Meeting—July

Annual Performance Planning in July is a time for manager and employee to discuss individual Key Performance Areas to support the department’s goals and objectives for the year. Prior to the Performance Planning meetings, the manager will have outlined the department goals for the employee and discussed how they support the school or division’s strategies and current university priorities. Human Resources staff are available to assist managers in the development of school, division, department, and employee goals.

The Performance Planning Process (Parts I-III)

Part I: Preparation

The manager schedules a meeting with the employee. They each prepare by:
- Reviewing the employee’s Job Description and previous Performance Plan
- Reviewing Department and School/Division goals to ensure alignment with employee’s goals
- Drafting individual Key Performance Areas that will support the department’s goals for the year
- Considering what improvement or development (of one or more of the Competencies) will be needed to accomplish the suggested Key Performance Areas.

Part II: Meet to Discuss Key Performance Areas

Manager and employee meet to:
- Review and discuss the Key Performance Areas each has drafted
- Choose those Key Performance Areas that best support department and developmental needs. Key Performance Areas may also be derived from ongoing responsibilities in the Job Description
- Determine which competencies will be developed and demonstrated in these Key Performance Areas and what skill development is required
- Whenever possible, discuss writing Performance Plan Key Performance Areas using the S.M.A.R.T. criteria: Specific, Measurable, Attainable, Relevant, Time-based.
Part III: Employee and Manager Documents the Performance Plan

- The employee is responsible for documenting the Performance Plan in Employee Self Service by recording the Key Performance Areas: The employee enters the agreed upon Key Performance Areas written with the S.M.A.R.T. criteria
- The employee notifies the manager when they have entered their Key Performance Areas
- The manager reviews what the employee has entered and makes edits as appropriate
- The manager and employee agree to review and update the plan at any time to reflect changes in department or organizational goals, new priorities and individual responsibilities.

The employee and manager should understand that the ongoing responsibilities of a job will include expectations that are part of the Job Description but not necessarily identified in the Performance Plan.

“In absence of clearly defined goals, we become strangely loyal to performing daily acts of trivia.”—UNKNOWN
Writing Key Performance Areas and Expectations using S.M.A.R.T criteria

The manager and employee work together to develop the Key Performance Areas for the Performance Plan using S.M.A.R.T. criteria. This criteria ensures Key Performance Areas are clear and measurable.

<table>
<thead>
<tr>
<th>Definitions of the S.M.A.R.T. Criteria</th>
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<tbody>
<tr>
<td><strong>Specific</strong></td>
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<tr>
<td><strong>Measurable</strong></td>
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<td></td>
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<tr>
<td></td>
</tr>
<tr>
<td><strong>Attainable</strong></td>
</tr>
<tr>
<td><strong>Relevant</strong></td>
</tr>
<tr>
<td><strong>Time-based</strong></td>
</tr>
</tbody>
</table>
Checkpoint Review Meeting—December

The Checkpoint Review meeting takes place in December midway through the Performance Development cycle. The manager and employee meet to discuss progress toward achieving Key Performance Areas. The manager is expected to provide formal feedback on all aspects of performance for each employee.

The Checkpoint Review Process

The manager schedules a meeting to review the employee’s progress in their Performance Plan as well as to review ongoing activities and Job Description responsibilities. The manager and the employee will discuss:

• Accomplishments to date
• Key Performance Areas and priorities that still need to be accomplished
• Changes or shifts, if any, in university, school/division, or department priorities that may require adding to or changing the Performance Plan
• Obstacles that may be preventing the employee from achieving their plan and how these can be overcome
• Progress being made on development of the Tufts Organizational Competencies
• For managers, progress being made on development of the Tufts Leadership Competencies.

At the conclusion of the Checkpoint Review, the manager and employee document additions or changes to the Performance Plan, if any are necessary.

The manager continues to provide ongoing coaching for the employee throughout the cycle.

“Feedback is the breakfast of champions.” —Richard Tate
Performance Review Meeting—May

The annual Performance Review is held in May and is the next to last phase in the Performance Development Program Cycle. It is a time for manager and employee to reflect on and discuss the employee’s accomplishments for the year.

The Performance Review Process (Parts I–IV)

**Part I: Preparation**
The manager prepares to write a review that accurately describes the employee’s contributions for the year by:

- Reviewing the employee’s Job Description and annual Performance Plan
- Reviewing notes from the Checkpoint Review meeting and other information gathered throughout the year
- Asking the employee to provide an Employee Performance Summary, summarizing accomplishments for the year (See Appendix)
- Requesting feedback from the employee’s internal and/or external customers (Appendix).

**Part II: Writing the Performance Review**
The manager uses the information he/she has gathered to:

- Assess the employee’s performance for the year
- Write the Performance Review using the online Performance Planning form accessible via Employee Self Service.
- Indicate a performance rating
- Plan a Performance Review communication meeting.
Part III: Conducting the Performance Review

Once the review is written, the manager schedules a meeting with the employee to conduct the Performance Review. At this one-on-one meeting the manager:

- Provides the employee with a copy of the written Performance Review
- Discusses each section of the review giving examples as appropriate
- Provides helpful feedback
- Gains agreement on next steps and dates if any are required
- The Performance Review is recorded in Employee Self Service and is part of the employee’s personnel record under Massachusetts Law.

“Be patient with yourself. Self-growth is tender... There is no greater investment.” —STEPHEN COVEY
Merit Pay Communication Meeting—June

Merit Pay is directly connected to an employee’s accomplishments for the year and reflects Tufts pay for performance philosophy. The overall merit budget is set according to the competitive market and the university’s financial needs.

The manager:

• Recommends a merit increase to their senior administrator
• Communicates the approved salary to each employee for the upcoming year after approval from the school or division’s finance officer.
• Connects for the employee the link between the merit increase and their past year’s contributions as discussed in the Performance Review.

The Merit Pay Communication is a separate meeting that focuses on communicating the salary increase. It is also a time to ensure that the employee understands the Tufts performance-based philosophy and how the Merit Pay budget is developed.

Ongoing Coaching—Throughout the Year

The “glue” of the @Work Performance Development Program is regular and ongoing communication. To enable an employee to be successful, a manager helps the employee achieve their goals on a regular basis by:

• Observing and supporting progress
• Communicating at regularly scheduled meetings
• Affirming and reinforcing skills, knowledge and behaviors that are contributing to progress and goal completion
• Discussing progress toward competency improvement and development on an ongoing basis, as well as during the formal Checkpoint Review and Performance Review
• Engaging in problem solving to identify and discuss challenges that are preventing the employee from achieving goals and suggesting ways to modify and improve.

Either the manager or the employee can initiate these update meetings.

A template to assist managers in providing effective feedback to employees can be found in the Appendix.

“Coaching is not an addition to a leader’s job, it is an integral part of it.” —GEORGE S. ODIOME
compensation program
Program Overview

Tufts Compensation Program provides a framework for rewarding individual contributions to enable the organization to attract and retain a talented workforce. By maintaining a competitive compensation program we are able to:

- Encourage employees to develop and demonstrate competencies valued by Tufts
- Reward employee contribution and development
- Maintain a competitive relationship between Tufts salaries and the overall market
- Support ongoing organizational change
- Foster career development

Key Features

These key features of the Tufts Compensation Program are explained on the following pages:

- Broadbands provide a flexible, organized structure of staff positions at Tufts; each position is assigned to a band
- Market Pay Zones help the university manage pay practices within the broadbands
- Opportunities for pay advancement are available to reward employee performance and development.
Broadbands

Broadbanding is the term used to describe a compensation system that places all positions into a few wide pay ranges. Broadbanding offers Tufts a progressive, flexible program that allows the university to reward individual contributions and to react quickly to changing market conditions and organizational needs. Staff positions are placed in one of four wide bands. Bands represent the scope of responsibilities, level of organizational impact, and collaboration necessary for the position.

Band Definitions

Executive
• Leads a major school or university-wide administrative function
• Impacts the organization by setting strategic directions and broad goals
• Collaborates with other executives as the university leadership team.

Examples: School Dean, Division Vice President

Management
• Manages a major area within a school/division
• Impacts the organization by setting the direction and agenda for a specific area or function
• Collaborates with other managers within a division or as part of a university-wide functional leadership team.

Examples: Director of Alumni Affairs, Manager Dining Services

Specialist/Management
• Applies advanced knowledge in a specific area as an individual contributor, supervisor, or first-level manager
• Focuses on achieving results through individual efforts or managing others
• Applies expertise and effort in support of organizational goals
• Collaborates with other specialists/managers or with others as needed.

Examples: Staff Accountant, Assistant Director of Financial Aid, Senior Programmer/Analyst

Administrative/Technical Support
• Provides administrative, operational, or technical support
• Follows guidelines and practices in performing job functions
• Impacts work group and/or customers in achieving results
• Collaborates with immediate work group and others as required.

Examples: Staff Assistant, Research Technician
Market Pay Zones

To provide additional structure and help manage salaries, each wide band is divided into three pay zones. Positions are assigned to zones based on their market value.

Actual pay ranges are adjusted annually on July 1 (the beginning of the fiscal year).

<table>
<thead>
<tr>
<th></th>
<th>ZONE 1</th>
<th>ZONE 2</th>
<th>ZONE 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive</td>
<td>NO PAY ZONES</td>
<td>NO PAY ZONES</td>
<td>NO PAY ZONES</td>
</tr>
<tr>
<td>Management</td>
<td>$ $ $</td>
<td>$ $ $</td>
<td>$ $ $</td>
</tr>
<tr>
<td>Specialist/Management</td>
<td>$ $ $</td>
<td>$ $ $</td>
<td>$ $ $</td>
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<tr>
<td>Admin/Tech Support</td>
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Band and Zone Assignments

Human Resource’s Compensation staff, in consultation with senior school or division officials:

- Place each staff position into a band according to job function—administrative/technical support, specialist/management, management or executive
- Determine the appropriate Market Pay Zone by comparing the position to salary survey information
- Slot jobs for which no reliable market data is available into bands and zones based on comparison to similar positions

What Factors Influence Individual Salaries?

**External Market** The estimated market salary for a position as determined by survey data

**Internal Comparison** Salary comparisons are made between positions doing similar work at the university

**Budget** The amount budgeted for the position

**Experience** The length and level of an individual’s related job experience

**Performance** An employee’s salary growth is reflective of merit increase history
## Opportunities for Pay Advancement

The following pay types reward different aspects of employee performance and development or respond to market trends:

<table>
<thead>
<tr>
<th>Pay Types</th>
<th>Purpose</th>
<th>Key Features</th>
<th>Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Merit</strong></td>
<td>Rewards performance over the past year</td>
<td>Employee must receive a positive performance rating. Pay increase related to performance. Overall merit budget set annually according to competitive market and the university’s financial situation.</td>
<td>Typically conducted near the end of the fiscal year. Manager conducts review and completes forms. (See Appendix) Increases reviewed by school/division Senior Administrator. New salaries implemented at start of fiscal year (July 1). Individual must be employed by April 1st to be eligible.</td>
</tr>
<tr>
<td><strong>Progression</strong></td>
<td>Recognizes significant development of competencies or increase in the position’s responsibilities</td>
<td>Provides for salary movement within current job. Band and zone remain the same. Not an annual event.</td>
<td>Proposed by manager. May require either a written memo or a new Job Description. Reviewed by school/division Senior Administrator in consultation with Human Resources. Salary increase typically ranges from 2-7%.</td>
</tr>
<tr>
<td><strong>Promotion</strong></td>
<td>Changes in current position result in movement to a higher band or zone</td>
<td>Represents a major change in role and responsibility. Pay increase depends on extent of change, market for position, and budget.</td>
<td>Manager submits revised Job Description for review and approval by Senior Administrator and Human Resources Compensation Staff. — or — Individual applies for and is hired for another position in a higher band or zone.</td>
</tr>
<tr>
<td>Pay Types</td>
<td>Purpose</td>
<td>Key Features</td>
<td>Implementation</td>
</tr>
<tr>
<td>--------------------</td>
<td>--------------------------------------------------------------------------</td>
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</tr>
<tr>
<td><strong>Market Adjustment</strong></td>
<td>Maintains competitive position between the market and Tufts salaries</td>
<td>Based on review of data from relevant market surveys (next page)</td>
<td>HR Compensation staff monitors salaries on an ongoing basis</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Manager and Senior Administrator may request ad-hoc review</td>
</tr>
<tr>
<td><strong>Lump Sum</strong></td>
<td>Rewards one-time event or achievement that is beyond the normal scope or expectations for the position</td>
<td>Examples of situations include: Completion of a special project Extraordinary customer service Implementation of an idea that results in cost savings, revenue generation, or improved efficiency</td>
<td>Proposed by manager to Senior Administrator Payments under $1,000 or 2% of base salary approved at division level; Bonus proposals above this guideline are submitted to Human Resources for further review</td>
</tr>
</tbody>
</table>
Market Surveys

Tufts Compensation Program is supported by gathering external pay data for comparable work within appropriate labor markets. The labor market for a job or group of jobs is the geographic area or type of organization from which we recruit. Surveys may cover other educational institutions and/or business and industry. Geographic differences, as well as variations in the length of an organization’s work week (e.g. 35 hour vs. 40 hour), are factored into the determination of pay zones as well as actual salaries.

This chart summarizes the sources of information used:

<table>
<thead>
<tr>
<th>Band</th>
<th>Geographic Area</th>
<th>Academic Staff</th>
<th>Administrative and Technical Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive</td>
<td>National</td>
<td>Education</td>
<td>• Education</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>• Cross Industry</td>
</tr>
<tr>
<td>Management</td>
<td>National/Regional</td>
<td>Education</td>
<td>• Education</td>
</tr>
<tr>
<td></td>
<td>• U.S.</td>
<td></td>
<td>• Cross Industry</td>
</tr>
<tr>
<td></td>
<td>• Northeast</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specialist/</td>
<td>Regional/Local</td>
<td>Education</td>
<td>• Education</td>
</tr>
<tr>
<td>Management</td>
<td>• Northeast</td>
<td></td>
<td>• Cross Industry</td>
</tr>
<tr>
<td></td>
<td>• Massachusetts</td>
<td></td>
<td></td>
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<tr>
<td>Administrative and</td>
<td>Local</td>
<td>Education</td>
<td>• Education</td>
</tr>
<tr>
<td>Technical Support</td>
<td>• Massachusetts</td>
<td></td>
<td>• Cross Industry</td>
</tr>
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<td></td>
<td>• Boston</td>
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</tbody>
</table>

*Tufts compensation strategy is to position staff salaries around the middle of their relevant markets. This strategy is based on discussions with and consensus among university leaders.*
Frequently Asked Questions about @Work

1) Q: What are the time frames for the four phases of the Performance Development and Compensation Programs’ annual cycle?
   
   A: Regular, ongoing performance based communication between manager and employee is essential to the success of these programs. In addition to these regular discussions, there are four key times in each yearly Performance Development Cycle (fiscal year) when managers and employees are expected to meet and discuss performance.

   1. July Performance Planning
   2. December Checkpoint Review
   3. May Performance Review
   4. June Merit Pay Communication

2) Q: What if one of the four phases is late?
   
   A: Although it is important to stay on schedule, if you have missed a phase, every effort should be made to get back on track as soon as possible.

3) Q: What is a Job Description and how is it linked to Performance Planning?
   
   A: The Job Description documents the major responsibilities and required competencies for a position. The Job Description is used for posting an open or newly created position and for documenting changes in responsibilities or requirements of an existing position. The Job Description provides a foundation for Performance Planning, which includes current year Key Performance Areas and ongoing expectations.

4) Q: Why is there a separation between the Performance Review and the Merit Pay Communication?
   
   A: In the past, Tufts managers and employees observed that the Performance Review often focused too heavily on salary increase and not enough on performance. As a result, the Performance Review is a time for manager and employee to concentrate solely on performance for the past year and to determine to what degree goals have been met. The Merit Pay Communication meeting is a separate meeting that focuses on communicating the employee’s salary increase based on the past year’s performance and development.

5) Q: What is the difference between Key Performance Areas and competencies?
   
   A: Key Performance Areas specify WHAT is to be achieved and competencies specify HOW these goals are to be achieved—the skill and knowledge that need to be applied.
6) **Q:** What’s the difference between performance improvement and performance development?

**A:** In describing an employee’s learning needs, the words “improvement” and “development” are used. “Improvement” describes skills or knowledge that, based on past performance, need to improve. For example, being more consistent in meeting deadlines. “Development” describes skills or knowledge that, based on future goals, need to be enhanced or added. For example, learning how to use a new piece of software. For any employee, depending on the job, their experience, and their future performance goals, they may need to focus on one or the other or a combination of both.

7) **Q:** How is Progression Pay different from Merit Pay?

**A:** Progression Pay recognizes significant growth in a position. This may include acquisition of new skills, development of competencies, or an increase in position responsibilities. Merit Pay, on the other hand, rewards past performance. If performance meets or exceeds expectations, an employee is eligible for a merit increase.

8) **Q:** How does a Lump Sum Payment differ from other types of pay?

**A:** Lump Sums are given to reward a one time event or special accomplishment that takes place over a finite period of time. For this reason, Lump Sum Payments are not added to base salary.

9) **Q:** Do employees receive a merit increase or a cost of living increase?

**A:** Tufts Performance Development and Compensation Programs are linked so that an employee’s merit increase is based on performance over the past year. Tufts does not provide a cost of living increase. However economic data, including cost of living, is considered in the development of an overall merit budget.

10) **Q:** What oversight is provided to ensure fairness in how different managers or different schools/divisions reward their staff?

**A:** School/division leadership and Human Resources share responsibility for ensuring fair pay practices. The Senior Administrator is responsible for consistent application of pay programs within their school/division. Human Resources reviews individual pay changes, consults with managers, and conducts post audits of pay programs to ensure consistent practices throughout the university.

11) **Q:** How do I do a review for a Post Doc?

**A:** See the Postdoctoral Associate and Postdoctoral Fellow Review Form which is available at: www.tufts.edu/hr/forms/forms.html
The Tufts Leadership Competencies

Communicates a Compelling Vision and Direction

- Develops, communicates, and aligns others around a vision and strategy for the future. Creates plans and initiatives that ensure the understanding and commitment of others to achieve the vision
- Communicates a clear picture of where the university is going
- Inspires and motivates by setting a direction and allowing others to take the lead in achieving that vision
- Involves others in identifying and achieving common goals and priorities
- Assesses current internal and external conditions and develops strategies that meet the long-term interests of the university.

Creates an Environment of Trust and Integrity

- Models and maintains the values of candor, openness and inclusiveness despite internal and external pressures
- Consistently acts in a way that is both trustworthy and trusting. Builds and maintains trust with others
- Follows through on commitments
- Consults, listens and provides others with information
- Interacts with others in a manner that is straightforward, respectful and inclusive
- Recognizes and appreciates the impact of emotions on situations, and plans and responds accordingly
- Learns from mistakes, experiences and feedback.
Drives Results

- Demonstrates the ability to act in a decisive, urgent and committed way to achieve results
- Remains focused on the goal and leverages resources to reach that goal
- Demonstrates a willingness to move forward despite ambiguity
- Takes thoughtful risks knowing that taking a risk is often better than not acting at all
- Shares knowledge and responsibility
- Establishes high standards of performance
- Holds others accountable for results
- Encourages and rewards creativity, innovation and continuous improvement
- Balances short-term and long-term priorities.

Manages Change

- Recognizes when there is a need for change and effectively manages both the areas that remain stable and those that are changing
- Communicates frequently and candidly during times of change
- Demonstrates tolerance and adaptability when dealing with ambiguous situations
- Foresees the impact of emerging technologies and integrates these technologies within the organizational processes
- Initiates plans to accomplish organizational goals while meeting the challenges of a fast-changing environment
- Develops plans and strategies to effectively manage current and future challenges and opportunities
- Assesses the tolerance of self and others for change
- Communicates to those stakeholders affected by changes and addresses their questions, concerns and need for information
- Deals with setbacks by being resilient and flexible
- Creates a shared responsibility among team members by involving them in critical deliberations and decisions as appropriate
Develops Relationships with a University Focus

- Demonstrates the ability to build alignment and commitment within and across functions to achieve common goals
- Maintains a broad set of solid relationships in the university and beyond
- Actively champions the needs and goals of the university
- Willingly makes difficult resource decisions in implementing university strategy
- Considers the impact of decisions on other parts of the university community
- Creates a free flow of information
- Seeks to understand others’ points of view
- Has the courage to surface and resolve conflicts in a timely and constructive manner
- Uses influence positively and skillfully to initiate action, impact decisions and obtain resources and approvals
- Balances the needs and input of all involved stakeholders while demonstrating a bias for action and personal ownership of the decision
- Develops and encourages all team members to work collaboratively within and across functions
- Continues to ensure strong academic and administrative partnering toward shared goals.

Develops Self and Others

- Values continuous learning by fostering a climate for the learning and development of self and others
- Models the behaviors identified in the Organizational and Leadership Competency Models
- Takes responsibility for developing professional expertise that add value to the university’s success
- Gives employees honest and clear feedback regarding strengths, weaknesses and areas for development
- Provides regular coaching and guidance for employees so they can improve their performance
- Reflects on own successes and failures and identifies lessons learned for future application
- Encourages employees to reflect on their successes and failures and identify lessons learned for future application
- Active plans for the development of all employees that will strengthen current and future capabilities and enable them to contribute fully.
THE FORMS ON THE FOLLOWING PAGES ARE SAMPLES OF THOSE AVAILABLE ON THE WEB. TO ENSURE THAT YOU ARE USING THE MOST CURRENT FORM, PLEASE ALWAYS DOWNLOAD FORMS FROM THE WEB.
The Feedback Planner is a useful tool to help plan and document both positive and constructive feedback. Thinking through and completing each box in the Planner prior to a discussion can help ensure that the feedback is clear, specific and helpful. Once completed, Feedback Planners can be saved and considered as part of assessing annual performance and writing the Performance Review.

Between each step, verify understanding with a check-in with the employee.

<table>
<thead>
<tr>
<th>1. Describe Current Behaviors: (What?)</th>
<th>4. Identify Alternative Behaviors: (How?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check-in with employee</td>
<td>Check-in with employee</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Identify Situations: (When)</th>
<th>3. Describe Impacts and Consequences:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Why is this important?)</td>
<td>(Why is this important?)</td>
</tr>
<tr>
<td>Check-in with employee</td>
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</tr>
</tbody>
</table>

By Paul J. Jerome, *Coaching Through Effective Feedback*

**Follow-up Date:**___________
Employee Performance Summary

Your Name:_____________________________________________Date:________________________________

It is strongly encouraged that employees use the following form to prepare a performance summary for their manager each year. After employees have reflected on their past year, they should submit a summary to their manager by the date they have both agreed upon.

Performance Overview:
Consider your Job Description responsibilities and your Performance Plan goals and describe your accomplishments in the current review period.

Significant Events:
Are there any significant events that positively or negatively impacted your performance or results, such as other responsibilities, achievements, or relationships?

Strengths:
Are there any noteworthy accomplishments and/or developments in your job-related skills and competencies that your manager should consider in evaluating your overall performance?

Improvement And Developmental Goals:
Briefly identify any job-related improvement and development you would like to focus on in the coming fiscal year.

Coaching Support:
Is there anything your manager could do to help you to be more effective or productive in achieving your Key Performance Areas?
Customer Input Tool for Managers
(Recommended)

Purpose
There are several reasons to get input from customers prior to completing a Performance Review. Below are some examples:

• to determine how satisfied a major customer is with service provided
• to get input on performance when an employee is working on a project that you are not supervising
• to get input on performance when an employee works for several individuals but you are responsible for conducting the Performance Review
• to confirm that what you observe in an employee’s performance matches what others see

Obtaining Input
Input can be obtained in several ways including a telephone conversation, email or other written communication, or a face to face discussion. When asking for input there are a number of things to consider. These include:

• Overall accomplishment of project or tasks
• Major strengths including competencies
• Areas for improvement/development related to completion of tasks or projects, and use of competencies

Considerations
It is important to look for specific information when getting feedback i.e. to link it to a Key Performance Area or ongoing responsibility, and to understand how performance related to expectations.

As the supervisor, you will want to factor this feedback with other feedback received, as well as your own observations and your knowledge of performance expectations.
## Tufts Organizational Competencies by Band

<table>
<thead>
<tr>
<th>Competency</th>
<th>Admin/Tech Support</th>
<th>Specialist/Management</th>
<th>Management</th>
<th>Executive</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expertise</strong></td>
<td>Applies knowledge and skills related to discipline in accomplishing tasks</td>
<td>Applies advanced knowledge and skills within specialized area</td>
<td>Utilizes comprehensive understanding of given discipline and broad university topics</td>
<td>Integrates advanced knowledge within own discipline with broad knowledge of other disciplines to bring new insight to the resolution of university-wide issues</td>
</tr>
<tr>
<td></td>
<td>Continually seeks to learn new skills and broaden experience within area of specialty</td>
<td>Exhibits continuous commitment to developing personal skills and sharing knowledge with coworkers</td>
<td>Ensures knowledge and skill base of staff is developed to adapt to changing needs</td>
<td>Systematically identifies and reviews employee skills necessary to meet university goals</td>
</tr>
<tr>
<td><strong>Interaction with Others</strong></td>
<td>Values and utilizes different perspectives of work group members</td>
<td>Encourages work group members to actively seek and utilize different perspectives</td>
<td>Promotes an open environment where diverse perspectives are valued and developed to promote university goals</td>
<td>Creates and maintains an open environment where all stakeholder perspectives are freely offered and fully considered</td>
</tr>
<tr>
<td></td>
<td>Contributes knowledge and experience to work group discussions</td>
<td>Seeks opportunities and plays a leading role in work done in area of responsibility</td>
<td>Organizes teams and leads formal open discussion of issues impacting the university</td>
<td>Works with leadership team and others to model collaborative work approach in cross-university initiatives</td>
</tr>
<tr>
<td><strong>Customer Focus</strong></td>
<td>Focuses on meeting customer needs using standard guidelines and knowledge specific to specialty</td>
<td>Inspires trust and confidence of customers while building ongoing relationships</td>
<td>Uses the customer’s perspective to meet and exceed customer expectations</td>
<td>Develops customer focused strategies which support university goals and objectives</td>
</tr>
<tr>
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<tr>
<td>Continuous Improvement</td>
<td>Utilizes knowledge to challenge the status in recommending process changes</td>
<td>Anticipates the need for change and seeks the input of others regarding process improvements</td>
<td>Demonstrates through actions the value and need for continuous improvement</td>
<td>Develops and creates buy-in for new processes critical to continuous improvement initiatives of the university</td>
</tr>
<tr>
<td>Resourcefulness &amp; Results</td>
<td>Uses sound judgment to establish and achieve deadlines</td>
<td>Adjusts to effectively accommodate multiple demands and shifting priorities</td>
<td>Develops and executes operating plans that achieve long-term school and university goals</td>
<td>Sets clear overall operating goals. Ensures functional objectives are supportive and integrated with other unit objectives</td>
</tr>
<tr>
<td></td>
<td>Independently utilizes existing resources and gathers information from multiple sources</td>
<td>Uses advanced skill to recognize and determine the value of alternative resources</td>
<td>Manages resources within unit and facilitates use of resources across units to achieve results and maximize efficiencies</td>
<td>Identifies opportunities to maximize the value-added impact of projects/activities that cut costs, increase revenue, or improve services</td>
</tr>
<tr>
<td>Leadership</td>
<td>Approaches ambiguous task with confidence in specialized skills to achieve results</td>
<td>Demonstrates university values and influences others to exhibit these values</td>
<td>Sets the tone of integrity and ethics within the community while working through others to achieve university goals</td>
<td>Articulates and acts as a catalyst in the achievement of university vision and goals</td>
</tr>
</tbody>
</table>
Who To Contact?
Tufts University Human Resources

Training, Learning and Development
617.627.3268 Medford/Boston/Grafton
HR-trainingcoordinator@elist.tufts.edu

Compensation
617.627.3391 Medford
617.636.3904 Boston/Grafton
HR-compensation@tufts.edu

Employee Relations and Employment
617.627.6272 Medford
617.636.6600 Boston
508.839.7975 Grafton

Mailing Addresses:

Medford Campus
Human Resources
200 Boston Avenue
Suite 1600
Medford, MA 02155

Boston Campus
Human Resources
Posner Hall
200 Harrison Avenue
Boston, MA 02111

Grafton Campus
Human Resources
200 Westborough Road
North Grafton, MA 01536