Welcome to our virtual waiting room!

While you wait for the session to start, please take time to:

1. Mute yourself – audio and video
   - ➤ **1** in the picture
2. Visit the chat window
   - ➤ **2** in the picture
3. Check your name- update if incorrect
   - ➤ **3** in the picture
   - ➤ *We are using these names to track attendance*

BlueJeans Participant Screen

1. Camera mute, Audio Mute, Share your screen and Leave meeting
2. People roster, Chat, Apps and Settings
3. People roster detail

Penn Medicine

3 *the* **coach**
minute

Leading Others:
Learn about the resources available to help you manage employees in all stages of the employee lifecycle.

🔱 Pathway
⚙ Job Aid
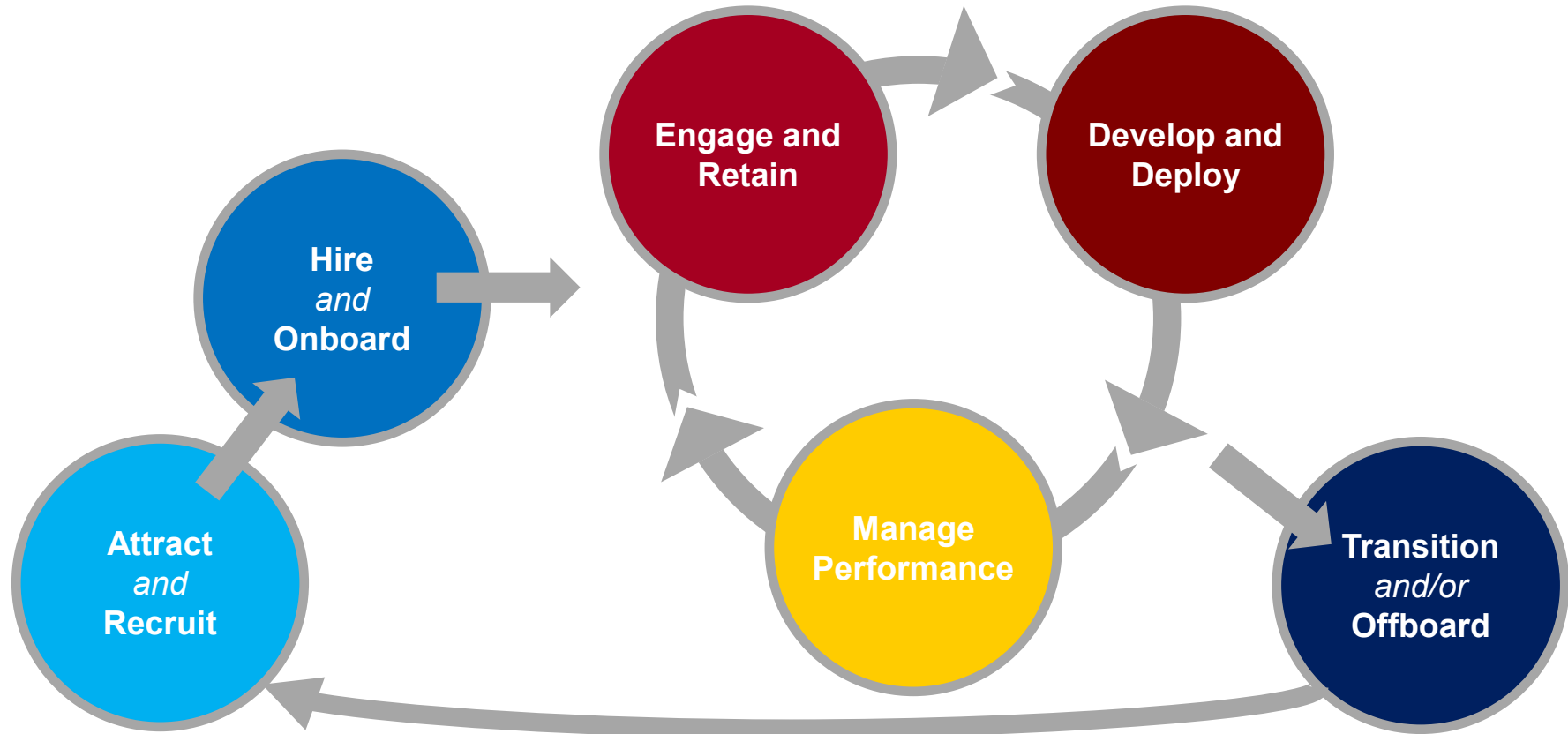⚙ Tool
📇 Class
🎓 eLearning
🕐 Microlearning
☰ Template

1 › **Background**

2 › **Penn Medicine Strategies**

3 › **Anna's Lifecycle**

4 › **Questions?**

The Employee Lifecycle refers to each stage an employee will go through during their tenure at Penn Medicine

Engage and Retain

Manage Performance

Hire *and* **Onboard**

Develop and Deploy

Hiring the **right talent** *and* Helping them grow to their **optimal capabilities**

Attract *and* **Recruit**

Transition *and/or* **Offboard**

The Lifecycle starts on the day a potential employee becomes aware of Penn Medicine and lasts to the day they leave.

The Employee Lifecycle is a slight misnomer…

Attract *and* Recruit → Hire *and* Onboard → Engage and Retain → Develop and Deploy → Transition *and/or* Offboard → Attract *and* Recruit

Manage Performance

Penn Medicine has talent management strategies for each phase of the employee lifecycle

Penn Medicine has talent management strategies for each phase of the employee lifecycle

Using Behavioral Competencies During Interviews

Interviewing

1 — Identify Need

2 — Finalize Job Description

3 — Recruit

4 — Interview

Penn Medicine

Why Penn?   Locations

Job Details All Job Opportunities

Back to Search Results

PRN Nursing Assistant CNA - MedSurg/Tele, Cardiac Medicine at Penn Presbyterian Medical Center

Job ID: 98089
Job Category: CNA (Certified Nursing Assistant)/ Nursing Assistant
Specialty Area: CNA (Certified Nursing Assistant)/ Nursing Assista
Primary Shift: Day
Work Schedule: Per Diem, Day Shift
Penn Medicine Entity: Penn Presbyterian Medical Center

Location: Philadelphia, PA
Address: 59 N 39th St
Education Required: Per Position Description
Experience Required: Per Position Description
Employment Type: Per Diem

[Send This Job to a Friend]   [Save]   [Apply Now]

Penn Medicine is dedicated to our tripartite mission of providing the highest level of care to patients, conducting innovative research, and educating future leaders in the field of medicine. Working for this leading academic medical center means collaboration with top clinical, technical and business professionals across all disciplines.
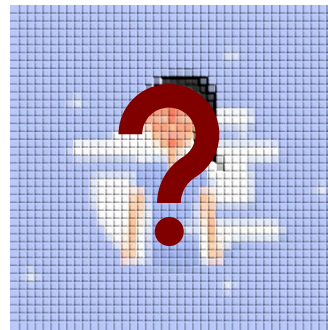
Today at Penn Medicine, someone will make a breakthrough. Someone will heal a heart, deliver hopeful news, and give comfort and reassurance. Our employees shape our future each day. Are you living your life's work?

Position Description:
Certified Nursing Assistants (CNAs) work under the direct supervision of RNs and support numerous fast-paced, high volume areas of the hospitals and practices within UPHS by delivering high quality care to patients and families through collaboration and communication with his/her team. Tasks include, but are not limited to, the following: taking, recording and monitoring vital signs; lifting, turning and feeding patients; providing O2 therapy and reporting acute changes in ventilation and circulation; promoting infection control and safety by maintaining a clean and safe work and patient environment; meeting patients' personal hygiene needs and assisting with ADLs; and making beds.

Minimum Requirements:
HS Diploma or equivalent, graduate of a CNA program and CPR required. Must be a certified by the State of Pennsylvania as a CNA and have at least one year of prior experience in a hospital setting. May consider nursing students who have successfully completed a clinical rotation in their nursing program.

Interviewing

1. Identify Need
2. Finalize Job Description
3. Recruit
4. Interview

Position Description:
Certified Nursing Assistants (CNAs) work under the direct supervision of RNs and support numerous fast-paced, high volume areas of the hospitals and practices within UPHS by delivering high quality care to patients and families through collaboration and communication with his/her team.

Using Behavioral Competencies During Interviews

Interviewing

1 Identify Need

2 Finalize Job Description

3 Recruit

4 Interview

Penn Medicine
TALENT DEVELOPMENT

Tools for Managers ▾ Tools for Individual Contributors Penn Medicine Competency Model Team PMA Sites ▾ Leadership Pathways ▾ ✎ EDIT LINKS
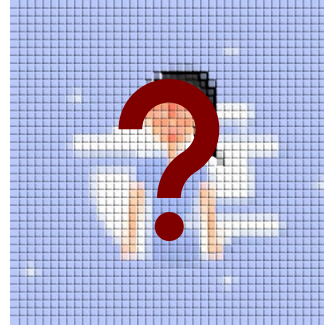
Interview Guide

Past behavior is predictive of future behavior and integrating competencies into the interview process increases the likelihood of identifying an individual who can perform successfully in the position and ultimately be a long term asset to Penn Medicine.

This tool will allow you to develop customized interview guides to help you and your team effectively introduce behavioral-based questions into your interviews. Use this guide to assess a candidate for specific competencies (how the work gets done) related to the role. You can develop an interview guide for the role and further customize for each interviewer by selecting specific behavioral questions – if desired.

Use the leveraging competencies in interviews job aid when preparing for interviews and please go to the Talent Management interviewing website for additional information.

Get Started:

1 Role / Position
Enter applicant's role or position

[   ] **NEXT**

2 Competencies

3 Behavioral Questions

4 Date

5 Copies

6 Review & Print

Using Behavioral Competencies for Development Planning and Interviewing

Using competencies for interviewing

Custom Interview Guide Tool

Penn Medicine

Interviewing

1. Identify Need
2. Finalize Job Description
3. Recruit
4. Interview

Penn Medicine Academy • Building an Agile Culture

TOOLS TO BUILD A FEEDBACK RICH ENVIRONMENT AT PENN MEDICINE

Collaborates: Building partnerships and working collaboratively with others to meet shared objectives.

Behavioral Questions (Choose one)	Probes	Anchors
1. Describe a time when you had to build partnerships to achieve shared objectives. 2. Describe a time when you were praised individually but others also contributed. 3. Tell me about a time you succeeded in an initiative by collaborating with others. 4. Tell me about a time you should have collaborated with others to get something done but didn't.	*If person cannot come up with an example, ask them to think about a former work or school experience.* ☐ What was the situation? ☐ How did you approach the situation? ☐ Why did you select that approach? ☐ What were the results? ☐ If that situation were to occur again, how would you handle it differently? ☐ What made your approach successful? ☐ What did you take away from the situation? ☐ How have you used those lessons in a different situation?	**Negative…** ✓ Misses opportunities to collaborate ✓ Puts own interests before others ✓ Doesn't give credit where it's due ✓ Prefers to work along rather than with others ✓ Doesn't build partnerships with others to accomplish goals **Positive…** ✓ Cooperates with others to achieve shared objectives ✓ Considers own interests as well as others ✓ Partners with others to get work done ✓ Gives credit to others

Comments:

Rating:	1 Significantly Below Position Requirements	2 Below Position Requirements	3 Meets Position Requirements	4 Exceeds Position Requirements	5 Significantly Exceeds Position Requirements

Penn Medicine

Interview Guide: Level 1 | 7

Adapted from Korn Ferry Competencies Development Guide

Anchors — What to look for in the answer

Probes — Follow up questions to drive to a deeper answer

I have a new employee or faculty member I want to set up for success

0% COMPLETE

- Recognize the importance of your role in onboarding
- Develop an onboarding plan
- Create a plan for monitoring onboarding progress and prov...
- Manage onboarding milestones
- Set your new virtual team member up for success
- Assess the effectiveness of your onboarding approach
- Review your onboarding approach and the feedback you've g...

Recognize the importance of your role in onboarding

As a Hiring Manager you are instrumental in helping a new employee achieve the three primary onboarding goals:

"I have a new employee or faculty member I want to set up for success"

Onboarding guidelines for hiring managers

Checklist for onboarding a new employee at Penn Medicine

Onboarding instructions for new employees

Onboarding instructions for new leaders

Onboarding instructions for new faculty

Lead Strong: Onboarding new Penn Medicine leaders

Onboarding template for new employees

Onboarding template for new leaders

Onboarding template for new faculty

New leader onboarding: data collection and synthesis

Onboarding

Onboard

Onboarding is a **systematic approach** designed to accelerate a new employee's **transition** into his/her role at Penn Medicine.

To be successful, employees must quickly:
- Establish their credibility
- Build relationships
- Get an understanding of both business operations and the organization's culture.

"I have a new employee or faculty member I want to set up for success"

Onboarding guidelines for hiring managers

Checklist for onboarding a new employee at Penn Medicine

Onboarding instructions for new employees

Onboarding instructions for new leaders

Onboarding instructions for new faculty

Lead Strong: Onboarding new Penn Medicine leaders

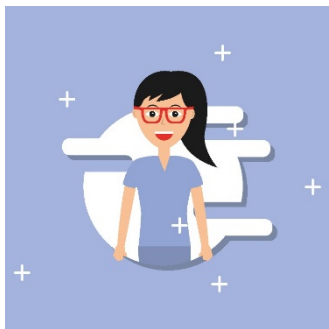Onboarding template for new employees

Onboarding template for new leaders

Onboarding template for new faculty

New leader onboarding: data collection and synthesis

Onboarding
Setting Up New Colleagues For Success

Onboarding Sample

Here is a sample of a completed Onboarding plan; use this as a guide in filling out your

New Leader	(NAME)
Title	Director, Department of
Entity	Hospital of the University of Penn
Date of Hire	
Hiring Manager	(Insert Name) Chief Operating Officer,
Peer Mentor	Director, Department of

Onboarding Goals: The First 90 Days

There are **three key goals** for a new leader's Onboarding. Putting these priorities at the
will facilitate a smooth integration into your role and accelerate your overall performa

Learn the Business → Build Relationships → Ex Quic

Learn the Business

Onboarding

Key Actions	Dat
Attend New Employee Orientation	First day of hire –
Meet with COO to review Onboarding plan for first 90 days	First day in departme
Set up desktop, laptop, VPN access, mobile phone	First day in departme
Set up Knowledge Link with Penn Key	Within first week of
Complete required learning modules in Knowledge Link	Within first 30 days
Complete e-STAR biometric enrollment	Within first week of
Complete e-STAR education	
- Online training	Complete within first
- Manager education	Scheduled on XXX
Enroll in benefits online through HR & You site	One month after hire
Attend leader Onboarding courses:	
- Focus on Financial Performance	Scheduled on XXX
- Focus on People	Scheduled on XXX
- Focus on Quality, Improvement, Innovation	Scheduled on XXX
- Focus on Performance Management	Scheduled on XXX
- Focus on Service	Scheduled on XXX
- Manager Fundamentals	Scheduled on XXX

Understand the strategic priorities of Penn Medi
Map out development plan for first 90 days
Set expectations with my manager to align goals

Meetings to Attend

	Key Actions
Check in meeting with COO	
Departmental staff meeting	
Directors meeting	
One-on-one direct report meetings	
All entity executive meetings	
CMO/CNO meeting	

Departmental Specific Areas of Focus

	Key Actions
Review budget and budget process	
Review employee engagement results from prev	
Learn the departmental business plan/imperativ	
Focus on staff engagement and team building	
Learn necessary IT systems	
Understand reporting metrics within department	

Tours of Entities / Facilities / Shadow

Locations	
Proton Therapy Department Tour, PCAM	340
Radiology Department, PAH	800
Penn Presbyterian Hospital	39
Center for Innovation and Learning	150

Build Relationships

Introductory Meetings

Leadership Team Members

Name	
	Chie
	Chie
	Chie
	Chie

Direct Reports

Name	

Onboarding Sample

	Practice Manager	Scheduled on XXX
	Administrative Assistant	Scheduled on XXX
	Business Administrator	Scheduled on XXX

Colleagues and Peers

Name	Title	Date of Completion
	Director of XXX	Scheduled on XXX
	Director of XXX	Scheduled on XXX

Quick Wins

Key Initiatives for Quick Wins

Key Actions	Date of Completion
Create a shared vision for interdisciplinary team	Target Date: XXX
Eliminate unnecessary steps in billing process	Target Date: XXX
Implement department dashboards and begin to track metrics	Target Date: XXX
Reintroduce bimonthly department staff meetings	Target Date: XXX

"I have a new employee or faculty member I want to set up for success"

Onboarding guidelines for hiring managers

Checklist for onboarding a new employee at Penn Medicine

Onboarding instructions for new employees

Onboarding instructions for new leaders

Onboarding instructions for new faculty

Lead Strong: Onboarding new Penn Medicine leaders

Onboarding template for new employees

Onboarding template for new leaders

Onboarding template for new faculty

New leader onboarding: data collection and synthesis

Onboarding Template for Anna Hazelden

Penn Medicine

New Employee	Anna
Title	Certified Nursing Assistant
Entity	PPMC
Date of Hire	05/01/2021
Hiring Manager	Shane Swinton
Peer Mentor	Talley Winters

Onboarding Goals: The First 90 Days

There are **three key goals** for a new employee's Onboarding. Putting these priorities at the forefront of your first 90 days will facilitate a smooth integration into your role and accelerate your overall performance at Penn Medicine.

Learn the Business → Build Relationships → Execute Quick Wins

Learn the Business

Onboarding

Key Actions	Date of Completion
Attend New Employee Orientation	5/1/2021
Meet with manager to go over plan for first 90 days	5/2/2021
Set up desktop and telephone	5/2/2021
Set up Knowledge Link with Penn Key	5/2/2021
Complete required learning modules in KL	Within first 30 days
Set expectations with my manager to align goals	Within first 90 days

Meetings to Attend

Key Actions	Date of Completion
Team Huddle	Occurs daily
Departmental staff meeting	Scheduled on 5/19, occurs monthly

"I have a new employee or faculty member I want to set up for success"

Onboarding guidelines for hiring managers

Checklist for onboarding a new employee at Penn Medicine

Onboarding instructions for new employees

Onboarding instructions for new leaders

Onboarding instructions for new faculty

Lead Strong: Onboarding new Penn Medicine leaders

Onboarding template for new employees

Onboarding template for new leaders

Onboarding template for new faculty

New leader onboarding: data collection and synthesis

I want
prom
feedba
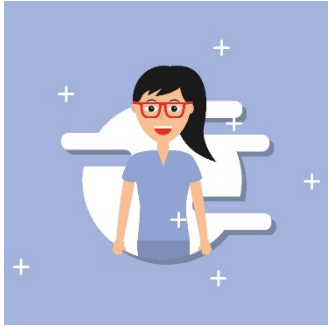**enviro**
within

0% COMPLETE

- Recognize
  and perform
- Start with
- Seek input
  skills
- Challenge
  feedback
- Provide ev
  consistent
- Explore ad
  resources

Observation:
Anna was especially kind to a very nervous patient, displayed great empathy and went above and beyond to make sure the patient and family we comfortable in the patient's room

Impact:
The patient became more comfortable overall which resulted in her being more compliant with post-surgery requirements

Communicate what to do more of in the future:
"Your focus on what the patient really needed was exemplary. Her comfort level overall increased and she was able to really commit to doing her best to follow the team's recommendations post-surgery. Please keep this up – it is clearly benefiting your patients."

"I want to promote a more feedback rich environment within my team"

Giving Feedback
Giving Real Time Feedback
Giving Performance Feedback
Giving Feedback for Development
Giving Feedback Manager Huddle Sheet
Soliciting Feedback
Receiving Feedback
Penn Medicine Rubric All Levels
Understanding the Rubric Manager Huddle Sheet

Tools and Resources for Building a Feedback Rich Environment

30 Minute Coach: Penn Medicine Behavioral Competency Model

Creating a Feedback Rich Environment Using the Penn Medicine Rubric

Ongoing Feedback
Enabling High Performance Teams

"I have a high potential employee or faculty member who is at risk of leaving"
"I want to set a new team up for success."
"I want to lead my virtual team successfully."
"I want to lead engaging virtual meetings and training."

Leadership Skills
- Motivating at a distance
- Building strong relationships
- Creating an environment of stability
- Leading with emotional intelligence
- Managing team priorities

Team Management
- Establishing and achieving a shared goal
- Creating a team charter
- Establishing team norms
- Accountable manager huddle sheet
- Participant guide to virtual meetings

Focus on People

Responsibility Matrix
Team Project Tracker
Team Recognition and Celebration
Creating Strength-Based Teams
Leadership Development Toolkit

Facilitating Small Groups
30 Minute Coach: Remote Teams
Lead Strong - Lunch with Leaders
- Managing throughout a crisis
- Being a resonant leader
- Masterclass on leading with Kevin Mahoney
- Coping with yourself and others during stressful times
- Attitude of gratitude: Recognizing and rewarding your team
- The five secrets to successful virtual meetings & training
- Engaging your virtual team

Performance Management
Performance Feedback

Performance Management

Position Description:
Certified Nursing Assistants (CNAs) work under the direct supervision of RNs and support numerous fast-paced, high volume areas of the hospitals and practices within UPHS by delivering high quality care to patients and families through collaboration and communication with his/her team. Tasks include, but are not limited to, the following: taking, recording and monitoring vital signs; lifting, turning and feeding patients; providing O2 therapy and reporting acute changes in ventilation and circulation; promoting infection control and safety by maintaining a clean and safe work and patient environment; meeting patients' personal hygiene needs and assisting with ADLs; and making beds.

Minimum Requirements:
HS Diploma or equivalent, graduate of a CNA program and CPR required. Must be a certified by the State of Pennsylvania as a CNA and have at least one year of prior experience in a hospital setting. May consider nursing students who have successfully completed a clinical rotation in their nursing program.

Additional Information:
The staff of 3 East cares for patients with Acute Cardiovascular disorders frequently requiring ambulatory telemetry monitoring, in a Progressive Care Unit environment. These include, but are not limited, to the following patient groups: Acute MIs, following transfer from critical care unit; Heart Failure; Pulmonary Edema; Primary pulmonary hypertension; Arrhythmias; Post-open heart surgery, post endovascular procedures, and post cardiac catheterization patients: s/p pacemaker and ICD insertion; Valvular Heart Disease; and medical/surgical overflow

"I want to make the performance review process even more productive for my employees"

"I have an employee who is underperforming or is disengaged"

Giving performance feedback

Using competencies during performance reviews

Preparing for performance evaluation manager huddle sheet

Managing at Penn Medicine

Focus on Performance Management

Giving Feedback with the ADAPT Model

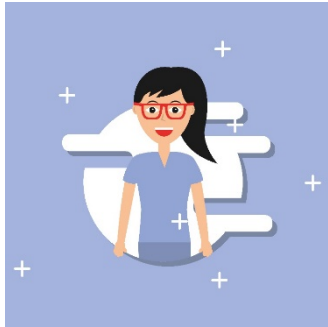Lead Strong: Top tips for meaningful performance reviews during challenging times

Using Competencies During Performance Reviews

Position Description:

Certified Nursing Assistants (CNAs) work
delivering high quality care to patients an
monitoring vital signs; lifting, turning and
maintaining a clean and safe work and pa

Minimum Requirements:

HS Diploma or equivalent, graduate of a
hospital setting. May consider nursing st

Additional Information:

The staff of 3 East cares for patients with
are not limited, to the following patient gr
open heart surgery, post endovascular pr

Penn Medicine **Academy** • Sparking Potential

TOOLS TO BUILD A FEEDBACK RICH ENVIRONMENT AT PENN MEDICINE

Giving Performance Feedback

This tool is designed for managers developing others through performance feedback.

The following worksheet and model help you plan for and deliver effective performance feedback in any situation.

We strive to build a feedback rich environment at Penn Medicine. A feedback ri
real time performance and developmental feedback is provided to the employe
performance feedback not only benefits the employee but also ultimately his/h
know from research that managers who provide consistent performance feedb
employees drive the level of engagement of those they manage.

As a manager, you have numerous opportunities to provide ongoing performan

Defining performance feedback:
- Focuses on enhancing the performance of someone you manage.
  - Addresses improvement in the skills and competencies that impact performance.
- Has a short-term goal focus (weeks/months).
- Provides performance coaching opportunities.

Performance feedback differs from developmental feedback, which is generally
of a long term focus relating to future goals and career development. It also
differs from real time feedback, which is immediate and takes place right away
or shortly after an observation.

Penn Medicine

Penn Medicine **Academy** • Sparking Potential

TOOLS TO BUILD A FEEDBACK RICH ENVIRONMENT AT PENN MEDICINE

STRUCTURING THE CONVERSATION

You can use the ADAPT Model as a step-by-step guide to structure the performance feedback conversation.

A ASK FOR SELF-ASSESSMENT **D** DISCUSS **A** ASK FOR UNDERSTANDING **PT** PLAN TOGETHER

Seek self-assessment: Ask questions like:	Continue the discussion:	Explore the individual's understanding:	Make a plan:
• How do you think that went? What went well? • What didn't go well? • What might you do differently the next time? • What are you trying to work on? • What feedback would be helpful?	• Reflect on self-assessment. • Describe what you observed. • Provide positive and constructive feedback. • Be specific. • Prioritize 2-3 points.	Thoughts on what was discussed? • Anything we discussed that doesn't make sense to you? • What remains unclear? • Anything that struck you as something to focus on?	• Coach for change. • Create an action plan together. Ask questions like: • If there was one thing you would work on immediately, what would it be? • What might you do to work on this? • Here are my ideas for how you can work on this…
What question(s) will I ask to encourage self-assessment?	What points of feedback do I want to emphasize in the discussion?	What question(s) will I ask to confirm understanding?	What question(s) will I ask to jointly create an action plan?

Adapted from the University of Washington, UW Medicine

Penn Medicine

Giving Performance Feedback | 3

Adapted from Korn Ferry Competencies Development Guide

"I want to make the performance review process even more productive for my employees"

"I have an employee who is underperforming or is disengaged"

Giving performance feedback

Using competencies during performance reviews

Preparing for performance evaluation manager huddle sheet

Managing at Penn Medicine

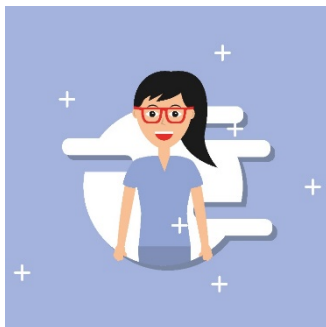Focus on Performance Management

Giving Feedback with the ADAPT Model

Lead Strong: Top tips for meaningful performance reviews during challenging times

Using Competencies During Performance Reviews

Performance Management
Performance Feedback

Performance Management

Penn Medicine Academy • Sparking Potential

TOOLS TO BUILD A FEEDBACK RICH ENVIRONMENT AT PENN MEDICINE

Giving Performance Feedback

This tool is designed for managers developing others through performance feedback.

The following worksheet and model help you plan for and deliver effective performance feedback in any situation.

Use this tool when planning to provide performance related feedback to those you manage.

We strive to build a feedback rich environment at Penn Medicine. A feedback rich environment is one in which ongoing, real time performance and developmental feedback is provided to the employee and team. Making the time for performance feedback not only benefits the employee but also ultimately his/her manager and the organization. We know from research that managers who provide consistent performance feedback and focus on the strengths of their employees drive the level of engagement of those they manage.

As a manager, you have numerous opportunities to provide ongoing performance feedback.

Defining performance feedback:
- Focuses on enhancing the performance of someone you manage.
  - Addresses improvement in the skills and competencies that impact performance.
- Has a short-term goal focus (weeks/months).
- Provides performance coaching opportunities.

Performance feedback differs from developmental feedback, which is generally of a long term focus relating to future goals and career development. It also differs from real time feedback, which is immediate and takes place right away or shortly after an observation.

Penn Medicine

Giving Performance Feedback | 1

Adapted from Korn Ferry Competencies Development Guide

"I want to make the performance review process even more productive for my employees"

"I have an employee who is underperforming or is disengaged"

Giving performance feedback

Using competencies during performance reviews

Preparing for performance evaluation manager huddle sheet

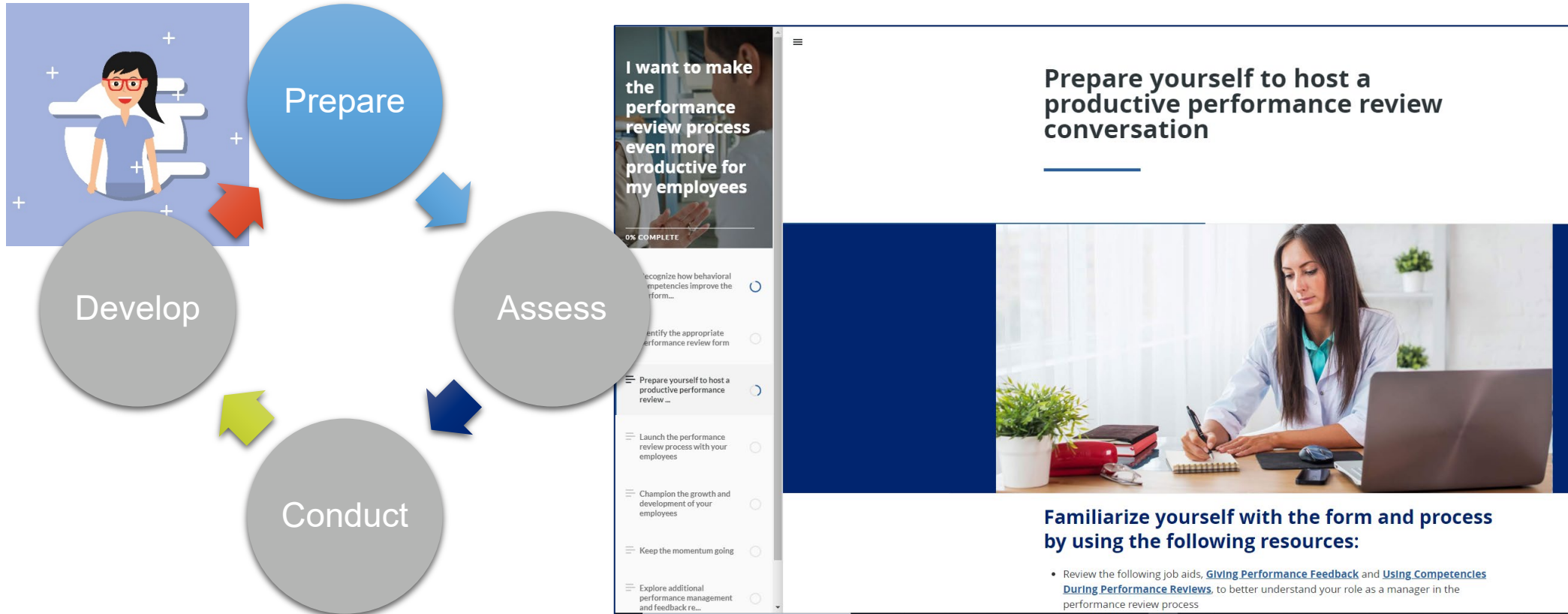Managing at Penn Medicine

Focus on Performance Management

Giving Feedback with the ADAPT Model

Lead Strong: Top tips for meaningful performance reviews during challenging times

Using Competencies During Performance Reviews
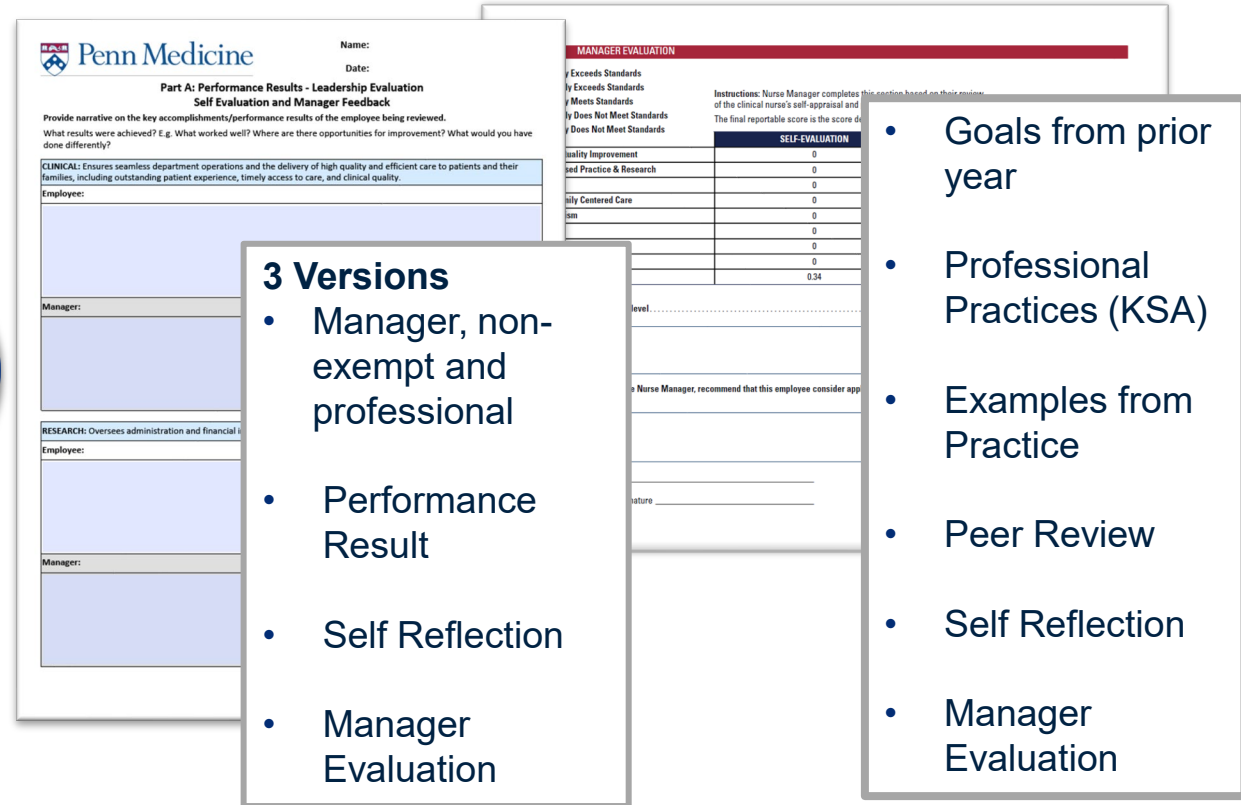
Performance Management
Performance Feedback

Penn Medicine Academy • Sparking Potential

TOOLS TO BUILD A FEEDBACK RICH ENVIRONMENT AT PENN MEDICINE

Giving Performance Feedback

This tool is designed for managers developing others through performance feedback.

The following worksheet and model help you plan for and deliver effective performance feedback in any situation.

We strive to build a feedback rich environment at Penn Medicine. A feedback ri... real time performance and developmental feedback is provided to the employe... performance feedback not only benefits the employee but also ultimately his/h... know from research that managers who provide consistent performance feedb... employees drive the level of engagement of those they manage.

As a manager, you have numerous opportunities to provide ongoing performa...

Defining performance feedback:
- Focuses on enhancing the performance of someone you manage.
  – Addresses improvement in the skills and competencies that impact performance.
- Has a short-term goal focus (weeks/months).
- Provides performance coaching opportunities.

Performance feedback differs from developmental feedback, which is generally ... of a long term focus relating to future goals and career development. It also differs from real time feedback, which is immediate and takes place right away or shortly after an observation.

Penn Medicine

Penn Medicine Academy • Sparking Potential

TOOLS TO BUILD A FEEDBACK RICH ENVIRONMENT AT PENN MEDICINE

STRUCTURING THE CONVERSATION

You can use the ADAPT Model as a step-by-step guide to structure the performance feedback conversation.

A ASK FOR SELF-ASSESSMENT **D** DISCUSS **A** ASK FOR UNDERSTANDING **PT** PLAN TOGETHER

Seek self-assessment: Ask questions like:	Continue the discussion:	Explore the individual's understanding:	Make a plan:
• *How do you think that went? What went well?* • *What didn't go well?* • *What might you do differently the next time?* • *What are you trying to work on?* • *What feedback would be helpful?*	• Reflect on self-assessment. • Describe what you observed. • Provide positive and constructive feedback. • Be specific. • Prioritize 2-3 points.	• *Thoughts on what was discussed?* • *Anything we discussed that doesn't make sense to you?* • *What remains unclear?* • *Anything that struck you as something to work on?*	• Coach for change. • Create an action plan together. Ask questions like: • *If there was one thing you would work on immediately, what would it be?* • *What might you do to work on this?* • *Here are my ideas for how you can work on this...*
What question(s) will I ask to encourage self-assessment?	*What points of feedback do I want to emphasize in the discussion?*	*What question(s) will I ask to confirm understanding?*	*What question(s) will I ask to jointly create an action plan?*

Adapted from the University of Washington, UW Medicine

Penn Medicine

Giving Performance Feedback | 3

Adapted from Korn Ferry Competencies Development Guide

- "I want to make the performance review process even more productive for my employees"
- "I have an employee who is underperforming or is disengaged"

- Giving performance feedback
- Using competencies during performance reviews
- Preparing for performance evaluation manager huddle sheet

- Managing at Penn Medicine
- Focus on Performance Management

- Giving Feedback with the ADAPT Model
- Lead Strong: Top tips for meaningful performance reviews during challenging times

- Using Competencies During Performance Reviews

Performance Management
Performance Evaluations

Prepare

Assess

Conduct

Develop

3 Versions
- Manager, non-exempt and professional

- Performance Result

- Self Reflection

- Manager Evaluation

- Goals from prior year

- Professional Practices (KSA)

- Examples from Practice

- Peer Review

- Self Reflection

- Manager Evaluation

Preparing for performance evaluation manager huddle sheet

Performance Management
Performance Evaluations

Prepare

Assess

Conduct

Develop

Penn Medicine Academy • Building an Agile Culture

TOOLS TO BUILD A FEEDBACK RICH ENVIRONMENT AT PENN MEDICINE

Using Competencies During Performance Reviews

This tool is designed for managers developing others.	The following worksheet will help you incorporate competencies into your performance review discussions.	Use this tool prior to conducting a performance review with an employee you manage.

One of the greatest responsibilities you have as a manager is to lead an individual's performance by drawing upon their talent, capabilities and motivation. Performance management is a continuous process to engage and support those you manage to perform at their highest level. Integration of the Penn Medicine competencies throughout the performance management process creates consistency in how work gets done and provides a common language upon which to provide ongoing feedback.

Performance review discussions provide an opportunity for you to synthesize feedback conversations regarding an employee's performance throughout the year and follow up on prior feedback discussions in a more synthesized way.

Performance review discussions typically focus on:
- A review of what work was done (key accomplishments/performance results)
- A discussion of how the work was done for the current year
- A discussion of potential development goals for the upcoming year that focus on what and how work is to be completed
- Two-way communication

When done well, there should not be any surprises that surface in the performance review discussion; it is a continuation of ongoing conversation and feedback between you and the employee you manage.

Using Competencies During Performance Reviews

Using competencies during performance reviews

Penn Medicine

Prepare
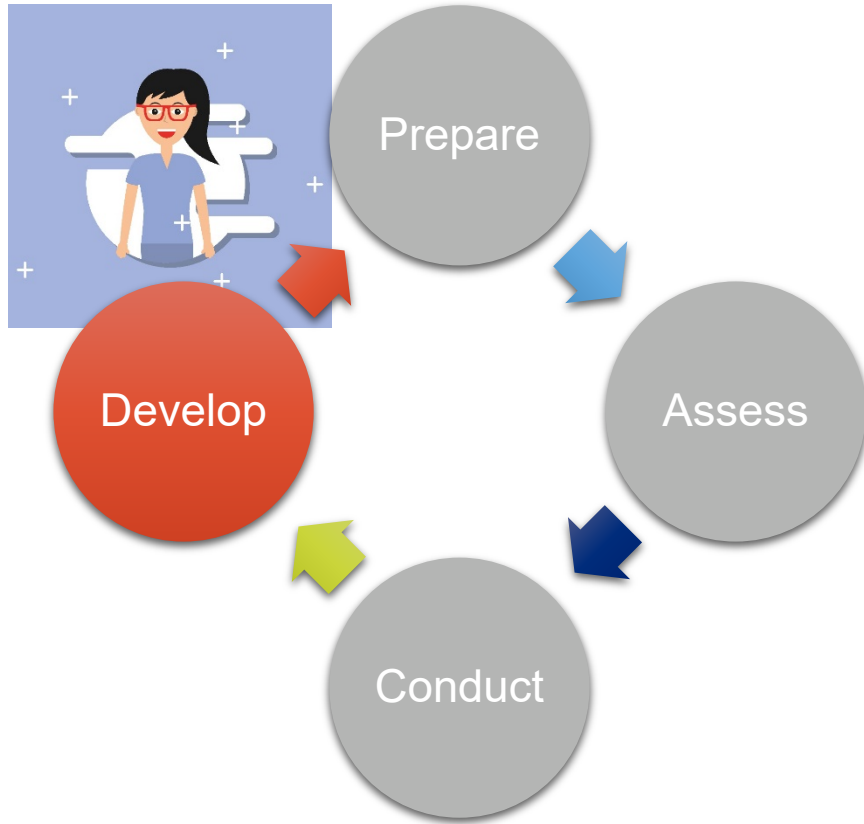
Assess

Develop

Conduct

Developing competencies

Creating a development plan using competencies

Creating a Development Plan Using Competencies

This tool is designed for managers developing others.

The following worksheet will help you integrate competencies into development plans.

Use this tool when partnering with an employee you manage to create a development plan.

Developing the talents and skills of those you lead is one of your most important responsibilities as a manager. Yet in some cases, you may do the work yourself rather than taking the time to develop those you manage. Don't fall into this trap! Providing development opportunities has a tremendously positive impact on the capabilities of the employee, department and broader organization. The possibilities for development planning are numerous.

Development opportunities come in many shapes and forms:
- Reinforcing an individual's strengths
- Enhancing skills/competencies to take performance to the next level
- Enhancing skills/competencies in preparation for a future role
- Building for long-term career progression opportunities
- Planning for careers

How does development happen?

While a surprise to some, the 70-20-10 Rule of Development tells us that only 10% of development happens through formal training (e.g. classroom, online course, etc.). The majority, 70% happens through on-the-job or through real world experiences. The remaining 20% occurs via feedback from colleagues and peers. This means that sending staff to classroom-based and online training is not enough. As managers, we need to provide our employees with the work opportunities and feedback to grow. Integrating behavioral competencies into employee development planning establishes a foundational shared language for you and your employee. The competencies define how work gets done and what good looks like; they are an important component in helping those you manage to be successful and progress in their roles and career.

10% Formal Training

20% Feedback From Other People

70% On-the-Job/ Real World Experiences

Eichinger, B, Lombardo, M. The 70-20-10 Rule for Leadership Development. Lessons of Experience Research Center for Creative Leadership.

Penn Medicine

Creating a Development Plan Using Competencies | 1
Adapted from Korn Ferry Competencies Development Guide

Development Planning
Building a Development Plan

Prepare for the development feedback conversation

The content of development feedback discussions can and should change depending on your employee's aspirations at the time of the discussion.

- "I have a high potential employee or faculty member ready for further development"
- "I want to have more development feedback conversations with those I manage"
- Development Planning
- Planning for and conducting a stay interview
- Giving feedback for development
- Developing yourself manager huddle sheet
- Developing competencies
- Creating a development plan using competencies
- Guide to effective business writing
- Using Behavioral Competencies for Development Planning and Interviewing
- 30 Minute Coach: Development Planning
- Focus on the Economics of Penn Medicine
- Creating a Development Plan

Development Planning
Building a Development Plan

My Development Plan

Step 1: Enter your manager's full name.

Step 2: Select a competency you would like to develop. You can pick one competency per plan. View Competency Model

Reminder: Validate selections with your manager. **Note:** Hovering over a competency will show definition.

Level 1
- ○ Ensures Accountability
- ○ Communicates Effectively
- ○ Critical Thinking and Problem Solving
- ⦿ Patient/Customer Focus
- ○ Collaborates
- ○ Demonstrates Self-Awareness
- ○ Instills Trust

> Building strong patient/customer relationships and delivering customer/patient centric solutions.

Level 2
- ○ Manages Conflict
- ○ Manages Ambiguity
- ○ Interpersonal Savvy
- ○ Tech Savvy
- ○ Being Resilient
- ○ Self-Development
- ○ Nimble Learning

Level 3
- ○ Persuades
- ○ Courage
- ○ Builds Network
- ○ Decision Quality
- ○ Balances Stakeholders

Level 4
- ○ Drives Engagement
- ○ Plans and Aligns
- ○ Builds Effective Teams
- ○ Optimizes Work Processes
- ○ Directs Work
- ○ Business and Financial Acumen
- ○ Develops Talent
- ○ Attracts Top Talent
- ○ Manages Innovation and Change

Level 5
- ○ Organizational Savvy
- ○ Drives Vision and Purpose
- ○ Strategic Mindset

[Previous] [Continue to Step 3]

Step 3: Tell us about your development goals.

- "I have a high potential employee or faculty member ready for further development"
- "I want to have more development feedback conversations with those I manage"
- Development Planning
- Planning for and conducting a stay interview
- Giving feedback for development
- Developing yourself manager huddle sheet
- Developing competencies
- Creating a development plan using competencies
- Guide to effective business writing
- Using Behavioral Competencies for Development Planning and Interviewing
- 30 Minute Coach: Development Planning
- Focus on the Economics of Penn Medicine
- Creating a Development Plan

Development Planning
Building a Development Plan

My Development Plan

Competency Chosen: Patient/Customer Focus

Step 1: Enter your manager's full name.

Step 2: Select a competency you would like to develop. You can pick one competency per plan. View Competency Model

Step 3: Tell us about your development goals.

Step 4: How would you assess yourself?

Step 5: Choose development activities and action steps.

Reminder: Select at least two on-the-job development activities and one formal training with feedback from others.

Activity Type
- ⦿ On-the-Job Development   ◯ Formal Training   ◯ PMA Tools   ◯ Create My Own Activity

On-the-Job Development Ideas

Spend time with your clients or patients. Identify areas where a simple change ...

Spend time with your clients or patients. Identify areas where a simple change might improve their overall experience. Document your observations, suggestions and present them to your manager.

Feedback Source
My Manager

Timeframe for Completion
90 days
Please enter a specific date if possible

Describe your action steps

1. I will be intentional when spending time with my patients.
2. I will look for areas we could improve the patient experience.
3. Once I identify an area that could be improved, I will build a plan with suggestions for improvements
4. I will present my plan to my manager and ask for feedback

Previous   Add a New Activity   Submit My Plan

- "I have a high potential employee or faculty member ready for further development"
- "I want to have more development feedback conversations with those I manage"
- Development Planning
- Planning for and conducting a stay interview
- Giving feedback for development
- Developing yourself manager huddle sheet
- Developing competencies
- Creating a development plan using competencies
- Guide to effective business writing
- Using Behavioral Competencies for Development Planning and Interviewing
- 30 Minute Coach: Development Planning
- Focus on the Economics of Penn Medicine
- Creating a Development Plan

Development Planning
Enabling Dream Careers
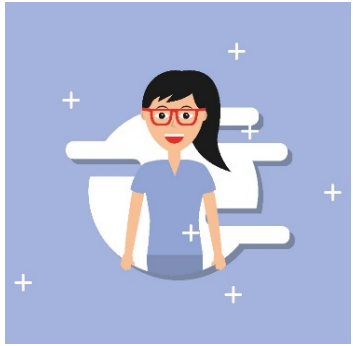
May
Career Conversations

Penn Medicine **Academy** • Sparking Potential

TOOLS FOR REALIZING YOUR DREAM CAREER

Undergraduate and Graduate Programs: Selecting the Best Fit

This tool is designed for all employees.

The following tips and techniques will help you select the degree program that is best suited to you.

Use this tool when considering returning to school to achieve your undergraduate or graduate degree.

Adding an undergraduate or graduate degree to your resume can be great way to advance your career. We are fortunate to work for an organization that supports the pursuit of lifelong learning and self-development. Returning to school as an adult learner is a big commitment in terms of the time, effort and cost, even with Penn Medicine's tuition assistance benefit. It is important to recognize that there are many paths to advancing your career and to take the time to make informed decisions when making investments in your future.

Consider these questions to take charge of your professional development:

- What impact will achieving a degree have on my career?
- Is there another way to achieve my career goal?
- How much time do I have to invest in going back to school at this time?
- What is the best degree and program for me based on what I want to learn and how I learn best?
- Could I qualify for a more competitive program that would position me better for advancement?

Consider your purpose for going back to school

- What has initiated the thought to pursue your degree? What goals are you hoping to achieve?
- Do you *need* a degree for career advancement or is a degree a *nice to have*? Is your goal to advance in your career? Do you think you will be more likely to advance your career if you had a degree?
- It is important to speak with your manager about your expectations and the career opportunity this will lead to. Earning a degree may be one way to advance your career, but it is not necessarily the only option. Review Leading Self: Dream Careers Realized for other ideas on how to develop your career.
- Depending on the role, you may also need a certain number of years of experience in addition to a

---

"I want to find my dream career"

Identify a Mentor for Career Growth and Development

Tips for Writing a Resume

Tips for Conducting a Successful Search

How to Prepare for a Job Interview

Undergraduate and Graduate Programs- Selecting the Best Fit

Lead Strong – Lunch with Leaders: Dream Careers Realized

30 Minute Coach: Career Conversations

I need to manage employee offboarding

17% COMPLETE

- Overview ✓
- Discuss
- Communicate
- Plan
- Reflect
- Replace

Step 1 of 6

Overview

Even though leaders work to develop the talent of those they manage, it is understood that some employees will eventually leave the organization. Managing the employee offboarding experience can help managers embrace the final step of the employee lifecycle and tap into it as a valuable learning opportunity.

Follow these steps to effectively manage employee offboarding:

DISCUSS
- Have the conversation

COMMUNICATE
- Communicate transition
- Conduct stay interviews

PLAN
- Capture job knowledge
- Create transition plan
- Define and request replacement role
- Follow transition policy

REFLECT
- Conduct exit interview
- Recognize and celebrate

REPLACE
- Identify candidates
- Craft interview process
- Build onboarding plan

"I need to manage employee offboarding"

Transition Announcement Template
Stay Interview
Responsibility Matrix
Transition Plan Template
Transition Checklist

Lead Strong: Elegant Offboarding

"I need to manage employee offboarding"

Transition Announcement Template
Stay Interview
Responsibility Matrix
Transition Plan Template
Transition Checklist

Lead Strong: Elegant Offboarding

What if…

- ▸ I don't want my "Anna" to leave?
- ▸ My "Anna" seems content to stay indefinitely?
- ▸ What if I don't really know what they should learn in the first 30/60/90 days?
- ▸ I don't have the time to onboard employees?

Questions? Comments?

Penn Medicine Resources

- **PennCOBALT** a tool for the Penn Community that uses targeted assessments to direct you to the right level of coping support.

- **Lead Strong** Live discussions and curated resources for Penn Medicine employees around leading yourself and your team during adversity.

- **WELL*focused*** a program dedicated to making living a healthy lifestyle easier, by providing tools, resources, educational campaigns and health-related challenges to help improve overall well-being

Penn Medicine Academy:
Microlearnings:
- Creating a Feedback Rich Environment
- Building a Development Plan
- Using Competencies During Performance Reviews

Pathways:
- "I have a new employee or faculty member I want to set up for success"
- "I want to promote a more feedback rich environment within my team"
- "I have a high potential employee or faculty member ready for further development"
- "I want to have more development feedback conversations with those I manage"
- "I want to make the performance review process even more productive for my employees"
- "I have an employee who is underperforming or is disengaged
- "I want to find my dream career"
- "I need to manage employee offboarding"

Articles

- Rediscover Joy at Work

- The Employee Life Cycle Is About An Experience

- Employees Are Responsible for Their Engagement Too

- Why Talent Management Is an Important Business Strategy

LinkedIn Learning

- Mindful Working - 11 Ways to Improve How You Work

- Aligning your Values with Work Life and Everything in Between

- How to Create a Career You Love