

Performance Management

Effective Preparation and Presentation of the Performance Review

Employees

**A workshop presented for Southern Nazarene University
February, 2011**

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TARGET: EXCELLENCE

The Story of Performance Management

Employees need Clear Targets -- Performance Expectations/Goals

- Make it clear what your expectations are
- Set goals that stretch your employees capabilities
- Job descriptions specific and up-to-date
- Make rules and instructions simple and easy to understand

Employees need to know how the arrows are scored -- Performance Standards

- Clear performance standards – how are you measuring success
- Clear priorities
- Know and observe the rules yourself
- Hold employees accountable for their own work

Employees need someone to tell them how to aim and shoot -- Training/Coaching

- Clear communication between supervisor and employee
- Describe the objective of the task and why it requires doing
- Explain your way of doing it; demonstrate
- Keep language simple
- Get feedback; encourage questions; listen
- Allow mistakes
- Continue working with employee, patiently, until task is done well
- Compliment improvements
- Provide an atmosphere that promotes self-confidence; alive and growing
- Check workload fairness

Employees need someone to tell them where the arrows hit -- Performance Feedback

- Timely performance feedback
- Continuous, ongoing feedback
- Honest
- Specific
- Behavior oriented
- Constructive
- Realistic
- Prompt in addressing problem areas
- Document, document, document
- Aware of resistance to change
- Look for understanding, ability, willingness to improve, change, grow

Purpose of Performance Review

Establishes a reasonably uniform set of performance standards that are in sync with the company values

Enhances communication between supervisor and employee

- Allows for in-depth communication in a manner not typically possible during everyday business
- Develops and enhances relationships between employees and supervisors

Gives Employee Feedback

- Helps employee clearly understand how well they have met job expectations and achieved specific goals
- Confirms that employees possess skills or attributes needed to successfully fulfill a particular job.

Identifies Formal Training Needs

- Targets staff training and development needed for the area
- Provides employees and supervisors with feedback about the success of previous training and the need for additional training

Help Supervisors Coach, Counsel, and Develop Employees

- Provides employees who are under-performing the guidance that can lead to better performance
- Motivates employees to develop and implement plans for improving their present performance
- Identifies areas for additional growth and the means by which to achieve it

Generate Data to Document Staffing Decisions

- Provides objective information for decision making; e.g. pay increases, promotions, commendations, disciplinary action
- Allocates rewards equitably

Southern Nazarene University Performance Assessment Procedure

Southern Nazarene University values excellence in its academic and administrative programs. It is committed to creating and maintaining an environment that emphasizes the importance of relating work performance to its mission.

The foundation of an effective assessment and management process is frequent and timely communications. It is expected that supervisors will inform employees of job requirements and expectations and the way in which employees' performance will be evaluated. Employees are entitled to a thoughtful and timely performance assessment. Its success depends both on the willingness of supervisors to complete a constructive and objective assessment and on the willingness of employees to respond favorably to constructive feedback and, when needed, to improve their performance. As a result, employees are evaluated in writing at least annually with the assessment generally occurring during March and April.

A. Applicability

This procedure applies to regular full and part time staff. Excluded from this procedure are faculty, adjunct and temporary employees.

B. Definitions

1. Performance Assessment
Is a process of assessing, summarizing, and documenting the work performance of an employee.

2. Performance Management
Is an ongoing communication process that involves both the employee and supervisor in:
 - Identifying and describing essential job functions and relating them to the mission and goals of the University and/or the department
 - Developing realistic and appropriate performance standards
 - Giving and receiving feedback about performance
 - Writing and communicating the results of the performance assessment
 - Planning educational and developmental opportunities to sustain, improve, or build on employee work performance

3. Performance Standards
Are written statements describing how well a job, task, or activity should be performed.

C. Purpose of Performance Assessment

The actual performance assessment serves several purposes. It encourages employee involvement, provides a formal mechanism for employees to receive feedback regarding job performance and expectations, and allows the employee to work closely with the supervisor to establish goals and priorities for the next year. Performance assessment

also facilitates growth and development of employees and results in a documented history of employee performance.

D. Written Performance Assessment

A written performance assessment is based on the employee's overall performance in relation to his or her job responsibilities. It takes into account the employee's work behaviors, record of attendance, and other established performance standards. The written assessment is a legal document. It also is an official record of the employee's work performance, which may be considered in future promotion, disciplinary, and other human resources actions.

In addition to the regular performance assessment described above, supervisors may initiate at any time a written out-of-cycle assessment to document and advise an employee of performance deficiencies.

An overall rating of "Does Not Meet Expectations" performance review must be supported by the contents of the written assessment and accompanied by, as part of the assessment, an improvement plan.

E. Employee Involvement

During the performance assessment process, employees are provided an opportunity to review, discuss, and comment on the actual performance assessment document. The Performance Review and Development form is signed by the supervisor and employee and placed in the employee's official personnel file, which is maintained by the Human Resources Department.

Job standards, and other performance evaluation criteria, are established by the supervisor with input from the employee. Detailed instructions about the performance assessment process are available on the Human Resources Department web site in the Performance Assessment and Management Program for Staff Guide.

F. Appeals Process

Disagreements occasionally arise over the written performance assessment. In the event an employee disagrees with any part of the written assessment, he or she may attach a supplemental, explanatory response. The response will become a part of the record. If the employee believes the performance assessment is not factually accurate, he or she may request a review by the supervisor or the appropriate cabinet member. If the disagreement remains, the employee may file a formal grievance using the University's grievance procedures.

Southern Nazarene University

Performance Assessment and Management Program For Staff

Part I Introduction

Southern Nazarene University achieves its strategic objectives by valuing excellence in its academic and administrative programs. The University strives to create and maintain an environment that emphasizes the importance of relating work performance to its mission. The performance assessment and management system supports that commitment. In fact, it is the means by which the University establishes and maintains individual accountability.

Assessing and managing employee performance is not a casual undertaking. It is a continuous and, sometimes, complex process. Nonetheless, it is a primary responsibility of those holding positions that supervise others. Done correctly, it is a tool that can enhance the operation of the University, recognize employees for good performance, encourage professional development, and provide employees with recommendations for improvement. Remember: if your employees succeed, you, as the supervisor, succeed as well.

Performance assessment and management are important components of the supervisor-employee relationship. They are parts of an ongoing process of performance planning, review, and development that involves both the supervisor and the employee, who together identify common goals that correlate to the higher goals of the department and/or the University. The actual performance assessment serves several purposes. It:

- Encourages employee involvement
- Provides a formal mechanism for employees to receive feedback regarding job performance and expectations
- Allows the employee to work with the supervisor to establish goals and priorities for the next year
- Facilitates growth and development of employees
- Results in a documented history of the employee's performance
- Provides an opportunity for each employee to discuss work-related problems and interests with his/her supervisor

The actual Performance Review and Development form, when completed, represents a culmination of past year's discussions between the supervisor and employee about the employee's performance.

In contrast, performance management is a continuous process that begins immediately following the initial hiring process and continues throughout the employee's University employment. It is through performance management that the supervisor and employee gain a shared understanding of job expectations.

Part II Key Components of Performance Management

Performance management includes five elements: planning, monitoring, developing, assessing, and rewarding. Carrying out the processes of performance management provides an excellent opportunity for both the supervisor and employee to identify developmental needs. During the planning and monitoring phases of the process, performance deficiencies become evident and can be addressed. Areas for improving good performance also stand out, and action can be taken to help successful employees improve even further.

Planning

Planning is the first element of the performance management process. It requires supervisors to set performance standards and goals in order to help employees channel their efforts toward achieving institutional or departmental objectives. Performance planning culminates in a Performance Plan. It is critical that supervisors engage employees in the planning process, which generally occurs at the beginning of the assessment or appraisal cycle or when a new employee is hired. Doing so clarifies what the employee will be evaluated on and sets the stage for ongoing feedback and coaching throughout the year. Simply stated, it helps employees understand the goals of the University and/or their department, what needs to be done, why it needs to be done, and how well it should be done.

Performance expectations/standards should be understandable, measurable, verifiable, equitable, and achievable. By establishing them, employees are held accountable for work assignments or responsibilities. Employee performance plans should be flexible so that they can be adjusted for changing department or University objectives and work requirements. When used effectively, these plans can be beneficial working documents that are discussed often and not merely paperwork that is filed in a drawer and seen only when it becomes time to conduct the annual performance assessment.

Monitoring

Monitoring is the second element in the performance management process. This element requires supervisors to monitor assignments and projects. Monitoring occurs continually and involves measuring performance and providing employees timely and ongoing feedback on their progress toward reaching their goals. Monitoring performance that unacceptable performance can be identified at any time during the assessment period and assistance provided the employee to address the deficiencies rather than waiting until the annual performance assessment takes place.

Developing

Developing is the third element of the process that considers and addresses the developmental needs of employees. The objective is to raise the employee's level of performance through training, giving him or her additional assignments or higher levels of responsibilities that introduce new skills. Providing employees with training and developmental opportunities encourages good performance, strengthens job-related skills and competencies, and help employees keep up with changes in the workplace, such as the introduction of new technology.

Assessing

Assessing is the fourth element, which requires the supervisor to assess or appraise the employee's performance. Assessing performance is critical because it helps the supervisor compare the employee's performance over time and among all other employees within the department.

Rewarding

Rewarding is the final element in the performance management process. It recognizes employees, individually and as members of a team, for their performance and contributions to helping the department and/or University achieve its objectives or mission. One basic principle of an effective performance management system is that all behavior is controlled by its consequences. Those consequences can and should be both formal and informal and both positive and negative. Recognition and acknowledgement is an ongoing, natural part of the day-to-day interaction between supervisor and employee.

Part III Preparing for the Meeting

Begin *planning* for the performance evaluation when you are a new employees. Review the job description. Discuss performance standards. Supervisors will *monitor* employee performance and *develop* learning/training opportunities for the employee. Supervisors will *assess* issues that need improvement or praise.

Have a copy of your job description. Complete the Self-Performance Evaluation Form. Review past accomplishments and to develop future plans. Provide as many examples of your work as you can. Keep on the subject.

Supervisors will schedule the meeting at a time when both are alert and undisturbed, at a location and space that is away from interruptions, on neutral territory. Allot enough time. Be on time for the performance review meeting.

Part IV The Performance Review Meeting

The meeting should be a comfortable relaxed atmosphere. Be natural and comfortable yourself. Supervisors will encourage employees to discuss performance items. Focus on job responsibilities, accomplishments, areas needing improvement and goals for the following year. Refer to the self-evaluation form often.

Once the discussion has covered all the subjects, give the employee time to review the form. Ask the employee if there are questions or comments that were not covered in the meeting.

Supervisors will ask the employee to summarize the key aspects of the meeting and review plans and goals for next year. Go over the plan and check for understanding and clarity.

Part V Completing the Performance Review and Development Form

Assure that the form is complete. Employees will sign the form. The supervisor also needs to sign the form. Take time to review the form. Make a copy for the employee.

Southern Nazarene University
Performance Review and Development

Name		Title	
Department		Date of Evaluation	
Evaluation Period	From		To

<p>OVERALL RATING (check only one)</p> <p style="text-align: center;"> <input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Does Not Meet Expectations </p>

Describe the employee's performance and accomplishments this past year.

Describe the areas of performance that need improvement.

Describe the goals or areas of emphasis for next year.

Employee Signature

I have received a written and verbal Performance Review. My signature does not indicate agreement or disagreement with this review.

Date: _____

Employee Signature

Employee Comments

Supervisor Signature

I have written and delivered a Performance Review for this employee.

Date: _____

Supervisor Signature

Southern Nazarene University
Employee Self-Assessment and Goals

Name		Title	
Department		Supervisor Name	
Assessment Period			

- 1. Describe your goals/areas of emphasis for the past year.**

- 2. List your significant accomplishments from the past year.**

- 3. What were key obstacles in accomplishing your job responsibilities?**

- 4. What are your goals for the upcoming review period?**

- 5. What support do you need to achieve these goals or strengthen your performance during the coming year? How can your supervisor assist you?**

- 6. In what areas would you like to grow and develop? What are your strategies for achieving this?**

Employee Signature

Date: _____

Employee Signature

Performance Management Workshop EVALUATION

Presentation Name Performance Review

Presenter Carolyn Shockey Date _____

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	<u>Excellent</u>	<u>Very Good</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>
SESSION ORGANIZATION	()	()	()	()	()

Comments: _____

	<u>Excellent</u>	<u>Very Good</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>
PRESENTER	()	()	()	()	()

Comments: _____

	<u>Excellent</u>	<u>Very Good</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>
INFORMATION USEFULNESS	()	()	()	()	()

Comments: _____

	<u>Excellent</u>	<u>Very Good</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>
OVERALL SESSION	()	()	()	()	()

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Are there other topics you would like to see presented? _____