Objectives

• Review the importance of the performance management and evaluation processes

• Introduction to tool

• Setting SMART goals

• Tips for conducting evaluations effectively

• Following up and continual performance management
What is Performance Management?

Performance management is the systematic process by which an organization involves its employees in improving organizational effectiveness, and in the accomplishment of the organization’s mission and goals.

Why the increased focus at UC?

- New business opportunities; need for stronger focus on process and performance improvement
- Competitive and regulatory forces; need for better outcomes measurement
- Jobs and roles have changed – expectations need to be clarified
- Our employees deserve it
Employee Performance Management

Includes:

✓ **planning** work and setting expectations,
✓ continually **monitoring** performance,
✓ **developing** the capacity to perform,
✓ periodically **rating** performance in a summary fashion, and
✓ **rewarding** good performance.
Why Is Performance Management So Important?

• Employees deserve a clear understanding of job expectations

• When done well, the identification of strengths and weaknesses can be a huge motivator

• Identifies training opportunities that will enhance performance in some way

• Provides opportunity for employees to discuss career aspirations

• With the mission, values, and strategic plan as a guide, keeps the team focused on common goals

  A UC Core Value: “continual improvement in our educational and operational quality”

• What gets measured, gets done; accountability for results
The Annual Evaluation

Annual Evaluations are just one component of the performance management cycle ("Rating"), but an important one. They are a tool that helps supervisors increase productivity, communicate expectations, and report the employee's success in meeting the past year's performance expectations. They also serve to:

- Align the responsibilities of job with mission and strategic plan
- Encourage open communication
- Document employee growth, development needs, and achievements
- Create goals for the new performance year that are specific, measurable, attainable, relevant and timely (SMART)
- Support analysis and decisions related to staffing, compensation and training
Common Barriers to Effective Performance Evaluations

✓ Lack of regular communication/unclear job expectations (no surprises)
✓ Employee does not understand purpose/connection to mission
✓ Goals are unclear and progress never measured
✓ Personality conflicts – stick to performance
✓ Too much emphasis on one event or recent events
✓ Supervisor is untrained on how to conduct evaluations; fails to plan
✓ The evaluation tool is too complicated – too much math, not enough dialogue
✓ Self-evaluation, a good method, is misused
✓ Supervisor does all the talking
✓ Goal setting process is either too weak or too aggressive

Finally…supervisors don’t like doing it and it shows!
UC’s Performance Evaluation Tool

- Focused on value-driven behavior and work quality
- No need for reiteration of job description
- Uncomplicated math; detailed rating descriptions
- Initial supervisor feedback: easy to use
- Comments and specific examples promote dialogue (supervisor accountability to back up ratings)
- Greater attention paid to SMART goal-setting
- Attention paid to progress monitoring and follow up
- Two forms: one for staff, one for leaders (to be used for anyone who has direct reports)
<table>
<thead>
<tr>
<th>Rating</th>
<th>Numerical Value</th>
<th>Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>OUTSTANDING</td>
<td>4</td>
<td>Recommends innovative and highly effective solutions to problems. Work is of exceptional quality even under tight deadlines. Assigned responsibilities are completed without supervision. Consistently exceeds departmental performance expectations to a degree that is obvious to the supervisor, constituents and peers. Truly outstanding level of contribution (well beyond requirements) during performance period.</td>
</tr>
<tr>
<td>EXCEEDSEXPECTATIONS</td>
<td>3</td>
<td>Consistently meets and often exceeds established departmental key performance expectations. Work is completed accurately and by scheduled deadlines. Assigned responsibilities are completed with minimal supervision. Demonstrates behaviors that results in the effective performance of the position’s requirements. Volunteers to work on special projects to improve job or institutional knowledge.</td>
</tr>
<tr>
<td>MEETSEXPECTATIONS</td>
<td>2</td>
<td>Meets established departmental performance expectations. Demonstrates the knowledge, skills, and abilities that result in the effective performance of position requirements.</td>
</tr>
<tr>
<td>NEEDS IMPROVEMENT</td>
<td>1</td>
<td>Does not consistently meet departmental performance expectations. Demonstrates some skills and abilities required to perform job; however, work is often incomplete and/or does not meet scheduled deadlines. Supervisory review of work is frequently required. Meets only the minimum position requirements. Performance must be improved and a performance improvement plan is required. For assistance please contact the Office of Human Resources.</td>
</tr>
<tr>
<td>UNACCEPTABLE</td>
<td>0</td>
<td>Does not meet departmental performance expectations. Has not demonstrated the necessary knowledge, skills, ability, and/or commitment. Has not kept pace with job requirements. Successes may be occasional, or performance has been deteriorating. Immediate and sustained improvement is needed in order to maintain continued employment. A performance improvement plan is required. For assistance please contact the Office of Human Resources.</td>
</tr>
<tr>
<td>NA</td>
<td>----</td>
<td>&quot;Not Applicable&quot;. The employee cannot be scored in this area as it does not apply to his/her specific position. NA items will not be included in scoring. However, if more than 50% of the items are not applicable, the supervisor should add alternative measures.</td>
</tr>
</tbody>
</table>
UC’s Performance Evaluation Tool

5 key performance factors to be evaluated:

1) Work Knowledge (job description)
2) Quality of Work
3) Problem Solving/Decisiveness
4) Interpersonal, Teamwork, and Communication Skills
5) Commitment to UC’s Mission, Vision, and Strategic Plan (incorporates value-driven behavior, commitment to students, and voluntary participation on committees and community events as outlined in UC’s strategic plan)

Note: Leadership (or supervisor) evaluations have an extra performance factor – Leadership Skills

Each factor contains a series of statements that describe the desired actions or behaviors to support each factor. Each statement will be rated based on the Ratings Chart (0-4). If a statement does not apply, it will be marked “NA” and will not be included in the total points for that factor/section.
**UC’s Performance Evaluation Tool**

**INTERPERSONAL, TEAMWORK AND COMMUNICATION SKILLS:** Ability to foster positive relationships throughout the institution through values-driven behavior and strong communication skills. *Please use the COMMENTS section to cite specific examples to support the overall score.*

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Score (0-4, or “NA”)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Builds and maintains effective harmonious work relationships within and across departments; collaborates well on group projects</td>
<td></td>
</tr>
<tr>
<td>Effectively works to enhance the whole department's performance</td>
<td></td>
</tr>
<tr>
<td>Deals effectively with others in conflict situations</td>
<td></td>
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<tr>
<td>Demonstrates effective writing skills</td>
<td></td>
</tr>
<tr>
<td>Demonstrates effective oral skills</td>
<td></td>
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<tr>
<td>Manages and keeps information accessible; shares information easily and appropriately</td>
<td></td>
</tr>
<tr>
<td>Communicates effectively with supervisors, peers and the outside community (as needed); exercises tact, courtesy and respect</td>
<td></td>
</tr>
<tr>
<td>Accepts constructive feedback in a positive manner</td>
<td></td>
</tr>
<tr>
<td>Maintains confidentiality when needed in accordance with policies, procedures and applicable laws</td>
<td></td>
</tr>
<tr>
<td>Practices active listening</td>
<td></td>
</tr>
<tr>
<td>TOTAL SCORE</td>
<td></td>
</tr>
<tr>
<td>SECTION AVERAGE: DIVIDE TOTAL SCORE BY NUMBER OF DESCRIPTORS USED (reminder: do not include “NA” in total)</td>
<td></td>
</tr>
<tr>
<td>COMMENTS (cite specific examples):</td>
<td></td>
</tr>
</tbody>
</table>

**FOCUS IS ON COMMENTS. VERY IMPORTANT TO PROVIDE SPECIFIC EXAMPLES TO SUPPORT THE RATING!**
UC’s Performance Evaluation Tool

Scoring the evaluation: simple math; rating will help with the distribution of any dollars that may be used for merit increases later in the year.

Score: Please enter each performance factor score below, total and average to come up with overall employee score.
Rating: Please mark (circle, check, highlight, etc.) the employee’s overall rating using the overall score above.

<table>
<thead>
<tr>
<th>Performance Factor</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>WORK KNOWLEDGE</td>
<td></td>
</tr>
<tr>
<td>QUALITY OF WORK</td>
<td></td>
</tr>
<tr>
<td>PROBLEM SOLVING/DECISIVENESS</td>
<td></td>
</tr>
<tr>
<td>INTERPERSONAL, TEAMWORK AND COMMUNICATION SKILLS</td>
<td></td>
</tr>
<tr>
<td>COMMITMENT TO UC’s MISSION, VALUES AND STRATEGIC PLAN</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
</tr>
<tr>
<td>TOTAL/5 (divide total by 5) = OVERALL SCORE</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rating</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>OUTSTANDING</td>
<td>3.6-4</td>
</tr>
<tr>
<td>EXCEEDS EXPECTATIONS</td>
<td>3-3.5</td>
</tr>
<tr>
<td>MEETS EXPECTATIONS</td>
<td>2-2.9</td>
</tr>
<tr>
<td>NEEDS IMPROVEMENT</td>
<td>1-1.9</td>
</tr>
<tr>
<td>UNACCEPTABLE</td>
<td>0-0.9</td>
</tr>
</tbody>
</table>
Completing the Evaluation

• Take time to reflect on goals from prior year, citing specifics
• Create goals for next year using SMART methodology (and attach to eval.)

SMART goal-setting supports employee success by defining specific actions.

S – specific: well-defined; clear to anyone that has basic knowledge of job or project

M – measurable: know if the goal is attainable; know when it has been achieved

A – attainable: realistic and likely to be achieved with the proper amount of effort and resources

R – relevant: relates to an overall purpose (mission, strategic plan) and the employee understands importance of goal achievement

T – timely: enough time is allotted to achieve the goal, but not too much time which can affect performance
Completing the Evaluation

SMART GOALS WORKSHEET

| Employee Name: | ________________________________________________ |
| Department:    | ________________________________________________ |
| Supervisor:    | ________________________________________________ |
| Review/Goal Period: | ________________________________________________ |

Goal #1:
Measurement Method:
Timeline:

How does goal support UC strategic plan?
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Goal Outcome (record outcome, using measurement, at end of goal period)
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
Is it SMART?

Improve student satisfaction ratings by 15% by the end of the calendar year, as determined by customer satisfaction surveys.

Improve fundraising activity for the new year to promote the financing of the new building.

Make an attempt to learn new computer skills by your next review.

Develop, introduce and market program for adult learners interested in a degree in Physical Education. The program should be in place by Fall 2013, following all required internal and external approvals.
Completing the Evaluation

- Allow the employee opportunity to comment
- Sign off: you and the employee
- Send the completed evaluation to Office of Human Resources by the close of business on **SEPTEMBER 26, 2014**
Tips for Conducting an Effective Evaluation

Prior to the Review:

• Schedule reviews in advance and schedule enough time

• If using the self-evaluation, get it done early

• Ask employee to prepare their own list of accomplishments and aspirations

• Maintain an employee performance log throughout the year; document accomplishments and problem areas

• Use job description as a guide; make sure it is up-to-date
Tips for Conducting an Effective Evaluation

During the Review:

• Strive for balance noting strengths and development areas
• Don’t sugarcoat tough performance issues; communicate tactfully and stick to facts
• Confine comments to observable behaviors (not personality traits)
• Use examples and facts to support performance ratings
• Communicate strong focus on future goals and their importance
• Take time to talk about training and career goals
• Let the employee speak
• End on a positive note
Maintaining Effective Performance Management Habits

After the Review:

Remember: setting performance goals but not committing to measuring or following up is a recipe for failure!

- Create a routine goal check in
- Talk about barriers to performance openly and devise ways to remove
- Address poor performance promptly and document
- Provide constant performance feedback
- Make sure employee is clear on expectations; declining performance is sometimes due to ambiguity
- Contact the Office of Human Resources for guidance at any time (extension 3276)
Check In on Objectives

Did we meet them?

- Review the importance of the performance management and evaluation processes
- Introduction to new tool
- Setting SMART goals
- Tips for conducting evaluations effectively
- Following up and continual performance management
Resources

  US Office of Personnel Management

QUESTIONS?

Please contact the Office of Human Resources for assistance at extension 3276 or 792-3276

THANK YOU!