

QUICK GUIDE to Performance Management for Support Staff

Performance Management is an ongoing, continuous process of communicating and clarifying job responsibilities, priorities and performance expectations in order to ensure mutual understanding between supervisor(s) and employee(s). It is a philosophy which values and encourages employee development through a style of management which provides frequent feedback and fosters teamwork.

- Emphasizes COMMUNICATION
- Focuses on adding value to the university by promoting improved job performance and encouraging skill development

Performance Management involves defining results and performance metrics, documenting, evaluating and discussing performance with each employee.

The Performance Management Lifecycle contains three key phases: the Planning (or Goal-Setting) Phase, Ongoing Coaching & Feedback Phase, and Evaluation/Review Phase. The Goal-Setting Phase occurs at the beginning of a review period or any time performance expectations change (ex. Job change, supervisor change). This beginning phase should take place through a conversation between an employee and his/her supervisor.

EXPECTATIONS:

Supervisor:

One of the most important functions of supervisors is to effectively manage resources, and one of the most important resources is the staff they supervise. It is time to create the Performance Plan for the upcoming review period. For Support Staff, the focus will be on the competencies for the position, as well as what those competencies mean to the specific roles you manage. This plan allows the supervisor to set proper and clear expectations of how the employee will be successful in their role. Goals will be optional for support staff. Professional Development goals should be tied to the competencies identified for the role.

Prior to completing the plan, there should be a meeting between the supervisor and the employee to discuss the competencies, what they mean for the role, and any goals you've identified and come to an agreement.

The Performance Review in the spring/summer will be based on the competencies included for the position, along with any agreed upon goals between the supervisor and the employee. The employee should understand how his/her performance will be measured at the end of the review period. Please review the plan in detail and ask the employee if there are any questions. An attachment can be added, if needed.

Once the Performance Plan is completed, the employee will be given the plan to acknowledge that they have received it.

NOTE: The Performance Plan should be used for check-ins and coaching opportunities throughout the review period.

Competencies:

The **Competency** is defined as the ability of an individual to do a job properly. It is a set of defined knowledge and behaviors that provide a structured guide enabling the identification, evaluation and development of the behaviors in individual employees. The lists of competencies will be appropriate for the position the employee holds.

- ❖ **Job Knowledge & Skills** – Possessing a satisfactory level of technical, professional, and higher education knowledge or skill in the position related areas; keeps up with current developments in field
- ❖ **Flexibility** – Maintaining effectiveness when experiencing major changes in work tasks or the work environment; adjusts effectively to work within new work structures, processes, requirements, or cultures
- ❖ **Teamwork** – Identifying and taking action to build a “win-win” relationship with other areas of the university
- ❖ **Technical/Professional Learning** – Assimilating and applying new role-related information and skills of varying complexity in a timely manner

- ❖ **Quality** – Setting high standards of performance for self and others; assuming responsibility for successfully completing assignments; self-imposing standards of excellence rather than having standards imposed
- ❖ **Problem Solving** – Identifying and taking action to solve a problem or take advantage of an opportunity to improve the organization
- ❖ **Time Management/Dependability** – Effectively managing one’s time and relationships to ensure work is completed efficiently
- ❖ **Organizational Fit** – Consistency of the work environment with interests, preferences, and skills of employee
- ❖ **Communication** – Expressing ideas verbally in a way that engages the listener and helps them retain and respond to the message. Expressing ideas clearly in documents that have organization, structure, grammar, language, and terminology adjusted to the needs of the reader
- ❖ **Commitment to Customers** – Making students’, parents’, and internal customers’ needs the primary focus of one’s action; developing and sustaining productive relationships

ONGOING COACHING & FEEDBACK

The Performance Plan should be used (or printed) for check-ins and coaching opportunities throughout the review period.

No action is required in the Performance Plan document during this time (by the employee or supervisor).

EVALUATION/REVIEW

SHAWNEE STATE PERFORMANCE REVIEW RATINGS

Outstanding Performance (O) – The employee’s performance significantly and consistently surpassed job performance standards and requirements in all areas of responsibility when measured by quality, quantity and value to the university. Demonstrated a personal commitment to a high level of performance and results, even under challenging work goals. **Examples are required to support your rating**

Exceeds Performance Requirements (E) – The employee frequently demonstrated performance beyond job requirements in essential areas of responsibility and/or made contributions well beyond job demands. Took initiative in development and implementation of challenging work goals. **Examples are required to support your rating**

Meets Performance Requirements (M) – The employee’s performance was steady and reliable, and consistently met the performance expectations of a fully qualified and experienced person in this position. Errors were minimal and seldom repeated. Required normal supervision and follow-up and almost always completed work on schedule.

In Development or Needs Improvement (NI) – The employee’s performance is still developing and/or did not consistently meet the requirements of the position in essential areas of responsibility. A performance improvement plan (PIP) may be required. **Examples are required to support your rating**

Unsatisfactory Performance (U) - The employee’s performance was consistently below the requirements of the position in essential areas of responsibility or the employee failed to make reasonable progress on a performance improvement plan. A performance improvement plan (PIP) must be established. **Examples are required to support your rating**

New (N) (Too New to Evaluate) (Developing in a new position held less than 6 months.)

TIMELINE OF KEY ACTIONS

Dates	Action
July Goal Setting Completed	<ul style="list-style-type: none">• Employee and Supervisor set goals and competencies
August – April Ongoing Coaching & Feedback	<ul style="list-style-type: none">• Employee works towards goals• Supervisor manages informal check-ins
January Mid-Year Check In	<ul style="list-style-type: none">• Employee and Supervisor discusses progress toward goals and makes necessary adjustments
May Self-Evaluation Completed	<ul style="list-style-type: none">• Employee completes self-evaluation of set goals and competencies
June Supervisor Evaluation Completed	<ul style="list-style-type: none">• Supervisor completes evaluation and discusses with employee
July Supervisor Review with Employee Completed	<ul style="list-style-type: none">• Supervisor acknowledges review meeting and completes documentation
July Evaluation Completed	<ul style="list-style-type: none">• Employee acknowledges completion of review