QUICK GUIDE to Performance Management
for Executives, Administrators & ATSS

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 Review will be based on the agreed upon goals between the supervisor and the employee along with the competencies included for the position.

The Performance Management Lifecycle contains three key phases: the Planning (or Goal-Setting) Phase , Ongoing Coaching & Feedback Phase, and Evaluation/Review Phase.

GOAL-SETTING: *(due September 30, 2022)*

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.

To ensure maximum understanding between an employee and his/her supervisor, the goals should be written with the following criteria in mind:

SMART Goals

* **S** – <u>Specific</u> (Clear statement of what needs to be achieved; this needs to be **OBSERVABLE**)

* **M** – <u>Measurable</u> (Can be evaluated to determine whether they have been accomplished **with standards of quantity, quality, cost & TIME**)

A – <u>Action-oriented/Attainable/Achievable</u> (Clear steps or procedures to achieve goal; not too lofty)

R – <u>Realistic</u> (Do you have the time, money, man-power or resources… and is it relevant?

T – <u>Timely/Time-bound</u> (Clear deadline by which a goal will be achieved, including milestones)

COMPETENCY-SETTING: *(due September 30, 2022)*

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.

The employee and supervisor will establish key competencies (listed below) to determine areas of strength and areas to be developed for the review period. For the final performance evaluation, each competency selected will be evaluated by providing examples from the past year that support the competency.

Executive	Supervisor	Individual Professional
Building University Partnerships – Identifying and taking action to build win-win relationships with other areas in the organization, as well as with external stakeholders and supporters of the institution.	**Leadership** – Using appropriate methods and flexible interpersonal styles, builds a cohesive team that meets university objectives. Focuses on the development of employees within assigned organization	**Results Driven** – Demonstrates concern for achieving or surpassing results against an internal or external standard of excellence. Shows a passion for improving the delivery of services with a commitment to continuous improvement
Building Trust – Developing other people's confidence in leadership by consistent actions, values, and communications	**Problem Solving** – Builds a logical approach to address problems, opportunities, or situation at hand by drawing on one's knowledge and experience base, and calling on other references and resources as necessary	**Problem Solving** – Builds a logical approach to address problems, opportunities, or situation at hand by drawing on one's knowledge and experience base, and calling on other references and resources as necessary
Leadership – Using appropriate methods and a flexible interpersonal style to help build a cohesive team that can meet organization objectives; facilitating the completion of goals by groups	**Innovation** – Applies original thinking in approach to job responsibilities and to improve processes, methods, systems, or services	**Technical Expertise** – Applies and improves extensive or in depth specialized knowledge, skills, and judgment to accomplish a result or to accomplish one's job effectively
Communicating Direction – Keeping the organization's view of the future state in front of employees, along with its values in a way that employees' actions move toward that future state	**Building University Partnerships** – Promotes and generates cooperation and teamwork among one's peers in leadership to achieve a collective outcome; fosters the development of a common vision and fully participates in creating a unified leadership team that gets results	**Innovation** – Applies original thinking in approach to job responsibilities and to improve processes, methods, systems, or services
Decision-Making/Opportunity Advancement – Identifying and taking action to solve a problem or take advantage of an opportunity to improve the organization	**Planning & Organizing** – Establishes a systematic course of action for self or others to ensure accomplishment of a specific objective. Sets priorities, goals, and timetables to achieve maximum productivity	**Planning & Organizing** – Establishes a systematic course of action for self or others to ensure accomplishment of a specific objective. Sets priorities, goals, and timetables to achieve maximum productivity
Setting Environment for Excellence – Transferring decision-making authority and responsibilities to others while ensuring that results meet commitments to the organization	**In Touch** – Understands agendas and perspectives of others, recognizing and effectively balancing the interests and needs of one's own group with those of the broader organization	**Communication** – Creates an atmosphere in which timely and high-quality information flows smoothly up and down, inside and outside the University; encourages open expression of ideas and opinions. Effectively transfers thoughts and expresses ideas in writing or verbally in individual or group settings
Facilitating Change – Continuously seeking or encouraging others to seek opportunities for different and innovative approaches to	**Leadership Communication** – Creates an atmosphere in which timely and high-quality information flows smoothly up and down, inside and outside the University;	**In Touch** – Understands agendas and perspectives of others, recognizing and effectively balancing the interests and needs of one's own group with those of the broader organization

organizational problem solving or advancement	encourages open expression of ideas and opinions. Effectively transfers thoughts and expresses ideas in writing or verbally transfers thoughts and expresses ideas in writing or verbally in individual or group settings	
Performance Development – Using appropriate interpersonal styles to inspire and guide direct reports in their roles. Setting the environment while added knowledge and skills can be effectively and efficiently developed. Provides performance feedback and facilitates the development of performance improvement strategies.	**Technical Expertise** – Applies and improves extensive or in depth specialized knowledge, skills, and judgment to accomplish a result or to accomplish one's job effectively	**Professionalism** – Thinks carefully about the likely effects of one's words, actions, appearance, and mode of behavior. Selects the words or actions most likely to have the desired effect on the individual or group in question
Strategic Thinking – Securing information and identifying key issues and relationships relevant to achieving a long range vision or set of goals. Establishing a course of action after developing alternative scenarios, which are consistent with overall organization direction. Tracks progress and adjusts thinking as needed.	**Professionalism** – Thinks carefully about the likely effects of one's words, actions, appearance, and mode of behavior. Selects the words or actions most likely to have the desired effect on the individual or group in question	**Collaboration** – Develops cooperation and teamwork while participating in a group, working toward solutions which generally benefit all involved parties
Managing the Role – Effectively managing one's role by planning time for priority goals, requirements and areas of opportunity. Manages in a way that allows direct reports to prioritize and manage their objectives.	**Results Driven** – Demonstrates concern for achieving or surpassing results against an internal or external standard of excellence. Shows a passion for improving the delivery of services with a commitment to continuous improvement	
Professional Education & Knowledge – Possesses a satisfactory level of educational and professional knowledge in discipline-related areas; keeps up with current development and trends in the field		

ONGOING COACHING & FEEDBACK: *(October-April 30, 2023)*

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: *(May-June 28, 2023)*

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
September 30, 2022 **Goal Setting Completed**	• Employee and Supervisor set goals and competencies
November/December 2022 **Goals/Competencies Entered in System**	• Employees will enter their established goals and competencies in new system
August – April 30, 2023 **Ongoing Coaching & Feedback**	• Employee works towards goals • Supervisor manages informal check-ins
May 31, 2023 **Self-Evaluation Completed**	• Employee completes self-evaluation of set goals and competencies
June 28, 2023 **Supervisor Evaluation Completed**	• Supervisor completes evaluation and discusses with employee
July 15, 2023 **Supervisor Review with Employee Completed**	• Supervisor acknowledges review meeting and completes documentation
July 31, 2023 **Evaluation Completed**	• Employee acknowledges completion of review