Performance Management Program

Handbook

For SEIU Members
at the
University of Massachusetts,
Amherst

UMASS.

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Acknowledgements

Some of the materials included in this handbook have been adapted from material originally prepared by the Office of Human Resources/Organization and Human Resource Development at the Ohio State University. We thank the Office of Human Resources for permission to adapt this material.

How to Use This Handbook

The tools and procedures outlined in this handbood were developed by a labor management committee with representatives from Human Resources and SEIU Local 509, and piloted by a group of SEIU employees and their supervisors during academic year 1999-2000. This performance evaluation system incorporates many of the best practices utilized by other institutions of higher education and involves making many changes from the previous system of performance evaluation. In order to assist both supervisors and employees with learning about and being able to use the new system effectively, the Training and Development Unit will conduct a series of training sessions. This handbook will accompany those training sessions and will also serve as a stand-alone reference for the Performance Management Program.

The Training and Development Unit of the Division of Human Resources is available to consult with units on their needs as related to the Performance Management Program, including the use of this handbook. For information or assistance, please call Training and Devlopment at 545-1787.

Members of the Performance Management Program Committee include:

Management/Human Resources	Labor/SEIU Local 509
James Coopee Personnel Administrator	Margaret Arsenault Training and Development
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Background

The impetus for creating a new performance management program for professional employees emerged from widespread sentiment on the part of both professional employees and management that the former Annual Performance Review form and process were no longer meeting their needs. Also, there was a general perception that there was a need for a more developmental performance process for employees. This resulted in a contractual mandate that SEIU Local 509 and Management jointly develop, test and implement a new performance evaluation system during the life of the current contract agreement (July 1, 1998 through June 30, 2001).

A joint labor and management negotiating committee with representatives from the Amherst and Boston campuses met during the early spring of 1999 and agreed upon principles that would guide the creation of the new evaluation system. The parties agreed that the overriding principle shall be to develop and maintain an ongoing discussion between supervisors and employees on issues of performance. It is the conviction of both the University and the Union that strong organizations are characterized by mutually developed and accepted goals and/or work priorities. These are most effectively achieved when bargaining unit members and their supervisors are able to communicate about performance issues regularly and comfortably.

A fair and accepted evaluation system was agreed to be a necessary part of developing effective campus operations. The purposes of the evaluation process are:
- To foster the goal of high quality performance;
- To assist bargaining unit members in reaching that goal;
- To assist employees in reaching personal and professional goals that are consistent with the goals of the organization.

It was further agreed that evaluation is one part of a three-stage process of performance management that includes:
- Performance Planning;
- Documentation, Coaching and Feedback; and
- Formal evaluation.

Throughout the spring and summer of 1999, the joint negotiating committee continued to meet to develop the new evaluation system (which the joint committee agreed to rename "performance management program") and the new formal evaluation form (which is called the "professional staff performance review form"). Materials, such as this handbook, and training were also developed to support implementation of a pilot of the performance management program that occurred during academic year 1999-2000 on both the Amherst and Boston campuses.

Following the pilot program, full campus-wide implementation of the performance management program is now occuring for SEIU professional staff in the academic year 2001.

Performance Management Program

Performance management can be defined as a set of strategies and actions designed to develop and utilize the skills and talents of individuals and groups for optimal organizational results. It is an ongoing process that faciliates the planning, coaching and evaluating of employee performance.   The essence of performance management can be captured in the following set of six core strategies:

- **Clarify** job responsibilities and clearly state agreed upon goals/work proirities.

- **Communicate** regularly by giving and receiving feedback throughout the year on performance, goals, directions and changing expectations.

- **Coach** to improve performance problems and/or develop employee performance .

- **Compare** performance to agreed upon objectives on an annual basis and evaluate results.

- **Cultivate** continuous learning, employee growth and development.

- **Celebrate** exemplary performance.

Taken together the aforementioned goals, principles and strategies form the following model of performance management:

1. Performance Planning: A dialogue between a supervisor and employee to establish clear, specific performance expectations for job duties and goals/work priorities at the beginning of the performance cycle.
2. Performance Documentation, Coaching and Feedback: Two way discussions which focus on communicating about work progress and providing feedback on performance. It also involves regularly observing, monitoring and documenting performance throughout the year.
3. Performance Review and Development: A summative two-way discussion and written documentation focusing on employee performance: areas of excellence, future goals (for improvement) and development needs.

A diagram of the performance management model is included on the following page.

Performance Management Program Diagram

University Mission & Goals and College/Unit Mission & Goals
Provide the context for performance management so that individual
performance is aligned with the organization's mission and goals

Performance Planning

Dialogue between a supervisor
and employee to establish clear,
specific performance
expectations at the beginning of
the performance cycle

Performance Review & Development

Summative two-way
discussion and written
documentation focusing on
employee performance:
areas of excellence, goals for
improvement, and
development needs

Performance Documentation, Coaching & Feedback

Two-way discussions which
focus on communicating about
work progress and providing
feedback on performance. It also
involves regularly observing,
monitoring and documenting
performance throughout the year

The Committee sought to develop a set of core performance categories and criteria, which reflect the university's values and form the basis of performance job expectations as follows:

Core Performance Categories & Criteria

For all employees:

1. **Focus on Result**
   - Accomplishes expected workload and achieve targeted results.
   - Performs duties and responsibilities thoroughly and reliably.
   - Contributes to the achievement of department or campus goals and priorities.
   - Knows and complies with department and/or University policies and procedures.

2. **Quality**
   - Delivers attentive service and responds appropriately to requests for assistance.
   - Provides high quality products, programs, procedures, and services; demonstrates commitment to continuous improvement.
   - Is resourceful and innovative in his/her work.
   - Makes timely and sound job-related decisions.

3. **Organization**
   - Plans, prioritizes, and organizes work appropriately.
   - Identifies and utilizes resources effectively and responsibly.
   - Identifies and works to solve problems as they arise.
   - Is self-directed and works well with minimal supervision.

4. **Learning and Development**
   - Demonstrates flexibility and adapts well to change.
   - Accepts responsibility for own actions and continually learns from experiences.
   - Demonstrates continuous learning by staying abreast of new developments and acquiring new job related skills.
   - Demonstrates initiative and accepts new-challenges.

5. **Communication**
   - Communicates clearly and effectively both orally and in writing.
   - Listens actively and responds appropriately.
   - Receives and provides constructive feedback.
   - Uses appropriate channels of communication to convey and disseminate information and ideas in a timely manner.

6. **Relationship, Respect and Community**
   - Actively participates and contributes as a member of effective work teams.
   - Builds cooperative working relationships and contributes to the resolution of workplace conflict.

- Promotes and supports diversity; demonstrates respect for others; accords fair and just treatment to all.
- Contributes in the development of community within the department, or campus.

7. **Job Specific Competencies**

The Supervisor and employee can add specific job related criteria to this catergory in order to highlight the competencies needed for the position. Otherwise use the critierion below to rate the employee in this category.

- Applies specialized knowledge effectively in the performance of job duties.

Additional categories and criteria for all supervisors and managers of staff:

8. **Supervisory Leadership**
- Provides relevant and timely information and fosters open communication;
- Encourages teamwork and group achievement;
- Supports responsible risk taking, creative problem solving and innovative thinking;
- Maintains confidentiality and fosters a respectful work environment;
- Helps resolve workplace conflicts;
- Develops a diverse workforce and promotes an inclusive, harassment free environment for all.
- Builds commitment to mission and priorities of the unit and University.

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9. **Organization and Resource Utilization**
- Develops strategic plans and establishes long- and short- range goals;
- Organizes and assigns work to achieve objectives;
- Involves staff actively and appropriately in planning, decision making and problem solving;
- Delegates responsibility and authority to the most suitable level;
- Responsibly manages materials, equipment and staff responsibly to maximize efficiency and effectiveness;
- Establishes realistic budget plans and demonstrates fiscal accountability.
- Develops strategic plans and establishes long-range and short-range goals.

10. **Performance Management**
- Establishes and clearly communicates realistic performance expectations;
- Documents agreed upon goals, objectives, achievements, problems and concerns;
- Encourages staff to seek feedback from multiple sources;
- Uses coaching and regular feedback effectively to improve performance;
- Follows a policy of progressive discipline;
- Conducts effective and timely performance evaluations;
- Identifies performance improvement needs and supports employee learning and development;
- Recognizes employee's contributions and successful performance

The Performance Review Form

The Professional Staff Performance Review Form was developed by the joint Management/SEIU Local 509 Committee for use in the Performance Management Program and can be found at the end of this handbook (see Appendices C,D,and E). It consists of the following sections:

Section 1: Employee Information
Section 2: Performance Planning
Section 3: Employee Self Review
Section 4: Performance Categories and Criteria
Section 5: Overall Performance Review
Section 6: Professional Development and/or Performance Improvement Plan
Section 7: Future Goals and/or Work Priorities
Section 8: Comments of Intermediate Supervisor
Section 9: Employee Comments
Section 10: Signatures
Performance Planning Worksheet
Interim Review Form (optional)

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│       Performance Planning      │
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│      Dialogue between a supervisor │
│      and employee to establish clear, │
│          specific performance   │
│       expectations at the beginning of │
│          the performance cycle  │
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What is Performance Planning?

Performance Planning is the first step in the Performance Management process. It is a dialogue between a supervisor and an employee to:

- Align job expectations with overall strategic plans, department goals, and position description;
- Establish and agree upon performance expectations and goals;
- Clarify what the employee will be evaluated on;
- Identify sources for feedback on the employee's performance (optional);
- Set the stage for ongoing feedback and coaching throughout the year; and
- Create a partnership based on two-way communication.

Guidelines for Performance Planning Meetings

Performance planning establishes expectations for a standard of performance and is the foundation upon which the rest of performance management lies. Performance planning takes place at the beginning of the evaluation year. A meeting should be held by the supervisor to review the job description, clarify standards of performance, and set goals. The performance planning process may vary, depending on the length of the time the employee and supervisor have worked together, the degree of experience of both individuals, the quality of past performance, etc. Listed below are several important issues to address during a performance planning session.

1. Review the employee's position description and update if needed.

Positions change and evolve over time, especially when an employee is growing, developing new skills, and assuming new responsibilities. The performance planning meeting is a good opportunity to review the position description and determine if it is still accurate. Are the most important duties still reflected in the position description? Has the employee assumed additional responsibilities? Is his/her working title still appropriate? If the nature of the employee's work has changed, update the position description and working title at this time. If

significant and permanent changes are made to a job description, it should be sent to the appropriate Administrative Officer to be reviewed by Total Compensation in Human Resources.

Reviewing the position description accomplishes the following:

- Clarifies duties and responsibilities that may be unclear to the employee;
- Helps the supervisor know what the employee does on a daily basis;
- Highlights areas of the job that need special attention; and
- Aligns job expectations with department goals and strategic plans.

2. Develop performance and professional development goals and/or work priorities.

Goal setting/establishing work priorities is a process used to develop individual performance and professional development plans. Goal setting (is the responsibility of the supervisor but) should be a collaborative process between supervisor and employee. To be effective and meaningful, goals and work priorities need to be connected to the unit's priorities and strategic initiatives. This connection ensures that work is consistent with departmental initiatives. The following should be considered as individuals write goals or establish work priorities:

- Unit mission/purpose
- Strategic direction of the unit
- Position description and job tasks
- Skills/knowledge needed to achieve goals/work priorities.

Types of Goals/Work Priorities

In the context of performance management, there are four basic types of goals:

- Accomplishment of a project/job task
- Improvement of a process
- Improvement of individual performance
- Professional development of the individual as it relates to her/his job

Some staff may find it difficult to identify meaningful goals/work priorities for the Performance Management process. To help expand your thinking about the kinds of goals that you can set, listed below are some example goals set by staff.

Accomplishment of a project, for example:

- Chair a search committee to hire a new staff member by (date)
- Update the department brochure by (date), have it printed by (date)
- Design student information packets and distribute by (date)
- Create a web page for the office by (date)

Improvement of a process, for example:

- Reduce delays in the processing of accounting reports
- Reduce steps and time required to enroll a student in courses
- Provide more information in varying formats during employee orientation sessions
- Computerize a previously manual process

Improvement of individual performance, for example:

- Organize workload to accomplish job duties more effectively
- Improve written communication by attending training and applying learned skills
- Deliver more attentive and timely service to clients
- Actively participate in staff meetings and on department work teams.

Professional development of the individual, for example:

- Enhance computer skills through workshops.
- Work with colleagues on new projects to further skill development in new areas.
- Join a University committee
- Take a workshop through Training and Development

The Goal/Work Priority Setting Process

The key to successful goal setting and establishing work priorities is good communication and joint ownership between the employee and the supervisor. The processes of setting goals and establishing priorities will vary from area to area and from employee to employee. Goals/work priorities should not be considered "static" but should be reviewed and adjusted as needed. The development of the goals/work priorities should be a collaborative process between the supervisor and the employee. The goals/work priorities should reflect the employee's job description, and be aligned with the goals and strategic plans of the unit and the executive area.

Policies Regarding Performance Planning:

- There will be no fewer than three (3) goals and no more than eight (8) goals identified for an employee. Once the goals and/or work priorities have been identified, the supervisor and employee should establish criteria for successful performance, how results will be measured and what resources are needs to fulfill the performance expectations (subject to the availability of funds). At the completion of performance planning, the Goals/Work Priorities and Success Criteria should be recorded on the Performance Planning Worksheet.

- If a supervisor does not initiate goal and/or work priority setting the employee may develop his/her own goals and/or work priorities and ask the supervisor to review them. If the supervisor does not respond to the employee's proposed goals and/or work priorities or the employee's request for a meeting, after (90) days, the goals and/or work priorities

proposed by the employee become the goals/work priorities for the current evaluation period.

- If the supervisor and the employee cannot agree upon goals and /or work priorities, the supervisor, after a discussion with the employee, shall determine the goals and/or work priorities.

If the goals and/or work priorities or available resources of the unit or executive area change significantly, or the employee's job responsibilities change significantly during the evaluation cycle, the employee and the supervisor shall meet to discuss the appropriateness of revising the goals and/or work priorities and performance measures to comply with the changed circumstances. Below is a process which could be used to set initial goals/work priorities:

How to Write Goals/Work Priorities

1. Write a clear, concise statement of what needs to be accomplished. It must be measurable (you can tell when it's done or it's time to refocus your effort in another priority direction), and something that is achievable (you have or can get access to skill training or obtain resources to accomplish it). Write this in the box labeled "Goal/Work Priority" on the Performance Planning Worksheet (see Appendix A).

2. You may also want to identify the steps needed to accomplish the goal/work priority. If so, you should write down the objectives for each goal and come to an understanding with your supervisor on how these will be accomplished, and in what type of time frame.

3. Identify the criteria that you will use to tell you when you have accomplished your goal/work priority. Write these in the box labeled "Success Criteria" on the Performance Planning Worksheet.

4. Determine realistic dates for the completion of the overall goal/work priority. Write these dates in the second box on the Performance Planning worksheet, next to "Due Date".

When writing goals, remember the "SMART" acronym for effective performance goals:

- **Specific** – be clear about what you want to accomplish,
- **Measurable** – how will your know when you have been successful? What are the indicators of success?
- **Attainable** – be realistic about how much you can accomplish in a given year. Too often we can set ourselves and our work teams up for failure because our expectations are too high given the amount of time, skill, or resources we have to accomplish a goal.
- **Revelant** – choose goals that are important to strive for in your work, those that will have the most impact in your workplace.
- **Trackable** – you will need to evaluate progress on your goals, make adjustments as needed.

3. **Discuss performance categories and criteria.**

The supervisor and employee should discuss each core performance category as found in Section 4 of the Performance Review Form: Focus on results, Quality, Organization, Learning and Development, Relationships, Respect and Community, Communication, and Job Specific Competencies. If the employee is a supervisor, three additional categories need to be included: Supervisory Leadership, Organization and Resource Utilization, and Performance Management.

The specific criteria within each performance category should be reviewed and discussed (refer to pp. 5-6). While each employee is accountable for performance in every category, in some instances certain criteria within a category may not be relevant to particular position descriptions or goals/work priorities. In some cases, the criteria included on the performance review form may not adequately cover the employee's responsibilities. It may be useful to add a new criterion to target a *key area of responsibility* for an employee or group of employees. In considering whether to add an additional criterion, the employee and supervisor should ask themselves "What are the most important aspects of the job or goals, and are they currently reflected in the criteria already on the performance review form?" If a criterion is added, the employee and supervisor need to discuss this and come to an understanding of the additional criterion and the expectations associated with it.

The Job Specific Competency category was created for supervisors and employees to list the most important criteria that are needed for a particular position.

Clarify standards related to each performance category.

The supervisor and employee should work together to establish performance standards and clarify performance expectations. Begin by referring to the specific criteria under each performance category and identify those points which are key issues for your unit. Performance expectations describe the level of performance the employee is expected to achieve and/or the objectives the employee is expected to accomplish. Performance expectations contain three key components:

- What is to be done (i.e. the action and/or output)
- The criteria on which the activity is assessed (e.g., quality or quantity)
- How the performance will be monitored and measured

Performance standards should describe fully satisfactory performance, and clearly state the criteria that are used to measure success. It is a judgment call as to what needs to be emphasized when clarifying standards. The important point about standards is that there needs to be a shared understanding. When communicating about standards, whether verbally or in writing, it is crucial to be clear, to check for understanding, to expect differences and try to reconcile them, and to communicate when expectations change.

The following example is provided:

Category: Quality
Criterion: Delivers attentive service and responds appropriately to requests for assistance

Standards: Responds in a timely and sensitive manner to students having problems with paying University bills.

Sample Goal/Work Priority Format

A Performance Planning Worksheet with an example is included as Appendix A.

How long will a Performance Planning meeting take?

There is a lot of information to cover in a Performance Planning meeting. More than likely, the first year the meetings take place, they will be longer than they will be in future years. There is no set amount of time prescribed for a Performance Planning meeting. More important than the quantity of time is the quality of time. The important thing to remember is that the dialogue between supervisors and employees in Performance Planning meetings can prevent a number of future problems.

Performance Documentation

The role of observing and documenting employee performance is frequently neglected or taken for granted in monitoring performance. Keep in mind that memories are fallible, and it is not possible to remember all the events and outcomes over the course of a year that relate to an individual's performance. For this reason, it is important that the supervisor maintains measurements and keeps records of performance throughout the period of review. Employees are also responsible for documenting their own performance through out the year. A Performance Diary Form or a Fact File may be used to record observations, and keep other documentation such as thank you letters, etc. This process should begin right after a performance plan has been developed, communicated, and mutually agree upon.

Policy Regarding Performance Documentation, Coaching and Feedback: It is expected that at least one interim communication, (i.e. meeting, phone discussion, email, written interim review) will occur during the performance period, preferably during the middle six months. The Interim Review Form, (attached at the end of this handbook), may be used to document the discussion.

The following are some key points regarding observing and documenting employee performance:

1.   How to observe employee performance:
- Review work, either total output or a sample
- Observe employee work activity first-hand
- Self-reporting on progress by the employee
- Consult with others regarding employee performance

2.   What to observe:
- Important job duties
- Special projects and critical incidents
- Productivity vs. total activity
- Job performance and goal accomplishment, not personality

3.   How to document:
- Be accurate; document only objective facts
- Be balanced and fair
- Document incidents that describe all levels of performance, not just unsatisfactory or outstanding
- Use a fact file or a performance diary

Coaching Philosophy

Coaching is an ongoing process of communication between the supervisor and the employee focused on improving current performance and building capabilities for the future. It involves informal conversation or notes, as well as more formal coaching meetings and written documentation. Coaching includes a variety of activities, such as:

- observing performance
- providing instruction
- directing employee's efforts
- providing encouragement

- discussing poor performance
- recognizing excellent performance
- listening to employee concerns and ideas
- removing barriers to performance

Supervisor and Employee Responsibilities

Coaching employs two-way communication. An effective supervisor understands the value of obtaining employee input toward the goal of continuous improvement. Supervisors should encourage their employees to invite coaching and to initiate these conversations if they feel comfortable doing so. Most employees want to succeed in the workplace and appreciate guidance and suggestions for improvement, if they are well presented.

Staff members are encouraged to be active participants in their own coaching by:
- Asking their supervisors for coaching when they need it;
- Listening and responding to feedback from coaches; and
- Providing feedback to their coaches about what they need.

The goal of coaching is not to find fault, but to improve performance and encourage professional growth. Through coaching, the supervisor may become aware of environmental obstacles that impede performance. These "system" faults are another piece of the performance picture and should be addressed. Additionally, coaching is an effective intervention for excellent performers as well. Employees who are already high performers can benefit from coaching to further increase their performance, learn new skills and responsibilities and feel valued for their contributions.

Coaching Do's and Don'ts

Do allow time for coaching. Even on an informal basis, it takes time to do it well. Don't be distracted by interruptions.

Don't assume your employee knows what you are thinking.

Do ask how you can be of help to your employee.

Don't assume the performance problem is because the employee has a bad attitude.

Do ask the employee what prevents him/her from performing, if the coaching is about not meeting expectations.

Do ask your employee for solutions to the problem, if the coaching is about performance that is below expectations.

Do describe the employee's performance, whether above or below expectations, as specifically as possible. Describe what impact it has on others or the unit.

Do write down what you and your employee each agree to do.

Do talk about follow up. Will you meet again to discuss the issue? When?

Don't end on a threatening or negative note if at all possible. Re-state your support for your employee and your willingness to help them succeed.

Key Questions for Supervisors

These questions can help you focus your coaching and make it more effective:

1. What have I observed about this staff member that I can compliment?
2. In what ways does this person like to be recognized for excellent performance?
3. How could this staff member improve his/her performance? What is the difference between "actual" and "desired" performance?
4. Do I know what this employee is working on? And the project status?
5. How well is this employee doing in meeting his/her goals/work priorities? What can be done to facilitate goal progress?
6. Have I checked to see if there are any barriers this staff member might be experiencing in performing his/her job duties, such as:
   - getting needed information?
   - having appropriate equipment?
   - having adequate resources?
   - working under a reasonable deadline?
   - having well-defined priorities?
   - receiving needed feedback on performance?
   - having a reasonable workload?
7. Have I provided or made available the training this staff member needs to do the job?
8. Have I asked this staff member how I can help him/her succeed?
9. Do I know what this employee's career goals are?
10. What have I done to develop myself as a coach?
11. Have I asked this employee for feedback about how I am doing as his/her coach?

Key Questions for Staff

These questions can help you determine if you need to initiate coaching from your supervisor:

1. Am I clear on what's expected of me?

2. In what areas do I believe that I am being effective? How do I want to share this with my supervisor? Are there examples of my successes that I want to share?
3. In what areas do I believe I am meeting job expectations? Is there anything I need in order to do better in these areas, e.g. equipment, resources, training, etc.?
4. In what areas do I believe my performance is below expectations? Why am I not meeting expectations? What do I need to improve my performance?
5. Do I know the extent to which my supervisor is satisfied with my job performance?
6. How can I share with my supervisor what I am working on? Project updates?
7. How well am I meeting my goals? What help do I need to assure my goals are met?
8. Is there information I need to share with my supervisor about barriers to my job performance, such as:
   - inadequate information?
   - unclear directions?
   - inadequate resources or equipment?
   - lack of skill or knowledge?
   - difficulty in meeting deadlines?
   - workload?
9. Is there training that would help me improve my performance?
10. Are there additional tasks or responsibilities that I would like to learn?
11. Do I have suggestions to improve the way my work is done? (e.g., better procedures, updated information, etc.)
12. Is there anything I need from my supervisor to do a better job?
13. What feedback do I want to give my supervisor about his/her coaching?
14. Are there concerns that I have that I should share with my supervisor?

Performance Feedback

Traditional once-a-year performance evaluations are insufficient as a performance management and communications tool. For good communication about performance to be fostered, it is essential that the supervisor communicate regularly with the employee about actual performance in relation to performance expectations. Verbal and written communication between the supervisor and employee throughout the appraisal period helps to ensure that important and relevant work is being done and that there are no surprises during the performance review conference.

Performance feedback should focus on whether the employee is concentrating on (key areas) work priorities/job duties and whether or not performance is meeting performance standards. Feedback should be:
- Both positive and constructive
- Specific
- Timely
- Work-related
- Frequent
- Based on behaviors

Where the employee has demonstrated competence in performing her or his job duties, recognition and praise will reinforce desirable performance and behavior. If the employee has not demonstrated competence or has demonstrated competence in performing some, but not all of her or his job functions, performance monitoring is especially important because it allows performance deficiencies to be identified early and, when possible, quickly corrected.

It is also important to distinguish when it is appropriate to give feedback to a group instead of an individual. If a team is involved in a project, and feedback is called for, it is important to meet with the team, instead of giving the feedback to one individual. It is also important to meet with staff indiviually to give feedback if the performance issue is theirs alone, even if it is affecting team performance.

Considering Cultural Issues When Giving Feedback

This section on "Considering Cultural Issues When Giving Feedback" is based on and quoted from: L. Gardenswartz and A. Rowe. (1993). Managing Diversity: A Complete Desk Reference and Planning Guide. Homewood, IL: Business One Irwin/Pfeiffer & Company. Pp 79-83.

Feedback is essential in any work environment. Employees need to know when they are on track and when they are not. Feedback is difficult enough to take in mainstream American culture, which values directness. However, when supervisors give feedback to employees whose cultural background values more subtle communication, harmony, and the saving of face, they need to be able to give feedback in culturally sensitive ways.

Before giving feedback, it is important to examine your motives. What is your reason for giving it? Is it really a chance to help the employee learn, or is it a way to assert your authority or to get the person back for something? Feedback that comes out of benevolent motives is more apt to be accepted positively. Once you're clear that your feedback is truly constructive, the following are some tips that will help.

1. Go from subtle to more direct communication.

In many Asian cultures, it is important to "save face" (avoid embarrassment) when dealing with work or other interpersonal situations. If a manager of Asian heritage were giving an employee of the same background feedback feedback on a report that had an error, in order to save face he would never directly point this out. He would merely suggest that the employee look over the report again. This would be enough to alert the staff member that something was wrong. As long as both were of the same background, this works because both pick up the subtle cues. However, an American employee might be confused about the need to reread the report and would expect the boss to save time by pointing out problems.

Along the same lines, in Arab cultures less direct, more circuitous communication is also used to save face. If, for example, a report had a problem area, the boss might praise one part of the report, emphasizing its excellence. The employee would then infer that the part not mentioned was weaker and needed work. The message is clear. If you are working with an employee who

is particularly concerned with saving face, the subtler the better. You can always move toward more explicitness, but it is difficult to retreat once you have "let the cat out of the bag."

2. Use the passive rather than the active voice

By saying "The switchboard was left uncovered for 15 minutes this morning," rather than "You were late," you avoid accusing the person and causing humiliation. The employee then can make the inference that it was her/his responsibility to be there and that the absence was noticed. In Spanish and Arabic, the passive and reflexive forms are very common so that actions are not attributed to individuals. In Spanish, for example, one does not say "I forgot my notebook," but rather "My notebook was forgotten to me" (Se me olvido el cuaderno.).

This may take practice since English favors the use of active verbs. Try transforming the following typical feedback statements from the active to the passive form:
- You forgot to turn off the air conditioner.
- You made some errors in these computations.
- You are late from lunch again.
- The night shift left these charts incomplete.
- Your department is slow in returning these forms.

3. Be positive, telling what you do want, not what you don't

"Stop that!" sounds like a reprimand whether you are 2 years old or 52. When you tell the employee how you do want something done, you avoid the wrist-slapping emphasis on the mistake. Try changing the following statements from negative to positive:
- That's not the way to do that.
- Don't be late to the meeting.
- Don't forget that your time cards are due on Thursdays now.
- There's not enough initiative on this staff.
- You are not following procedures.

4. Make it low-key

Speak in a gentle, low tone of voice. While you may be using your normal tone of voice, to someone used to lower sounds you may sound like you are yelling or upset. The tension felt by the receiver of the feedback may make that person extra sensitive to the sound of your voice. Remind yourself to adjust your tone to a softer level that will not add to the already emotionally charged environment. Remember also to make it private, not public. That may mean going into your office; taking a walk; finding a conference room or a quiet, out of the way corner; waiting until you catch the person alone; or going out to lunch. Try to be unobtrusive in setting up the appointment as well. Announcing loudly that you want to talk with the person in your office has the same effect as giving the feedback in public.

5. Assure the individual of your respect for her/him

Above all, let the employee know you value her/him as a person and that you appreciate what she/he brings to the work group. Telling is one way, but many times actions speak louder than words. Spending time with an individual can be one of the most powerful communicators of respect. Another is asking for advice or sending others to the person for help. Finally, including yourself as part of the solution shows respect for the employee by demonstrating that you are both on the same team. "Let's see how we can solve this" is an approach that reinforces mutual respect because it concedes that no one person has all the answers and that you value the employee's views.

Multiple Sources of Feedback

Receiving feedback from multiple sources can be a rich source of information about job performance and development for both employees and supervisors. At this juncture, in the implementation of the new Performance Management Program for SEIU employees, there is not an agreed upon system or guidelines for selecting and collecting multiple sources of feedback. There are departments on campus that are already engaging in seeking multiple sources of feedback, and this new PMP system will not prevent these departments from continuing this practice. Currently there are no restrictions on departments on campus that are interested in implementing a multiple source feedback system to assist in employee development. The Labor Relations office should be contacted before implementation of any new feedback systems, to insure compliance with the SEIU Contract and labor law.

The joint Labor/Management Committee on the Amherst campus has agreed to continue to work on this issue, with a plan of being able to implement guidelines for multiple sources for feedback in 2002.

Progress Review Sessions

While reviewing performance is an everyday, ongoing process, occasionally, formalized feedback in the form of a progress review helps in evaluating what is being done well, what needs improvement, and even what does not need to be done anymore. The periodic progress review is a way of formally discussing and documenting current performance and determining what may be needed to help the employee to reach an effective level of performance during the evaluation period. **At a minimum, at least one interim conference during the performance period is strongly suggested, preferably during the middle six months**.

NOTE: The progress review is not used to rate an employee. It serves as a mutual examination of any difficulties which might be blocking effective performance. It can also be a mutual acknowledgment of accomplishments.

Modifying the Performance Plan

The performance plan—important job duties and goals/work priorities (performance expectations)—is necessarily a dynamic instrument. As priorities and circumstances change, there may be legitimate reasons to modify a performance plan. If either the employee or

supervisor believes that important job duties and/or performance expectations warrant modification, a progress review should be conducted. During this progress review, a performance planning discussion, following the same steps outlined in the Performance Planning section of this handbook, should be used to establish new critical job duties and performance expectations.

When changes are made, it may well be a good idea to note the reasons for the change (e.g., was it completion of tasks, change in direction, or some other reason), along with a short description about the adjustment in the performance plan and changing success criteria or performance expectations.

> ### Performance Review
> ### & Development
>
> Summative two-way discussion and
> written documentation focusing on
> employee performance: areas of
> excellence, goals for improvement, and
> development needs

Purpose of Performance Review

Performance review is an extremely important component of the performance management process. It is the culminating discussion between the supervisor and staff member regarding:

- Where performance met, exceeded, or did not meet expectations;
- The learning and development needed and received;
- Goals and/or work priorities that were set and achieved by the staff member; and
- Opportunities to recognize, and if appropriate, reward performance.

The Performance Review Process includes:
- Performance Review Form
- Performance Review and Development Conversation

Policies Regarding Performance Review and Development:

- All professional staff should have their performance reviewed in writing and with a conference at least once per year.
- If requested, the employee will receive
- If an employee is likely to receive an overall rating of Level 1 or 2, his/her supervisor shall, whenever practicable, inform him/her of this likelihood approximately 90 days before the evaluation review is done. At the same time, the supervisor must inform the employee what specific improvement must be made in order to receive a rating of Level 3 or above on the evaluation review.
- The intermediate supervisor (the administrative officer designated as the next level of authority above the immediate supervisor) has the option of commenting or not on the performance of the employee being review. If she or he chooses not to exercise this option, there is no need for the Intermediate supervisor to sign the review. The immediate Supervisor should send a signed informational copy of the review to the intermediate Supervisor once the review has been completed and the conference held. If the intermediate supervisor comments on the review, the employee may request a meeting to discuss the comments.

- Both the supervisor and the employee should sign review forms. The Performance Review Form, along with the appropriate attachments, are to be forwarded to Human Resources with a copy for the employee and one retained for departmental files. The employee's signature indicates only that the form has been reviewed and discussed with him/her. It does not imply agreement with the review.

Preparing for the Review

Supervisor:

- Schedule ample time and a private place for the discussion.
- Notify the employee in advance (in writing, if appropriate).
- Review the documentation you have collected throughout the year (notes, letters, etc).
- Review the employee's job description and goals that were set during the performance planning discussion.
- Plan for two-way communication during the review meeting; think of questions that you can use to help your employee "open up."
- Remind your employee to bring appropriate materials or to give you copies ahead of time to review (self-evaluation, if used; copies of letters of commendation; etc.).

Staff Member:

- Confirm the meeting with your supervisor two or three days in advance.
- Gather any documentation regarding your performance that you have collected throughout the year (letters, notes, etc.).
- Review any feedback from others (customers, peers, etc.) relevant to your performance.
- Review your job description and goals or work priorities that were set during the performance planning discussion.
- Write down questions that you want to ask your supervisor.
- Be prepared to talk about your performance--what you do well, how you could improve, what you would like to learn.
- Share your self-evaluation with your supervisor ahead of time if this is agreed to.

See PMP Review Process Flow Chart Attached as Appendix B:

Inputs into the Performance Review

There are several inputs into the performance review process. Supervisors are expected to review and integrate information from the following sources into the performance review:

Required Inputs:

Employees should submit to their supervisor the following two required inputs prior to the review:

- Employee Annual Self Review (Section 3, Performance Review Form)
- Performance Planning Worksheet, with employee comments on the outcomes or results of each goal and/or work priority pursued during the year

Optional Inputs:

- Documentation from coaching sessions or informal interactions with the employee
- Any other documentation collected in the supervisor's file on the employee (e-mails or letters of commendation, weekly/monthly reports, corrective action documents, etc.)
- Documentation regarding performance gathered by employee

Preparing to Write the Performance Review Report

NOTE: The remaining information on writing and conducting a performance review is presented from the perspective of the supervisor.

When preparing to write the performance review, consider these steps:

1. Read all of the above inputs.
2. Identify the feedback contained in the inputs. Note which performance information you heard from more than one source and those that appear to be contradictory, if any.
3. Determine whether or not the messages are legitimate.
4. Determine which feedback should be included in the written review and which should be included in the performance review discussion.

Pitfalls to Avoid in Performance Review
The following is a list of common errors to avoid when evaluating employee performance:

Recency effect: Reviewing only the most recent performance and not taking into account events throughout the year

Leniency error (halo effect): Allowing excellent performance in one area to overshadow the review of performance in other areas

Harshness error (horns effect): Allowing unsatisfactory or marginal performance in one area to overshadow the review of performance in other areas

Central tendency error: Selecting a "middle of the road" or average rating to describe all performance without regard to actual data and observations

Low Tolerance Error: Rating everyone low because of excessively high standards

High Tolerance Error: Rating everyone high because of wanting to avoid conflict or hurt anyone's feelings

Partiality and Prejudice: Allowing biases (conscious and unconscious) to influence the evaluation

Contrast Error: Ratings based on comparisons rather than measuring true performance

Inter-rater Reliability: Inconsistencies between different raters observing the same performance

To help avoid these errors:

- Keep documentation (notes, e-mail, etc.) throughout the year, both on accomplishments and needs for improvement.
- Ask your employee to keep documentation, also.
- Allow enough time before the review meeting to think and reflect on the events of the past year.
- Ask the employee to review his/her own performance as additional input to the discussion.

Writing the Performance Review Report

After the employee has provided the required inputs to the performance review (Employee Self-Evaluation, Performance Planning Worksheet with employee comments), the supervisor must complete the following sections of the Performance Review Form:

Section 2: Job Goals and/or Work Priorities

Using the Performance Planning Worksheet, describe and comment on the outcomes or results of each goal and/or work priority pursued during the year.

Section 4: Performance Categories and Criteria

Rate and record the employee's job and goal performance on each of the seven performance categories (three additional categories apply only to employees with supervisory responsibilities).   Include narrative comments to support or clarify the rating.

Performance Category Ratings
Employees are evaluated used the following rating scale, from 1 – 5, for each Performance Category.

  5 – The employee has demonstrated consistent mastery and expertise in performance.

  4- The employee has demonstrated consistent proficiency and effectiveness in performance.

  3- The employee has demonstrated competence in performance.

2- The employee has demonstrated competence in some aspects of performance, but not all.

1- The employee has not demonstrated competence in performance.

Rate and record the employee's performance on each of the six performance categories (three additional categories apply only to employees with supervisory responsibilities for staff). Add comments which support or clarify the rating.

Section 5: Overall Performance Evaluation

Rate and record the employee's overall performance. Provide narrative comments that summarize your assessment of the overall performance during this review period. If you have not made narrative statements under each category, you must provide an overall narrative concerning the employee performance for the evaluation period. Confirm that the overall rating is consistent with the ratings in the performance categories and the goal and/or work priorities results statements.

NOTE 1: A specific explanation must be provided for any rating of **Five (5)**, and specific recommendations for improved performance must be made for any rating of **Two (2)** or **One (1)**.

NOTE 2: the overall performance rating cannot be higher than the highest rating in any of the performance categories, or lower than the lowest category rating in any of the performance categories.

NOTE 3:   In the event that an employee is likely to receive an overall rating of **One (1)** or **Two (2)**, refer to the SEIU contract, article 15: Annual Evaluation of Bargaining Unit Members, Section 15.3.

Overall Rating Guidelines

After completing the narrative comments for each performance category, the supervisor must provide an overall rating and should provide an overall narrative that tells the individual how well he or she performed over the entire review period. If a supervisor has not made narrative comments in the individual performance categories, they must fill in narrative comments in the overall narrative section. In assigning an over all rating supervisors will want to consider the following:

Level 5: **The employee has demonstrated consistent mastery and expertise in performing her or his job functions and in achieving the goals/work priorities for the evaluation period.** Employees performing at level 5 consistently demonstrate a very high level of performance in most or every performance category and in achieving all their goals/work priorities. If this it truly the case, then say so. You should reserve such high praise for those instances when an employee has truly demonstrated mastery in most or all critical elements of

the job and their performance contributes significantly to the success of the department or the unit. The documentation for this level of performance should provide a specific example that signifies an individual who has performed at this level**.**

Level 4: **The employee has demonstrated consistent proficiency and effectiveness in performing her or his job functions and in achieving the goals/work priorities for the evaluation period.** Employees performing at level 4 perform their job functions at a high level of effectiveness in several critical performance categories and demonstrate proficiency in achieving most of their goals/work priorities. This employee's performance contributes to the success of the department or unit.   The narrative should reflect that in many areas, she or she is fulfilling the full range of his or her job expectations exceedingly well.

Level 3: **The employee has demonstrated competence in performing her or his job functions and in achieving the goals/work priorities for the evaluation period**. Employees performing at level 3 consistently perform his or her job functions according to the standards established for the position and achieve several to most of their goals/work priorities. An employee performing at level 3 may occasionally either exceed or fall below the standards for the position, but overall, the employee generally performs in a competent manner.

 Level 2: The employee has demonstrated competence in performing some, but not all, of her or his job functions and/or in achieving the goals/work priorities. Employees performing at level 2 are not performing according to the standards established for the position. This could be because he or she is not performing competently in some critical performance categories or because more than one essential and important goals/work priorities are not completed as expected. Be as specific as possible about where the employee needs to improve to meet your expectations. A performance plan is required to support performance improvement.

Level 1: The employee has not demonstrated competence in performing her or his job functions and/or in achieving the goals/work priorities for the evaluation period. Employees performing at level 1 show significant limitations in their overall ability to perform according to standards established for the position. Little or no competence is demonstrated in many of the performance categories and few of the goals/work priorities are completed successfully. Substantial and prompt improvement is necessary. A performance plan is required to address performance deficiencies.

Section 6: Professional Development and/or Performance Improvement Plan

In this section, describe the coaching, training or development activities that would help improve performance, promote learning and job growth, and/or enhance career development.

- Determine the form and amount of improvement needed.
- Using a "problem-solving" approach try to identify what can be done to get performance from where it has been to what it needs to be to be acceptable.
- Establish specific improvement actions.

- If appropriate, the plan could also cover employee development possibilities, such as training, developmental assignments, specific readings the employee could do, joint assignments with someone who performs well so the employee could observe satisfactory performance, or other activities/actions.

Section 7: Future Goals and/or Work Priorities

To complete this section, use the **Performance Planning Worksheet** to record the major goals and/or work priorities for the upcoming/next performance review period. Normally, the performance planning discussion for the next review period begins during the performance review conversation. However, there may be occasions where a separate conference specifically devoted to performance planning is preferred. Regardless of when the discussion occurs, the same steps outlined in the performance planning section of this handbook should be reviewed and followed when establishing goals and/or work priorities for the next review period.

- Use the Performance Planning Worksheet to identify the goals/and or work priorities for the next review period. Be sure to specify the success criteria for each goal or work priority listed.
- Every employee is expected to work on a minimum of three and a maximum of eight goals and/or work priorities during the review period.

Section 8: Comments of the Intermediate Supervisor

The intermediate supervisor (the administrative officer designated as the next level of authority above the immediate supervisor) has the option of commenting or not on the performance of the employee under review. If she or he chooses not to exercise this option, there is no need for the Intermediate Supervisor to sign below. The Immediate Supervisor should send a signed informational copy of the review to the Intermediate Supervisor once the review has been completed and the conference held.

   If the Intermediate Supervisor has direct knowledge regarding the performance of the employee being reviewed, she or he may choose to participate in the review process by adding his/her comments to the review. If either the Intermediate Supervisor or the employee so desires, a meeting to review the comments will be held.

Note: The Intermediate Supervisor is encouraged to meet with the immediate supervisor at the **beginning of the Performance Review phase of the PMP process.** During this meeting, the intermediate supervisor can indicate to the immediate supervisor whether she or he would like to comment on the review or just receive a signed copy after it is completed. If a meeting is not held, the intermediate supervisor should still communicate to the immediate supervisor his or her intention to make comments or not on the reviews.

This is also an opportunity for the intermediate supervisor to work with the immediate supervisor, if needed, on several important aspects of the review process: such as coaching the

supervisor who is dealing with difficult performance issues: addressing inter-rater error issues which may have occurred in past reviews; or working with new supervisors who are inexperienced in conducting performance reviews.

Policy Regarding Intermediate Supervisor Role: While the intermediate supervisor cannot require an immediate supervisor to change a written review, it is appropriate for him or her to work with the immediate supervisor on the review process.

The Performance Review and Development Conversation

The following steps can be followed to prepare for the performance review and development conversation:

- Confirm the date of the conference with the employee (you may want to provide the employee with a copy of the completed narrative in advance)
- Review your documentation, including the summary narrative to make certain you are clear in your own mind about the performance
- Encourage the employee to prepare for the conference
- Review sensitive issues with your supervisor, if appropriate
- Decide on a strategy for focusing the discussion on the performance

Perhaps the most sensitive and difficult aspect of the performance review cycle, a properly conducted conference will improve communications between the supervisor and the employee. During the performance review conference the supervisor will:

- **Build rapport**. Try to put the employee at ease. Performance reviews are just as difficult for the employee as they are for many supervisors. Make some introductory comments to encourage the employee to talk. Explain the purpose of the meeting.
- **Start with self-assessment**. Let the employee know that you have made an evaluation of his/her performance, but that you would like to know the employee's self-assessment first. Be sure that the employee covers actual performance against the established expectations. Ask the employee to provide a judgement regarding overall performance.
- **Respond briefly to the employee's self assessment**. In particular, provide supportive comments where your evaluation agrees with the employee's point of view.   Also comment on, but don't discuss in detail yet, those areas where there is potential disagreement. The areas of potential disagreement can be focused on more thoroughly later.
- **Provide your appraisal**. Share your evaluation with the employee, pointing out areas where you are in agreement first. Then discuss those areas where there is potential disagreement. Explain your observations and rationale for your judgement. Ask the employee if there are other facts or circumstances that affected the performance which need to be discussed.
- **Aim for consensus**. As described above, the performance conference should be a give-and-take session in which you examine areas of agreement and disagreement. For example, the employee might disagree with one of your judgements. Hear the employee

out—there may be information you have overlooked, or there may be an "assumed intention" or other inference from the actual behavior/outcome that has crept into your analysis, rather than a fact. Give your side; show the employee that you are interested in giving a fair hearing with an open mind as to the facts. If you think, on reflection, that a judgment should be changed then do so. Of course, remember that the final appraisal judgements are your responsibility. The employee always has the option of disagreeing with your judgements and may submit a written response under the Employee Comments section.

- **Focus on performance, not personality**. This means that the emphasis should be on actual performance. Traits such as attitude, integrity, dependability, or appearance should be mentioned only as they relate to performance.
- **Emphasize the future**. It is important to remember that "what's done is done" and that the primary focus of the conference should be on next year's performance. During the conference, place significant emphasis on how future performance expectations can be achieved and how improvement areas can be addressed. Past performance and difficulties should be viewed as, and communicated as, "lessons" for the future.
- **Try to manage the emotional level**. Emotions can rise, particularly when the discussion centers on behavior that is below expectations. It is important that you do not become angry. Letting the employee talk or "ventilate" is often a good strategy. Listen carefully to try to understand the real reasons that the employee is upset. Sometimes it will help to restate the employee's position in your own words to confirm your understanding. You may want to restate your own position. If emotions get too strong, consider postponing the remainder of the session. Ask the employee if he or she thinks that might be a good idea, and reschedule the remainder of the conference for a specific date, place and time as appropriate.
- **Try to conclude on a positive note**. Whenever possible, make certain that the employee leaves the conference in a positive frame of mind instead of being resentful toward any negative aspects of the discussion. At a minimum, the employee should feel that it was worthwhile to discuss his or her performance and know what needs to be done to improve future performance.

Discussing Performance Improvement

Performance review sessions may include discussions about how performance can be improved. Some things you might do to help these discussions be more effective include:

1. Get the employee's agreement that a problem exists or his or her performance needs improvement. While you will need to carefully consider how to present this information to the employee, it is important to get him/her to agree that there is a problem (at least from the standpoint that management is not satisfied with the situation).

   - For many people, the best way to get agreement that a problem exists is to discuss the real results of poor performance. For example, how work delayed or done inadequately affects other employees, students or other clients, other offices, or the public.

2.   Mutually discuss solutions.

- Maintain a "problem-solving" orientation. Begin by clearly articulating the problem situation and asking the employee to help you identify what you and he/she can do together to help solve it.

- Do not place blame or find fault. Try to avoid words or phrases like "you should not have done x or y" or "if only you were more interested/motivated…" Instead focus on the future, on what the employee can do from now on that will meet performance standards.

- Allow the employee to offer suggestions. There might be several ways that improvement can be accomplished and employees often are in the best position to see such alternatives.

3.   Mutually agree on action(s) to be taken to solve the problem(s) or improve performance.

- Try to cite specific things that the employee can do to improve. Give examples of the kind of results you would want to see. For example, an employee who is told he or she lacks initiative receives little guidance about what changes to make. However, when told he or she should anticipate available work time and seek additional work when projects are completed, the expectation is clear and the employee is given the opportunity to change.

- Decide on a specific course of action and get the employee's commitment to these actions.

4.   Follow-up and recognize any achievement when it occurs.

- Don't assume change will take place without support—follow-up. If an employee corrects a performance problem, recognize that achievement as soon as possible after the achievement.

Discussing Employee Development

In addition to covering employee performance during the rating period, the conference is also a good time to discuss plans for professional development and career growth for the employee.

You might suggest that the employee conduct a self-assessment of his or her present skills, abilities, qualifications and career ambitions. Part of this self-assessment should include looking at his or her current position and the required job duties and identifying personal present strengths and weaknesses and factors like processes, resources, existing communication patterns, or other factors that might be affecting performance and developing some plans for improvement, particularly for greater use of his or her strengths in the future.

The employee may have a number of useful suggestions concerning developmental activities, but be prepared with suggestions of your own. For this, consult with your colleagues who may have had employees with similar developmental needs, with your colleagues who may have contact with the employee, or with the Training and Development Unit of Human Resources.

Among the options for professional staff development is:

- University sponsored education or training (including programs offered through Training and Development)
- Reading material references
- Developmental assignments
- Professional workshops or conferences

Performance Planning for the Next Rating Period

Before concluding the conference, plans should be made to begin the next evaluation cycle. Whether the performance planning discussion occurs during this same conference or a separate conference meeting is a matter of personal preference. It is best to schedule another meeting where extensive planning is needed or if the appraisal was generally negative. Regardless of when the discussion occurs, the same steps outlined in the performance planning section of this handbook should be reviewed and followed when establishing goals and/or work priorities for the next review period.

Appendices

Appendix A: Performance Planning Worksheet Example

Appendix B: PMP Review Process Flow Chart

Appendix C: Performance Planning Worksheet Form

Appendix D: Interim Review Form

Appendix E: Performance Management Program Professional Staff Performance
Review Form

PERFORMANCE PLANNING WORKSHEET

EMPLOYEE NAME: **Jamal Smith EXAMPLE**   **POSITION:** **Trainer**

PMP *Handbook on Web:*   **http://www.umass.edu/humres/PMPHand.pdf**
PMP Guidelines on Web: **http://www.umass.edu/humres/PMPGuide.pdf**

REVIEW PERIOD: From: September   To: August

Use this worksheet to record goals/ work priorities, specify the success criteria and, when completed, to comment on the end results.

Every employee is expected to work on a **minimum of three goals and/or work priorities** and a **maximum of eight goals and/or work priorities** during the review period.

NOTE: Attach the Performance Planning Worksheet to the annual review form.
Make additional copies if needed. *For Electronic Users: Please adjust box sizes as data is entered*

1. GOAL/WORK PRIORITY	SUCCESS CRITERIA:
Develop a resource guide for supervisors directing them to relevant on-campus offices that can provide them with supervisory assistance and support. DUE DATE: June	• Resource guide identifies relevant offices, list contacts and describes support available • Resource guide is comprehensive and well organized • Resource guide is integrated into SLDP Core Competency Manual and produced as stand alone product
Employee Review Comments	**Date:**
Supervisor Review Comments	**Date:**
2. GOAL/WORK PRIORITY	SUCCESS CRITERIA:
Improve computer skills in areas of email and internet use. DUE DATE: January	• Independent use of relevant software programs for completion of client related work assignments • Able to independently and accurately retrieve information needed for serving customers • Know when to seek technical assistance to avoid processing delays for customers •