

# PERFORMANCE REVIEWS





# Agenda

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- The Performance Review - Overview
- S.M.A.R.T. Goal Setting
- Appraisal Factors
- Consistency in Performance Ratings
- Effective Performance Feedback
- Next Steps

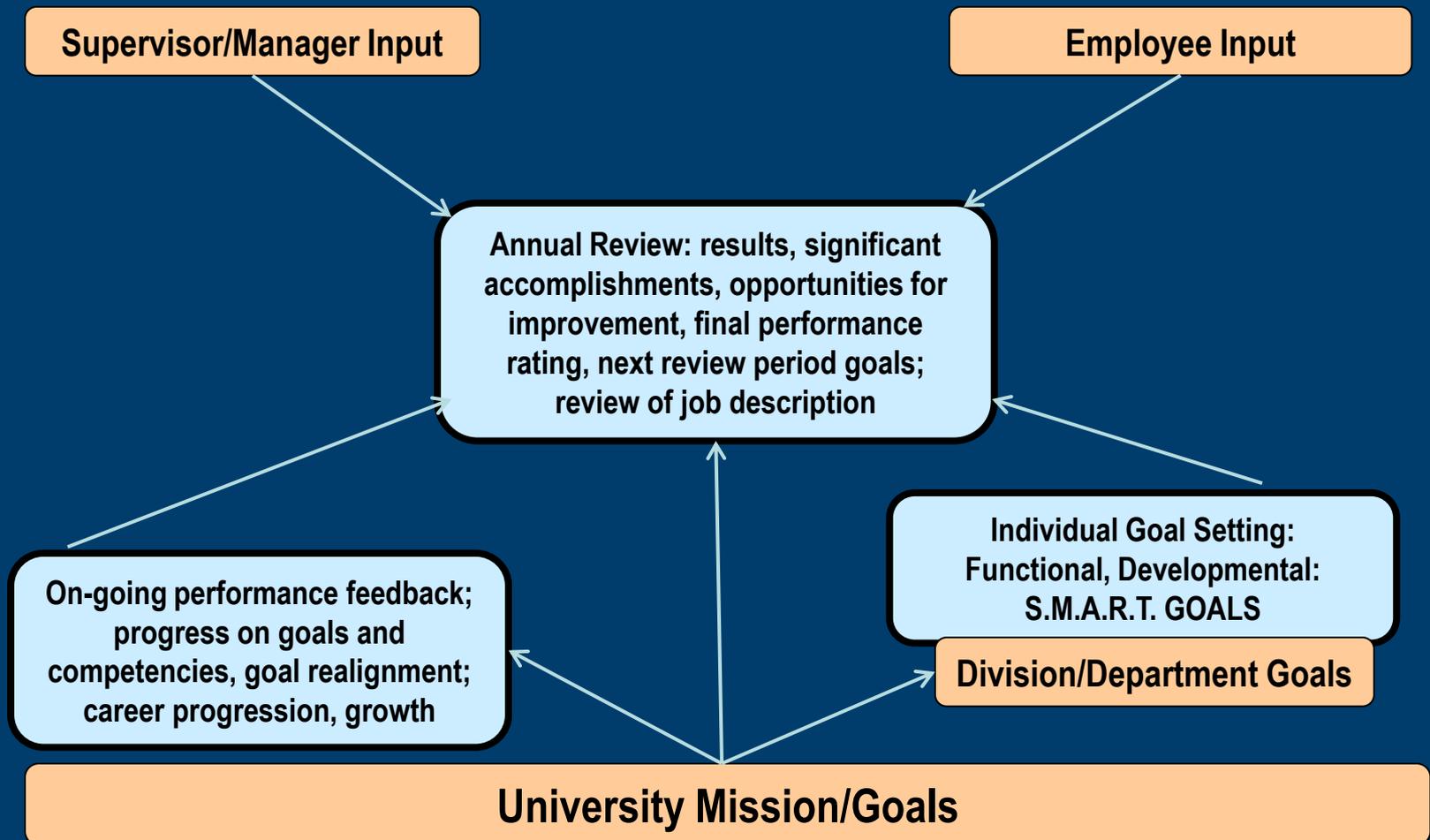


# What is “Performance”?

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- Performance:
  - The act of performing; of doing something successfully; using knowledge as distinguished from merely possessing it; experience generally improves performance.
  - What is required to be performed in fulfillment of a contract, promise, or obligation.
- Results:
  - The consequence of a particular action, operation, or course; an outcome.
- Effort:
  - Earnest and conscientious activity intended to do or accomplish something;
  - Serious attempt.
  - The active use of energy in producing a result.

# The Performance Review Process





# Goals should be *SMART*

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- Specific – Achieve a certain outcome, acquire certain knowledge, complete a particular type of project or task.
- Measurable – Verifiable in terms of speed, time, cost, quality or quantity.
- Attainable – Challenging but reachable.
- Relevant – Aligned with areas of focus, performance improvement needs and personal priorities and limitations.
- Time limited – Deadline or time frame for completion.



# Why do people fail to reach goals?

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- Too vague or unclear
- Too ambitious
- Too many
- No sense of priority
- No follow-through or tracking of progress
- No short term objectives or milestones for reaching the goals
- No commitment to achieving the goals



# Staff/Admin Appraisal Factors

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- **Acknowledgement (Demonstration) of JCU Mission:** Demonstrates awareness of the mission, vision and goals of the University through appropriate on the job behavior and in interactions with others.
- **Diversity/Inclusion:** Actively supports diversity and inclusion efforts of the University. Able to recognize and respect the value of individual differences at all levels of the organization and effectively interacts with people of different cultures.
- **Job Knowledge:** Demonstrates an understanding of the position requirements and how the position relates to other departments. Keeps current in the field and with technology.



# Staff/Admin Appraisal Factors

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- **Results Orientation**: Achieves expected results and goals. Can be relied upon to fulfill the job assignments. Sets priorities to achieve results.
- **Quality/Quantity of Work**: Produces high quality work with focus on accuracy, attention to detail and neatness. Uses time effectively to complete work within established time frames.
- **Initiative**: Is resourceful and contributes to improving operations, methods and procedures.



# Staff/Admin Appraisal Factors

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- **Decision Making/Judgment**: Able to make a responsible and appropriate choice in a reasonable time frame, and to take action consistent with available facts, constraints, and anticipated consequences.
- **Attendance/Punctuality**: Demonstrates appropriate attendance and punctuality consistent with University policies. Provides timely notification/requests for planned and unplanned time off
- **Flexibility/Adaptability**: Ability to work effectively in an environment of change and when experiencing major changes in work tasks, new work structures, processes, requirements. Willing to learn and apply new skills.



# Staff/Admin Appraisal Factors

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- **Working with Others/Interpersonal Skills (verbal, listening, written)**: Effectively works with others to achieve results. Encourages collaboration.
- **Serving Others**: Drive to discover and meet the needs of customers-internal and external, while ensuring high quality.



# Supervisory Appraisal Factors

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- **Leadership Skills**: Ability to take charge; gain the confidence and respect of others; and resolve conflicts.
- **Staff Selection and Recruiting**: Hires competent, motivated and promotable people.
- **Coaching/Staff Development**: Commits to fostering short and long term growth and development of employees, with particular attention to how their talents can best be utilized to meet current and future University needs. Provide direction, feedback and follow-up.



# Supervisory Appraisal Factors

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- **Delegation**: Empowers others to take on additional tasks; supplying necessary resources. Encourages appropriate initiative. Assists in subordinate goal setting insuring department goals are aligned with Division and University.
- **University Policies**: Knowledgeable of and attentive to all University policies and procedures, i.e., Attendance, EEO, OSHA, Discipline, etc.

# Fundamentals of Effective Feedback

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## Situation/Behavior/Impact (SBI) – A Feedback Model

- Situation
  - Capture the situation, describe the occasion.
  - Don't use words like always, never (puts people on defensive).
- Behavior
  - Specify the behavior, tell what was observed.
  - Don't judge or make vague, general characterizations.
- Impact
  - Specify the impact, clarify the impact the behavior had on you and others.
  - Don't exaggerate or interpret.



# Fundamentals of Effective Feedback

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- Simple
  - Reduce feedback to its essential elements.
  - Don't get ahead of yourself.
  - Make direct statements – enforces honest feedback.
  - Go through each of the SBI steps.
- Clear of Interpretations
  - Don't interpret, but do describe.
  - Avoid exploring reasons for the behavior.
  - Give choices for making changes, not excuses for avoiding changes.



# Fundamentals of Effective Feedback

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- Build the Feedback Relationship
  - Create trust –strike a balance between positive and negative feedback.
  - Leverage strengths – give credit for what is done right;
  - Balance your message – over time – not just all in one session.
- Structure the Feedback Session
  - Schedule in advance.
  - Provide a private setting , no interruptions.
  - Be sensitive to imbalance of power – de-emphasize it
  - After SBI - let the employee talk - ask for thoughts and reactions.
  - Accept the response – even if it is defensiveness.
  - Be ready to suggest constructive steps.

# Performance Ratings

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- **N/A Not applicable** – *does not apply to this individual*
- **1 Unacceptable** – *Performance does not meet requirements. Immediate attention and action is required. Work is not meeting several critical job responsibilities. Performance is inadequate and must be improved by a substantial degree. To be reviewed again in no more than 30 days.*
- **2 Needs improvement** – *Performance meets some but not all requirements. Improvement is required to contribute at the level expected. Satisfactory results could be achieved through reasonable amount of development and training. Immediate performance improvement is required. To be reviewed again in no more than 90 days.*

# Performance Ratings

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**3 Meets all expectations** – *Performance and contribution consistently meets expected performance standards. Individual demonstrates solid performance and is consistently effective and competent. Achieves results expected at this level. Possesses a proficient level of skills needed*

**4 Frequently exceeds all expectations** - *Performance consistently meets high performance standards and in many instances, exceeds expectations. Individual sometimes performs at the top most level. Individual consistently demonstrated effective performance through the entire performance year and regularly contributes over and above job demands. Possesses an accomplished level of skills needed for the position*

# Performance Ratings

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**5 Exceptional – Significantly and consistently exceeds all expectations.** *Performance, contributions and impact far exceed those demonstrated by virtually all others at a similar level. Individual consistently does outstanding work, regularly going far beyond what is expected of other individuals in a similar role. Individual often sets the standards followed by others. Individual consistently demonstrated exceptional performance through the entire performance year*