COACHING

Non-Academic Performance Management Best Practices with Tools, Templates and Job Aids

as of 9/14/15

Supervising
@ WAYNE STATE

WAYNE STATE

Division of Human Resources

Disclaimer

This guide provides supervisors and managers of non-academic staff with a systematic approach for maintaining employee engagement through sound coaching practices.

For training purposes only, does not create rights for union employees.

In the event text within this document appears to be in conflict with WSU Polices & Procedures; Collective Bargaining Agreements; or Federal, State, or Local Legislation, the legal document **ALWAYS** takes precedence over this user guide.

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Introduction

An effective performance management process can be a powerful tool in any organization.

Use this guide to help you integrate performance management throughout your time at Wayne State University. The purpose of Wayne State University's Performance Management Process is to:

- Define clear expectations for performance.

- Provide employees with adequate feedback (coaching, evaluating and rewarding performance).

- Serve as a basis for modifying or changing behavior (improve productivity, improvement plans).

- Provide an objective, documented, and supportable basis for making personnel decisions.

- Encourage ongoing communication between managers and employees.

> "Organizations with strong performance management systems are 41%-51% percent more likely to outperform their competitors."
>
> *Development Dimensions International (DDI) Managing Performance Building Accountability for Organizational Success*

Purpose

This guide is designed to support WSU Supervisors, Managers and Directors throughout each step of WSU's coaching and performance cycle. Throughout this guide you will find best practices and actionable items as well as tools, templates and job aids that support each phase of the ongoing performance management process.

Performance Cycle

Step 1 Clarify employee's major tasks and duties

Step 2 Develop performance standards & objectives

Step 3 Give periodic performance feedback

Step 4 Diagnose & coach employee performance

Step 5 Review overall performance
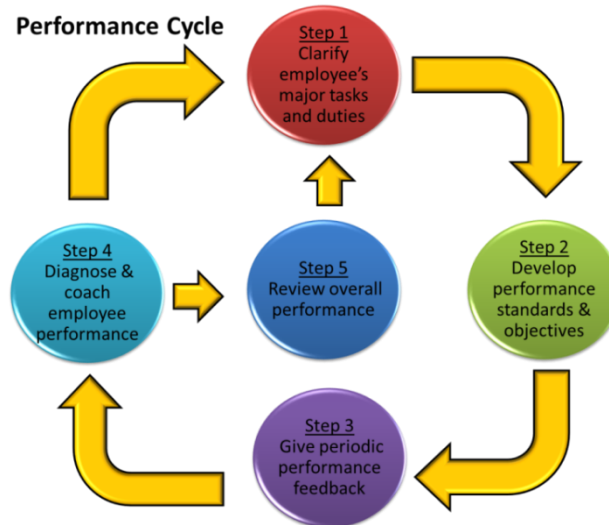
Resource Portal

Provides key WSU links and referrals for performance management procedures, contracts and policies. To access it:

1. Open Blackboard at http://blackboard.wayne.edu using your AccessID and password.

2. Refer to "My Organizations Plus" in the top right corner.

3. Click on "Resource Portal".

Accelerate

Offers a robust catalog of eResources to support supervisors, managers and directors - including eCourses, job aids, books and simulations. Click here for a list of recommended performance management resources.

For WSU-specific performance management support, contact your HR Consultant (HRC).

Performance Planning and Expectations

The key to success with performance management and coaching is the ability to set clear job expectations with your employee. These expectations should align with the goals and vision held by either the manager or department. Stated expectations serve as a baseline for a manager to reference when providing feedback or evaluating performance objectively. Expectations can come in many forms and be called many names – objectives, standards, duties, goals, tasks, responsibilities, etc. Throughout this guide, we will commonly refer to these many variations as the single term "expectations".

Best Practices

- Aim to set expectations collaboratively with your employees and ensure they are communicated - this may take several one-on-one conversations or email exchanges.

- Strive for agreement between both the supervisor and the employee.

- Ensure that expectations relate to the employee's job description and/or the needs of the department.

- Use SMART tools to develop effective expectations. The SMART acronym is designed to help you ensure that expectations are:
  - Specific
  - Measurable with Measurement
  - Achievable
  - Relevant
  - Time-Oriented

- Discuss possible barriers to achievement.

- Identify any resources that will be needed to help the employee meet expectations.

- Realize that expectations are not set in stone and can be adjusted throughout the performance year. However, any changes should be agreed upon by both the employee and manager.

Key Performance Management Forms

Working with a new or transferred employee?

Reference these key resources:

WSU's Non-Rep Manual

1.9 Probationary Period

Probationary, Provisional & Qualifying Period Performance Review Guide

Review Form

Check out WaynePM, WSU's electronic performance management system – located on your Employee tab in Pipeline or in Academica, enter WaynePM into Search box and hit enter.

What's in it for Me?

Evaluating performance and providing feedback will be much easier when expectations are stated clearly, agreed upon, and established using the best practices mentioned above. Use the following performance planning tools to assist you in establishing performance expectations.

Using the Performance Planning Tools…

SMART Expectations Worksheet and Worksheet Example

The SMART Expectations Worksheet is a working document that can be utilized as a guide when developing SMART performance expectations. Provide the worksheet to your employee and have them complete each section. The SMART Expectations Worksheet Example is a completed worksheet for you or your employees to reference, as needed.

SMART Expectations Job Aid

This quick reference tool provides the definition for each of the SMART terms, and how they can guide the process of developing expectations.

SMART Expectations Worksheet

This sheet is a guide to help you build SMART expectations. If you answer the following questions, by the end of the worksheet, you will have built an effective SMART expectation to use in performance planning.

Specific
Complete the answers to the following questions…

What will you achieve?
_____
_____
_____

How will you know when it is done? (How will you know it when you see it?)
_____
_____
_____

Measurable w/Measurement
Complete the answers to the following questions…

If applicable, what are the quantity expectations?
_____
_____

If applicable, what are the quality expectations?
_____
_____

If applicable, what are the frequency expectations?
_____
_____

If applicable, what are the cost expectations?
_____
_____

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Achievable

Complete the answers to the following questions…

What are the knowledge, skills, abilities and experience needed to achieve the expectation?

_____
_____

Are there resources needed to achieve the expectations? If so, what are they and are they available?

_____
_____
_____

Are there any time factors or environmental constraints that need to be considered? If so, what are they?

_____
_____
_____

Relevant

Complete the answers to *one, two or all* the following questions…

Which University's strategic priority does it relate to?

_____
_____
_____

Which department or supervisor objective does it support?

_____
_____
_____

Why are you doing this?

_____
_____
_____

Time-oriented (exclude if this is for a standard, include if this is for an Objective/Goal)
Complete the answer to the following question…

When does it need to be completed?

_____
_____
_____

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SMART Expectations Worksheet
Example

This sheet is a guide to help you build SMART expectations. If you answer the following questions, by the end of the worksheet, you will have built an effective SMART expectation to use in performance planning.

Specific

Tips: What is to be done? What are you committed to achieving? Think in terms of observable aspects of the what -- How will you know it when you see it? Begin the expectation with an action word (e.g., Increase, Design, Build, Buy, Sell, Complete, Eliminate, Establish)

Example
> *What: Research, design and implement a departmental orientation program*
> *How will you know when it is done:*
> > *Includes mission, vision, and strategic priorities*
> > *Includes key policies*
> > *Includes folder of pertinent information*
> > *Includes some media presentation, i.e., PowerPoint, video, etc.*

Measurable w/Measurement
Tips: How will you know your performance meets expectations? What standards of measure will you use? Think in terms of quality and quantity.

Example
> *Quantity or Quality or Frequency:*
> > *Information provided needs to be up-to-date (within a week of dated information) and 95% error free*

Achievable
Tips: This will not necessarily be written in the expectation, but the question of whether you have the knowledge, skills, abilities, and experience to achieve the expectation is important to consider. If it is not achievable or if there are no development aspects considered in achievement of the expectation, then it should not be on your performance plan. Can it be done giving the time frame, opportunity and resources? Think of the resources it might take to achieve: money, people from other departments, etc. Is this the appropriate time to be achieving this expectation, i.e., what other key university initiatives are occurring?

Example
> *Skills, Knowledge & Ability:*
> > *Proficiency in MS PowerPoint, knowledge of University and department, knowledge of key departmental stakeholders, experience in attending orientation, ability to research and find up-to-date information*
> *Resources needed:*
> > *Include all key stakeholders in review process; no additional budget available; software needed is available*

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Relevant
Tips: Relevant answers the question, "should it be done?", "why?" and "what will be the impact?" Is the expectation aligned with the S/C/D's implementation plan and the university's strategic plan?

Example
Related WSU Strategic Priority:
In support of WSU Strategic priority to 3.3 Create a culture committed to service, enhancing service through improved efficiency and 3.3.1 Streamline business practices.
Supported Department & Supervisor Objective:
The dean is looking for new employees to be up and running quicker and be able to provide accurate departmental information to customers as soon as they are working with customers.
Why:
This objective was chosen to ensure new employees are knowledgeable about the university and the department, feel welcome and comfortable in their new working environment, committed to the department mission and able to fully contribute sooner than typically happens (3-6 months)

Time-oriented
Tips: Sometimes a task may only have an end point or due date. Sometimes that end point or due date is the actual end of the task, or sometimes the end point of one task is the start point of another. Sometimes a task has several milestones or check points to help you or others assess how well something is going before it is finished so that corrections or modifications can be made as needed to make sure the end result meets expectations.

Example
When:
The final program outline will be done by June 1st and the program will be implemented by October 1, 2015.

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JOB AID
SMART EXPECTATIONS

Writing SMART expectations is not always easy and it can be confusing when you see the different variations for the acronym. We use the following words and definitions at Wayne State University:

Specific
Specific answers the questions "what is to be done?" "how will you know it is done?" and describes the results (end product) of the work to be done. The description is written in such a way that anyone reading the expectation will most likely interpret it the same way. To ensure that an expectation is specific is to make sure that the way it is described is observable. Observable means that somebody can see or hear (physically observe) someone doing something.

Measurable with Measurement
Measurable with Measurement answers the question "how will you know it meets expectations?" and defines the expectation using assessable terms (quantity, quality, frequency, costs, deadlines, etc.). It refers to the extent to which something can be evaluated against some identified guidelines/rules/principles. An expectation with a quantity measurements uses terms of amount, percentages, etc.. A frequency measurement could be daily, weekly, 1 in 3. An expectation with a quality measurement would describe a requirement in terms of accuracy, format, within university guidelines.

Achievable
Achievable answers the questions "can the person do it?" "Can the measurable expectation be achieved by the person?" "Does he/she have the experience, knowledge or capability of fulfilling the expectation?" It also answers the question "Can it be done giving the time frame, opportunity and resources?"

Relevant
Relevant answers the questions, "should it be done?", "why?" and "what will be the impact?" Is the expectation aligned with the S/C/D's implementation plan and the university's strategic plan?

Time-Oriented
Time-oriented answers the question, "when will it be done?" It refers to the fact that an expectation has end points and checkpoints built into it. Sometimes a task may only have an end point or due date. Sometimes the endpoint of one task is the start point of another. Sometimes a task has several milestones or checkpoints to help you or others assess how well something is going before it is finished so that corrections or modifications can be made. Other times, an employee's style is such that the due dates or milestones are there to create a sense of urgency that helps them to get something finished.

Employee Development

> "Each person's greatest room for growth is in the areas of his or her greatest strength."
>
> Donald O. Clifton, Author, Now Discover Your Strengths

The challenges associated with the changing nature of work and the workplace environment is as real for Wayne State as it is elsewhere. Rapid change requires a skilled, knowledgeable workforce that is adaptive, flexible, and focused on the future.

Staying on the cutting edge requires each of us to have an ongoing individual development plan. Whether it is informal or formal, this plan will identify specific areas for continuous improvement and activities that will help build new knowledge, skills or abilities. Development plans are highly beneficial for both the employee and manager.

How to get started? Development plans are created through a partnership between the manager and employee using central resources within the University – including your HR Consultant (HRC) and the department of Organization and Employee Development (OED).

Best Practices

- Regularly assess strengths.
    - Compare current strengths to what may be needed for career success.
- Get feedback from others.
    - Seek feedback from others on current performance as well as the needs of the role. Managers can be the first source of feedback for employees.
- Set goals.
    - Stay apprised about what's happening at Wayne State and the trends occurring in higher education. Current information helps individuals to set more realistic career and development goals.

Development Plans

Development Plans are built into the planning process for P&A, Staff Association and non-academic, non-represented employees

OED provides a variety of development opportunities for you and your employees – including offerings within Training. Seminars. Workshops. (TSW), the Accelerate eLearning database and more!

- Take charge of development.

    o Increase self-confidence, motivation and productivity by having a greater sense of responsibility for managing one's own development.

- Incorporate a variety of learning methods.

    o Explore available resources. Research has shown that most people tend to learn from others. This could happen through networking in a professional association, mentoring or on-the-job learning. It could also occur through independent, self-study learning options or formal classes, webinars or conferences. Today – the choices for learning are as varied as the development goals themselves!

What's in it for Me?

Development plans enable individuals to make the best use of their skills. This, in turn, can help advance the employee's personal goals as well as those of the unit and Wayne State as a whole. Working in partnership with your employees to create development plans can offer a unique opportunity to better understand their goals and aspirations and discover additional ways to partner. As a result, it will lead to higher employee satisfaction and productivity. It will also aid you in providing targeted feedback and coaching - ultimately devising a stronger working relationship.

Using the Employee Development Tools…

Employee Development Self-Assessment and Planning Guide
This guide can serve as a complement to WSU's formal employee development tools. The employee should complete this guide based on their own performance. It is designed to enable an employee to:

- Assess specific areas in need of development.

- Set development goals and strategies for achieving goals.

- Identify training and development opportunities that are available.

EMPLOYEE DEVELOPMENT
SELF-ASSESSMENT AND PLANNING GUIDE

Congratulations on taking a positive step toward your career development goals. Taking this assessment will help you get started on your journey toward a more fulfilling work life.

Instructions: Complete the assessment, then score your responses according to the key provided. Use the development planner at the end to focus upon the areas of opportunity identified from this assessment.

	Employee Development Competencies	Rating Scale 1: Not True 2: Somewhat True 3: Very True		
I.	**Self-Awareness**			
a.	I see how my personal strengths and abilities can be leveraged at work	1	2	3
b.	I know how I am perceived by others	1	2	3
c.	I can realistically assess my career in relation to performance feedback	1	2	3
d.	I have defined values that drive my behavior at work	1	2	3
e.	I understand how my personality type and work style impacts others at work	1	2	3
f.	I can articulate my career interests and career goals	1	2	3
	Total Self-Awareness Competency Score	_____		
II.	**WSU Organizational Awareness**			
a.	I know what makes the work environment personally satisfying and productive to me	1	2	3
b.	I am able to contribute to my desired work environment within my unit	1	2	3
c.	I understand the culture of my unit at WSU	1	2	3
d.	I am able to describe WSU's organizational values and goals	1	2	3
e.	I am able to describe my unit's organizational values and goals	1	2	3
f.	I understand how changes in our industry impacts our unit	1	2	3
g.	I have a sense of future options and opportunities for my career at WSU	1	2	3
h.	I am effective at building relationships and support systems at WSU for my career growth	1	2	3
	Total WSU Organizational Awareness Competency Score	_____		
III.	**Goal Setting**			
a.	I am able to set goals consistent with performance feedback I received	1	2	3
b.	I know how to create a vision of the ideal job for myself	1	2	3
c.	I know how to create a vision of the ideal job environment for myself	1	2	3
d.	I know how to align my individual career development goals with the goals of WSU	1	2	3
e.	I believe I am the one in control of making key career decisions for myself	1	2	3
f.	I am able to balance priorities to achieve desired unit goals	1	2	3
g.	I accept that the future is constantly changing and requires regular re-assessment of career goals. I take actions to adjust my goals accordingly.	1	2	3

		Employee Development Competencies	Rating Scale 1: Not True 2: Somewhat True 3: Very True		
	c.	I know how to create a vision of the ideal job environment for myself	1	2	3
	d.	I know how to align my individual career development goals with the goals of WSU	1	2	3
	e.	I believe I am the one in control of making key career decisions for myself	1	2	3
	f.	I am able to balance priorities to achieve desired unit goals	1	2	3
	g.	I accept that the future is constantly changing and requires regular re-assessment of career goals. I take actions to adjust my goals accordingly.	1	2	3
		Total Goal Setting Competency Score	_____		
IV.		**Skill Development**			
	a.	I am able to identify areas of needed skill development through self-awareness	1	2	3
	b.	I am able to identify areas of needed skill development through career development conversations with others			
	c.	I have the ability to attract and create career development experiences on and off the job	1	2	3
	d.	I understand the positive impact of my skill development on my organization's future	1	2	3
	e.	I am able to use my membership in professional associations to identify trends, skills and resources for my career growth	1	2	3
	f.	I seek opportunities to learn new skills on a regular basis	1	2	3
	g.	I stay up-to-date and engaged in my career field	1	2	3
		Total Skill Development Competency Score	_____		
V.		**Personal Resilience**			
	a.	I handle organizational and industry changes effectively	1	2	3
	b.	I take actions to balance my personal, social and professional life	1	2	3
	c.	I know how to effectively manage-up through seeking information about my supervisor's goals, problems and pressures on an ongoing basis	1	2	3
	d.	I persist even in the face of setbacks	1	2	3
	e.	I optimistically view new opportunities as possible and attainable	1	2	3
	f.	I am willing to take personal responsibility for my own career development	1	2	3
		Total Personal Resilience Competency Score	_____		

Scoring Your Employee Development Competencies Assessment

1. Total the scores in each competency area so that you have a number ranging between 6 and 18 for each area. Write that number on the TOTAL line at the bottom of each area.

2. Transfer your 5 TOTAL scores here:

   _____ Self-Awareness Competency Score

   _____ WSU Organizational Awareness Competency Score

   _____ Goal Setting Competency Score

   _____ Skill Development Competency Score

   _____ Personal Resilience Competency Score

3. The area in which you have the relatively LOWEST score may be the best area to begin the development process. However, it's not necessary to be highly proficient in ALL areas. Focus on leveraging your strengths while continuing to work on developing your abilities in the other competencies.

4. Utilize the attached DEVELOPMENT PLANNER to identify specific goals and developments options.

Development Planner

Instructions: Identify up to three development goals and how you will achieve them. It may be helpful to complete this planner in partnership with your supervisor. S/he may able to provide unique insight on prioritizing goals and devising experiences to attain them.

Development Goals	What Will You Do To Achieve It? *Consider Picking a Method from List Below*	How You'll Know You Were Successful?	When Will You Review Progress?
1.			
2.			
3.			

Methods for Achieving Development Goals

On-the-Job Learning
What challenging assignments could be selected to build skills and achieve development goals?

Goal	Type of Assignment	Timeframe

Training/Education/eDevelopment
What specific training, educational experiences and performance support measures (including online learning) can be used to develop desired skills and assist in achieving the goals? See options noted below.

Goal	Type of Training/Education/eDevelopment	Timeframe

Support Needed
As you work with your supervisor, it may be helpful to identify:

- Areas in which you're seeking coaching, mentoring or other support
- Feedback to confirm the priority of development goals set
- Approval for any budgetary funds that may be helpful to execute development goals

Training & eDevelopment Options	

Self-Awareness Goals
 	
Self-knowledge is strongly related to success in life and work. In one study, the best predictor of a high performance appraisal was seeing yourself as others see you; the best predicator of a low one was overrating your skills. Your goal? To assess strengths, understand and mitigate weakness and uncover blind spots.
	Know thyself (Socrates)
	
	• Myers-Briggs and DiSC Personality self-assessments are available in the following books in Accelerate. These offer a self-paced approach to uncovering behavioral preferences and learning how to adapt them to the needs of others that you may be interacting with. Click here for Accelerate instructions or refer to access information on page 2.
	
	   o Tips for Virtual Team Management, Chapter 2 by Claire Sookman and Susan Garms (2009)
	   o Making a Difference by Being Yourself: Using Your Personality Type at Work and in Relationships by Gregory E. Huszczo (2008)
	
	• AcuMax Index assesses personal "hard-wiring". Organization & Employee Development (OED) uses this tool to work with individuals to build self-awareness and with teams to explore characteristics affecting team dynamics. Contact OED at 577-2111 or oed@wayne.edu for more information.
	
	Not sure what to focus upon? Consider exploring how others see you. Ask for feedback from a few sources. Different types of raters are likely to know about and be more accurate about different competencies.

WSU Organizational Awareness Goals
 	
Staying abreast of what is happening across WSU and understanding the interests of colleagues and effects of decisions and actions on them is a key component of working effectively within the institution. It can also help to establish alliances across WSU boundaries to better serve the interests of WSU as a whole.
	More business decisions occur over lunch and dinner than at any other time, yet no MBA courses are given on the subject (Peter Drucker)
	
	• Since so much changes in an organization as large and diverse as ours, it may be helpful to consider some of the below options even if you have been with WSU for a while:
	
	   o Virtual Office
	   o Virtual Tour
	   o About WSU
	   o Office of the President Resources, i.e. Recent Communications
	   o Office of the Provost's Communications
	   o WSU Training & Development Opportunities
	   o University Policies and Procedures
	   o WSU Safety
	   o WSU Insiders
	   o WSU Knowledge on Tap
	   o Warrior Pride Videos
	   o WSU University Orientation
	
	Don't know where to start? Identify the key players and their roles by observing how work gets done or asking individuals closest to you for input

	and an introduction. Strive for a reciprocal relationship and recognize the complexity of WSU. Tremendous opportunity is available for those who can foster the right relationships and appreciation for how decisions are made, who we serve and what's most important to each of our S/C/D's.

Goal Setting
 	
Nothing motivates more – and manages time better - than a goal, a plan and a measure of a success. Set goals for yourself. These are essential for setting priorities.
	The most difficult thing is the decision to act, the rest is merely tenacity
	(Amelia Earhart)
	
	• The following Acccelerate eResources are available to assist with goal planning:
	
	eBooks:
	
	  o The First 90 Days: Critical Success Strategies for New Leaders at All Levels
	  o The New Leader's 100-Day Action Plan: How to Take Charge, Build Your Team and Get Immediate Results (Third Edition)
	  o Goal Setting: How to Create an Action Plan and Achieve Your Goals, Second Edition by Susan B. Wilson & Michael S. Dobson (2008)
	  o Motivation and Goal-Setting: How to Set and Achieve Goals and Inspire Others by Jim Cairo (1998)
	
	eCourses:
	
	  o Achieving Goals through Perseverance and Resilience (1 hour)
	  o Setting Goals (15 minute simulation)
	  o Managing Goals (15 minute simulation)
	
	Encountering difficulty getting started? Procrastination and perfectionism both can be obstacles to starting the planning process. Incorporate ways to motivate yourself through this process by breaking large objectives into manageable mini-goals and recognize your efforts along the way.

Skill Development
 	
All areas of work have new and emerging technologies that underlie doing them well. Keeping up with the changes in your field is becoming even more important.
	If you want to be successful, it's just this simple. Know what you are doing.
	Love what you are doing. And believe in what you are doing. (Will Rogers)
	
	• To grow in your current field, consider:
	
	  o **Asking an Expert**. Find a seasoned master and ask if he/she would mind showing you the ropes and tutoring you. Ask questions such as, "How do you know what's important? What do you look at first? What the five keys you always look at or for? What do you read? Who do you go to for advice? How did you learn these skills at first?"
	  o **Network**. Become a member of national or regional professional associations. Read their journal. Go to workshops or conferences.
	  o **Teach Others**. One company found its technicians learned more from coffee break conversations than from instruction manuals. Teaching others helps you to substantiate and synthesize the information you know – deepening your learning as well as that of your students.

	• To prepare for a new role, consider the skills you can leverage. Consider:
	
	    o **Past Accomplishments**. Think back on the 5 main accomplishments you are most proud of. List them with a detailed description of what you did. Analyze the list to identify transferable skills (those that can apply to many different jobs and fields, i.e. organize, promote, plan).
	    o **Modeling**. Think back to the kinds of skills you have had a chance to observe others doing well. Select experiences where you got a prolonged exposure, such as in internships, jobs, volunteer work, family interactions or other opportunities for vicarious learning. These are skills you most likely have just from having experienced them in person.
	    o **Encouragement**. Think back on the positive feedback and encouragement you have received. Focus on the people who have really taken the time to get to know you and who have been your biggest supporters. Write down the feedback you received and notice how your sense of belief in yourself increases just by reading it and remembering it. Think now about the kind of encouragement you want to set and accomplish your career goals.

Personal Resilience
 	
Sticking to the course, especially in the face of pushback and obstacles, is what perseverance and personal resilience is all about.
	History has demonstrated that the most notable winners usually encountered heartbreaking obstacles before they triumphed. They won because they refused to become discouraged by defeat. (B. C. Forbes)
	
	• Accelerate eResources that may be of interest include:
	
	eBooks:
	
	    o Working Relationships: Using Emotional Intelligence to Enhance Your Effectiveness with Others, Revised Version by Bob Wall (2008)
	    o Bouncing Back: Rewiring Your Brain for Maximum Resilience and Well Being by Linda Graham (2013)
	
	eCourses:
	
	    o Improving Your Emotional Intelligence Skills: Self-Awareness and Self-Management (1 hour)
	    o High How is Your EQ? (4 minute simulation)
	    o Emotional Intelligence at Work (15 minute simulation)
	
	• *Trying to Stick it Out?* If you normally give up after one or two tries, try something different. Sometimes we get stuck in a repeating groove that's not working. If you usually visit the office of someone you have difficulties with, invite him/her to your office or a neutral location instead. Think about multiple ways to get the same outcome before gravitating to your natural fall-back plans.
	
	• *Taking it Personally?* Develop a philosophical stance toward rejection and failure.

|	
	After all, most innovations do fail, most proposals fail and most change efforts fail. Anything really worth doing takes repeated effort. Remember, resistance is normal; remind yourself of the business reasons to stay the course. Keep objective, listen, absorb the heat, look for quality feedback and respond appropriately and always return to the facts and your agenda. Focus on the work and not yourself.

Ongoing Performance Management

Coaching, Feedback & Documentation

Ongoing performance management is most effective when feedback is provided as needed or desired, not just at pre-determined or pre-scheduled intervals. Each of your employees will require a different and unique mix of positive reinforcement, correction, constructive feedback and opportunities for development. There are two ways to approach this topic – from a formal or informal coaching model. Formal coaching is a more strategic approach and can be used to address any phase of an employee's performance. Informal coaching can be used for ongoing day-to-day conversations with your employee.

Formal Coaching Model

Looking at performance holistically helps managers to recognize that different conversations are needed for different employees and to adapt their approach accordingly. The formal coaching model enables managers to consider using a targeted approach to having a performance conversation. It is also designed to help address longer-term performance expectations (stretching, maintaining, improving or halting performance/conduct). Use this model to guide formal performance feedback meetings that are scheduled in advance.

The following techniques can be seen in the formal coaching model below: Stretch Performance, Maintain Performance, Improve Performance/Conduct and Halt Performance/Conduct Issues.
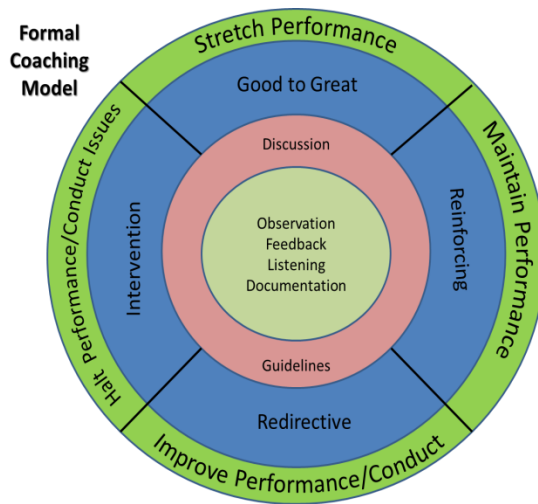
Coaching Resources
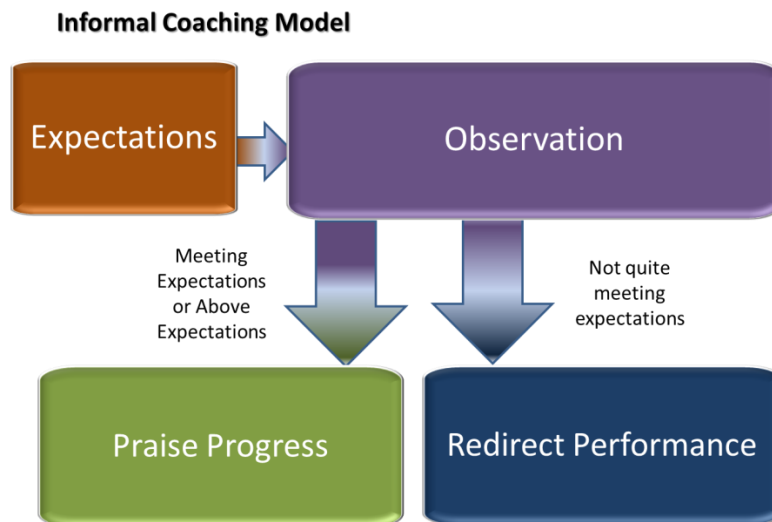
When coaching, be sure to reference:

WSU policy and collective bargaining agreements

Always consult with your HR Consultant prior to instituting disciplinary action with new or non-represented employees and Labor Relations for all non-academic, represented employees.

Let's take a look at how the formal coaching model could apply to your employees. Some of your employees may be high performers seeking a challenge. If so, the stretch performance approach can help you to coach them from "Good to Great". Some employees may already be achieving performance goals and standards and you simply want to help them maintain that focus and "Reinforce" the behavior or performance. Other employees may not be performing at the desired level, so you may need to "Redirect" behavior or performance as a way to focus on improvement. Finally, some employees may need to stop a behavior as it relates to performance/conduct, so "Intervention" coaching is needed to halt performance/conduct. Based upon the different responsibilities an employee has, some may need all of these approaches. Other employees may be strong at some and need support with others. The key to this model is learning where and how to adapt.

Informal Coaching Model

While the formal coaching model can address all aspects of an employee's performance, the informal coaching model is best suited for shorter-term, more routine types of feedback. This model shows a process for managers to utilize when having an informal conversation. Note that all discussions should be grounded in an agreed-upon performance expectation. Once the expectation has been set, this model recognizes that you may praise or redirect performance based upon how well the employee met the expectation. We may all see why redirecting performance is necessary, but why recognize positive employee contributions? Praise increases employee engagement!

Informal Coaching Model

Expectations → Observation

Meeting Expectations or Above Expectations

Not quite meeting expectations

Praise Progress

Redirect Performance

Best Practices

- Provide feedback in a timely manner. The further the feedback is removed from the accomplishment or issue, the less meaningful it becomes.

- Decide how you'll approach the coaching conversation, i.e. formal vs. informal.

- Prepare for the conversation.

- Prepare what you want to say depending on the type of conversation, i.e. formal vs. informal.

- Avoid one-sided conversations. Ask for feedback or ideas and use active listening.

- Praise in public - but always correct in private.

- Be aware that there is a distinction between conduct and performance.

- Be specific and provide documentation whenever possible.

- Determine whether your employee will benefit more from "instructor" or "cheerleader" support.

  - A new employee with limited or developing skills but a positive demeanor may require more instruction than pep talks. (Instructor support)

  - A new employee with strong technical skills may require more reinforcement than actual instruction. (Cheerleader support)

What's in it for Me?

You will have a better understanding of where each employee is in their performance and development/career path. This will be of great benefit when assigning work, determining cross-training needs, mentoring relationships, establishing partnerships and evaluating performance.

Using the Coaching Tools…

There are a variety of resources available to help you prepare for and conduct your coaching conversation. See the tools available below to enhance your coaching conversations.

Performance vs. Behavior/Conduct Matrix

This tool will help you decide which approach to coaching or alternate course of action you should take with your employee, based on the type of employee situation and the frequency at which it occurs.

Diagnosing Performance

This decision tree will help you walk through potential causes for successful or unsuccessful performance outcomes and will direct you to the appropriate type of coaching conversation (within the Formal Coaching Model).

Tips for Coaching to Maintain [Reinforce] Performance Job Aid

When having a conversation about maintaining performance, this job aid will help you consider the type of encouragement to provide, based on the type of employee.

Discussion Guidelines

Regardless of the meeting type, all discussions should include some type of conversation focused on the observation of current performance/conduct and expected performance/conduct. These guidelines outline a five-phased approach to the coaching conversation:

1. Brief opening
2. Description of performance
3. Discussion
4. Development of ideas and next steps
5. Closing

Discussion Guidelines Matrix

Each conversation will vary based upon where the employee falls within the Formal Coaching Model. This matrix can be used as a guide for what should be included and how the conversation can flow for stretching, maintaining, improving or halting performance/conduct.

Halt Performance - Discussion Planning Worksheet

When having a conversation with an employee about improving or halting performance/conduct, this template will help guide you through each step of the discussion guidelines.

Performance vs. Behavior/Conduct Matrix

Use this chart to help you decide which approach to coaching you should take with your employee.

Performance Issues are recognized as accomplishments, results or outcomes.
Behavior/Conduct Issues are recognized by the manner in which one conducts oneself.

	Performance Issue		Behavior/Conduct Issue	
	Infrequent	Frequent	Infrequent	Frequent
Not Serious / Low Impact	Informal Coaching	Formal Coaching	Informal Coaching	Formal Coaching
Serious / High Impact	Formal Coaching	Contact HR Consultant or Labor Relations	Contact HR Consultant or Labor Relations	Contact HR Consultant or Labor Relations

Diagnosing Performance

	Resulting Action

Does the employee know what the expectations of the performance is? → **NO** → Clearly define expectations *(Stretch or Maintain)*

YES

Could the employee perform the required expectation if his/her life depended on it? → **NO** → Work w/employee on a solution to obtain skills, knowledge or ability *(Improve)*

YES

Does the environment (i.e. process, tools) support the expected performance → **NO** → Work on improving environment may ask ideas from employee *(Stretch or Maintain)*

YES

Is there sufficient reinforcement/reward for the expected performance? → **NO** → Provide appropriate encouragement/reward *(Maintain)*

YES

Is the employee willing to perform the expectation? → **NO** → Work with employee to come up with a solution and time frame *(Halt)*

YES

Is there any improvement in performance? → **NO** → Possible Performance Improvement Plan / Expectations Memo *(Contact Local HR Consultant or Labor Relations)*
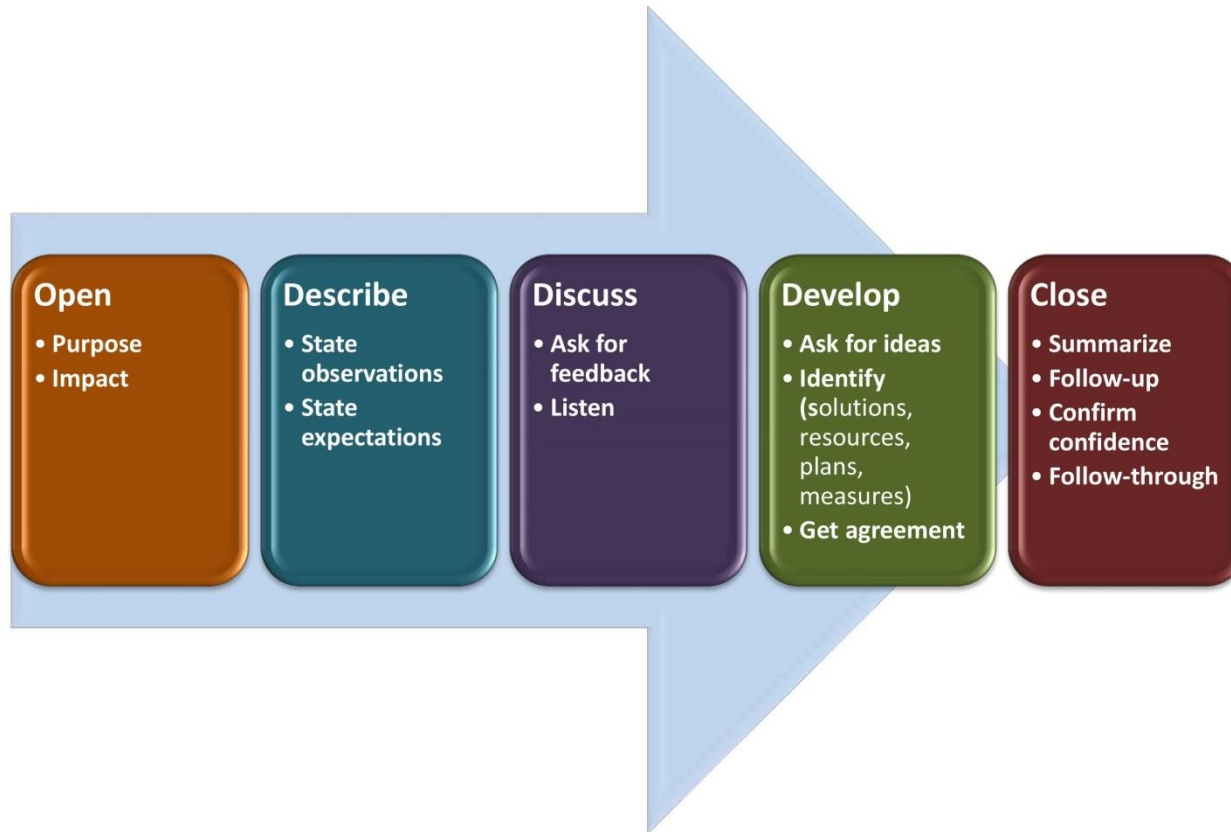
JOB AID
TIPS FOR COACHING TO MAINTAIN (REINFORCE) PERFORMANCE

As a manager, it is important to provide encouragement to your employees. However, not all employees will benefit from the same style of encouragement. Use this chart to match your employee's preferences with the type of encouragement they prefer.

Type of Employee	Type of Encouragement
Front-and Center Type of Person • Loves to be out there mixing with people • Likes to try new methods • Pushes his/her ideas and challenges the rules • At times, oblivious to his/her weaknesses • When he/she "slumps", can get very "down"	**Applause** • Public praise for good performance; receiving awards such as a plaques • You can have this discussion in front of others as it is public praise
In-the-Wings Type Person • Loves to feel included • Unhurried & dislikes pressure • Prefers an informal interaction • Tends to be cautious and wants to work with others in accomplishing goals	**Access** • One-on-one time with you • Discuss performance & growth • A commitment from you to work on his/her concerns • Coffee break or lunch together
Behind-the-Scenes Type Person • Doesn't want the limelight • Low key • Needs to know he/she can trust people in leadership • Hard on him/herself when he/she makes a mistake	**Appreciation** • Personal or written thanks for good performance • You might want to send them an immediate e-mail saying what you normally would say in person in the e-mail

Discussion Guidelines

Use this chart to guide the content and progression of your coaching conversations.
Refer to the Discussion Guidelines Matrix for specific guidance.

Open
- Purpose
- Impact

Describe
- State observations
- State expectations

Discuss
- Ask for feedback
- Listen

Develop
- Ask for ideas
- Identify (solutions, resources, plans, measures)
- Get agreement

Close
- Summarize
- Follow-up
- Confirm confidence
- Follow-through

Discussion Guidelines Matrix

	Open	Describe	Discuss	Develop	Close
	✓ Purpose ✓ Impact	✓ State Observations ✓ State Expectations	✓ Ask for Feedback ✓ Listen	✓ Ask for Ideas ✓ Identify (solutions, resources, plans, measures) ✓ Get agreement	✓ Summarize ✓ Follow up (if applicable) ✓ Confirm confidence ✓ Follow through (if applicable)
			Depending on type of discussion focus will be different. See below.		
Discussion Type					
Stretch Performance	✓ Purpose ✓ Impact	✓ State current observations of success in performance ✓ State expectations of performance for new task or project	✓ Ask for feedback, questions, concerns (employee's point of view) ✓ Listen ✓	✓ Ask for ideas on process/format for guidance ✓ Identify resources and support needed ✓ Identify action plan ✓ Identify measures of progress ✓ Get agreement and commitment	✓ Summarize ✓ Set follow up dates and rewards / consequences ✓ Confirm confidence in employee's ability to achieve ✓ Follow through
Maintain Performance	✓ Purpose ✓ Impact	✓ State current observations of success of performance ✓ State how performance met or exceeded expectations	✓ Ask for feedback (employee's point of view) ✓ Listen	✓ Ask for ideas on how to maintain the performance ✓ Identify any future needs and preferences for reinforcement ✓ Get Agreement on reinforcement preferences	✓ Summarize ✓ Confirm confidence in employee's ability to continue to achieve

Improve Performance/ Conduct	✓ Purpose
	✓ Impact
		✓ State current observations of performance/conduct
		✓ State expectations of performance/conduct
			✓ Ask for feedback, questions, concerns (get employee's point of view on causes)
			✓ Listen
				✓ Ask for ideas on solutions
				✓ Identify resources and support that might be needed
				✓ Identify action plan
				✓ Identify measures of progress
				✓ Get agreement
					✓ Summarize
					✓ Set follow up dates and rewards / consequences
					✓ Confirm confidence in employee's ability to achieve
					✓ Follow-through by:
					  o Observing behavior
					  o Rewarding new behavior, or…
					  o If improvement is still needed, working on behavior

Discussion Guidelines Matrix

	Open	Describe	Discuss	Develop	Close
	✓ Purpose ✓ Impact	✓ State Observations ✓ State Expectations	✓ Ask for Feedback ✓ Listen	✓ Ask for Ideas ✓ Identify (solutions, resources, plans, measures) ✓ Get agreement	✓ Summarize ✓ Follow up (if applicable) ✓ Confirm confidence ✓ Follow through (if applicable)
	Depending on type of discussion focus will be different. See below.				
Discussion Type					
Halt Performance/ Conduct	✓ Purpose ✓ Impact	✓ State current observations of performance/conduct ✓ State expectations of performance/conduct	✓ Ask for feedback, questions, concerns (get employee's point of view on causes) ✓ Listen	✓ Ask for ideas on solutions ✓ Identify resources and support that might be needed ✓ Identify action plan ✓ Identify measures of progress ✓ Get agreement	✓ Summarize ✓ Set follow up dates and rewards/consequences ✓ Confirm confidence in employee's ability to achieve ✓ Follow-through by: ○ Observing behavior ○ Rewarding new behavior, or… ○ If improvement is still needed, working on behavior ○ If continuing efforts do not resolve the behavior, contacting your Human Resources Consultant/Labor Relations Specialist

Employee: _____

Date: _____

**Halt Performance
Discussion Planning Worksheet**

Opening:
"I have noticed [behavior/performance] that I would like to discuss with you. I would like to explain my thinking on what I observed and then invite you to give me your point of view on what I am about to say."

If this does not fit, how you would say it? Write your own opening:

_____

_____

_____

Describe
State What You Observed (Current Behavior/Performance):
"The behavior/ performance that I am actually seeing is…" Write a description of behavior/performance

_____

_____

_____

State/Clarify Expectations (Desired Behavior/Performance):
"The behavior/performance that I expected to see was…" Write a description of previously stated expectations

_____

_____

_____

Discuss
Invite the employee's point of view: *"Tell me how you see the situation."* Be open that for a performance issuer, there could be real process issues or environment issues or items that you the supervisor can change or need to work on…if so include those items in the solution (which is the next step).

Document what the employee says:

Develop

<u>Find a Solution</u>: *"What could you do differently…?"*

Document what employee says:

<u>Identify resources, plans, and measures</u>: Have some ideas written to suggest to employee and document employee's ideas

Your ideas:

_____

_____

_____

Document your employee's ideas

<u>Agree on Action to Be Taken</u> (by employee and by you): *"So….You will…"* Have employee summarize the action he/she will take. *"Okay…good. I will…"* Summarize your actions.

Document agreement:

Close

<u>Summarize discussion</u> with employee. *"Let's review…"*

<u>Follow up Steps and Dates</u>: *"As stated, the key next steps will be completed by…", "We will meet again on….", "Come to me if you run into any barriers or have any questions."*

Document Follow Up Steps and Dates

<u>Confirm confidence</u>
"I believe you have the ability to…", "I think you can handle…"

Write your vote of confidence statement out prior:

_____

_____

<u>Follow up!</u>

Be sure to do everything you agreed to do…then follow up on that date and document the discussion. Reward new behavior or agree to keep working on the behavior depending on the performance of the employee.

Evaluating Performance

As a manager, you have set the expectations of performance, coached the employee along the way and now it is time to give an overall evaluation of performance. If you have worked to incorporate the best practices from the earlier sections of this guide, you will be able to provide an objective evaluation with no surprises to the employee. The evaluation builds off of and incorporates the other elements of the performance management process. The performance evaluation is a critical tool for ensuring that employees receive the information that they need to be successful in their role, to build their careers, and to contribute to the overall success of the University. When evaluating performance, there are two specific processes/forms to use, based on the type of employee you are evaluating:

- The Annual Review process/form is used for evaluating the performance of your P&A, Staff Association employees and Custodial/Ground Supervisors.

- The Final Assessment process/form is used for evaluating the performance of your Non-Academic, Non-Represented employees

When evaluating performance for any employee, you are rating the **what** (performance) and the **how** (behavior).

What Do You Rate?

Process	For Whom	Rate Performance	
		What	**How**
Annual Review	• P&A Employees • Staff Association Employees • Custodial & Grounds Supervisors	Job Duties / Tasks / Responsibilities	Performance Factors
Employee Planning & Assessment	Non-Academic, Non-Represented Employees	Performance Objectives	Competencies

Best Practices

- Review employee's self-assessment (if applicable) as well as your own documentation (notes, letters, files, etc.) before working on the review/assessment.

- Be consistent when assigning rating scores. Ensure that the overall rating you select matches the ratings selected in the body of the evaluation (an item can only carry more weight in the overall rating, if it was discussed and noted in the planning document).

- Think about the feedback you will give and questions you will ask during the meeting with your employee.

- Use appropriate comments.

- Consider factors that have affected performance both within and outside the control of the individual.

- Decide on the structure of the meeting.

- Make it "priority time".

- Be clear about the purpose of the meeting.

- Encourage your employee's participation by asking questions.

- Listen actively.

- Be sincere and interested.

What's in it for Me?

An objective and effective evaluation helps set the stage for strong performance and employee engagement.

Using the Performance Evaluation Tools…

Performance Management Competency Dictionary

Evaluations are based on a set of agreed-upon performance expectations. This tool can help you clearly define expectations and hold your employees accountable for them. This tool can also provide a foundation for employee development discussions. It includes competencies for all non-academic, non-represented employees as well as members of the P&A, Staff Association and Custodial/Ground Supervisors collective bargaining agreements.

WaynePM Processes and Work Flows

Many of your performance management processes will be completed in WaynePM – WSU's electronic performance management system. This tool provides a quick overview of the performance management processes and work flows for Non-Academic, Non-Represented employees and P&A, Staff Association employees and Custodial/Ground Supervisors. This is especially helpful if you have employees from both groups!

Performance Evaluation Forms

Your performance evaluations will be completed using forms within the WaynePM system. Blank samples of these forms are available for your reference:

- **Planning and Assessment Form** for Non-Academic, Non-Represented Employees

- **Annual Review Form** for P&A, Staff Association employees and Custodial/Grounds Supervisors

Rating Errors/Pitfalls to Avoid Job Aid

Sometimes, even without realizing it, past experiences or biased feelings can prevent managers from providing objective rating scores for their employees. This is referred to as a rating error or pitfall. This job aid will help pull those subconscious biases to the surface so you can approach each performance rating objectively. Use this job aid to recognize various types of errors, the definition of the error and an example of when it can occur.

PERFORMANCE MANAGEMENT COMPETENCY DICTIONARY
CLARIFYING REQUIREMENTS FOR POSITION SUCCESS

Introduction

Competencies are used to plan, guide and develop behavior/performance. The purpose of this Competency Dictionary is to provide a master list of observable, best practice behaviors to enable leaders to pinpoint specific requirements for any position.

It is based upon the premise that in every job, some people perform more effectively than others:

- These people *approach their jobs differently* from the typical worker
- These differences in approach relate directly to specific characteristics
- These characteristics, or **competencies,** are what define outstanding performers; they are often absent in typical performers

The benefit in defining a set of competencies for a position is that it enables consistent and aligned expectations to be set that are infused in all aspects of the hiring process and beyond. For instance, these competencies may be incorporated in the job description, interview questions, and orientation/onboarding plan as well as in formal and informal performance coaching and appraisal conversations.

Defining Competencies

Competencies are underlying characteristics of an individual which is related to effective or superior performance in a job which can be:

- Motives, traits, self-concepts, attitudes or values, technical knowledge, or behavioral skills
- Measured
- A differentiator between superior and average performers, or between effective and ineffective performers

The best way to discover the competencies that relate to effective performance is to **study top performers.** Top performers demonstrate selected competencies more often, in more situations, with better results.

Using This Guide
Each competency in the dictionary has a definition and a set of behavioral indicators. When coaching an employee on a particular competency, consider:

- To what degree does the employee's performance mirror that of the behavioral indicators?
    - Does it *exceed* the indicator statements? If so, consider coaching to stretch performance. Note: sometimes we can "overuse" strengths and find that they can be actually be a detriment. Be mindful of behaviors taken to an extreme.
    - Does it *match* the indicator statements? If so, consider coaching to maintain performance.
    - Does it *fall short* of the indicator statements? If so, consider coaching to improve or halt performance/conduct. Consider if the performance expectation clearly addressed each of the behavior indicators. If not, it may be helpful to re-set expectations and begin coaching once again. If so, it may be helpful to more clearly describe what the behavioral indicators truly look like for this employee's role. What are examples of these behaviors in practice? Prepare for a 2-way conversation about how the employee can embody these behaviors and what, if anything, may prevent him/her from achieving this goal.

- Would employee development be helpful to build skill or knowledge around these behavioral indicators?

- Have you created a climate that rewards and recognizes when these behavioral indicators occurs? Likewise, have you created a climate that consistently redirects behaviors that fall short of this goal? Inconsistent coaching can send mixed signals to employees – if you sometimes redirect behavior that falls short – but not all the time, employees may not see how important you feel these behaviors are and be less motivated to demonstrate them.

Note: While WSU doesn't have one core set of competencies to be used universally across the University, this dictionary includes:

- Competencies featured in *WaynePM* (formerly known as Wayne LEADS). These form the foundation for performance management and employee development conversations with ***non-academic, non-represented employees.***

- Performance factors described in the performance planning and development annual review form for employees represented by ***Staff Association and P&A***. While these may not always be included in the job description, it is important to align to them as they provide the foundation for performance management conversations once the employee is hired.

For non-academic employees represented by collective bargaining agreements other than Staff Association or P&A, contact TCW and Labor Relations to discuss applicable contract requirements.

Table of Contents

Place a checkmark next to the top 5-7 competencies most critical required for success in the position.

	Competency	WSU Audience	Key Behavioral Indicators
☐	**Analytical & Problem Solving Skills** *Uses analysis, wisdom, experience, and logical methods to solve difficult problems; incorporates multiple inputs to establish shared ownership and action* *See also "Problem Analysis and Decision Making"*	Non-Academic, Non-Represented Included in WaynePM (formerly WayneLEADS) performance appraisal system	• Uses a combination of logic, analysis, experience, wisdom, advanced methods, and other resources to solve problems • Demonstrates the ability to solve complex, difficult, and intractable problems • Creates effective and innovative solutions • Skillfully probes all appropriate sources • Demonstrates advanced skill and keen insight in gathering, sorting, and applying key information and demonstrates deep resolve and resilience throughout the process • Is well respected inside and outside the department; is often pursued as a consultant for input, analysis, process support, and direction
☐	**Communication** *Is able to write in a variety of communication settings and styles; can get messages across that instigates appropriate actions; orally communicates in a variety of formal and informal settings; actively listens*	Non-Academic, Non-Represented and Represented by Staff and P&A Included in WaynePM (formerly WayneLEADS) performance appraisal system and in Staff and P&A's performance planning and development annual review form	Both Written & Oral: • Clearly and persuasively articulates ideas, opinions, information and needs orally and in writing • Uses effective listening skills to identify important information • Anticipates audience needs; makes complex concepts easy to understand • Develops communication plans; identifies stakeholders for whom information and input is needed Written: • Is proficient in a variety of writing styles and uses the appropriate style that suits the message and audience • Regularly produces written communications that positively affect attitudes and beliefs through inspirational and timely messages • Composes clear, concise and crisp messages Oral: • Articulately expresses oneself to large or small groups or one-on-one • Comfortably presents to a broad and diverse population • Responds tactfully when faced with on-the-spot questions or challenges

	Competency	WSU Audience	Key Behavioral Indicators
☐	**Creativity and Innovation** *Examines status quo and looks for better ways of doing things* *See also "Innovation"*	Non-Academic, Non-Represented Included in the WaynePM (formerly WayneLEADS) performance appraisal system	• Resourceful; deviates from the routine • Develops and implements new methods, procedures solutions, concepts, designs and or applications • Demonstrates imagination and originality • Makes innovative contributions • Has good judgment about which creative ideas and suggestions will work • Is good at bringing creative ideas out of other others
☐	**Customer Service/ Customer Focus** *Commits to meeting the expectations and requirements of internal and external customers; acts with customers in mind; values importance of providing high-quality customer service*	Non-Academic, Non-Represented and Represented by Staff and P&A Included in WaynePM (formerly WayneLEADS) performance appraisal system	• Strategically plans ways to demonstrate superior customer service • Interacts regularly with customers to gain feedback and to ascertain ways to improve services • Establishes and nurtures relationships with customers, regularly inviting feedback and suggestions • Acts with customers in mind and considers customer service of paramount importance • Consistently exceeds customer expectations • Proactively identifies customer issues and quickly and effectively resolves customers' problems
☐	**Dealing with Change** *Maintains performance with changing circumstances; handles stress; able to move into action without having the total picture; tolerates uncertainty*	Non-Academic, Non-Represented Included in the WaynePM (formerly WayneLEADS) performance appraisal system	• Anticipates impact of change, and directs self and others in smoothly shifting gears • Uses ingenuity in dealing with ambiguous situations, and helps others to cope effectively • Thrives on situations involving risk and uncertainty
☐	**Dependability** *Follows through on assignments; prompt in completing tasks*	Non-Academic, Represented by Staff and P&A Included in Staff and P&A's performance planning and development annual review form	• Attendance and punctuality meets the requirements of WSU policy and collective bargaining agreement (disregarding FMLA-protected absence) • Reliable • Meets established schedules and deadlines • Demonstrates commitment to department and University goals • Attends to detail • Follows up on progress of work • Follows instructions and appropriate procedures • Fulfills responsibilities • Maintains confidentiality as appropriate

	Competency	WSU Audience	Key Behavioral Indicators
☐	**Human Relations** *Relates well to a variety of people, builds rapport and relationships* *See also Interpersonal Skills*	Non-Academic, Represented by Staff and P&A Included in Staff and P&A's performance planning and development annual review form	• Interacts effectively and maintains positive relationships with peers, subordinates and customers • Builds teamwork • Motivates and inspires others • Cooperates with persons outside the department • Willingly accepts instructions and assignments • Assists others to accomplish work objectives • Develops confidence • Uses positive reinforcement • Treats people with respect
☐	**Initiative** *Takes action to achieve goals beyond what is expected; drives to bring issues to a successful closure; self-starter* Note: This competency is entitled *Initiative and Creativity* in the Staff and P&A's Performance Planning and Development Annual Review Form (See also "Creativity & Innovation")	Non-Academic, Non-Represented and Represented by Staff and P&A Included in WaynePM (formerly WayneLEADS) performance appraisal system and in Staff and P&A's performance planning and development annual review form	• Volunteers readily • Undertakes self-development activities • Seeks increased responsibilities • Takes independent actions and calculated risks • Looks for and takes advantage of opportunities • Asks for and offers help when needed • Sets and achieves challenging goals • Demonstrates persistence and overcomes obstacles • Requires much less support than most other people or groups • Needs little unplanned guidance or help • Independent • Self-motivated • Self-starter • When bringing problems to leadership, brings solutions
☐	**Innovation** *Resourceful to deviate from the routine; develops and implements new methods, procedures solutions, concepts, designs and or applications; demonstrates imagination and originality; makes innovative contributions*	Non-Academic, Non-Represented Included in WaynePM (formerly WayneLEADS) performance appraisal system	• Synthesizes complex or diverse information • Collects and researches data • Uses intuition and experience to complement data and solve problems • Designs work flows and procedures • Translates concepts and information into images • Displays original thinking and creativity • Uses feedback to modify designs • Displays original thinking and generates creative solutions • Is seen as bringing out the best in others in brainstorming sessions or one-on-one • Is unafraid to use unorthodox methods • Thinks creatively and implements solutions for everyday problems

	Competency	WSU Audience	Key Behavioral Indicators
	Note: This competency is entitled *Creativity & Innovation* in WayneLEADS		• Strives to continually improve own processes and areas of business • Implements new progressive programs/processes • Identifies gaps against best practice (nationally and internationally) • Puts forward proposals and develops strategic implementation plans to introduce new and improved ways of operating
☐	**Job/Functional Skills** *Has the functional and technical knowledge and skills to do the job at a satisfactory level of accomplishment* Note: This competency is entitled *Job/ Organizational Knowledge* in the Staff and P&A's Performance Planning and Development Annual Review Form	Non-Academic, Non-Represented and Represented by Staff and P&A Included in the WaynePM (formerly WayneLEADS) performance appraisal system and in Staff and P&A's performance planning and development annual review form	• Demonstrates appropriate level of knowledge in specific field or discipline and ability to apply technical and procedural knowledge • Possesses an understanding of facts and information related to assignments, including department and University policies • Maintains technical competence; demonstrates an active interest in enhancing current skills and learning new ones • Selects, combines or invents appropriate tools or technology for tasks • Improves or redesigns processes, tools or technologies • Is sought out by others for technical expertise and knowledge Shares expertise with others, teaching skills and explaining concepts
☐	**Personal Credibility** *Is widely trusted; is seen as a direct, truthful individual; presents truthful information in an appropriate and helpful manner; keeps confidences; admits mistakes; doesn't misrepresent himself or herself for personal gain*	Non-Academic, Non-Represented Included in the WaynePM (formerly WayneLEADS) performance appraisal system	• Widely trusted and seen as direct, truthful and ethical • Presents truthful information in an appropriate and helpful manner • Respected for knowledge and the relationships he/she builds with others • Known for keeping the confidences of others • Keeps commitments and follows through on tasks • Makes decisions based on what it is best for the organization rather than on personal gain
☐	**Planning/Organizing Skills** *Determines short term*	Non-Academic, Non-Represented and Represented by Staff and P&A	• Defines short and long range objectives/goals and procedures • Develops strategies to achieve organizational goals; establishes priorities

	Competency	WSU Audience	Key Behavioral Indicators
	objectives and action steps for achieving them	Included in Staff and P&A's performance planning and development annual review form	• Organizes or schedules other people and their tasks; arranges work schedules; delegates work • Effectively uses resources • Completes projects on time and on budget • Anticipates problems • Follows up to ensure work is completed • Prioritizes and plans work activities; adapts to changing conditions • Communicates changes and progress
☐	**Problem Solving Skills** *Ability to identify, analyze and solve a problem in support of personal, group, department or organization objectives* Note: This competency is entitled *Problem Analysis & Decision Making* in the Staff and P&A's Performance Planning and Development Annual Review Form	Non-Academic, Non-Represented and Represented by Staff and P&A Included in Staff and P&A's performance planning and development annual review form	• Identifies and resolves problems in a timely manner • Gathers and analyzes information skillfully • Asks for input and provides information and feedback in a timely manner • Works well in group problem solving situations • Uses reason even when dealing with emotional topics • Meets challenges with resourcefulness • Generates suggestions for improving work • Develops alternative approaches and ideas • Presents ideas and information in a manner that gets others' attention • Develops sound, practical and workable solutions • Recognizes when a decision is necessary; willing to make necessary and immediate decisions given incomplete information
☐	**Productivity/ Accomplishment** *Demonstrates initiative and resourcefulness to achieve desired goals and objectives. Strives for excellence.*	Non-Academic, Represented by Staff and P&A Included in Staff and P&A's performance planning and development annual review form	• Performs work that is accurate and thorough • Work is performed at the speed required • Output is consistently at an acceptable level
☐	**Professional Development** *Embraces continuous learning and renewal. Has an affinity for*	Non-Academic, Represented by Staff and P&A Included in Staff and P&A's	• Learns appropriate work related skills and procedures • Works to develop professionally • Growing in professional skills and knowledge

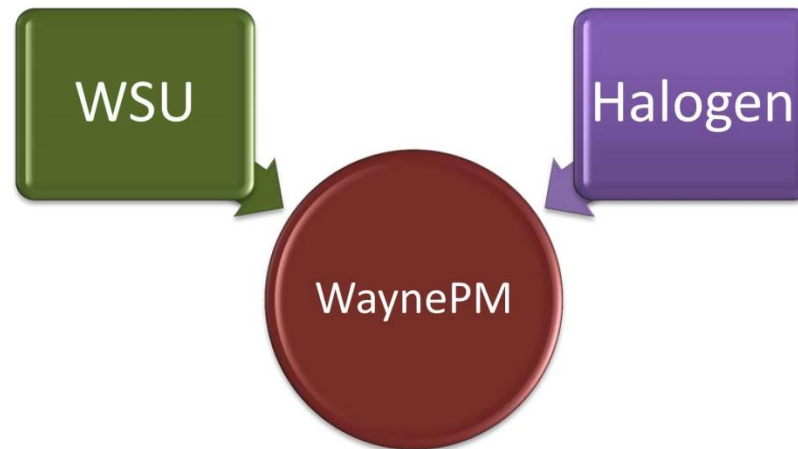|	Competency	WSU Audience	Key Behavioral Indicators
	discovering new ideas, experimenting to learn and acquiring knowledge	performance planning and development annual review form	
☐	**Quality of Work** *Consistently takes action to improve work processes, maintain attention to detail and is committed to high standards of work product*	Non-Academic, Represented by Staff and P&A Included in Staff and P&A's performance planning and development annual review form	• Delivers quality results in a timely and efficient manger • Work produced is accurate and thorough
☐	**Teamwork and Team Building** *Effectively works toward common goals by supporting, encouraging and sharing information with colleagues*	Non-Academic, Non-Represented Included in WaynePM (formerly WayneLEADS) performance appraisal system	• Responds and relates well to people in all positions • Is seen as a team player; cooperative • Looks for common ground; solves problems for the good of all • Encourages collaboration and seeks feedback • Represents own interests but also is open and fair to those of others • Demonstrates respect for others
☐	**Time Management** *Achieves work priorities by prioritizing tasks; develops strategies to achieve goals in the timeframe in which they're required*	Non-Academic, Non-Represented Included in the WaynePM (formerly WayneLEADS) performance appraisal system	• Accurately scopes out length and difficulty of tasks and projects • Breaks down work into process steps • Develops schedules for the completion of tasks • Realistically estimates time and resource requirements on projects • Anticipates and adjusts for problems and roadblocks • Effectively shifts priorities and multi-tasks on projects • Consistently meets deadlines

ADDITIONAL MANAGER/LEADERSHIP COMPETENCIES

	Competency	Source: WaynePM or Staff & PA	Key Behavioral Indicators
☐	**Affirmative Action & EEO Compliance** *Meets affirmative action responsibilities*	Non-Academic, Represented by Staff and P&A Included in Staff and P&A's performance planning and development annual review form	• Monitor unit employment practices to support University efforts in meeting diversity goals • Ensure compliance with the law and University policy • Support, enforce and adhere to the University's policies for non-discrimination and a harassment-free workplace
☐	**Accountability/ Managerial Courage** *Accepts responsibility for one's actions and encourages the same in others; tactfully shares feedback in a way that it can be heard while keeping ownership task firmly in its rightful place; unafraid to have difficult conversations*	Non-Academic, Non-Represented Included in the WaynePM (formerly WayneLEADS) performance appraisal system	• Provides current, direct, complete and actionable feedback for others to reinforce positive behaviors or to correct behaviors for continuous improvement • Let's people know where they stand • Faces up to people problems in any situation quickly and directly • Is comfortable taking negative action when necessary • Takes personal responsibility for action and encourages others to do the same • Doesn't hold back on anything that needs to be said; shares feedback in a manner in which it can best be heard
☐	**Business Acumen** *Combines job knowledge and broad university knowledge to achieve Wayne State University goals*	Non-Academic, Non-Represented Included in WaynePM (formerly WayneLEADS) performance appraisal system for Managers	• Demonstrates a high level understanding of how business works • Possesses keen business judgment and insight • Demonstrates broad knowledge and perspective • Is future-oriented • Understands the WSU Strategic Priorities inside and out • Is aware of how strategies and tactics work in the educational competitive market
☐	**Developing Direct Reports** *Creates an environment that fosters learning, growth and development.*	Non-Academic, Non-Represented and Represented by Staff and P&A Included in the WaynePM (formerly	• Is a people builder; considers him/herself in a position of responsibility for the advancement of others • Identifies potential in others; looks for new ways to creatively challenge others • Provides development tasks and challenging assignments • Considers the career goals of direct reports and is

	Competency	Source: WaynePM or Staff & PA	Key Behavioral Indicators
	Note: This competency is entitled *Supervision & Development of Employees* in the Staff and P&A's Performance Planning and Development Annual Review Form	WayneLEADS) performance appraisal system and in Staff and P&A's performance planning and development annual review form	intentional regarding providing development opportunities • Works jointly with others to help them construct personal development plans; provides guidance, support and follow up on plan • Encourages direct reports to accept development opportunities; removes obstacles for employees to attend training courses or participate in development activities • Provides feedback and coaching
☐	**Fiscal Management** *Devise final strategies to maintain budgetary compliance; assess financial implications of decisions and actions and balance data analysis with judgment about what's best for the organization*	Non-Academic, Represented by Staff and P&A Included in Staff and P&A's performance planning and development annual review form	• Prepare and/or maintain budget • Operate within budget by controlling costs and keeping within prescribed limits; assume responsibility for fiscal planning, monitoring and adjustment in light of constraints • Record, analyze, monitor, develop, correct and/or approve transactions, budgets, and proposals in compliance with established policy and procedure
☐	**Leadership** *Links vision to goals/objectives, influences others, models the way and is a source for encouragement. Actively seeks positive change for the organization.* Note: This competency is entitled *Organizational Leadership* in TCWs Special Skills found in the Online Hiring System	Non-Academic, Non-Represented Included in WaynePM (formerly WayneLEADS) performance appraisal system	• Creates a climate in which people want to do their best • Inspires and motivates others; builds commitment and overcomes resistance from others • Influences others to follow a common goal • Is forward thinking; creates vision and strategy aligned with the needs of the organization and that capitalizes upon internal and external opportunities • Is a good role model • Displays willingness to make decisions; solicits and applies internal and external stakeholder feedback • Relates work tasks to key organizational objectives/vision • Exhibits sound and accurate judgment; supports and explains reasons for decisions when appropriate • Prepares and supports those affected by change • Makes each individual feel his/her work is important
☐	**Strategic Agility** *Ability to establish a course of action to*	Non-Academic, Non-Represented Included in the	• Recognizes strategic opportunities for change • Sees ahead clearly • Accurately assesses the value of creative ideas and suggestions

	Competency	Source: WaynePM or Staff & PA	Key Behavioral Indicators
	accomplish a long-range goal or vision; anticipates future consequences and trends; recognizes strategic opportunities for change	WaynePM (formerly WayneLEADS) performance appraisal system	• Can plan and operationalize ideas • Has a well-rounded perspective • Anticipates future consequences and trends accurately • Articulate visions of possibilities and likelihoods
☐	**Supervision and Development of Employees** *Directs, guides and supports employee performance* *See also "Developing Direct Reports"*	Non-Academic, Represented by Staff and P&A Included in Staff and P&A's performance planning and development annual review form	• Trains, guides and assists employees • Appraises and reviews performance of supervised employees in a timely, fair and appropriate manner • Motivates employees to perform effectively • Recognizes and encourages employee development • Maintains appropriate standards of performance • Resolves personnel-related problems and issues in a timely and effective manner
☐	**Timely Decision Making** *Makes decisions in a timely manner by selecting approaches based upon available information and strategic objectives and perceiving the impact and implications of the decision made*	Non-Academic, Non-Represented Included in the WaynePM (formerly WayneLEADS) performance appraisal system	• Makes timely decisions, given the necessary information or even with incomplete information • Will make a quick decision when required • Quickly sizes up multiple situations and complex problems • Thinks well on his/her feet

WaynePM Processes and Work Flows

Wayne State University has partnered with Halogen to offer an automated performance management system to handle WSU's varied performance management processes.

Non-Academic, Non-Represented
Employee Planning & Assessment

*Based on discussion with supervisor

Non-Academic, Non-Represented
Planning Overview: Work Flow Diagram

Step 1: Employee Enters Performance Objectives*

- Enter Review Period
- Enter Performance Objectives
- Complete

*Based on discussion with supervisor

Step 2: Supervisor Reviews Employee submission and Makes Any Needed Changes,

- Review Employee Performance Objectives
- Make any changes
- Communicate with Employee any Changes
- Third Party Review/Input, if applicable
- Complete

Step 3: Employee Acknowledges Performance Objectives with Any Incorporated Changes

- Review Performance Objectives
- Review/Acknowledge

Step 4a: Employee Add Ongoing Performance Notes

- Add notes, updates, documents, etc. to Performance Objectives throughout the performance year

Step 4b: Supervisor Add Ongoing Performance Notes

- Add notes, updates, etc. to Performance Objectives throughout the performance year
- Add Manager Notes throughout the performance year

Non-Academic, Non-Represented
Final Assessment Overview: Work Flow Diagram

Step 1: Employee Completes Status Updates and Competency Self Assessment
- Enter Review Period
- Enter Performance Objectives
- Enter Status Updates
- Complete Competency Self Assessment
- Enter Other Contributions & Employee Comments
- Enter Self Assessment Overall Rating
- Complete

Step 2: Supervisor Writes Final Assessment
- Review Employee Self-Assessment
- Enter Comments for Performance Objectives & Assign Ratings
- Complete Competency Assessment
- Enter Supervisor Summary Comments
- Assign Overall Rating
- Third Party Review, if applicable
- Complete

Step 3: Second Level Reviews & Approves Final Assessment
- Review Final Assessment
- If applicable, add Annotation Notes and Send Back to Author
- Review/Acknowledge

Step 4: HR Consultant Reviews Final Assessment
- Review Final Assessment
- If applicable, add Annotation Notes and Send Back to Author
- Review/Acknowledge

Step 5: Supervisor Meets with Employee
- Print two copies for meeting
- Meet with employee and share copy and discuss
- Mark as Completed

Step 6: Employee Acknowledges Final Assessment and Comments
- Enter Employee Comments
- Review/Acknowledge

Step 7: Supervisor Signs Off on Final Assessment
- Review Employee Comments
- Review/Acknowledge

P&A and Staff Association
Annual Review Process

Planning Process

Process Opens → Employee enters highest priority Position Duties, Tasks, and Responsibilities* → Supervisor reviews employee submission and makes any needed changes, additions, or deletions → Employee Acknowledges Position Duties, Tasks, and Responsibilities with any incorporated changes → Process Closes

Annual Review Process

Process Opens → Supervisor Writes Annual Review → Second Level Reviewer Reviews & Approves Annual Review → HR Consultant Reviews Annual Review → Supervisor Meets with Employee → Employee Acknowledges Review and Comments → Supervisor Signs Off on Annual Review → Process Closes
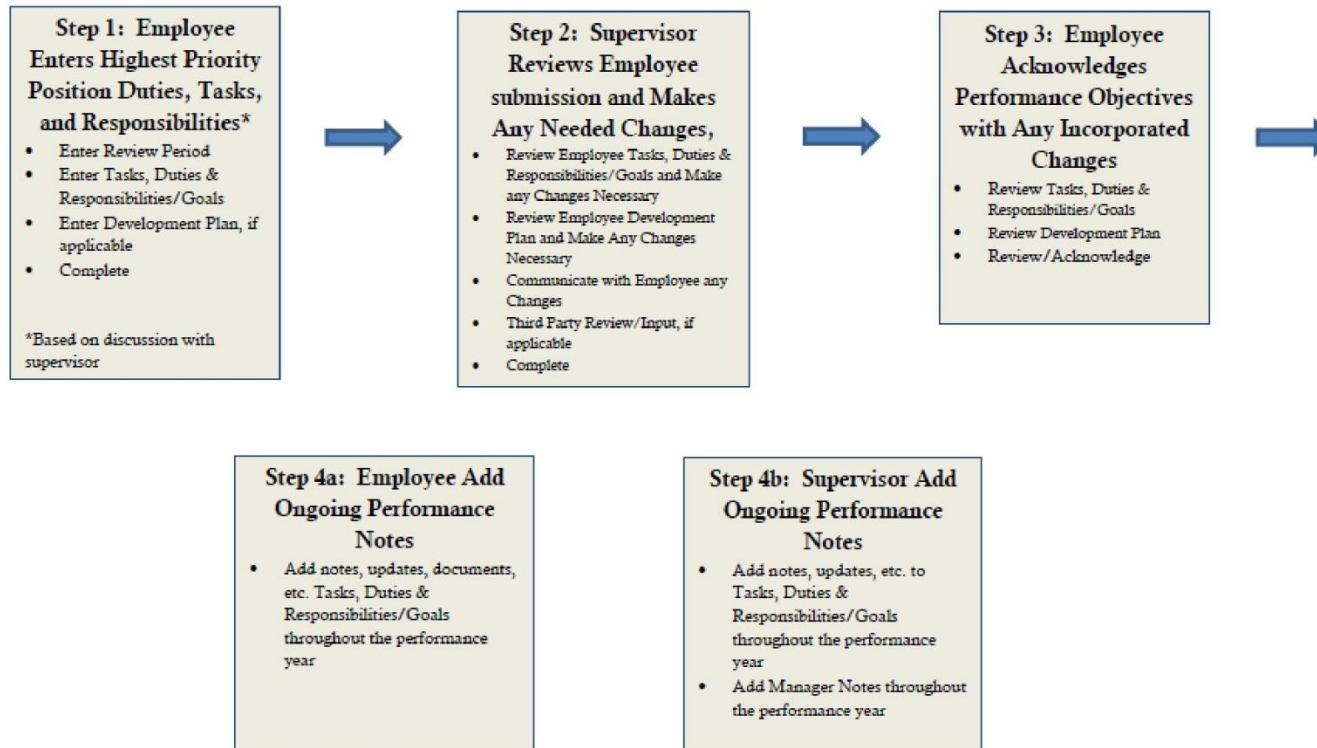
*Based on discussion with supervisor

P&A and Staff Association
Planning Overview: Work Flow Diagram

Step 1: Employee Enters Highest Priority Position Duties, Tasks, and Responsibilities*
- Enter Review Period
- Enter Tasks, Duties & Responsibilities/Goals
- Enter Development Plan, if applicable
- Complete

*Based on discussion with supervisor

Step 2: Supervisor Reviews Employee submission and Makes Any Needed Changes,
- Review Employee Tasks, Duties & Responsibilities/Goals and Make any Changes Necessary
- Review Employee Development Plan and Make Any Changes Necessary
- Communicate with Employee any Changes
- Third Party Review/Input, if applicable
- Complete

Step 3: Employee Acknowledges Performance Objectives with Any Incorporated Changes
- Review Tasks, Duties & Responsibilities/Goals
- Review Development Plan
- Review/Acknowledge

Step 4a: Employee Add Ongoing Performance Notes
- Add notes, updates, documents, etc. Tasks, Duties & Responsibilities/Goals throughout the performance year

Step 4b: Supervisor Add Ongoing Performance Notes
- Add notes, updates, etc. to Tasks, Duties & Responsibilities/Goals throughout the performance year
- Add Manager Notes throughout the performance year

P&A and Staff Association
Review Overview: Work Flow Diagram

Step 1: Supervisor Writes Annual Review
- Enter Review Period
- Enter Comments for Job Duty, Task and Responsibility/Goal & Assign Ratings
- Assign Ratings to Performance Factors and Enter Comments
- Enter Supervisor Summary Comments
- Assign Overall Rating
- Third Party Review, if applicable
- Complete

Step 2: Second Level Reviewer Reviews & Approves Annual Review
- Review Annual Review
- If applicable, add Annotation Notes and Send Back to Author
- Review/Acknowledge

Step 3: HR Consultant Reviews Annual Review
- Review Annual Review
- If applicable, add Annotation Notes and Send Back to Author
- Review/Acknowledge

Step 4: Supervisor Meets with Employee
- Print two copies for meeting
- Meet with employee and share copy and discuss
- Mark as Completed

Step 5: Employee Acknowledges Review and Comments
- Enter Employee Comments
- Mark whether you are requesting further review
- Review/Acknowledge

Step 6: Supervisor Signs Off on Annual Review
- Review Employee Comments
- If appealed stop process and go to appeal steps
- Review/Acknowledge

Logging in to WaynePM

1. Login into **WSU Pipeline** with your **Access ID** and **Pipeline Password**

2. Go to the **Employee Tab**

3. Look under **Administrative Systems** and find **WaynePM** & click the link
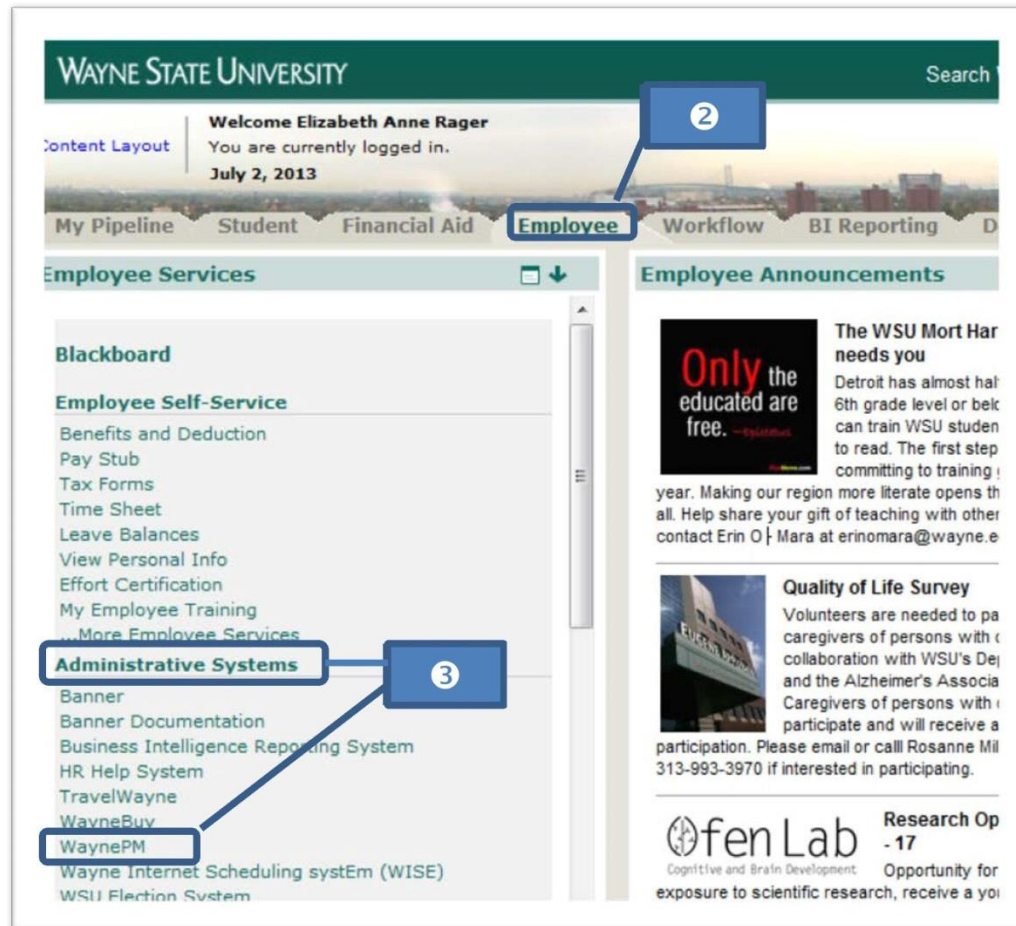
Planning and Assessment Form for Non-Academic, Non-Represented Employees

Employee **Planning** and Assessment

Employee Identification

Employee Name:		Banner ID#:	
School/College/Division:		Job Title:	
Department:			

Review Period

January 1, 2015 - December 31, 2015

Performance Objectives

Objectives

Objective
Title:

Objective
Title:

Objective
Title:

⊙ Add New

Development Plan

Development Objectives

Title: [   ]

Title: [   ]

Title: [   ]

Planning and <u>Assessment</u> Form for Non-Academic, Non-Represented Employees

Employee Planning and <u>Assessment</u>

Employee Identification

Employee Name: [   ]   Banner ID#: [   ]

School/College/Division: [   ]   Department: [   ]

Job Title: [   ]

Review Period

January 1, 2014 - December 31, 2014

Final Assessment Ratings

Exceptional	**EX**	Consistently exceeds performance expectations and objectives
Highly Effective	**HE**	Consistently achieves performance expectations and objectives and frequently exceeds them
Effective	**EF**	Consistently fulfills performance expectations and objectives and periodically may exceed them
Inconsistent	**IN**	Work does not consistently meet performance expectations and objectives and needs improvement
Unsatisfactory	**UN**	Rarely achieves performance expectations; immediate and continued improvement is required

Performance Objectives

Performance Objectives   **Status Updates (Employee):**

Objective Title [   ]   [   ]

Rating: [-------- ▾]

Final Assessment Comments (Supervisor):

[   ]

Objective Title [   ]   [   ]

Rating: `--------` ▼

Final Assessment Comments (Supervisor):

Objective Title

Rating: `--------` ▼

Final Assessment Comments (Supervisor):

Objective Title

Rating: `--------` ▼

Final Assessment Comments (Supervisor):

◎ Add

Competencies

Supervisor: Please select the appropriate rating for each competency you observed. **Employee:** Please select the appropriate rating for each competency you believe you displayed.

Analytical Thinking

Breaks down problems and issues into sub-components, thoroughly examining all components and ramifications prior to selecting a particular approach. Assesses, compiles and summarizes data and information in a logical and systematic fashion.

○ Thoroughly analyzes all important components and ramifications when approaching tasks and problems. Highly logical and systematic when summarizing data and information.

○ Analyzes important components and ramifications when approaching tasks and problems. Consistently logical and systematic when summarizing data and information.

○ Takes a role in analyzing all important components and ramifications when approaching tasks and problems. Often logical and systematic when summarizing data and information.

○ Needs to take more time to analyze all important components and ramifications when approaching tasks and problems. Needs to compile information and data more logically and systematically.

○ Does not take time to analyze all important components and ramifications when approaching tasks and problems. Does not compile information and data logically or systematically.

○ Not Applicable

Comments:

Communication

Communicates effectively and appropriately. Uses good judgment as to what to communicate to whom as well as the best way to get that accomplished. Speaks in a clear and credible manner, selecting the right tone for the situation and audience. Listens to others and allows them to make their point.

○ Always expresses facts and ideas clearly, in a credible manner. Always uses an appropriate tone. Displays excellent judgment as to what information should be communicated. Listens to others, and elicits feedback.

○ Usually expresses facts and ideas clearly, in a credible manner. Uses an appropriate tone. Displays very good judgment as to what information should be communicated. Listens to others, and often elicits feedback.

○ Able to express facts and ideas clearly, in a credible manner. Usually uses an appropriate tone. Displays good judgment as to what information should be communicated. Listens to others, but does not always elicit feedback.

○ Rarely able to express facts and ideas clearly, in a credible manner. Does not always use an appropriate tone. Has difficulty judging what information should be communicated. Does not always listen to others. Rarely elicits feedback.

○ Unable to express facts and ideas clearly. This limits credibility. Often uses an inappropriate tone. Exercises poor judgment in determining information to share with others. Unwilling to listen to others or accept feedback.

○ Not Applicable

Comments:

Creativity & Innovation

Applies creativity and originality in the work setting, when appropriate. Suggests or applies new ways of addressing ongoing work issues and challenges. Sees possibilities that others have not yet seen, or combines ideas and approaches suggested by others in a unique manner that results in breakthroughs and improvements. Understands when to be creative and when to stick with what exists now.

○ Extremely creative and innovative, and quick to apply original ideas to work.

○ Very creative and innovative, and often applies original ideas to work.

○ Displays creativity and innovation, and occasionally applies original ideas to work.

○ Rarely displays creativity and innovation or applies original ideas to work.

○ Does not display creativity and innovation or originality to work.

○ Not Applicable

Comments:

Customer Focus

Personally demonstrates that external (or internal) customers are a high priority. Identifies customer needs and expectations and responds to them in a timely and effective manner. Anticipates and prevents delays or other things that can adversely affect the customer. Keeps customers informed about the status of pending actions and inquires about customer satisfaction with products or services.

○ Considers customers to be a priority, and works closely with them to identify and anticipate their needs. Maintains frequent communication with the customer to set realistic expectations. Consistently ensures that their needs and expectations are met.

○ Considers customers to be a priority, and listens to their needs. Is frequently able to anticipate their needs. Maintains communication with the customer to set realistic expectations. Strives to ensure that their needs and expectations are met.

○ Usually makes customers a priority, and has been able to identify their needs. Attempts to set realistic expectations. Works toward meeting customers' needs and expectations.

○ Has difficulty anticipating and identifying customer needs, and is not always able to ensure that their needs are met. Must work more closely with customers.

○ Unable to anticipate and identify customer needs. Does not work closely with customers to ensure that their needs are met.

○ Not Applicable

Comments:

Dealing with Change

Adjusts quickly and effectively to changing conditions and demands. Discusses change as a necessary and inevitable aspect of organizational life as well as an opportunity to learn new things. Has a similar view and approach to potentially stressful situations. Invests personal energy toward accepting and adapting to change that others use toward resisting or resenting it.

○ Extremely flexible, with excellent ability to handle change with minimal disruption. Displays an excellent attitude toward change. Always maintains a calm and professional demeanor. Treats stressful situations as a learning experience, and applies lesson learned to future situations.

○ Very flexible, with good ability to handle change with minimal disruption. Displays a positive attitude toward change. Usually maintains a calm and professional demeanor. Often able to treat stressful situations as a learning experience, and apply lessons learned to other situations.

○ Flexible and able to handle change with minimal disruption. Usually displays a positive attitude toward change. At times, has short periods of stress, but is able to regain calm and professional demeanor fairly quickly. Developing the ability to treat stressful situations as learning experiences.

○ Able to handle change with minimal disruption, but occasionally displays a negative attitude toward change. Has difficulty maintaining calm and professional demeanor in the face of change. Has not developed the ability to treat stressful situations as learning experiences.

○ Unable to handle change without disruption and negativity. Unable to maintain a calm and professional demeanor in the face of change. Does not learn from stressful situations.

○ Not Applicable

Comments: [ ]

Initiative Taking

Recognizes opportunities and initiates actions to capitalize on them. Seeks out and takes on increasing responsibility or resolves problems as they occur. Uses sound judgment about when to take action and when to seek guidance or permission.

○ Consistently takes the initiative to resolve problems with minimal assistance from management. Has taken on new responsibilities, and acted on opportunities.

○ Has taken the initiative to resolve problems with minimal assistance from management. Willing to take on new responsibilities and act on opportunities.

○ Has taken the initiative to look for resolutions to problems, involving management at times. Usually willing to take on new responsibilities and act on opportunities.

○ Requires encouragement and input from managers before taking on new responsibilities or looking for solutions to problems. Hesitant to take on new responsibilities or act on opportunities.

○ Does not demonstrate initiative to solve problems or take on new responsibilities. Very reluctant to take on new responsibilities or act on opportunities.

○ Not Applicable

Comments: [ ]

Job Skills

Possesses sufficient job skills and knowledge to perform the job in a competent manner. Is able to demonstrate skills and knowledge in day-to-day situations.

○ Has expert level skills and knowledge.

○ Has strong skills and knowledge.

○ Has sufficient skills and knowledge to perform the job competently.

○ Acquiring the skills and knowledge needed to perform the job competently. Will benefit from further training.

○ Does not possess the skills and knowledge needed to perform the job competently.

○ Not Applicable

Comments: [ ]

Personal Credibility

Acts in ways that demonstrate personal integrity and serves as a positive example of why others should trust the motives of the organization. Views himself or herself as a reflection of the organization by following through on commitments and accepting ownership of any mistakes he or she might make.

- ○ Exemplary sense of responsibility and commitment. Can always be relied upon to follow through on commitments and promises. Willing to admit to mistakes.
- ○ Very strong sense of responsibility and commitment. Can be relied upon to follow through on commitments and promises. Willing to admit to mistakes.
- ○ Good sense of responsibility and commitment. Usually follows through on commitments and promises, with a few small delays. When approached, is willing to admit to mistakes.
- ○ Occasionally displays a lack of responsibility and commitment. Cannot always be relied upon to follow through on commitments and promises. Hesitant to admit to mistakes.
- ○ Does not display a sense of responsibility or commitment. Often fails to follow through on commitments. Will not admit to mistakes.
- ○ Not Applicable

Comments:

Solving Problems

Takes a proactive approach to anticipating and preventing problems. When problems occur, defines those problems, investigates obstacles, gathers relevant information, decides whether solving the problem should be a group decision, generates and analyzes alternate solutions and arrives at a workable solution.

- ○ Excellent problem solving skills. Generates alternative solutions to reach the best resolution. Proactively anticipates and prevents problems from arising.
- ○ Good problem solving skills. Generates alternative solutions to reach the best solution. At times, has been able to anticipate and prevent problems from arising.
- ○ Has shown ability to solve problems and generate alternative solutions. Has not taken a proactive approach to anticipating and preventing problems.
- ○ Developing problem solving skills. Would benefit from further training and experience.
- ○ Does not have good problem solving skills. Does not anticipate problems, and does not generate ideas for solving problems that arise.
- ○ Not Applicable

Comments:

Teamwork & Human Relations

Builds rapport and develops relationships with a broad range of people. Adjusts communication style to meet the needs of individuals at various organizational levels and to meet the needs of clients. Is seen as a team player. Functions

cooperatively and collaboratively.

○ Excellent ability to build rapport and develop relationships with a variety of people. Always modifies communication style to deal with different types of people in an appropriate and cooperative manner.

○ Very good ability to build rapport and develop relationships with a variety of people. Usually modifies communication style to deal with different types of people in an appropriate and cooperative manner.

○ Able to build rapport and develop relationships with a variety of people. Able to modify communication style to deal with different types of people in an appropriate and cooperative manner.

○ Limited ability to build rapport and develop relationships with a variety of people. Has difficulty modifying communication style to collaborate with different types of people and situations.

○ Does not attempt to build rapport or develop relationships with others. Unable to modify communication style to collaborate with different types of people and situations.

○ Not Applicable

Comments:

Time Management

Develops the steps necessary to accomplish long-term goals and meet deadlines. Identifies long and short-term goals and establishes realistic plans to meet deadlines. Allocates required resources, allows for contingencies and ensures that plans fit with the larger needs of the organization. Sets milestones to measure progress along the way.

○ Very effective at developing plans that lead toward the long term goal. Always ensures that the short-term goals are in line with the long-term objectives. Ensures that plans and deadlines are met. Very effective at assigning the appropriate resources to meet goals.

○ Effective at developing plans that lead toward the long term goal. Usually ensures that the short-term goals are in line with the long-term objectives. Ensures that plans and deadlines are met. Effective at assigning the appropriate resources to meet goals.

○ Able to develop plans that lead toward the long term goal. Attempts to set short-term goals that are in line with long-term objectives. Understands the importance of developing realistic plans and meeting deadlines. Able to assign the appropriate resources to meet goals.

○ Lacks experience in developing plans. Has difficulty setting short-term goals that are in line with long-term objectives. Often develops plans that are not realistic or that do not meet deadlines. Has difficulty assigning the appropriate resources. Would benefit from training or coaching in planning.

○ Unable to set short-term goals that are in line with long-term objectives. Does not develop realistic plans or meet deadlines. Does not assign the appropriate resources.

○ Not Applicable

Comments:

Additional Competencies for Supervisor/Managerial Employees

Accountability/Managerial Courage

Handles sensitive or difficult issues with grace and confidence. Holds employees accountable for assigned tasks. Takes

ownership. Remains objective in the face of strong emotions.

○ Very effective at handling difficult issues, taking ownership and holding others accountable for assigned tasks.

○ Effective at handling difficult issues, taking ownership and holding others accountable for assigned tasks.

○ Able to handle difficult issues, take ownership and hold others accountable for assigned tasks.

○ Able to handle difficult issues, but occasionally becomes overwhelmed. Often fails to take ownership and hold others accountable for assigned tasks.

○ Becomes overwhelmed and is unable to handle difficult issues. Fails to take ownership, or hold others accountable for assigned tasks.

○ Not Applicable

Comments:

Business Acumen

Understands how to manage human, financial, and information resources strategically. Devises solutions with an understanding of how to impact results; makes connections between actions/performance and organizational goals and results, with an understanding of the effects of external pressure points, i.e., the current educational landscape.

○ Excellent understanding of how to manage human, financial, and information resources. Devises excellent solutions that positively impact results in achieving organizational goals.

○ Very good understanding of how to manage human, financial, and information resources. Devises effective solutions that positively impact results in achieving organizational goals.

○ Good understanding of how to manage human, financial, and information resources. Devises solutions that often have positive impact on results in achieving organizational goals.

○ Limited understanding of how to manage human, financial, and information resources. Inconsistently devises solutions that impact results in achieving organizational goals.

○ Poor understanding of how to manage human, financial, and information resources. Does not devise solutions that positively impact results in achieving organizational goals.

○ Not Applicable

Comments:

Change Management

Proactively assesses the need for change, seeing to it that appropriate resources are available to facilitate changes, considers factors that will support or hinder change initiatives, enthusiastically promotes change in terms of the the expected benefits, as well as removing or lowering the impact of potential obstacles.

○ Exceeds expectations in terms of identifying obstacles to change, and taking steps to remove obstacles and implement change.

○ At times, has exceeded expectations in terms of identifying obstacles to change, and taking steps to remove

obstacles and implement change.

○ Meets expectations in terms of identifying obstacles to change, and taking steps to remove obstacles and implement change.

○ Lacks the experience to identify obstacles to change. Rarely takes steps to remove obstacles and implement change.

○ Unable to identify obstacles to change, and does not take steps to remove obstacles or implement change.

○ Not Applicable

Comments:

Developing Direct Reports

Provides performance feedback in a timely and effective manner. Ensures that staff members get a sufficient amount of orientation, training and developmental opportunities to maximize their chances of being successful in their assignments. Provides coaching and mentoring.

○ Excellent use of feedback to subordinates to encourage the desired behavior. Exceeds expectations in providing development opportunities for staff.

○ Very good use of feedback to subordinates to encourage the desired behavior. Does a very good job of providing development opportunities for staff.

○ Good use of feedback to subordinates to encourage the desired behavior. Does a good job of providing development opportunities for staff.

○ Limited use of feedback to subordinates to encourage the desired behavior. Needs more experience in providing development opportunities for staff.

○ Does not provide regular feedback to subordinates, or use feedback to encourage desired behavior. Does not provide development opportunities for staff.

○ Not Applicable

Comments:

Strategic Agility

Sees to it that the organization's vision and strategic plan are both aligned and well-understood by internal and external stakeholders. Ensures that business practices are consistent with the strategic plan and the vision.

○ Always communicates the organization's vision to the appropriate people. Has an important influence on the organization's strategic plan and practices, ensuring consistency with the vision.

○ Frequently communicates the organization's vision to the appropriate people. Has influence on the organization's strategic plan and practices, ensuring consistency with the vision.

○ Understands and is able to communicate the organization's vision. Has limited influence on the organization's strategic plan and practices.

○ Understands the organization's vision, but does not help to communicate it to others. Has not been involved in the organization's strategic plan and practices.

○ Does not clearly understand the organization's vision. Has not been involved in strategic planning.

○ Not Applicable

Comments:

Timely Decision Making

Investigates all viable options, along with the potential consequences of each, and then makes timely decisions. Can direct a group through this process and does not hesitate to make difficult decisions. Can speed up the decision-making process when time is of the essence, yet can also slow it down when there is time to do so.

○ Strong ability to make thoughtful decisions under pressure. Gathers input before making decisions, and considers the impact of decisions. Able to make quick decisions when necessary. Not afraid to make unpopular decisions.

○ Good ability to make thoughtful decisions under pressure. Gathers some input before making decisions, and considers the impact of decisions. Often able to make quick decisions. Occasionally lacks confidence in making unpopular decisions.

○ Is able to make decisions under pressure. Does not always fully consider the impact of decisions. Occasionally has difficulty making quick decisions. Lacks confidence in making unpopular decisions.

○ Developing decision making skills. Would benefit from further training and experience.

○ Does not have decision making skills. Lacks confidence to make decisions under pressure.

○ Not Applicable

Comments:

Other Employee Contributions

Supervisor's Summary of Performance

Briefly describe the employee's overall performance regarding competencies and regarding performance as compared to agreed upon objectives.

Overall Performance Rating

Evaluate the employee's overall level of performance in the accomplishment of performance objectives and the competencies.

Overall Rating

○ Exceptional: Consistently exceeds performance expectations and objectives (EX)

○ Highly Effective: Consistently achieves performance expectations and objectives and frequently exceeds them (HE)

○ Effective: Consistently fulfills performance expectations and objectives and periodically may exceed them (EF)

○ Inconsistent: Work does not consistently meet performance expectations and objectives and needs improvement (IN)

○ Unsatisfactory: Rarely achieves performance expectations; immediate and continued improvement is required (UN)

Employee's Comments

The employee may use this section to comment on his/her performance.

Planning Form for P&A and Staff Association Employees

Planning Annual Review Form

Employee Identification

Employee Name: [   ]   Banner ID#: [   ]

School/College/Division: [   ]   Job Title: [   ]

Department: [   ]

Review Period: May 1, 2014 – April 30, 2015

Position Duties, Tasks and Responsibilities/Goals

LIST DUTIES AND RESPONSIBILITIES IN ORDER OF PRIORITY.

This list should not be considered a complete description of all employee's duties and responsibilities.

In the TITLE, please put a summary statement of the task, duty, responsibility/goal and in the box below TITLE, please put the detail of the task, duty, responsibility/goal.

Major Duties & Responsibilities (To be completed by employee)

Title: [   ]

Title: [   ]
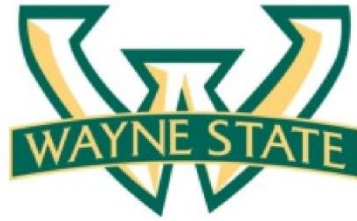
Title: [   ]

[   ]

Title: [   ]

[   ]

Title: [   ]

[   ]

◎ Add New   ABC

Development Plan

Identify and schedule appropriate classes and/or professional associations, conferences, on the job training, work experience and other developmental resources.

Professional and Personal Development

Title: [   ]

[   ]

Title:

Title:

Title:

Title:

Title:

Title:

Annual Review Form for P&A and Staff Association Employees

Annual Review Form

Employee Identification

Employee Name: _____   Banner ID#: _____

School/College/Division: _____   Job Title: _____

Department: _____

Review Period: From: _____   To: _____

Accomplishments of Position Duties, Tasks, and Responsibilities

LIST DUTIES AND RESPONSIBILITIES IN ORDER OF PRIORITY. DOCUMENT EVALUATIONS BY PROVIDING COMMENTS ON PERFORMANCE WHICH BRIEFLY DESCRIBE THE ACCOMPLISHMENTS AND JUSTIFY THE LEVEL OF EVALUATION.

This list should not be considered a complete description of all employee's duties and responsibilities.

Comments should consist of a statement indicating results achieved; also may consist of comments indicating the employee's proficiency with job related skills

Indicate one of these ratings for each duty and responsibility:

O=Outstanding   E=Excellent   FS=Fully Satisfactory   LS=Less than Satisfactory   U=Unsatisfactory

Click here for guidelines

Major Duties and Responsibilities (to be completed by employee)	Comments on Performance (completed by supervisor)
Title: _____	
Rating: --------	
Title: _____	

Rating: -------- ▾

Title:

Rating: -------- ▾

Title:

Rating: -------- ▾

Title:

Rating: -------- ▾

⊙ Add

Other Contributions

List contributions made by the employee or assets possessed by the employee in addition to those described above.

Click here for guidelines

Universal

Some of the following factors may not apply to all positions. When that is the case, check N/A. If N/A is not provided, the factor MUST be evaluated. For each defined element of job performance, place a mark within the appropriate appraisal rating box. The appraisal of each element of job performance should be followed by comments explaining the rating and recommending specific areas of improvement or development if necessary.

Click here for guidelines

JOB/ORGANIZATIONAL KNOWLEDGE

Application of appropriate technical and procedural knowledge; understanding of facts and information related to or assignments, including department and University policies; degree of technical competence and demonstration of appropriate level of knowledge in specific field or discipline.

○ Able to adapt knowledge to complex problems (O)

○ Handles new tasks with ease (E)

○ Satisfactory knowledge of job functions (FS)

○ Unable to handle some job tasks (LS)

○ Insufficient for most tasks (U)

Supervisor Comments:

PLANNING AND ORGANIZING

Setting objectives; establishing priorities; developing plans; arranging work schedules; meeting deadlines; anticipating problems; adapting to changes and using resources effectively; plan long and short range objectives; define goals and procedures; delegate work; follow-up to ensure work is completed.

○ Planning shows anticipation of potential problems (O)

○ Plans/prioritizes with an emphasis on flexibility (E)

○ Plans/prioritizes full range of required tasks (FS)

○ Can plan routine tasks only (LS)

○ Insufficient for most tasks (U)

Supervisor Comments:

PROBLEM ANALYSIS AND DECISION MAKING (Analytical abilities and judgment)

Understanding factors and developing sound, practical and workable solutions; recognizing when a decision is necessary; asking for input; making decisions and providing information and feedback in a timely manner; accepting responsibility; facilitate problem resolution; willingness to make necessary and immediate decisions given incomplete information.

○ Decisions show in-depth analysis and understanding (O)

○ Recognizes need for and performs additional investigation to solve problems (E)

○ Decisions reflect full understanding of unit needs (FS)

○ Decisions reflect basic analytical skills only (LS)

○ Insufficient for most tasks (U)

Supervisor Comments:

HUMAN RELATIONS

Interacts effectively and maintains positive relationships with peers, subordinates, and customers; builds teamwork; motivates and inspires others; cooperates with persons outside of the department; willingly accepts instructions and assignments; assists others to accomplish work group objectives; develops confidence; uses positive reinforcement; treats people with respect.

○ Consistently exceeds requirements to anticipate the needs of customers and/or employees. Works harmoniously with others and is an example to all (O)

○ Frequently goes beyond performance standards to provide service and maintain relationships (E)

○ Provides prompt and effective service to customers and/or employees, external clients, etc. Cooperative, polite, and congenial at all times (FS)

○ Fails to respond to needs of customers, employees, external clients, etc. An uncooperative working partner or team member. Makes little or no effort to provide good service (LS)

○ Consistently rude to others. Frequent complaints from customers, co-workers, external clients, etc. (U)

Supervisor Comments:

COMMUNICATION SKILLS

Display of oral and/or written communication skills required by job; ability to listen and understand information; present information in a clear and concise manner.

○ Communications are exceptionally effective, timely, well organized, articulate, concise, and appropriate. Meetings and/or presentations are well organized, professionally executed, and highly effective (O)

○ Communications are effective, well organized, clear, and concise. Orally presents information in an articulate and convincing manner. Grammar, spelling, punctuation, and vocabulary are consistently correct (E)

○ Can summarize data and/or ideas into understandable thoughts in oral and written form to meet position requirements. Actively listens when communicating with others. Usually uses appropriate sentence structure, grammar, spelling, and punctuation. Writes effective complete documentation (FS)

○ Oral and written communications are frequently unclear and disorganized and/or contain grammatical and structural errors. May fail to communicate information on a timely basis (LS)

○ Information and ideas are consistently poorly organized and difficult to follow. Poor communication has created serious misunderstandings (U)

Supervisor Comments:

QUALITY OF WORK

Accuracy, thoroughness, and efficiency of work regardless of volume; ability to meet standards of quality.

- ○ Consistently thorough and documented beyond what is required (O)
- ○ Work shows high quality and expertise (E)
- ○ Assignments are complete and thorough (FS)
- ○ Performs only minimally acceptable work (LS)
- ○ Insufficient for most tasks (U)

Supervisor Comments:

PRODUCTIVITY/ACCOMPLISHMENT

Accuracy, thoroughness, and general effectiveness of regularly produced work; may include speed and consistency of output and volume of acceptable work.

- ○ Generates thorough and well documented work; work far exceeds established requirements (O)
- ○ Consistently produces work which more than meets normal job requirements (E)
- ○ Work is complete; work is regularly produced at an acceptable level (FS)
- ○ Does less than is expected; work is not thorough or well thought out (LS)
- ○ Insufficient for most situations (U)

Supervisor Comments:

DEPENDABILITY

Attendance (disregarding FMLA protected absence) and punctuality; reliability; meets established schedules and deadlines, including assigned work hours; demonstrates commitment to department and University goals; attends to detail; follows-up on progress of work; follows instructions and appropriate procedures; fulfills responsibilities; maintains confidentiality as appropriate.

- ○ Extremely reliable; consistently makes sound decisions; makes creative contributions; justifies utmost confidence; works independently (O)
- ○ Very reliable; typically makes sound decisions; very resourceful; acts independently; requires little supervision (E)
- ○ Reliable; responds quickly to requests; fulfills responsibility; needs only expected levels of supervision (FS)
- ○ Sometimes unreliable; does not respond in a timely manner to requests; requires more than normal supervision (LS)
- ○ Insufficient for most tasks (U)

Supervisor Comments:

PROFESSIONAL DEVELOPMENT

Learns appropriate new work-related skills and procedures; works to develop professionally, growing in professional skills and knowledge.

○ Works to develop professionally to a very high degree; continually challenging self to advance professional skills and knowledge; researches new learning sources and tools (O)

○ Works to develop professionally to a considerable degree; typically seeks out new opportunities to learn appropriate new work–related skills and procedures (E)

○ Works to develop professionally; continues to learn and grow (FS)

○ Works toward professional development to some degree (LS)

○ Does not develop professionally (U)

Supervisor Comments:

Selective

SUPERVISION AND DEVELOPMENT OF EMPLOYEES

Trains, guides, and assists employees; appraises and reviews performance of supervised employees in a timely, fair, and appropriate manner; motivates employees to perform effectively; recognizes and encourages employee development; maintains appropriate standards of performance; resolves personnel-related problems and issues in a timely and effective manner.

○ Successful with staff development and team building; develops the skills of all staff on a timely basis; effective coaching and counseling has led to performance improvements; provides effective, innovative training methods; consistently redistributes work and keeps staff functioning smoothly at peak performance levels (O)

○ Motivates staff; develops specific procedures and formalized training methods including regular follow-up training; has developed performance standards; provides timely coaching and counseling with supportive documentation; adjusts staff schedules when needs and priorities change to effectively utilize resources (E)

○ Actions show interest in subordinates; ensures training and appropriate cross training of staff; follows-up and document employee performance; provides praise and critical feedback; schedules assignments according to staff abilities and time constraints (FS)

○ Involved with staff only when necessary; may fail to follow-up and document employee performance; provides sporadic and ineffective training and counseling of staff (LS)

○ Fails to counsel and praise staff relative to performance; fails to follow-up and correct staff errors (U)

○ Not Applicable

Supervisor Comments:

FISCAL MANAGEMENT

Prepare and/or maintain and operate within budget by controlling costs and keeping within prescribed limits; budgeting exhibits planning, flexibility, and responsibility given budgetary constraints. Record, analyze, monitor, develop, correct, and/or approve transactions, budgets and proposals in compliance with established policy and procedure.

- ○ Budgeting shows exceptional planning, flexibility, and responsibility; actions are effective, accurate and indicate anticipation of future trends and difficulties (O)

- ○ Budgets for new projects and basic operation in a cost effective and consistent manner; analysis and evaluation reflect complete understanding and command of the process including the non-routine (E)

- ○ Consistently operates within budgetary constraints; records, proposals and transactions are current and in compliance with policy and procedure (FS)

- ○ Fails to consistently operate within budgetary constraints; record, analyze, monitor, develop, correct, and/or approve transactions, budgets and proposals in compliance with established policy and procedure (LS)

- ○ Insufficient for most tasks (U)

- ○ Not Applicable

Supervisor Comments:

INITIATIVE AND CREATIVITY

Resourceful to deviate from the routine; self-starter; develops and implements new methods, procedures, solutions, concepts, designs and/or applications of existing designs or procedures; accepts additional challenges and willingly assists others; self-reliant; demonstrates imagination, originality, and self-motivation; makes innovative and/or productive contributions; responds to changing requirements and meeting changing technical business needs; flexibility and adaptability.

- ○ Ideas display innovation, resourcefulness and imagination in improving work methods (O)

- ○ Self-starter in developing new ideas; resourceful in improving work methods (E)

- ○ Assists in generating new approaches; responds well to change (FS)

- ○ Needs detailed instructions to handle tasks; makes some effort to change if directed (LS)

- ○ Insufficient for most tasks and situations (U)

- ○ Not Applicable

Supervisor Comments:

AFFIRMATIVE ACTION AND EEO COMPLIANCE

Meets affirmative action responsibilities by monitoring unit employment practices to support the University efforts in meeting its diversity goals and ensure compliance with the law and University policy; supports, enforces and adheres to the University's policies for non-discrimination and a harassment free workplace.

○ Takes initiative in setting and meeting goals; develops new approaches, and generates new ideas in meeting goals and observing University policy; consistently recognizes and responds to situations that affect goal attainment (O)

○ Actively organizes, plans and develops goals; knows and correctly applies University policy; consistently seeks additional information and knowledge (E)

○ Meets responsibilities; participates in goals setting; willingly and consistently in compliance with University policy (LS)

○ Unable to fully meet responsibilities; requires frequent assistance and direction in meeting goals and observing University policy (FS)

○ Consistently fails to meet responsibilities; repeated non-compliance with University policy (U)

○ Not Applicable

Supervisor Comments:

Overall Performance Rating

Evaluate the employee's overall level of performance in the accomplishment of major duties and responsibilities, other contributions, quality of service, and other job related performance factors. An overall performance rating of Unsatisfactory or Outstanding MUST be supported with a written justification.

Click here for guidelines

Overall Performance

Evaluate the employee's overall level of performance in the accomplishment of major duties and responsibilities, other contributions, quality of service, and other job related performance factors.

○ Overall performance is characterized by exceptionally high quality and quantity of work in accomplishment of position duties; assumes responsibilities which are beyond the position requirements; uses job-related skills in an exceptional manner; requires substantially less supervision than typical for the position. (O)

○ Overall performance is characterized by high quality and quantity of work in the accomplishment of position duties; uses job-related skills in more than acceptable manner; requires a degree of supervision that is somewhat less than typical for the position. (E)

○ Overall performance is characterized by acceptable quality and quantity of work in accomplishment of position duties; uses job related skills in an acceptable manner; requires a degree of supervision that is typical for the position. (FS)

○ Overall performance indicates the employee fails to accomplish assigned position duties and/or uses job-related skills in an inadequate manner; requires an inordinate amount of direct supervision in order to produce work of acceptable quality and quantity. The employee may possess the talent to earn a higher rating if special training and coaching is given or if the employee is transferred to another more suitable position. (LS)

○ Employee has had a reasonable period of time (initiated by a documented evaluation of Less than Satisfactory) to improve performance. Employee continues to fail to accomplish assigned position duties and/or continues to use job-related skills in an inadequate manner. Upon consultation with appropriate Human Resources or labor Relations representative, the employee will either be demoted or terminated. (U)

Justification if Applicable:

Development Plan

Identify and schedule appropriate classes and/or professional associations, conferences, on the job training, work experience and other developmental resources.

Click here for guidelines

| **Professional and Personal Development** | **Actual Progress** |

Title:

Title:

Title:

📁 Add Past Development Plan

Supervisor's Comments

2nd Level Reviewer Comments

○ I have seen this evaluation and do not need to have my overall rating further reviewed.

○ I have seen this evaluation and wish to have my overall rating further reviewed.

Rating Errors/Pitfalls to Avoid
Job Aid

Attractiveness Effect

Definition	Example
The well-documented tendencies for people to assume that people who are physically attractive are also superior performers.	Ronald, customer service supervisor, rated those subordinates who were tall, slender, and good-looking higher than he rated those who were just average in appearance, even though there was no significant difference in the quality of their work.

Attribution Bias

Definition	Example
The tendency to attribute performance failings to factors under the control of the individual and performance successes to external causes.	Harriet, a manager with a mixture of both excellent and mediocre performers in her work group, attributes the successes of the former group to her quality of leadership and the failings of the latter group to their bad attitudes and inherent laziness.

Central Tendency

Definition	Example
The inclination to rate people in the middle of the scale even when their performance clearly warrants a substantially higher or lower rating.	Out of an erroneous belief that the law required companies to treat all employees the same, and a conscious desire to avoid confrontation, Harold rated all seven of the employees in his work group as meeting objectives despite significant differences in their performance.

First Impression

Definition	Example
The tendency of a manager to make an initial positive or negative judgment of an employee and allow the first impression to color or distort later information.	Rachel, a manager new to a work group, noticed one employee, who was going through a divorce, performing poorly. Within a month the employee's performance had returned to its previous high level, bur Rachel's opinion of the individual's performance was adversely affected by the initial negative impression.

Halo/Horn Effect

Definition	Example
Inappropriate generalizations from one aspect of an individual's performance to all areas of that person's performance.	Jeff was outstanding in his ability to get delinquent customers to pay up. His excellence in this important area caused his manager to unthinkingly rate him highly in unrelated areas where his performance was actually less than stellar.

High Potential Error

Definition	Example
Confusing an individual's future potential with his current performance.	Luis has a graduate degree from a prestigious university and was selected for the company's fast track training program. As a result, his manager rated his performance as exceeded when actually it was met objectives.

Negative & Positive Skew

Definition	Example
The opposite of central tendency. The rating of all individuals as higher or lower than their performance actually warrants.	Susan rates all of her employees higher than she feels they actually deserve, in the misguided hope that this will cause them to live up to the high rating they have been given. Carlos sets impossibly high standards and expectations and is proud of never having met a subordinate who deserved the highest rating.

Past Performance Error

Definition	Example
Permitting an individual's poor (or excellent) performance in a previous rating period to color the manager's judgment about her performance in this rating period.	Last year Alicia was a distinguished performer and received the highest appraisal rating. This year her manager again rated her distinguished, even though her performance this year was no better than other employees who were rated fully successful.

Recency Effect

Definition	Example
The tendency for minor events that have happened recently to have more influence on the rating than major events of many months ago.	Victoria kept no formal records of the overall performance or critical incidents of her work group of twelve people during the course of the year. When she began writing their final assessments, she discovered that the only examples she could provide for either positive or negative performance had happened in the last two months.

Similar-to-Me Effect

Definition	Example
The tendency of individuals to rate people who resemble themselves higher than they rate others.	Carol, a single mother of four small children, had prevailed in her efforts to succeed and had been promoted to manager. She unwittingly rated several women who were also single mothers higher than their performance warranted.

Stereotyping

Definition	Example
The tendency to generalize across groups and ignore individual differences.	Waldo is quiet and reserved, almost meek – about as far from the conventional cliché of a salesman as can be imagined. His sales record, however, is one of the best in the company. But his boss rated his performance lower than that of other salespeople since he did not fit the mold, ignoring the results that Waldo had produced.

Probationary, Provisional and Qualifying Performance Evaluations

As part of performance management, it is important for new employees to understand the expectations of their role and become acclimated to the culture here at WSU.

The Probationary Evaluation is used for employees who are new to Wayne State University. New is defined as either never having been employed by the University or someone who has been away from the University for more than two years. This evaluation serves as a benchmark to evaluate if the new employee will be a good fit for the role, department and University.

The Provisional and Qualifying Evaluations serve similar purposes for existing WSU employees who have been hired or bumped into a new role.

These interim evaluations are completed on paper, outside of the WaynePM system. Each of the evaluations serves a slightly different purpose and has different timelines or forms associated with the particular evaluation. The tools provided below will be key resources for helping you manage these evaluations.

Best Practices

- Ensure that you are aware of the time periods and processes for each group.

- Schedule a planning meeting with new employees to discuss their respective probationary/provisional/qualifying periods and the expectations outlined on the associated form.

- Be careful to adhere to deadlines for each group and process. Schedule all evaluation meetings up front.

- Observe the new employee carefully during this period to determine if they are qualified for the role and will be a good fit.

What's in it for Me?

- Discussing expectations and the evaluation period at the beginning of the employee's role helps to ensure that the employee has the knowledge and tools to perform to the best of their ability. This helps you effectively gauge

Probationary, Provisional & Qualifying Forms

Reference these forms for your Probationary, Provisional and Qualifying employee evaluations:

Performance Planning and Development Probationary/

Provisional Review Form

Wayne LEADS

Reduction of Work Force Qualifying Period Progress Report Form

Be sure to reference WSU policy in the Non-Rep Manual, 1.13 Performance Evaluation and non-academic, represented collective bargaining agreements

Click Here for Final Assessment Resources

whether or not they will be successful within the role. This also manages the employee's expectations, which will help minimize the impact of any negative feedback/outcome, should it arise.

Using the Probationary, Provisional and Qualifying Tools...

Probationary, Provisional and Qualifying Period Performance Review Guide

The probationary, provisional and qualifying groups have different processes, timelines and forms that vary based on whether the employee is Non-Academic/Non-Represented, P&A or Staff Association. This guide will help you determine the appropriate performance review timing for your employee.

To determine which evaluation form you need, refer to the appropriate group and employee classification listed below.

Probationary Evaluations

- **P&A and Staff Association Employees**

  Use the Performance Planning and Development Probationary/Provisional Review Form. This form is similar to the current P&A and Staff Association form used in WaynePM. It includes an evaluation time period, purpose and a space to indicate whether you will recommend the employee for continued service. Be sure to check the appropriate time frame at the beginning of the evaluation and the appropriate recommendation at the end of the evaluation.

- **Non-Academic, Non-Represented Employees**

  Use the Wayne LEADS form (often referred to as the "Old Wayne LEADS 2013 Form"). This form is similar to the current Non-Rep form used in WaynePM. For new non-represented employees, a performance planning meeting should be held within the first 14 days of the employee's start date so that the evaluation can be completed at the Mid-Point and Final Point. Check the appropriate purpose at the beginning of the form and indicate whether or not you recommend the employee for continued service in the summary comment field.

Provisional Evaluations

- **P&A and Staff Association Employees**

  Use the Performance Planning and Development Probationary/Provisional Review Form. The time periods are different for each represented group of employees and have other key differences you need to note depending on transfers/laterals/promotions.

- **Non-Academic, Non-Represented Employees**

  A provisional evaluation is not required for this group. However, you may still choose to complete one using the Wayne LEADS form (often referred to as the "Old Wayne LEADS 2013 Form").

Qualifying Evaluations

- **P&A and Staff Association Employees**

  Use the Reduction of Work Force Qualifying Period Progress Report Form. This form is a shorter version of the Probationary/Provisional Review Form, as the employee should know the job into which they are bumping. Note that the time period varies between the two collective bargaining agreements. *It is extremely important that the Qualifying Evaluation be completed 10 days prior to end of Qualifying Period due to union notification rules. You must have done a midpoint Qualifying Evaluation for the Final Qualifying Evaluation to count.*

- **Non-Academic, Non-Represented Employees**

  There is no Qualifying Evaluation for Non-Represented Employees.

Note: It is best to consult the Collective Bargaining Agreements regularly or contact Labor Relations for questions regarding all P&A or Staff Association matters.

Probationary, Provisional and Qualifying Period Performance Review Guide

Performance Evaluation Due Date from Employee's Date of Hire/Transfer/Promotion This document is not meant to replace the Collective Bargaining Agreements. Consult individual contracts or contact your HR Consultant for details. For specific nonacademic union contract interpretation, contact Labor Relations					
Bargaining Unit	New Hires (Probationary) May be terminated, for cause, at any time during probation.	Transfers/Lateral (Provisional)	Promotions (Provisional)	Reduction in Force (Qualifying Period)	Promotions Between Staff and P&A (Provisional)
Staff Association	First evaluation usually due after employee works 90 days. Second evaluation due up to, but no later than 180 days	First evaluation due at midpoint (usually 30 calendar days). Second evaluation can be completed anytime between the 31st and 60th calendar day	Evaluation due at midpoint of 225 hours worked (usually approx. 30 days). Second evaluation due prior to the end of 225 hours worked.	First evaluation due at midpoint (usually 30 calendar days). Second evaluation must be completed prior to the expiration of the 60 day qualifying period.	First evaluation due after employee works 90 days. Second evaluation due up to, but no later than 180 days
P&A	First evaluation usually due at midpoint (usually after employee works 90 days). Second evaluation due up to, but no later than 180 days	First evaluation due at 45 calendar days. Second evaluation should be completed on the 90th calendar day or the closest scheduled work day prior to it.	First evaluation due at 45 calendar days. Second evaluation should be completed on the 90th calendar day or the closest scheduled work day prior to it.	First evaluation due at midpoint (usually 45 calendar days). Second evaluation must be completed prior to the expiration of the 90 day qualifying period.	First evaluation due after employee works 90 days. Second evaluation due up to, but no later than 180 days
Non-Represented	First evaluation usually due after employee works 90 days. Second evaluation due up to, but no later than 180 days	First evaluation due at 45 calendar days. Second evaluation due at 90 calendar days	First evaluation due at 45 calendar days. Second evaluation can be completed anytime between the 46th and 90th calendar day	N/A	N/A

WAYNE STATE UNIVERSITY

Performance Planning and Development

Probationary/ Provisional Review Form

Employee Name	Banner ID #	Classification

School/College/Division	Department

P&A	Staff Association	Special Evaluations
☐ 3-Month Probationary (midway)	☐ 3-Month Probationary (midway)	☐
☐ 6-Month Probationary	☐ 6-Month Probationary	☐
☐ 45-Day Provisional (midway)	☐ 30-Day Provisional (for transfers)	
☐ 90-Day Provisional	☐ 60-Day Provisional (for transfers)	
	☐ 112 hrs. Worked-Provisional (for Staff promotions) (midway)	
	☐ 225 hrs. Worked-Provisional (for Staff promotions)	
Date Due:		

ACCOMPLISHMENTS OF POSITON DUTIES, TASKS, AND RESPONSIBILITIES

LIST DUTIES AND RESPONSIBILITIES IN PRIORITY ORDER. DOCUMENT EVALUATIONS BY PROVIDING COMMENTS ON PERFORMANCE WHICH BRIEFLY DESCRIBE THE ACCOMPLISHMENTS AND JUSTIFY THE LEVEL OF EVALUATION.

MAJOR DUTIES AND RESPONSIBILITIES (To be completed by employee) This list should not be considered a complete description of all employee's duties and responsibilities.	LEVEL OF PERFORMANCE (To be completed by supervisor) Indicate one of these ratings for each duty and responsibility: **U LS FS E O** (defined on last page)	COMMENTS ON PERFORMANCE (To be completed by supervisor) Should consist of a statement indicating results achieved; also may consist of comments indicating the employee's proficiency with job related skills

OTHER CONTRIBUTIONS
List contributions made by the employee or assets possessed by the employee in addition to those described above.

4128B (12/11)

WAYNE STATE UNIVERSITY

Performance Planning and Development
Probationary/ Provisional Review Form

This is a Microsoft forced-field form. Use the tab key to move the cursor to gray areas and tables will automatically expand as information is entered. To access this form electronically, go to: http://www.hr.wayne.edu/employment/appraisals.

Some of the following factors may not apply to all positions. When that is the case, check N/A. **If N/A is not provided, the factor MUST be evaluated**. For each defined element of job performance, place a mark within the appropriate appraisal rating box. The appraisal of each element of job performance should be followed by comments explaining the rating and recommending specific areas of improvement or development if necessary.

JOB/ORGANIZATIONAL KNOWLEDGE: Application of appropriate technical and procedural knowledge; understanding of facts and information related to or assignments, including department and University policies; degree of technical competence and demonstration of appropriate level of knowledge in specific field or discipline.

Unsatisfactory	Less than Satisfactory	Fully Satisfactory	Excellent	Outstanding
☐	☐	☐	☐	☐
Insufficient for most tasks	Unable to handle some job tasks	Satisfactory knowledge of job functions	Handles new tasks with ease.	Able to adapt knowledge to complex problems

Supervisor's comments:

PLANNING AND ORGANIZING: Setting objectives; establishing priorities; developing plans; arranging work schedules; meeting deadlines; anticipating problems; adapting to changes and using resources effectively; plan long and short range objectives; define goals and procedures; delegate work; follow-up to ensure work is completed.

Unsatisfactory	Less than Satisfactory	Fully Satisfactory	Excellent	Outstanding
☐	☐	☐	☐	☐
Insufficient for most tasks	Can plan routine tasks only	Plans/prioritizes full range of required tasks	Plans/prioritizes with an emphasis on flexibility	Planning shows anticipation of potential problems

Supervisor's comments:

PROBLEM ANALYSIS AND DECISION MAKING (Analytical abilities and judgment): Understanding factors and developing sound, practical and workable solutions; recognizing when a decision is necessary; asking for input; making decisions and providing information and feedback in a timely manner; accepting responsibility; facilitate problem resolution; willingness to make necessary and immediate decisions given incomplete information.

Unsatisfactory	Less than Satisfactory	Fully Satisfactory	Excellent	Outstanding
☐	☐	☐	☐	☐
Insufficient for most tasks	Decisions reflect basic analytical skills only	Decisions reflect full understanding of unit needs	Recognizes need for and performs additional investigation to solve problems	Decisions show in-depth analysis and understanding

4128B (12/11)

WAYNE STATE UNIVERSITY

Performance Planning and Development
Probationary/ Provisional Review Form

Supervisor's comments:

HUMAN RELATIONS: Interacts effectively and maintains positive relationships with peers, subordinates, and customers; builds teamwork; motivates and inspires others; cooperates with persons outside of the department; willingly accepts instructions and assignments; assists others to accomplish work group objectives; develops confidence; uses positive reinforcement; treats people with respect.

Unsatisfactory	Less than Satisfactory	Fully Satisfactory	Excellent	Outstanding
☐	☐	☐	☐	☐
Consistently rude to others. Frequent complaints from customers, co-workers, external clients, etc.	Fails to respond to needs of customers, employees, external clients, etc. An uncooperative working partner or team member. Makes little or no effort to provide good service	Provides prompt and effective service to customers and/or employees, external clients, etc. Cooperative, polite, and congenial at all times	Frequently goes beyond performance standards to provide service and maintain relationships	Consistently exceeds requirements to anticipate the needs of customers and/or employees. Works harmoniously with others and is an example to all

Supervisor's comments:

COMMUNICATION SKILLS: Display of oral and/or written communication skills required by job; ability to listen and understand information; present information in a clear and concise manner.

Unsatisfactory	Less than Satisfactory	Fully Satisfactory	Excellent	Outstanding
☐	☐	☐	☐	☐
Information and ideas are consistently poorly organized and difficult to follow. Poor communication has created serious misunderstandings	Oral and written communications are frequently unclear and disorganized and/or contain grammatical and structural errors. May fail to communicate information on a timely basis	Can summarize data and/or ideas into understandable thoughts in oral and written form to meet position requirements. Actively listens when communicating with others. Usually uses appropriate sentence structure, grammar, spelling, and punctuation. Writes effective complete documentation	Communications are effective, well organized, clear, and concise. Orally presents information in an articulate and convincing manner. Grammar, spelling, punctuation, and vocabulary are consistently correct.	Communications are exceptionally effective, timely, well organized, articulate, concise, and appropriate. Meetings and/or presentations are well organized, professionally executed, and highly effective

Supervisor's comments:

QUALITY OF WORK: Accuracy, thoroughness, and efficiency of work regardless of volume; ability to meet standards of quality.

Unsatisfactory	Less than Satisfactory	Fully Satisfactory	Excellent	Outstanding
☐	☐	☐	☐	☐
Insufficient for most tasks	Performs only minimally acceptable work	Assignments are complete and thorough	Work shows high quality and expertise	Consistently thorough and documented beyond what is required

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WAYNE STATE UNIVERSITY

Performance Planning and Development

Probationary/Provisional Review Form

Supervisor's comments:

PRODUCTIVITY/ACCOMPLISHMENT: Accuracy, thoroughness, and general effectiveness of regularly produced work; may include speed and consistency of output and volume of acceptable work.

Unsatisfactory	Less than Satisfactory	Fully Satisfactory	Excellent	Outstanding
☐	☐	☐	☐	☐
Insufficient for most situations	Does less than is expected; work is not thorough or well thought out	Work is complete; work is regularly produced at an acceptable level	Consistently produces work which more than meets normal job requirements	Generates thorough and well documented work; work far exceeds established requirements

Supervisor's comments:

DEPENDABILITY: Attendance (disregarding FMLA protected absence) and punctuality; reliability; meets established schedules and deadlines, including assigned work hours; demonstrates commitment to department and University goals; attends to detail; follows-up on progress of work; follows instructions and appropriate procedures; fulfills responsibilities; maintains confidentiality as appropriate.

Unsatisfactory	Less than Satisfactory	Fully Satisfactory	Excellent	Outstanding
☐	☐	☐	☐	☐
Insufficient for most tasks	Sometimes unreliable; does not respond in a timely manner to requests; requires more than normal supervision	Reliable; responds quickly to requests; fulfills responsibility; needs only expected levels of supervision	Very reliable; typically makes sound decisions; very resourceful; acts independently; requires little supervision	Extremely reliable; consistently makes sound decisions; makes creative contributions; justifies utmost confidence; works independently

Supervisor's comments:

PROFESSIONAL DEVELOPMENT: Learns appropriate new work-related skills and procedures; works to develop professionally, growing in professional skills and knowledge.

Unsatisfactory	Less than Satisfactory	Fully Satisfactory	Excellent	Outstanding
☐	☐	☐	☐	☐
Does not develop professionally	Works toward professional development to some degree	Works to develop professionally; continues to learn and grow	Works to develop professionally to a considerable degree; typically seeks out new opportunities to learn appropriate new work–related skills and procedures	Works to develop professionally to a very high degree; continually challenging self to advance professional skills and knowledge; researches new learning sources and tools

4128B (12/11)

WAYNE STATE UNIVERSITY

Performance Planning and Development

Probationary/ Provisional Review Form

Supervisor's comments:

☐ N/A **SUPERVISION AND DEVELOPMENT OF EMPLOYEES:** Trains, guides, and assists employees; appraises and reviews performance of supervised employees in a timely, fair, and appropriate manner; motivates employees to perform effectively; recognizes and encourages employee development; maintains appropriate standards of performance; resolves personnel-related problems and issues in a timely and effective manner.

Unsatisfactory	Less than Satisfactory	Fully Satisfactory	Excellent	Outstanding
☐	☐	☐	☐	☐
Fails to counsel and praise staff relative to performance; fails to follow-up and correct staff errors	Involved with staff only when necessary; may fail to follow-up and document employee performance; provides sporadic and ineffective training and counseling of staff	Actions show interest in subordinates; ensures training and appropriate cross training of staff; follows-up and document employee performance; provides praise and critical feedback; schedules assignments according to staff abilities and time constraints	Motivates staff; develops specific procedures and formalized training methods including regular follow-up training; has developed performance standards; provides timely coaching and counseling with supportive documentation; adjusts staff schedules when needs and priorities change to effectively utilize resources	Successful with staff development and team building; develops the skills of all staff on a timely basis; effective coaching and counseling has led to performance improvements; provides effective, innovative training methods; consistently redistributes work and keeps staff functioning smoothly at peak performance levels

Supervisor's comments:

☐ N/A **FISCAL MANAGEMENT:** Prepare and/or maintain and operate within budget by controlling costs and keeping within prescribed limits; budgeting exhibits planning, flexibility, and responsibility given budgetary constraints. Record, analyze, monitor, develop, correct, and/or approve transactions, budgets and proposals in compliance with established policy and procedure.

Unsatisfactory	Less than Satisfactory	Fully Satisfactory	Excellent	Outstanding
☐	☐	☐	☐	☐
Insufficient for most tasks	Fails to consistently operate within budgetary constraints; record, analyze, monitor, develop, correct, and/or approve transactions, budgets and proposals in compliance with established policy and procedure	Consistently operates within budgetary constraints; records, proposals and transactions are current and in compliance with policy and procedure	Budgets for new projects and basic operation in a cost effective and consistent manner; analysis and evaluation reflect complete understanding and command of the process including the non-routine	Budgeting shows exceptional planning, flexibility, and responsibility; actions are effective, accurate and indicate anticipation of future trends and difficulties

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WAYNE STATE UNIVERSITY

Performance Planning and Development
Probationary/ Provisional Review Form

Supervisor's comments:

☐ N/A **INITIATIVE AND CREATIVITY:** Resourceful to deviate from the routine; self-starter; develops and implements new methods, procedures, solutions, concepts, designs and/or applications of existing designs or procedures; accepts additional challenges and willingly assists others; self-reliant; demonstrates imagination, originality, and self-motivation; makes innovative and/or productive contributions; responds to changing requirements and meeting changing technical business needs; flexibility and adaptability.

Unsatisfactory	Less than Satisfactory	Fully Satisfactory	Excellent	Outstanding
☐	☐	☐	☐	☐
Insufficient for most tasks and situations	Needs detailed instructions to handle tasks; makes some effort to change if directed	Assists in generating new approaches; responds well to change	Self-starter in developing new ideas; resourceful in improving work methods	Ideas display innovation, resourcefulness and imagination in improving work methods

Supervisor's comments:

☐ N/A **AFFIRMATIVE ACTION AND EEO COMPLIANCE:** Meets affirmative action responsibilities by monitoring unit employment practices to support the University efforts in meeting its diversity goals and ensure compliance with the law and University policy; supports, enforces and adheres to the University's policies for non-discrimination and a harassment free workplace.

Unsatisfactory	Less than Satisfactory	Fully Satisfactory	Excellent	Outstanding
☐	☐	☐	☐	☐
Consistently fails to meet responsibilities; repeated non-compliance with University policy	Unable to fully meet responsibilities; requires frequent assistance and direction in meeting goals and observing University policy	Meets responsibilities; participates in goals setting; willingly and consistently in compliance with University policy	Actively organizes, plans and develops goals; knows and correctly applies University policy; consistently seeks additional information and knowledge	Takes initiative in setting and meeting goals; develops new approaches, and generates new ideas in meeting goals and observing University policy; consistently recognizes and responds to situations that affect goal attainment

Supervisor's comments:

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WAYNE STATE UNIVERSITY

Performance Planning and Development

Probationary/ Provisional Review Form

OVERALL PERFORMANCE RATING

Evaluate the employee's overall level of performance in the accomplishment of major duties and responsibilities, other contributions, quality of service, and other job related performance factors. **An overall performance rating of Unsatisfactory or Outstanding MUST be supported with a written attached justification.**

Unsatisfactory ☐	Less than Satisfactory ☐	Fully Satisfactory ☐	Excellent ☐	Outstanding ☐
Employee has had a reasonable period of time (initiated by a documented evaluation of Less than Satisfactory) to improve performance. Employee continues to fail to accomplish assigned position duties and/or continues to use job-related skills in an inadequate manner. Upon consultation with appropriate Human Resources or labor Relations representative, the employee will either be demoted or terminated.	Overall performance indicates the employee fails to accomplish assigned position duties and/or uses job-related skills in an inadequate manner; requires an inordinate amount of direct supervision in order to produce work of acceptable quality and quantity. The employee may possess the talent to earn a higher rating if special training and coaching is given or if the employee is transferred to another more suitable position.	Overall performance is characterized by acceptable quality and quantity of work in accomplishment of position duties; uses job related skills in an acceptable manner; requires a degree of supervision that is typical for the position	Overall performance is characterized by high quality and quantity of work in the accomplishment of position duties; uses job-related skills in more than acceptable manner; requires a degree of supervision that is somewhat less than typical for the position.	Overall performance is characterized by exceptionally high quality and quantity of work in accomplishment of position duties; assumes responsibilities which are beyond the position requirements; uses job-related skills in an exceptional manner; requires substantially less supervision than typical for the position.

Supervisor's comments:

☐ I do Recommend this employee for Continued Service ☐ I do not recommend this employee for Continued Service

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WAYNE STATE UNIVERSITY

Performance Planning and Development

Probationary/ Provisional Review Form

Employee Development Plan Form

Employee Development Plan: Identify and schedule appropriate classes and/or professional associations, conferences, on the job training, work experience and other developmental resources.

Professional and Personal Development (Complete at Beginning of Performance Year)	Actual Progress (Complete Throughout Performance Year)

Employee Signature: _____   **Date**: _____
                           (Copy given to employee)

Supervisor Signature: _____   **Date**: _____
                           (Copy given to supervisor)

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WAYNE STATE UNIVERSITY

Performance Planning and Development
Probationary/ Provisional Review Form

<u>**SIGNATURES**</u>:

Completed by Immediate Supervisor	Date

1st Level Reviewer	Date

Employee comments (optional – may include discussion of professional development plans and objectives):

Employee's Signature	Date

Your signature does not necessarily mean that you agree with this review; it is only to acknowledge that your supervisor has met and reviewed it with you.

☐ **I WISH TO REVIEW MY OVERALL RATING FURTHER**

Check box if employee significantly disagrees (feels there is a one level or greater rating discrepancy) with the overall rating. If box is checked, employee must complete comments section and include additional supporting documentation. The review materials will be forwarded to the 1st Level Reviewer for rating consideration. 1st Level Reviewer may take actions to arrange to resolve rating discrepancy and respond back to employee.

Employee Signature	Date

1st Level Reviewer should check the appropriate box and sign to acknowledge that the performance appraisal document was received for further rating consideration. Reviewed document is to be returned to employee and immediate supervisor.

☐ **Reviewed and Re-affirmed**

☐ **Further Action Necessary**

1st Level Reviewer Signature	Date

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FY 2013

Linked Employee Assessment & Development System

Wayne LEADS is Wayne State University's performance management system for non-represented employees. Its purpose is to engage employees in the process of optimizing WSU operations by aligning employee contributions with the aims of the university. The system will focus on achieving measurable results, providing objective performance assessments and establishing a foundation for ongoing, constructive communication between the employee and supervisor.

Wayne LEADS consists of three elements:
Performance Planning
Status Updates
Final Assessment

The Employee Planning, Assessment & Development Form consists of three Parts
Part A: Performance Objective Plan & Assessment
Part B: Competency Assessment
Part C: Summary

Each part does not need to be completed for each element. Below is an at-a-glance summary of WHAT needs to be completed WHEN:

Element	Part A Performance Objective Plan & Assessment	Part B Behavioral Competency Assessment	Part C Summary
Performance Planning (October, New hire, Transition planning)	X		
Status Updates (Ongoing)	X		
Final Assessment (September)	X	X	X

WAYNE LEADS

Employee Planning Assessment & Development Form

Linked Employee Assessment & Development System

IDENTIFICATION			
Employee:		Banner ID:	
S/C/D:		Department:	
Classification:		Supervisor:	
Performance Period :		Second Level Reviewer:	

○ Provisional   ○ Probationary   ○ Regular

PART A – PERFORMANCE OBJECTIVE PLAN & ASSESSMENT

Write four to six performance objectives, which can either be "operational" objectives (based on routine activities from employee's task and duties) or "project" objectives (based on employee's projects). You can have both "operational" and "project" objectives. Keep in mind that this list should not be considered a complete description of all employee's duties and responsibilities.

FINAL ASSESSMENT RATINGS	
Objectives Exceeded	OE
Objectives Met	OM
Objectives Not Met	ONM
New and/or Developing	N/D

Performance Objectives October	Status Updates Ongoing	Final Assessment / Rating September	
			none
			none
			none
			none
			none
			none

Linked Employee Assessment & Development System

Employee Planning, Assessment & Development Form

IDENTIFICATION		
Employee: [ ]	Performance Period:	[ ]
○ Provisional	○ Probationary	○ Regular

PART B - BEHAVIORAL COMPETENCY ASSESSMENT

Final Assessment: _Supervisor:_ Please select the appropriate level of skill (Excels, Meets Requirements, Some Attention Needed) of each competency you observed. _Employee:_ Please select the appropriate level of skill (Excels, Meets Requirements, Some Attention Needed) of each competency you believe you displayed.

Competency Click the competency to access its definition	Final Assessment	
	Employee	Supervisor
Analytical & Problem Solving Skills	None	None
Communication	None	None
Creativity & Innovation	None	None
Customer Focus	None	None
Dealing with Change	None	None
Initiative Taking	None	None
Job / Functional Skills	None	None
Personal Credibility	None	None
Teamwork	None	None
Time Management	None	None
Additional Competencies for Supervisor/Managerial Employees		
Accountability/Managerial Courage	None	None
Business Acumen	None	None
Developing Direct Reports	None	None
Strategic Agility	None	None
Timely Decision Making	None	None

Supervisor and _Employee:_ Please discuss any gaps as well as areas of agreement and check the appropriate box below to acknowledge the competencies were discussed.

Employee	Supervisor
☐ I Discussed the Competencies with My Supervisor	☐ I Discussed the Competencies with My Employee

Linked Employee Assessment & Development System

Employee Planning, Assessment & Development Form

IDENTIFICATION		
Employee: _____	Performance Period:	_____
○ Provisional	○ Probationary	○ Regular

PART C - SUMMARY (Final Assessment)

OTHER EMPLOYEE CONTRIBUTIONS

SUPERVISOR'S SUMMARY OF PERFORMANCE
Briefly describe the employee's overall performance regarding competencies and regarding performance as compared to agreed upon objectives .

Final Assessment Rating
(Supervisor: Please take into consideration Performance Objectives Ratings and Competency Ratings)

Objectives Exceeded = OE	
Objectives Met = OM	none
Objectives Not Met = ONM	
New and/or Developing = N/D	

EMPLOYEE'S COMMENTS
The employee may use this section to comment on his/her performance.

Employee signature does not imply agreement or disagreement, only the acknowledgement that the discussion of all parts has occurred.
If the employee has a strong disagreement with this Assessment, he/she may make comments in the section entitled Employee Comments.

Print Form

_____ Employee   _____ Date   _____ Supervisor   _____ Date

WAYNE STATE UNIVERSITY

Reduction of Work Force

Qualifying Period Progress Report Form

Employee Name		Banner ID #	Job Classification / Title

School/College/Division		Department

P&A Local 1979	Staff Association Local 2071	
☐ 45-Day RIF Job Qualifying (midway)	☐ 30 Day RIF Job Qualifying (midway)	
☐ 90-Day RIF Job-Qualifying (prior to expiration of qualifying period)	☐ 60-Day RIF Job-Qualifying (prior to expiration of qualifying period)	
See: Article 14.A.1 of the P&A Contract	See: Article 18.A.2 of the Staff Contract	
Date Due:		

ACCOMPLISHMENTS OF POSITON DUTIES, TASKS, AND RESPONSIBILITIES

LIST THE DUTIES AND RESPONSIBILITIES IN PRIORITY ORDER. DOCUMENT PROGRESS REPORTS BY PROVIDING COMMENTS AND/OR EVIDENCE REGARDING OBSERVED PERFORMANCE, WHICH BRIEFLY DESCRIBE THE ACCOMPLISHMENTS, AND JUSTIFY THE LEVEL OF EVALUATION. THERE SHALL BE A MINIMUM OF TWO PROGRESS REPORTS DURING THE QUALIFYING PERIOD. IT IS RECOMMENDED THAT THE FINAL PROGRESS REPORT BE COMPLETED AT LEAST TEN DAYS PRIOR TO THE END OF THE QUALIFYING PERIOD, DUE TO SUBSEQUENT PLACEMENT CONSIDERATIONS.

MAJOR DUTIES AND RESPONSIBILITIES (To be completed by supervisor and shared with employee) This list should be based on the employee's job classification description and the unit's specific needs.	LEVEL OF PERFORMANCE (To be completed by supervisor) Indicate one of these ratings for each duty and responsibility: **U LS FS E O** (defined on last page)	COMMENTS ON PERFORMANCE (To be completed by supervisor) Should consist of a supporting statement indicating results achieved; also may consist of comments indicating the employee's proficiency with job related skills.

This is a Microsoft forced-field form. Use the tab key to move the cursor to gray areas and tables will automatically expand as information is entered. To access this contractual form electronically, go to: http://www.hr.wayne.edu/employment/appraisals or http://www.laborrelations.wayne.edu/contracts.php.

(12/11)   To be used for Reduction of Work Force Job Qualifying Periods <u>only</u>.

WAYNE STATE UNIVERSITY

Reduction of Work Force

Qualifying Period Progress Report Form

OVERALL PERFORMANCE RATING

Evaluate the employee's overall level of performance in the accomplishment of major duties and responsibilities. **An overall performance rating of Unsatisfactory or Outstanding MUST be supported with a written attached justification.**

Unsatisfactory	Less than Satisfactory	Fully Satisfactory	Excellent	Outstanding
☐	☐	☐	☐	☐
Employee fails to accomplish assigned position duties and/or continues to use job-related skills in an inadequate manner.	Overall performance indicates the employee fails to accomplish assigned position duties and/or uses job-related skills in an inadequate manner; requires an inordinate amount of direct supervision in order to produce work of acceptable quality and quantity. The employee may possess the talent to earn a higher rating if special training and coaching is given.	Overall performance is characterized by acceptable quality and quantity of work in accomplishment of position duties; uses job related skills in an acceptable manner; requires a degree of supervision that is typical for the position	Overall performance is characterized by high quality and quantity of work in the accomplishment of position duties; uses job-related skills in more than acceptable manner on a consistent basis; requires a degree of supervision that is somewhat less than typical for the position.	Overall performance is characterized by exceptionally high quality and quantity of work in accomplishment of position duties on a consistent basis; assumes responsibilities which are beyond the position requirements; uses job-related skills in an exceptional manner; requires substantially less supervision than typical for the position.

Supervisor's comments:

☐ I recommend this employee for this position	☐ I do not recommend this employee for this position
TO BE COMPLETED AFTER FINAL PROGRESS REPORT	TO BE COMPLETED AFTER FINAL PROGRESS REPORT

(12/11)   To be used for Reduction of Work Force Job Qualifying Periods <u>only</u>.

WAYNE STATE UNIVERSITY

Reduction of Work Force

Qualifying Period Progress Report Form

Training provided by S/C/D during the Qualifying Period

Identify and list the training provided to the employee, to assist them in their proficiency. List any other resources provided.

TRAINING/RESOURCES PROVIDED	DATE(S)

(12/11)   To be used for Reduction of Work Force Job Qualifying Periods <u>only</u>.

WAYNE STATE UNIVERSITY

Reduction of Work Force

Qualifying Period Progress Report Form

Supervisor Signature: _____   Date: _____

Supervisor's Printed Name: _____

_____   _____
Employee's Signature   Date

Your signature does not necessarily mean that you agree with this report; it is only to acknowledge that your supervisor has met and reviewed it with you.

Employee comments (optional):

(12/11)   To be used for Reduction of Work Force Job Qualifying Periods only.

Accelerate Coaching Resources

Books

Title	Publisher/ISBN/Date	Description
Performance Management: Key Strategies and Practical Guidelines, 3rd Edition	Kogan Page 9780749445379 2006	Including numerous case studies and invaluable advice from experienced practitioners, this book provides the ideal action plan for any manager wanting to get the best from his or her employees. Of potential interest: Chapter 4: Performance Planning and Agreements
Perfect Phrases for Setting Performance Goals: Hundreds of Ready-to-Use Goals for Any Performance Plan or Review	McGraw-Hill 9780071433839 2004	This timesaving job aid provides managers with precisely-worded phrases and goals that describe expected future performance from their direct reports.
The Manager's Question and Answer Book	AMACOM 978081440758 2003	This book answers over 100 important and common management questions including performance management. Of potential interest: Chapter 6: Performance Management
Performance Appraisals: Strategies for Success	AMACOM 9780761214625	Filled with assessments, diagrams and checklists to help you gain a thorough understanding of the performance appraisal process, this Self-Study course will equip you to meet this managerial challenge with confidence and

Title	Publisher/ISBN/Date	Description
	2008	enthusiasm. Of potential interest: Chapter 4: Preparing for Performance Appraisal Meetings Chapter 6: Conducting the Performance Appraisal Meeting
The First Time Manager's Guide to Performance Appraisals	AMACOM 9780814474402 2008	Filled with ready-to-use tools including sample dialogues, phrases, documents, and plenty of useful tips, this book gives you the skills, confidence, and guidance you need to get the most from the performance appraisal process and from your people.
Performance Planning and Review: Making Employee Appraisals Work, 2nd edition	Allen & Unwin 9781741141030 2003	This book outlines the options for performance management available and discusses how to work out what is best for your organization. Of potential interest: Chapter 4: Planning Performance Chapter 5: Reviewing Performance Chapter 6: Discussing Performance Chapter 7: Developing Performance
The Performance Appraisal Question & Answer Book: A Survival Guide for Managers	AMACOM 9780814471517 2002	This Q & A book is an easy-to-understand set of tools that can help managers answer common questions in the performance appraisal process. Of potential interest: Chapter 2: Performance Planning Chapter 3: Performance Execution Chapter 4: Performance Assessment
How to be an Even Better Manager	Kogan Page 9780749442620	Covering 50 key aspects of management, this clear-cut book provides sound guidelines to help anyone to develop a broad base of managerial skills and knowledge, and contains chapters on managing people, project

Title	Publisher/ISBN/Date	Description
	2004	management, and enhancing personal skills. Of potential interest: Chapter 3: How to Appraise People Chapter 15: How to Develop People
Giving and Receiving Performance Feedback	Human Resource Development Press 9780874257731 2004	Using forms, questionnaires, case studies, and action plans, this book presents step-by-step guidelines to make feedback about the negative side of performance easier to give—and easier to accept.
The Communication Problem Solver: Simple Tools and Techniques for Busy Managers	AMACOM 9780814413081 2010	Easily accessible and filled with real-world examples, this book helps readers analyze their communication skills and challenges and explains how they can use simple problem-solving techniques to resolve the people issues that derail productivity at work. Of potential interest: Chapter 2: Setting Expectations with Turbo-Charged Clarity Chapter 3: Communicating Your Expectations Chapter 8: Giving Feedback –Sweet or Sour

Courses

Title / Course #	Length	Description
Performance Appraisal Essentials: Planning for Appraisals	1 hour	This course explains why performance appraisals are important, describes how to develop an Employee

		Performance Plan, and outlines ways to monitor ongoing employee performance.
mgmt_17_a01_bs_enus		
Assessing Performance Continuously mgmt_11_a01_bs_enus	3 hours	This course shows you how to make performance appraisal a continuous process. The first stage of continuous performance assessment is planning. Appraisal must be linked to performance goals that matter, and these goals need to encompass both the organization and the individual before a performance plan can be agreed on by appraiser and appraisee. The second stage is changing the annual performance meeting into ongoing communication about performance between the manager and employee. The manager must review and monitor performance, and respond to it by motivating the effective worker and helping the less successful worker. In this way, performance appraisal becomes one of the major managerial tools. This third stage prepares specifically for the annual performance appraisal meeting by collecting data. The course examines the common evaluation methods, which most organizations use to evaluate performance data, including how to successfully use self-evaluation data in the assessment.
Performance Reviews mgmt_11_a02_bs_enus	3.5 hours	This course gives sound practical advice about how to handle the appraisal of someone who is a consistently poor performer. Appraisees aren't always passive recipients of their manager's assessments, so this course prepares managers for the more difficult reactions they will encounter.
Giving Feedback comm_29_a01_bs_enus	1.0 hour	There are generally two types of feedback: positive feedback for reinforcing positive behavior, and corrective feedback for correcting negative behavior.

		The purpose of this course is to help you improve your skills in giving both types of feedback.
Business Coaching	1.0 hour each	Four distinct modules are available, including: • Getting Ready to Coach • Building a Coaching Relationship • Conducting a Coaching Session • Using Different Coaching Styles
A Primer for Ensuring Accountability mgmt_04_a05_bs_enus	4.5 hours	This course is designed to enhance your ability to communicate a philosophy of continuous improvement, what you expect of your staff, and what they must expect of themselves. This is a primer on multiple approaches to performance appraisal. It's much easier to hold people accountable for their work if they know exactly what's expected, and more importantly, why it's expected. Acting on the lessons in this course will pay off in increased employee commitment.

Job Aids/SkillBriefs

Title / ID #	Length	Description
Developing Performance Plans mgmt_17_a01_bs_enus	.1 hour	Learn the three steps in developing an employee performance plan
Monitoring Performance mgmt_17_a01_bs_enus	.1 hour	Use this job aid as a reference to the three techniques you can use to monitor ongoing performance and prepare for future appraisals.
Effective Appraisal mgmt_11_a02_bs_enus	.1 hour	Use this job aid as a reminder of the way you should present yourself at each stage of an appraisal discussion.

Planning for an Appraisal Discussion mgmt_11_a02_bs_enus	.1 hour	Shares three stages of performance planning
Conducting the Performance Appraisal Discussion mgmt_11_a02_bs_enus	.1 hour	Explores the stages in an effective appraisal discussion.
Handling the Consistently Poor Performer mgmt_11_a02_bs_enus	.1 hour	Shares how to respond to a consistently poor performer.
Reactions to Appraisal mgmt_11_a02_bs_enus	.1 hour	Explores the different responses to appraisal
Managing the Emotional Appraisee mgmt_11_a02_bs_enus	.1 hour	Describes how to deal with an appraisee's emotions.
Creating the Best Performance Opportunities mgmt_11_a02_bs_enus	.1 hour	Shares how to create opportunities that help to improve performance.
Developing Employees mgmt_11_a02_bs_enus	.1 hour	Describes ways to support employees.
Giving Feedback Effectively comm_29_a01_bs_enus	.1 hour	Shares how to give corrective feedback.

Making Feedback Acceptable mgmt_05_a01_bs_enus	.1 hour	Guidelines for providing fair feedback and establishing trust
Dealing with Accountability Issues mgmt_04_a05_bs_enus	.1 hour	Shares how to deal with individual accountability issues, team accountability issues, and obstacles and barriers to performance.
Principles of Consistency mgmt_04_a05_bs_enus	.1 hour	Describes how consistency helps ensure employee accountability
Informal Appraisal Techniques mgmt_04_a05_bs_enus	.1 hour	A reference to remind you of effective strategies in performing informal appraisals.

Simulation

Title / ID #	Length	Description
Appraising Performance Simulation MGMT011A	.5 hour	Over the course of the simulation, participants will practice key appraisal skills, including assessing performance, conducting appraisals, and motivating and developing employees, in order to improve the effectiveness of their appraisals and enhance the performance of their employees. The Appraising Performance Simulation comprises four scenarios and is based on the Accelerate series "Appraising Performance."

Who to Contact?

We've got you covered—when in doubt, call. As a supervisor at Wayne State, you should never feel alone when presented with personnel issues. With a diverse team of human resource and labor relation partners, help is a phone call away.

HR Client Services

Client Services consists of de-centralized Human Resources Regions. Click either of the Contacts List links below to identify which region supports your human resource efforts and the contact information to reach them.

> Website: Client Services
>
> Email: See Client Services Contact List for specific region email addresses
>
> Phone: See Client Services Contact List for specific region phone numbers

Total Compensation & Wellness (TCW)

For information regarding benefits; classification and compensation; leaves of absence and FMLA; and wellness, contact TCW.

> Website: Total Compensation and Wellness
>
> Email: askhr@wayne.edu
>
> Phone: 313.577.3000

Labor Relations

For employment issues with non-academic, represented employees, contact Labor Relations.

> Website: Department of Labor Relations
>
> Email: ab8614@wayne.edu
>
> Phone: 313.577.2081

Organization & Employee Development (OED)

Contact OED for training, leadership, and organizational development.

> Website: Organization & Employee Development
>
> Email: oed@wayne.edu
>
> Phone: 313.577.2111