



Performance Management Toolkit for Employees

Your Role

Performance management is an ongoing interactive process between you and leadership. Performance conversations should take place throughout the year through timely and respectful feedback that focuses on expected behaviors, extra accomplishments, and the behaviors that need improvement. Your formal performance review discussion(s) should not give you constructive feedback that you were not already aware of.

Your preparation is critical to the performance review discussion to ensure that it is productive. It is important to give thought to the process and look at it as a way to learn from the past, plan for the future, increase work effectiveness, and boost your satisfaction.

Prepare for the discussion:

- Track and review your performance throughout the performance period (don't wait until right before the performance review to gather data and information)
 - Document your successes and areas of improvement
 - Document projects that you took on outside of your role (document results)
 - Document problems you solved or fixed for the university that were outside of your role
 - Were your goals challenging/easy, realistic, and attainable?
 - Were deadlines met?
 - Was a duty/task changed/replaced that now influences a goal going forward?
 - Did you gain new skills or knowledge that are relevant to your role?
 - Prepare to submit your results/measurements of your goals
- Review your position description
 - Be prepared to offer suggestions for changes if it no longer matches your expected duties

Create a self-assessment:

Self-assessment: An evaluation of oneself or one's actions and attitudes, in particular, of one's job performance in relation to an objective standard.

Tips for preparing your self-assessment:

- Be proud of your accomplishments
- Be concise and accurate about the measurements and results
- Be honest about your areas of improvement
- Be professional, this is not the time to talk about others' performances or your relationship with your supervisor. Focus on your performance



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Helpful questions when preparing your self-assessment:

- What areas of the job were done especially well? Why?
- What areas need improvement? Why? What can I do to improve? What [assistance/resources] do I need?
- What changes in the job, procedures, or interpersonal communications can be suggested to my leader for improvement?
- What would help me have better job satisfaction?
- What can I do to better help the department or team realize their goals?
- What are some career or development goals that could be added?
 - Development goals should not be counted as part of the performance expectations unless they are being driven due to performance issues
- Are there job expectations that should have goals created for going forward?
- What can I do to improve my interpersonal relationship with others?

During the discussion:

- Provide the results of your performance (that you measured/tracked)
 - Be specific and give examples that show outcomes and results for each goal or performance metric
- Convey accomplishments and development goals achieved
- Discuss your significant work that was performed outside of your goals and role expectations, the results, and the value to the university
- Talk about awards, promotion, praises, or other positive feedback received
- Share areas of improvements and offer suggestions on how to improve
 - Discuss training needs, requirements, or desires to improve performance
- Identify changes you would like to include for next year's performance review
- Provide your development desires and career goals

Receiving feedback:

Getting feedback can be difficult; it is hard for us to admit we are not perfect. Remember that feedback gives you the opportunity to grow as an individual.

Do's:

- Solicit and be open to feedback
- Listen
- Allow for silence and time to process/reflect
- Ask for specific examples of behaviors to continue or change
- Ask for suggestions on how to improve
- Ask yourself and act on what you **can** do to improve the situation
- Agree to actions to develop
- Seek feedback if it is not given regularly – performance discussions are an ongoing process

Don'ts:

- Don't interrupt the person providing feedback
- Don't take the information personally
- Don't make excuses or try to rationalize your behavior



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Goal Setting – The SMART Model

Your goals should be designed to clearly communicate your performance results for the year. Each individual goal should include criteria to determine if the accomplishment was achieved.

Good goals typically:

- Focus on specific outcomes and accomplishments that reflect the priorities of the role
- Align with the university’s and department’s goals to add value
- Include specific measures such as expected quality level, timelines in completion, or other specific performance results that are used to assess your performance objectively through the evaluation period
- A range of performance levels and what measures apply to each level
- The set of goals created focuses on the highest, most important aspects of a position
- Within the set of goals, one focuses on team work and collaboration

Poorly written goals lead to:

- Undefined individual performance expectations
- Poor indication of individual performance
- Difficult performance management discussions

SMART Goals	
Specific	The goal should clearly state what is to be accomplished. Use specific action verbs in the goal, clarify (if needed) the end result, and indicate how it will be achieved or observed.
Measurable	The goal should be measurable in some way to describe the desired results. How will you know when the goal is achieved or not? Time measure? Quality measure? Budget measure?
Achievable	The goals should be challenging, yet within the employee’s area of control and responsibility.
Relevant	The goal should be relevant to the needs of the university and the department. It should be relevant to the employee’s experience, skills, and abilities.
Time Based	The goal should be accomplished within a defined time period. Deadlines and milestones are important and should be driven by the position’s needs.

Helpful questions to determine goals:

- What is the overall purpose of this position?
- What are the major areas of responsibility?
- Which are the most important? Why?
- How will performance be documented (employee, leadership, someone else, multiple people)?
- Can we realistically obtain feedback from customers regarding certain performance measures?



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Goal examples:

Create training and development programs to meet the needs of university staff and leadership. This goal aligns with the university's mission of developing human resources. This goal will be measured by the number of trainings created and delivered.

Not Met: 0 - 1 training program developed and delivered

Met: 3 - 5 training programs developed and delivered

Exceeded: 6+ training programs developed and delivered

Reconcile budget and expense statements in a timely and accurate manner of receipt from X office. This goal is aligned with the university's fiduciary responsibilities. This goal will be measured by when the task is completed and the number of errors that occur. Both measurements need to be met or exceeded for this goal to be met; the lowest measurement will determine final performance.

Not met: Completed task 6 or more business days from receipt.

Met: Completed task within business 3-5 days from receipt.

Exceeded: Completed task within 1-2 business days from receipt.

Not met: 2 - 4 errors per report

Met: 1 error per report

Exceeded: 0 errors per report

Contribute to the university's mission of inclusiveness by collaborating with your team. This goal will be measured by successful team projects or tasks completed (refer to team or project goals for details).

*** These goals are for example only; measurement levels may not be realistic.**