Performance Management Guidebook For Supervisors

Performance Assessment and Management

Guidebook for Staff

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PART I   INTRODUCTION

Ferris State University believes our employees are the key to our success. The University strives to create and maintain an environment that emphasizes the importance of relating work performance to its core values. The performance evaluation and management system supports that commitment. The performance evaluation and management system also creates the foundation for the University's Administrative merit pay program, which rewards employees for their contributions by linking performance and pay.

Evaluating and managing employee performance is a continuous and, sometimes, complex process that is a primary responsibility of those holding positions that supervise others. Done correctly, it is a tool that can enhance the operation of the University, recognize employees for good performance, encourage professional development, and provide employees with recommendations for improvement. Remember: if your employees succeed, you, as the supervisor, succeed as well.

Simply put, performance *evaluation* and *management* are important components of the supervisor-employee relationship. They are parts of an ongoing process of performance planning, review, and development that involves both the supervisor and the employee, who together identify common goals that correlate to the higher goals of the department/unit and/or Ferris State University. The actual *performance evaluation* serves several purposes. It:
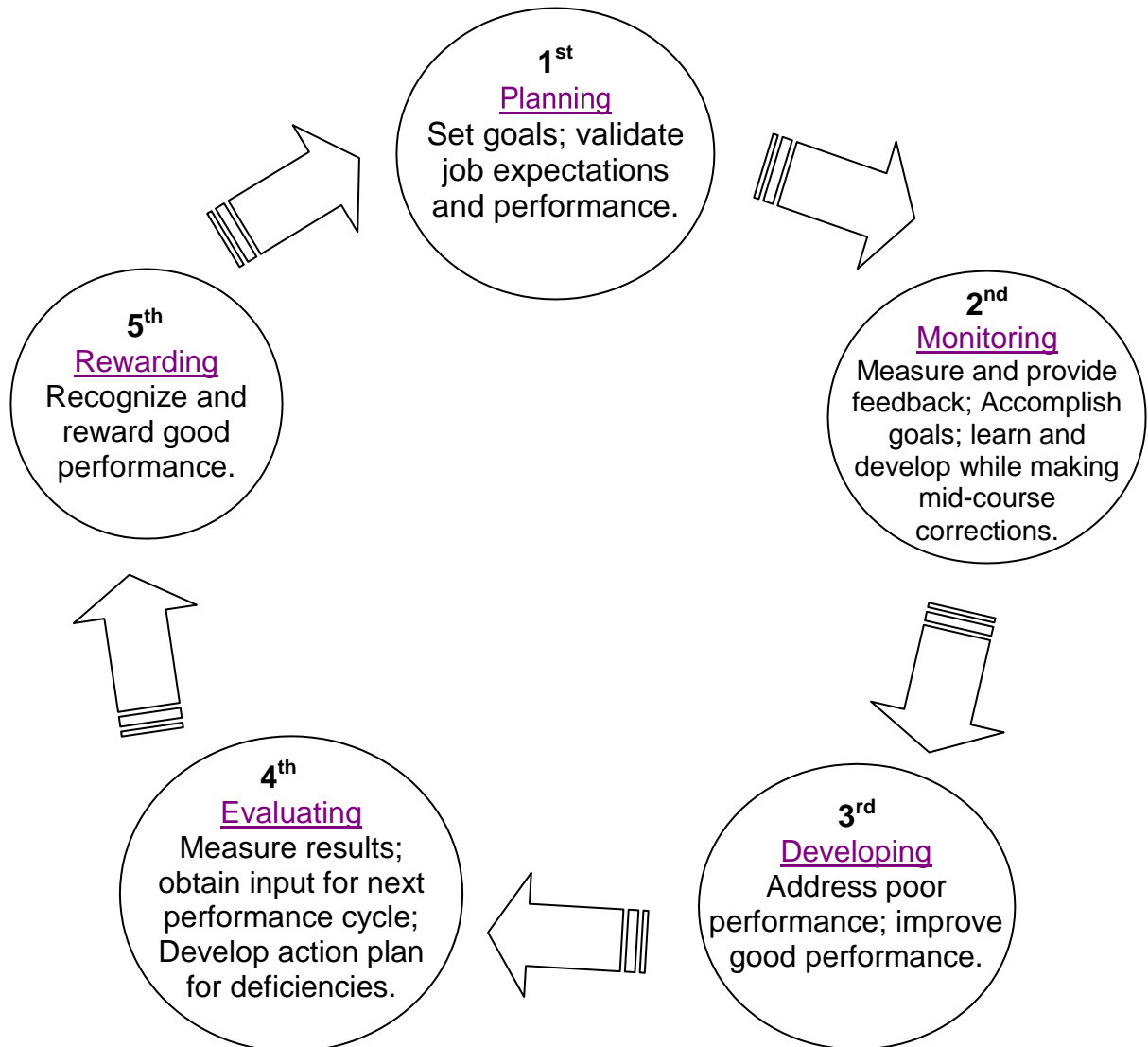
> ► encourages employee involvement
>
> ► provides a formal mechanism for employees to receive feedback regarding job performance and expectations
>
> ► allows the employee to work with the supervisor to establish goals and priorities for the next year
>
> ► facilitates growth and development of employees
>
> ► results in a documented history of the employee's performance
>
> ► provides an opportunity for each employee to discuss work-related problems and interests with his/her supervisor

The actual performance evaluation form, when completed, represents a culmination of past year's discussions between the supervisor and employee about the employee's performance.

In contrast, *performance management* is a continuous process that begins immediately following the initial hiring process and continues throughout the employee's University employment. It is through performance management that the supervisor and employee gain a shared understanding of job expectations.

PART II   KEY COMPONENTS OF PERFORMANCE MANAGEMENT

Performance management includes five elements: planning, monitoring, developing, assessing, and rewarding. Carrying out the processes of performance management provides an excellent opportunity for both the supervisor and employee to identify developmental needs. During the planning and monitoring phases of the process, performance opportunities observed should be addressed. In addition, action for improving already good performance can be taken to help successful employees improve even further.

1st
Planning
Set goals; validate job expectations and performance.

2nd
Monitoring
Measure and provide feedback; Accomplish goals; learn and develop while making mid-course corrections.

3rd
Developing
Address poor performance; improve good performance.

4th
Evaluating
Measure results; obtain input for next performance cycle; Develop action plan for deficiencies.

5th
Rewarding
Recognize and reward good performance.

Planning is the first element of the performance management process. It requires supervisors to set performance standards and goals in order to help employees channel their efforts toward achieving institutional or unit objectives. Performance planning culminates in a *Performance Plan*. It is critical that supervisors engage employees in the planning process, which occurs at the beginning of the evaluation cycle or when a new employee is hired. Doing so clarifies what the employee will be evaluated on and sets the stage for ongoing feedback

and coaching throughout the year. Simply stated, it helps employees understand the goals of the University and/or their department/unit, what needs to be done, why it needs to be done, and the expectation of how it should be done.

Performance expectations/standards should be understandable, measurable, verifiable, equitable, and achievable. By establishing them, employees are held accountable for work assignments or responsibilities. Employee performance plans should be flexible so that they can be adjusted for changing department/unit or University objectives and work requirements. When used effectively, these plans can be beneficial working documents that are discussed often and not merely paperwork that is filed in a drawer and seen only when it becomes time to conduct the annual performance assessment. The *Conducting the Planning Meeting* is offered as a tool and presented as Appendix II.

Monitoring is the second element in the performance management process. This element requires supervisors to monitor assignments and projects. Monitoring occurs continually and involves measuring performance and providing employees timely and ongoing feedback on their progress toward reaching their goals. At this phase of the process, supervisors conduct informal progress reviews with employees comparing their performance against the established expectations and standards. The benefit of monitoring is that it provides the opportunity to determine how well employees are meeting expectations and standards, to provide them early feedback, and to modify any standards that appear unrealistic or problematic. An additional benefit of monitoring performance is that unacceptable performance can be identified at any time during the assessment period and assistance provided the employee to address the deficiencies rather than waiting until the annual performance evaluation takes place.

Developing is the third element of the process that considers and addresses the developmental needs of employees. The objective is to raise the employee's level of performance through training, giving him or her additional assignments or higher levels of responsibilities that introduce new skills. Providing employees with training and developmental opportunities encourages good performance, strengthens job-related skills and competencies, and helps employees keep up with changes in the workplace, such as the introduction of new technology.

Evaluating is the fourth element, which requires the supervisor to assess or appraise the employee's performance. Evaluating performance is critical because it helps the supervisor compare the employee's performance over time. A straightforward definition of this element may be useful: Within the context of the University's performance evaluation and management system, "evaluating" means evaluating the employee against the set of pre-established expectations and standards included in the employee's Performance Plan.

Rewarding is the final element in the performance management process. It recognizes employees, individually and as members of a team, for their performance and contributions to helping the unit and/or the University achieve its objectives or mission. One basic principle of an effective performance management system is that all behavior is controlled by its consequences. Those consequences can and should be both formal and informal and both positive and negative. Recognition and acknowledgement is an ongoing, natural part of the day-to-day interaction between the supervisor and employee.

PART III DEFINING PERFORMANCE STANDARDS FOR

KEY JOB DUTIES

The purpose of performance standards is to communicate job expectations and to provide a benchmark that both the supervisor and employee use to evaluate the employee's. Performance standards should not be confused with the employee's *Job Description*. While performance standards define *how well* an employee must perform each duty in order to meet or exceed expectations, a *Job Description* describes the primary responsibilities of the job.

Performance standards also tell the employee *what* is to be done and provide the employee with specific performance expectations for each major job duty. In other words, standards of performance are the observable behaviors and actions that explain *how* the job is to be done, plus the outcomes that are expected for satisfactory or above satisfactory job performance.

Likewise, performance standards inform the employee of what a good job looks like. Some supervisors prefer to make them as specific as possible, while others prefer to use them as talking points and then set out to define them at a level of specificity during the performance evaluation discussion. Keep in mind that standards of performance are usually developed in collaboration with the employee who performs the tasks or functions and are explained to new employees within their first month on the job.

You probably know that performance typically involves more than technical expertise. As supervisors, you also expect certain behaviors (e.g. teamwork, responsiveness, creativity, punctuality, etc.). It is often these behaviors that determine whether performance is acceptable.

Performance standards are:

- Based on the position, not the individual
- Observable, specific indicators of success
- Meaningful, reasonable, and attainable
- Describe "fully satisfactory" performance once trained
- Expressed in terms of Quantity, Quality, Timeliness, Cost, Safety, or Outcomes

In determining performance standards, consider the following questions:

- What does a good job look like?
- How many or how much is needed?
- How long should it take?
- When are the results needed?
- How accurate or how good is acceptable?
- Are there budget considerations?
- Are there safety considerations?
- Are there legislative or regulatory requirements that require strict compliance?
- Are there behaviors that are expected in your unit that promote teamwork, leadership, creativity, customer service?
- What results would be considered satisfactory?
- What condition will exist when the duty is performed well?
- What is the difference between good and poor performance?

Appendix VI is a list of a few of the most common job standards.

PART IV   PREPARING FOR THE MEETING

The manager and employee prepare independently for their meeting. Preparation may include reviewing prior achievements, roles and projects, investigating requirements for short-term and long- term career goals, utilizing self-development and assessment tools, and reviewing performance feedback.

Considerations for Managers…	Considerations for Employees…
• What specifically would you like to know about this individual's career and professional development aspirations? • Are there current/future department challenges or objectives that could provide a developmental opportunity for employees? • How has this individual contributed to the department goals and objectives? What are some examples of successes? • Where could this individual make a greater contribution? What skills, talent, and expertise can be more fully utilized? • What are development areas for this individual? • What projects, tasks or committees would help 'stretch' this individual? • What learning activities should be considered?	• What are my goals for the development discussion? • What are my professional and career expectations? • What are the future challenges that may occur in our department that could provide a development opportunity? • What are my strengths and areas of development? • What knowledge, skills or experiences need to be strengthened for greater success in my current role or to achieve my short/long term career goals? • What types of learning activities would support these development needs?

PART V   SCHEDULING THE EVALUATION MEETING

Most individuals prefer receiving advance notice—particularly when advance preparation is required. You should provide the employee at least two (2) weeks notice of the performance assessment meeting. Doing so generally allows him or her adequate time to review the *Performance Plan*, *Job Profile*, and to complete and submit to you the *Self-Assessment Form*. While the employee is preparing for the performance evaluation meeting, you also should prepare by reviewing the employee's

■   Performance Plan

■   Job Profile

■   Self-Assessment Form (when received from the employee)

■   Any notes and/or documents in your file that illustrate the employee's achievements, such as thank-you letters, commendations, or complaints from customers or colleagues

Some staff members work in a service-oriented unit or provide administrative or technical support to faculty. In these instances, you may want to solicit input from these individuals or any customers of the employee to consider as you develop his or her performance evaluation. Once you have gathered your information, compare the employee's actual performance to the performance standards that you and the employee determined at the beginning of the performance evaluation period.

Ask yourself the following questions:

■　　　Am I considering the employee's performance for the entire evaluation period?

■　　　What performance standards did the employee meet or exceed? Provide specific examples.

■　　　What performance standards did he or she not meet? Provide specific examples. What can be done to help the employee improve his/her performance?

■　　　What factors may have affected the performance? What factors may have been beyond the employee's control?

■　　　Were expectations reasonable? Attainable?

■　　　How have I formed my opinion about the employee's performance? Have I been fair and objective?

PART VI   THE PERFORMANCE EVALUATION MEETING

This is a time to engage in a more formal discussion about the employee's performance. The discussion should reflect the interactions you and the employee have had throughout the evaluation period. It should be undertaken with great care and preparation, because the way in which you handle this part of the process can have significant impact on the morale and future performance of the employee. See Appendix V, *Common Rating Errors*.

Conducting the discussion

Set the stage.

1. Establish importance by holding in a private setting with no interruptions.
   a. Provide a relaxed format.
   b. Have all materials at hand.
   c. Establish rapport immediately.
   d. Clearly explain the purpose and format of the discussion.
2. Start on a positive note. Set the tone as one of communication and feedback, not one of judgment and critical evaluation.
3. Confirm that the employee has a copy of the *Job Description, Performance Plan* (which you and the employee developed at the beginning of the assessment/appraisal cycle), and his or her *Self-Assessment*. These forms are critical; you and the employee will discuss them.
4. Discuss the employee's job responsibilities as listed on the *Job Description,* as well as

his or her *Performance Plan* to determine if changes need to be made for next year. Solicit feedback from the employee in order to determine his or her understanding of the job. This is an opportunity for you to compare your perception of the job with that of the employee. Clarify expectations and any misinterpretations. Explain how the employee's job and role fit in with the goals of the unit and/or the University. Make any necessary changes to the *Job Description* and next year's *Performance Plan* based on input from the employee.

5. Compare the employee's actual performance to established performance standards. Use documentation to discuss specific instances of performance. Be honest, accurate, and candid. Base your assessment on actual occurrences and provide examples. The employee has the right to hear in what areas his or her performance meets or exceeds expectations and in what areas improvement is needed.

6. Be sure to give credit for achievement and work done well. Give specific examples and mention resulting benefit to the University and/or the employee's work unit.

7. Focus on important job dimensions. Don't deal with minor infractions of little significance. Discuss them at the time they occur and then forget them, unless you see a trend developing.

8. Apply effective communication skills.
   a. Encourage the employee to talk. Ask open-ended questions. Ask for the employee's assessment, comments and suggestions.
   b. Use your listening skills and don't interrupt. Check for understanding.
   c. Avoid emotionally loaded expressions, such as, "You always..." and "You never ...".

9. When you must criticize, criticize the employee's performance, not the employee personally. Describe the employee's behaviors, not personality traits or attitudes. Constructive feedback focuses on specific action, never on the individual. Discuss positive as well as unsatisfactory performance. Provide specific examples and explain why these behaviors are problematic or how they benefit the organization.

10. Minimize your role as a judge. Attempt to collaborate.

11. Never compare one employee with another. It has little productive value and can create jealousies.

12. Check for presence of barrier or constraints to performance, such as inadequate working conditions, excessive work load, absenteeism of a critical contributor, etc. Seek to gain an understanding, rather than simply push for an agreement on your assessment of the employee. Ask what you can do to be of greater help. Emphasis should be on improvement and learning for the future rather than criticism of the past.

13. There should be no surprises. You should have addressed poor performance at the time it occurred. If the employee's performance has not improved, discuss it again and develop an action plan. The performance evaluation discussion is not the place to mention instances of poor performance for the first time. If poor performance is significant, a *Performance Improvement Plan* should be developed.

14. Concentrate on overall performance, not isolated incidents.

15. Avoid common rating errors in forming your opinion about the employee's performance.

16. Remember: The aim of the performance evaluation process is to evaluate past performance and, more importantly, to look ahead and provide the employee direction for the future.

17. Receive feedback from the employee in a constructive manner.
   a. Listen carefully and seek to understand what is being said. Don't interrupt.
   b. Ask questions – get more information. Ask for examples.
   c. Liberally use the phrase, "Tell me more."
   d. Try not to get defensive. Behaviors that hinder one from effectively receiving feedback are:

1. Justifying
2. Building a case
3. Denial

    e. Don't take it personally. Be open-minded because there may be a better way to achieve the same outcome.
    f. Admit mistakes. Don't try to assign blame on someone or something else.
    g. Thank the employee for the feedback.

18. End the performance evaluation discussion on a positive note by discussing anticipated achievements and any other topics you think may encourage and motivate the employee.

PART VII   COMPLETING THE INDIVIDUAL DEVELOPMENT PLAN

Most supervisors are more comfortable completing the individual development plan in advance so that they can discuss it with the employee during the performance evaluation meeting. Why not, you might ask—particularly since the supervisor will have already reviewed the employee's *Performance Plan*, *Job Description*, and *Self-Assessment*. While this approach seems logical, it is incorrect. You should complete the individual development plan **with** the employee.

1)   Prepare Individual Development Plan (IDP)

The employee, in consultation with manager, completes their individual development plan to establish goals for development their current role and to prepare for short-term and long-term career goals. Ensure that these goals and timelines are <u>realistic</u>. *For example, if a short-term career goal includes moving into a position which requires a Master's level education which the employee does not currently have, consider what a realistic time frame for achieving this goal would be.* See Appendix IV, *Example Questions for Development Discussions.*

The development plan should outline the specific goal as well as define the specific learning and development activities required to achieve this goal. *For example: develop strong presentation skills may be supported by activities such as attending a Presentation Skills workshop, joining Toastmasters or presenting to small groups or the employees own department.*

Short term and long term goals do not necessarily need to be expressed as movement into a new position. In many cases, and for many reasons, some employees want to continue to grow and develop in their current role but are not interested in the more traditional forms of career progression. The IDP is intended to reflect the unique development needs of the individual and therefore may include opportunities to lead functional teams, become involved in cross-functional committees and to gain exposure to other tasks, functions or departments. Moving "UP" is not the only way to develop. For some individuals the most meaningful "development plan" will provide opportunities for job enrichment.

2)   Implement Plan

The employee is responsible for completing the Individual Development Plan and outlining the specific learning and development activities agreed upon.

An Individual Development Plan is a joint commitment between the employee and their manager. The employee is responsible for actively engaging in the training and development activities identified in the plan and the manager is responsible for supporting this process and providing ongoing coaching and feedback.

An "active" development plan becomes part of a regular conversation with manager and employee with training and development experiences supported through ongoing dialogue and coaching as needed. See Appendix VII, *Training & Development Opportunities*, for a resource list.

3) Evaluate Outcomes

Periodic formal discussions between the manager and employee should be scheduled to evaluate usefulness of training and development experiences as well as monitor the employee's progress in achieving their short-term career objectives.

APPENDICES

CHECKLIST FOR PERFORMANCE EVALUATION PROCESS

Employee's Name _____ Title _____

Supervisor's Name _____ Unit _____

Review Period _____

	CHECK WHEN COMPLETED
AGENDA	

- Discuss the employee's goals and primary responsibilities for the past year. Discuss how they relate to the unit's and/or the University's overall goals and objectives. ☐

- Discuss employee's strengths/areas for growth category. ☐

- Discuss employee's significant accomplishments from the past year. ☐

- Discuss possible ways to improve performance. ☐

- Discuss barriers to effective work performance and job satisfaction in the past year. . ☐

- Discuss employee's goals and needs for the next review period. ☐

- Discuss long-term career goals and development needs to achieve them. . ☐

- Discuss employee's feedback/suggestions for supervisor. ☐

- If applicable, discuss employee's funding status and relationship to the University, i.e. specified term, career, etc. ☐

- Discuss anything else the employee or supervisor would like to address. ☐

CONDUCTING THE PLANNING MEETING

You now know that both the supervisor and employee play a role in the planning phase of the performance management process. Below are a few suggestions for both.

Supervisor:

1. Review all steps of the performance management process.

2. Share next year's department goals and, if appropriate, those of the University.

3. Draft job standards for each employee.

4. Review the employee's Job Description and job standards and agree on performance expectations.

5. Initiate and facilitate performance planning meetings (usually, two planning meetings are needed for the initial implementation). Encourage employee input.

6. Evaluate strengths and areas for development for each employee and discuss available resources.

7. Link the development plan to the Performance Plan for each employee.

8. Create and support learning and professional development opportunities.

Employee:

1. Review Job Profile and job standards with supervisor and agree on performance expectations.

2. Actively participate in the process.

3. Evaluate with your supervisor your strengths and areas for development.

4. Determine how to improve or develop skills.

5. Link development plan to Performance Plan.

6. Become the primary driver of your development.

PERFORMANCE EVALUATION TIPS FOR SUPERVISORS AND MANAGERS

- **Ask the employee to complete a Self-Assessment.** Supervisors should ask the employee to review his or her own performance and expectations for the previous year by preparing a self-appraisal. The purpose of the Self-Assessment is to engage the employee in the performance evaluation process and provide him or her a chance to think about and document how he or she performed in meeting job expectations and goals.

- **There should be no surprises.** The performance evaluation is a review of the past year's performance. Through previous coaching, counseling, and other communications, the employee should be aware of any concerns you have about his or her job performance. The annual evaluation discussion should not be the first time the employee learns or hears about your concerns.

- **Be honest and fair in evaluating all employees.** Be certain that you, as the supervisor, have assessed the performance of all of your employees in an objective and consistent manner as individuals and relative to other employees in the group. Among the many purposes of performance evaluation is that it allows the supervisor to take a realistic snapshot of the employee's performance—although that snapshot comprises the employee's performance during the past twelve (12) months. You should never say the employee is improving if she or he is not performing well.

- **Be consistent in your approach**. Don't create a situation where it appears you are creating excuses for one employee while holding another employee accountable. Define your criteria and use the same criteria for every employee. Don't set separate criteria for certain employees when they are performing essentially the same job.

- **Be realistic.** Don't inflate or deflate the impact of the employee's contributions or performance. When employees fail to receive a candid performance evaluation and feedback, they are less able to adjust their performance and may fail to seek training to enhance their skill levels. In addition, employment decisions related to promotions, terminations, and pay increases become clouded by inflated ratings, as do assessments of organizational effectiveness.

- **Rate the employee's performance, not the employee's "attitude."** Keep your comments job related and based on the employee's ability to perform his/her job. Avoid phrases like "bad attitude," "he's not a team player," and other subjective type comments. Explain the behavior that is a result of the "attitude" you deem unacceptable.

- **Set goals with the employee.** Don't just criticize an employee's deficient performance; set goals for improvement and/or development. Work with the employee to create a plan of action to help him or her address any areas of deficiency and to establish goals for the coming year. Establish a timeline for monitoring the employee's progress and to reevaluate the employee at the appropriate time.

▪ **A performance evaluation should motivate an employee toward improvement.** The employee should feel excited about the challenges and about his or her ability to meet them. If employees hear only about their failures and weaknesses, they likely will question their ability to succeed. If employees perceive support and encouragement from their supervisor, they will gain the confidence needed to keep trying. When the employee implements the supervisor's suggestions for improvement and those suggestions yield results and recognition, the employee is more likely to listen attentively to future suggestions.

EXAMPLE QUESTIONS FOR DEVELOPMENT DISCUSSIONS

EMPLOYEE CAREER PERSPECTIVE • Explore individual's overall career expectations, both short and long-term • Explore multiple development options including enrichment in current job; going forward 1 - 3 years and longer term • Test your own assumptions about the individual's interests • What does the individual enjoy most and least about their current role?	• *What are some important career and professional development issues for you now?* • *What are your short & long-term career expectations?* • *What is important to you in terms of work?* • *How are you defining "success"?*
DEPARTMENT / ORGANIZATION CONTEXT • Provide an information update about the department • Review possible changes and opportunities	• *Do you have any other questions about the department / organization?* • *Is there anything that may impact on your professional development?*
STRENGTHS TO LEVERAGE • Emphasize that leveraging strengths is just as important in development planning as identifying growth areas • Provide your feedback and discuss strengths that can be further utilized • Ask for employee's perspective • Discuss projects, committees, job roles that would capitalize on these strengths	• *In what ways do you think you have contributed to the goals, strategy, and objectives of the department? Organization?* • *What are some examples of success?* • *How would you describe your strengths?* • *Which strengths would you like to further leverage in the organization?*

DEVELOPMENT NEEDS
• Discuss development needs
• Identify the skills, knowledge, or attributes that need development?
• Ask for employee's perspective, feedback and clarification
• Provide your feedback
	• *Where do you see growth opportunities?*
	• *What do you consider some of your development needs?*
	   – *New knowledge needed?*
	   – *Exposure to different functions or customers?*
	   – *Skills to learn?*
	   – *Personal style to modify?*

DEVELOPMENT ASSIGNMENTS • Brainstorm potential development assignments, projects, or job functions that would provide development opportunities	• *What work experiences will help you develop?*
COURSES and SEMINARS • Discuss learning needs that can be served through taking courses, seminars, or attending conferences	• *Which learning needs can be addressed by reading, taking courses, seminars, or attending conferences?*

DEVELOPMENT RELATIONSHIPS • Identify opportunities to work with individuals who are strong in a particular skill?	• *From whom might you learn new skills and acquire knowledge?* • *With whom would you like to work?*
FUTURE ROLE / CAREER PLAN • Discuss next potential steps in the department	• *What are your thoughts on this?*
DEVELOPMENT PLAN IMPLEMENTATION • Review suggestions to leverage existing strengths and work on developing needs • Clarify any interim information that is needed • Set time to review follow-up plan • Staff member has responsibility to finalize development plan based on initial discussion	• *Considering both strengths and development needs, what are your primary development goals and activities?* • *What resources will you need?* • *What barriers to development might occur?* • *When would be a good time to review your plan?*

COMMON RATING ERRORS

The Leniency Error: Giving everyone high ratings regardless of actual performance in an attempt to avoid conflict or as a way to influence the employee's perception of the supervisor.

The Central Tendency Error: Clumping or clustering all employees in the middle performance categories in an attempt to avoid extremes. This error is usually caused by the rater's desire not to call attention to him or herself or by super ordinate sense of "democracy."

The Regency Error: Failing to take into account the entire evaluation period and focusing on a recent performance episode, positively or negatively. Base your evaluation on representative information from the whole evaluation period to avoid this error.

The Halo Effect Error: Letting one favored trait or work factor influence all other areas of performance, resulting in an unduly high overall performance rating.

The Horns Effect Error: Allowing one disfavored trait or work factor to overwhelm other more positive performance elements resulting in an unfairly low overall performance rating.

Contrast Error: Evaluating an employee in relation to another. Evaluations should be based on how well the employee performed in relation to his/her duties, goals and stated performance standards, i.e., actual performance compared to expected performance.

Past Performance Error: Rating on past performance rather than present performance.

Biased Rating Error: Allowing personal feelings toward employee to influence rating.

High Potential Error: Confusing potential with performance.

Similar to Me Error: Similar to me and therefore feeling of comfort and compatibility.

Guilt by Association Error: Evaluation influenced by employee's associations rather than performance.

COMMONLY USED JOB STANDARDS

There may be a set of common standards and behaviors that are expected of everyone. For example, all supervisors may be expected to perform similarly around several functions, or everyone in the unit will be held to the same standards around teamwork, customer service, etc. In these instances, the rater may want to make a list of the common standards that apply and attach to each individual's performance management plan.

*Please keep in mind that the*se are examples of specific duties from several jobs and are intended only as illustrations. They are not necessarily complete or accurate for any specific position.

Example of Performance Standards for Various Leadership Positions

Leadership

- Communicates a vision of the future and moves self and others toward it through shared goal setting
- influences others to accomplish/achieve desired goals
- guides others through change
- adapts style to the situation and the person
- obtains commitment and cooperation from others
- maintains open communication
- fosters an environment that encourages innovation, risk taking, ownership , learning and growth in others
- utilizes skills and abilities of others effectively
- delegates responsibilities appropriately
- provides an environment of motivation
- manages performance of staff

Team Orientation

- works effectively with others
- actively contributes to the achievement of group and organizational goals
- accepts shared responsibility and ownership of projects
- maintains open communication among team members
- utilizes strengths of individuals within group to the benefit of the team

Innovation/ Creativity

- develops and implements ideas, products, or solutions to achieve goals
- seeks and provides unique/different perspectives to opportunities
- supports risk taking and encourages innovation in others

Customer Service

- projects a customer orientation – is customer focused
- assumes ownership and responsibility for the needs of the customer
- makes effective decisions, balancing the needs of the unit and those of the customer

Problem Solving/ Decision Making
- analyzes and solves problems within realistic time frames
- makes timely and effective decisions on the basis of available information
- involves the appropriate people in defining and resolving a problem
- supports decisions with facts and rationale

Interpersonal Communication
- listens actively to others
- asks appropriate questions for clarification
- gives and receives feedback
- is aware of own and other's communication style and makes adjustments as necessary
- encourages and is receptive to suggestions and solutions from others
- recognizes and manages conflict effectively

Flexibility
- effectively adjusts behavior and modifies strategies when confronted with changing, uncertain or unstructured situations
- adapts to change without loss of effectiveness
- deals effectively with ambiguity
- acquires new knowledge/skills to meet changing demands

Performance Management
- makes appropriate hires; trains and coaches toward full performance
- identifies and communicates major job duties and performance standards
- facilitates and encourages two-way communication regarding responsibilities, expectations, goals and performance
- provides ongoing, balanced feedback on performance
- distinguishes between good and poor performance and acts accordingly

Example of Performance Standards for Various Administrative Positions

- Develops project objectives, budgets, work plans and implementation strategies
  - consistent with unit goals
  - communicates clearly to all levels
  - falls within budget guidelines
  - can reasonably be accomplished in specified time frame
  - follows up and resolves problems in timely manner to keep project on track.
- Analyzes, synthesizes and communicates financial information and data in complex account structures; uses data to develop budget and financial plans
  - uses appropriate sources of information
  - uses the most recent data
  - meets specified deadlines
  - conclusions and recommendations are justified by the data
  - federal, state and University guidelines are followed
- Designs/develops and negotiates contracts with clients and vendors
  - contracts are clear, complete and reflect the needs of the unit
  - negotiation skills are such that the best value is achieved for the institution

- o solutions are effective and mutually acceptable
- o good client and vendor relationships are maintained
- o contracts are consistent with all federal, state and University policies and procedures
- Develops policies and/or interprets and implements all federal, state, local and University policies, procedures and regulations
  - o policies are clearly written and include all necessary components
  - o all pre-approval steps have been followed to include necessary input from concerned parties
  - o sufficient research is conducted to provide accurate background knowledge necessary to the process of development and/or interpretation
  - o communication regarding policies is done in a timely manner to all affected groups and in an unambiguous, customer friendly manner
- Performs management duties with accountability and authority for the strategic direction of the unit
  - o planning, budget, staffing, resource allocation, policy development, staff supervision, etc.:
    - the unit is in compliance with governmental and University policies and procedures
    - staff morale remains high
    - complaints about personnel, leadership and work of department are minimal
    - organizational goals are achieved in timely manner
- Assists students with academic problems and/or advises students regarding degree requirements
  - o works with students in a customer-oriented manner
  - o gives accurate information
  - o keeps updated on requirement changes and keeps students informed
  - o knows and utilizes resources to resolve problems

Example of Performance Standards for a Departmental Assistant

- Greets customers
  - o opens office promptly at 8:00 a.m.
  - o consistently conveys friendly, helpful, professional manner
  - o provides accurate information
  - o demonstrates a customer service orientation
  - o secures back-up for times of absences from desk
- Answers phone
  - o answers with a friendly greeting
  - o speaks clearly and distinctly
  - o uses all functions of phone (hold, transfer, etc.) in knowledgeable and customer friendly manner
  - o takes messages accurately and completely
- Distributes incoming and prepares outgoing mail
  - o sorts and date stamps incoming mail
  - o distributes to individual mailboxes in timely fashion
  - o logs in packages and notifies recipients
  - o prepares FEDEX and UPS documentation correctly
  - o takes outgoing mail to mail room in time for pick-up times
  - o forwards mail as needed

- Maintains files
    - keeps files in organized fashion so that materials are easily located
    - re-files material within 1/2 day of return
    - checks out files as requested, using proper forms and "file locator tabs"
- Duplicates materials
    - accurately duplicates materials within 4 hours of receipt or as requested
    - collates and staples materials to assure professional appearance
    - notifies staff of completed orders
    - maintains machine, resolves problems and contacts service personnel as needed

Example of Performance Standards for Accounting Clerk

- Researches information
    - review contents of time-sensitive publications, accurately summarize funding information, and appropriately distribute in weekly e-mail
- Processes requests for external funding
    - verifies accuracy of budgets and forms,
    - secures appropriate internal signatures,
    - submits to finance in an accurate and timely manner
    - maintains office files so that tracking the funding process is easily managed
- Monitors accounts and processes paperwork
    - identifies charges, verifies availability of funds and obtains proper authorizations in accurate and timely manner
    - processes expenditures within five working days

Example of Performance Standards for a Laboratory Technician

- Prepares laboratory reagents, cultures and solutions
    - all reagents, cultures and solutions are prepared with extreme accuracy
    - all reagents, cultures and solutions are stored appropriately
    - all specified safety regulations are followed
    - stocks are kept in supply
- Washes and sterilizes glassware and equipment
    - cleansing operations are done according to specified guidelines
    - glassware and equipment are returned to cabinets once sterilized
    - all glassware is washed and sterilized within 4 hours of use
- Keeps records of research results
    - records are accurate, neat and easily interpreted
    - records are completed within 1 day of actual experiment

Example of Performance Standards for Administrative Assistant:

- Oversees clerical support functions
    - work priorities are clearly established and followed
    - manages the performance of the support staff by providing a motivational environment, correcting poor performance and acknowledging good performance
- Composes correspondence
    - composition is professional, grammatically correct, clear and logical and

reflects the tone and philosophy of the department
- o   correspondence is timely and has a customer friendly orientation
- Develops and maintains complex files and databases
  - o   files and databases are accurate and updated on a regular basis
  - o   trains others in use and interpretation of databases
  - o   assures back-up in maintaining files and databases
- Makes travel arrangements and completes travel documents
  - o   all arrangements are made in a timely manner
  - o   assures that all travel stays within the travel budget with exceptions cleared by the Chair
  - o   monitors to assure accuracy in documents
  - o   responsible for determining all extenuating circumstances and resolving problems

Example of Performance Standards for Technical Support Provider:

- Provides technical support to computer users
  - o   identifies and resolves problems such that the user feels that the problem is resolved
  - o   installs hardware and software in a timely manner and with minimum interruption to the user
  - o   conducts all interactions with the user in a customer-friendly manner
- Makes recommendations as to system needs
  - o   makes recommendations consistent with customer needs
  - o   recommendations are consistent with departmental budget guidelines
- Serves as resource on technical questions
  - o   keeps updated on latest in the field and attends all training offered
  - o   researches answers when not immediately knowledgeable
  - o   responds in a timely manner
  - o   answers questions and deals with all customers with respect and understanding
  - o   always interacts with customers from a customer service perspective

TRAINING & DEVELOPMENT OPPORTUNITIES

Training and development opportunities should be presented in as many formats as possible, including classroom learning, on-the-job training, coaching sessions, and technology-based learning.

The learning activities do not have to be formal to be effective. Using everyday coaching opportunities, career discussions, and problem-solving collaborations can be as beneficial to developing an employee's skills as a structured class. Below are some development options to review and consider.

Acting Assignments – Assigning a candidate to temporarily take over another employee's responsibilities while that person is absent can be a good opportunity for the candidate to get experience at an advanced level.

Self Assessments – Assessments are helpful self-development tools. They provide individuals with greater self-awareness on values, motivators, preferences, personality traits, work styles, and leadership etc. The summary reports can help to highlight areas of strengths and skills development. Employees can arrange access to assessments by contacting Staff Center for Training and Development at sctd@ferris.edu or x2112. Examples of assessments that are available include Thomas-Kilmann Conflict Mode Instrument and StrengthsFinder 2.0.

Best Practices Sessions – These sessions allow employees to share ideas that have worked well for them, to ask for advice in problem areas, and to build upon procedures that have worked for others.

Buddy System – This can take many forms, including pairing key employees with other staff for special projects, internship programs, and mentoring programs.

Coaching Sessions – These include formal and informal opportunities for a supervisor who is experienced in a process to instruct employees in higher levels of performance management.

Communities of Practice – Groups of individuals who share knowledge about common work practices or interests even though they are not part of the same team or department. They are also known as Communities of Interest and Special Interest Groups.

Cross-Training – Employees can learn parts of another job, typically through the buddy system.

Debriefings – These meetings should be conducted immediately after an event or project to discuss what went right or wrong while it is still fresh in the minds of all involved. For example, Hewlett-Packard calls these "Project Snapshots."

E-Learning – Participating in computer-based or web-based training on selected topics for

professional or technical skills development. Other applications include webinars, podcasts, and webcasts.

Experiential Training – Methods may include simulations, role plays and exercises for new and applied skills learning.

Formal Training – This includes formats of training such as classroom training, web courses, pod- training, DVDs or CDs, or university or college courses.

Job Aids – Job aids are tools to help an employee learn new tasks and perform with accuracy. They could include checklists, work flow charts, diagrams, reference tables, posters, decision tree diagrams, videos, and reference binders.

Intranet / Internet – An online collection of forms, processes, policies, contact information, and FAQs can serve as a valuable and easily accessible tool for employees.

Job Rotations – Giving an employee opportunity to work in different areas of the organization and acquire experience in different disciplines or functions helps to understand the different departments as well as to understand the effect of their actions on the rest of the organization.

Key Assignments – Research has shown that key assignments are a primary source for developing future leaders. These assignments may include position rotations, task force membership, managing a group without direct authority over the group, or taking on roles that involve a higher level of responsibility.

Mentoring – Mentoring pairs a skilled person with a less experienced person with a goal of developing or strengthening competencies of the less experienced person. It is best if the mentor is not a supervisor, so that mentoring discussions take place on a different level than daily activities and office procedures. Mentoring can be practiced formally with structured and documented sessions or they can be informal, brief moments of discussion.

On-the-Job Training – Generally occurs when an experienced employee teaches a new person how to perform job tasks. Although it may be unstructured and informal, this form of training is most effective when it is structured with a schedule of training, record keeping and feedback.

Self-Study – An employee can learn at his or her own pace by working through reading materials, workbooks, publications, CD courses or other self-directed training.

Stretch Assignments – These are temporary appointments that allow employees to stretch beyond their current abilities. Examples include chairing a committee or meeting, leading a special project, or being assigned a challenging new task.

Temp Assignment – In this transfer, an employee is temporarily assigned to another position for the specific purpose of learning the roles and responsibilities of that job.

Training – Training encompasses a large variety of activities used to transfer knowledge. Methods may include classroom instruction, simulations, role-plays, computer-based instruction, exercises, and technology-based instruction including podcasting and webcasts.

Web Links

Staff Center for Training & Development – http://www.ferris.edu/sctd/

Faculty Center for Teaching & Learning - http://www.ferris.edu/fctl/

FSU-HRPP 2013:40 - Tuition Benefits Program -

http://www.ferris.edu/HTMLS/administration/adminandfinance/human/Forms/HRPPs/TuitionBenefi

tProgram.pdf

Tuition Waiver -

http://www.ferris.edu/HTMLS/administration/adminandfinance/human/Forms/TuitionWaiver.htm

FSU-HRPP 2015:01 – Release Time for Training & Professional Development -

http://www.ferris.edu/HTMLS/administration/adminandfinance/human/Forms/HRPPs/ReleaseTim

eforTrainingandProfessionalDevelopment.pdf