

Staff Performance Management 2019-2020

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Agenda

- Key Themes for Performance Management
- Performance Management Steps
- Defining Performance Levels
- Setting SMART Goals
- The Performance Meeting
- Online Program Demonstration
- Timeline



Key Themes for 2019-2020

Performance Management Discussions

- Being cognizant of Diversity, Equity & Inclusion
 - Supporting a diverse and inclusive environment is the responsibility of everyone at the College.
 - We believe in the inherent dignity of each person, and we are invested in providing a culture where differences are openly shared and celebrated.
 - We pride ourselves on building and maintaining an honest, just, and compassionate community of inclusion.
- Providing Outstanding Service to Students & Parents
 - Our vision of excellent service includes the student and their parents/guardians.
 - We will be patient and understanding while helping these constituencies with whatever questions are asked, or problems that need to be solved .

Steps in the Process

- Performance Planning
 - Supervisor and employee meet to create plan
 - Supervisor enters plan into PeopleAdmin
 - Supervisor and employee meet to discuss
 - Meeting marked as complete
 - Employee acknowledges plan
- Mid-Year Check-In
 - Supervisor adds progress notes to the plan
 - Supervisor and employee meet to discuss
- End of Year Evaluation
 - Employee completes self-evaluation
 - Supervisor completes employee evaluation
 - Supervisor and employee meet to discuss
 - Meeting marked as complete
 - Employee acknowledges evaluation

Section 1: Core Values

These are pre-populated in the program

- **Service:** Utilize one's gifts and talents to advance the mission of Stonehill College in service to our students and community.
- **Inclusive Excellence:** Demonstrates a belief in the inherent dignity of each person. Maintains an inclusive environment, free of bias, which welcomes diversity and respect of others' personal differences. Seeks opportunities for self-growth and collaboration in the areas of diversity, equity, and social justice.
- **Passion:** Seeks excellence in all endeavors; adapts to change; has ability to recognize personal strengths and weaknesses and strives for improvement; pursues efficiencies in processes and services and cultivates a passion for life-long learning.

Section 1: Core Values

- **Innovation:** Displays self-motivation; has ability to make logical progression on projects with minimal oversight. Able to identify challenges in their area and provide ideas on opportunities to offer workable applications for improvement. Demonstrates commitment, cooperation, and adaptability with changes in job duties. Seeks to improve the way decisions are made by researching best practices.
- **Integrity:** Commits to the highest ethical conduct and strong moral principles. Demonstrates self-awareness; respects confidentiality; admits mistakes; honors commitments and promises. Earns others' trust and respect through professionalism and civility in all interactions.

Section 2: Job-Related Performance Goals

- List 1-3 of the most significant job-related performance goals that support the department's strategic goals where appropriate.
- More than 3 can be added but goals should be limited.

Section 3: Professional Development Objectives

- List professional development goals that will help you achieve your position and career goals.
- At least 2 of these goals should include inclusive excellence and may be internal sessions, book clubs, sessions at conferences or a conference on the topic depending on your role.

Defining Performance Levels

Performance Levels



- Understand each level by its definition
- Learn how to better determine your performance level

Performance Levels

- Exceeds Expectations
- Meets Expectations
- Does Not Meet Expectations



EXCEEDS EXPECTATIONS

- 1) Requires minimal supervision
- 2) Consistently surpasses job and performance expectations in many aspects of the job
- 3) Demonstrates commitment to the department and the College, and promotes a positive and productive work environment
- 4) Volunteers for extra work or responsibilities and is willing and able to help and support others
- 5) Effectively manages multiple priorities, tasks and projects
- 6) Demonstrates distinctive understanding of the aspects of the job and is able to effectively communicate and work with others
- 7) Follows policies and procedures and models acceptable behaviors

MEETS EXPECTATIONS

- 1) Requires moderate supervision
- 2) Meets and occasionally exceeds job expectations
- 3) Is reliable in attaining expected results, timely and efficient
- 4) Applies logic and reason successfully when making decisions
- 5) Demonstrates appropriate judgment and initiative in responding to and solving problems
- 6) Maintains up-to-date knowledge and expertise
- 7) Adheres to policies and time and attendance rules

DOES NOT MEET EXPECTATIONS

- 1) Requires substantial supervision
- 2) Negligent in carrying out responsibilities
- 3) Fails to anticipate, respond to or identify routine problems or changes in direction
- 4) Needs constant re-training and guidance on basic functions
- 5) Habitually fails to adhere to policies and/or time and attendance rules
- 6) Purposefully insubordinate
- 7) Misuses or damages College's resources

Setting Job-Related Performance Goals

Setting Job-Related Performance Goals

- Have a goal setting meeting with your supervisor
- Goals are targets set by you & your supervisor together
- They should be reviewed & modified over the year
- Make sure they are achievable, but also expect you to “stretch” a bit.



Setting SMART Goals

- SMART goal setting provides structure to the specific tasks, projects or ideas we want to accomplish. It creates a path to accomplish objectives with clear milestones and action items that can be tracked and measured.
- SMART goal setting also creates transparency throughout the process of creating goals, making sure that both supervisor/chair and staff member are clear on expectations and ways in which success in accomplishing a goal will be assessed.

The SMART Acronym



- Specific: What will be accomplished? What actions will you take?
- Measurable: How will the goal be measured?
- Attainable: Is the goal doable with the necessary skills & resources?
- Relevant: Why is the result important?
- Time-Bound: What is the time-frame for accomplishing the goal?

Professional Development Objectives

How will you continue to grow personally and professionally?

What is a Professional Development Objective?

- **Professional development** objectives are employee or management-led **objectives** to accomplish during a particular time period. A **professional development** goal may be job specific, such as to complete cross-training with another department or it could be related the employee's career in general

Examples of Professional Development

- **Continuing Education**
 - Enrollment in formal degree programs, courses, or workshops
 - Pursuing certificates, accreditations or other credentials through educational programs
- **Participation in professional organizations**
 - Attending local, regional, national, and international meetings, conferences and workshops sponsored by professional organizations
 - Presenting papers at conferences and workshops
 - Serving as an officer, board member, or committee member
 - Coordinating events sponsored by the organization
- **Research**
 - Conducting research
 - Presenting findings of research to others
- **Improve job performance**
 - Keeping up with technology, systems, processes
 - Learning about new developments in your field

Approaches to Professional Development

○ Skill Based Training

- Effective skill-based training allows participants to learn conceptual information or necessary behaviors, practice learning the new information or behaviors, and receive feedback on their performance.
- Making the most of a training program: Have a discussion with supervisor regarding reasons for attending, what you hope to get out of it; Post-conference – debrief the experience. Discuss what you have learned at the training session and how you might immediately apply it to your work. Practice skills that you learned.

○ Job Assignments

- Learning by doing – by working on real problems and dilemmas
- May be an entirely new job, a responsibility added to an existing job such as a short-term project
- The key element in a developmental assignment is challenge, something that stretches people, pushes them out of their comfort zones, and requires them to think and act differently

Approaches to Professional Development

- **Developmental Relationships**

- Learning through interaction with others. Three major roles that a person can play include: (1) assessment (feedback provider, sounding board, point of comparison, feedback interpreter), (2) challenge (dialogue partner, assignment broker, role model), (3) support (counselor, cheerleader, reinforcer, cohort).

The Performance Meeting

The Planning & Evaluation Meetings

Be prepared:

- What results do I want to get from this appraisal?
- What contributions am I making?
- What contributions should I be making?
- What training, if any, do I need?
- Make a list of strengths
- How can my supervisor help me?
- Discuss areas for improvement



Things to Remember

- The evaluation process is a two-way street
- Preparation on both parts is key
- Communicate regularly



Time Line for Implementation

- *April – June 2019: Training for managers and staff*
- *June 2019: Planning begins through July 31, 2019*
- *January 2020: Mid-year check-in*
- *June 2020: Final evaluation and planning meeting*

Questions?



DEMO OF TEST ENVIRONMENT

