

Supervisor Performance Management 2019-2020

Lily Krentzman, Director of Human Resources



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 1: Additional Core Values for Supervisors

- **Supervisory Excellence:** Strives to bring out the best in each employee by providing feedback on a regular basis and opportunities for professional development. Uses college resources wisely and encourages others to do so; accepts individual responsibility for actions that affect the institution; pursues opportunities to deliver services more efficiently and effectively. Ability to determine when making departmental decisions, how they impact the College as a whole. Ability to collaborate cross-divisionally to create the best outcomes for our students and the College.
- **Commitment to Diversity:** Demonstrates a commitment to increase the diversity of our community by hiring, training, supporting and retaining diverse candidates. Communicates openly a desire to promote a culture of belonging. Aware of the College's capacity and mission to be a catalyst for the transformation of society; work towards the creation of a more just and compassionate world.
- **Can be skipped for non-supervisors (pre-populated)*

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 performance level
- Use an objective approach for evaluating
- Be consistent and fair

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 staff
- Goals are targets set by the employee & supervisor together
- They should be reviewed & modified over the year
- Make sure they are achievable, but cause the staff member 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 help your employee 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

Use factual information and ask questions:

- What results do I want to get from this appraisal?
- What contribution is the employee making?
- What contribution should they be making?
- What training, if any, do they need?
- Make a list of strengths
- Are they working to their highest potential?
- Discuss areas for improvement



Put the Person at Ease



- Reduce fear & tension
- Schedule several days in advance with a start & end time
- Do not sit behind a desk but rather at a table side by side
- Plan a warm-up . . .

Put the Person at Ease

WARM-UP

- Focus on the employee
- Make them feel comfortable
- Explain how the meeting will go
- State the advantages of the review & what information will be discussed
- Don't let personal bias get in the way
- Judge only on past year's performance

START WITH THE EMPLOYEE

- Let the employee begin the process
- Find out how they think they are doing
- Using the self-evaluation is a great starting point – recommend that all employees use them

Recommendations for the Performance Meeting

LISTEN

- Pay 100% attention to the employee during the meeting
- Use open ended questions to “hear” more information
- Do not take calls or be distracted by anything – do not sit at desk
- Listening is caring

BUILD ON STRENGTH NOT WEAKNESS

- Weakness is an absence of strength
- Building strengths will reduce weakness
- Focus on the positive and ways they can use their strengths to improve in areas they may struggle a bit

Things to Remember

- The evaluation process is a two-way street
- Preparation on both parts is key
- Evaluate the performance not the person
- 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

