



Spelman



College



# A Supervisor's Guide To Performance Management

*Spring 2004*

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**PLEASE NOTE:** This manual should be your initial reference whenever questions arise regarding the Spelman College performance management process or the use of the Performance Planning and Evaluation Forms. Direct any further questions to your supervisor or the Office of Human Resources.

# Section I: Performance Management Introduction

## What Are the Benefits of Performance Management?

We believe that a structured performance management program is the best way to assist our employees in their professional development, and maintain and improve our high standards of achievement at the College.

Through this process, our employees will become aware of performance expectations, areas for further development, and areas in which they excel. This system also facilitates a common approach to performance feedback and development planning among employees.

### Benefits of Performance Management...

To employees	To the manager or supervisor	To the College
<ul style="list-style-type: none"><li>• Clear performance expectations in writing</li><li>• Establishes open communication</li><li>• Career development</li></ul>	<ul style="list-style-type: none"><li>• Increases knowledge and skills</li><li>• Increases productivity</li><li>• Better customer service</li></ul>	<ul style="list-style-type: none"><li>• Increases morale</li><li>• Reduces turnover</li></ul>

## How Will Employees Learn the Program?

As a supervisor, this manual, as well as training workshops, represents the foundation of your training regarding performance management. It is your responsibility to meet with new employees assigned to your department to review the performance management process, and ensure their understanding of each performance criteria (e.g., annual goals, performance factors). Actually, the process of teaching employees how the system works is one of the key aspects of building an appropriate rapport with them. In doing this, the system itself can be more effectively and consistently applied.

## How Will Human Resources Support the Program?

Human Resources will be analyzing the results of each department's final performance management materials to identify areas of concern. They will be looking at issues such as: timeliness of submissions, quality of evaluations, consistency with administrative guidelines, evaluation patterns of supervisors/departments/divisions, results for males versus females, evaluation patterns among diverse groups, evaluation patterns between position levels, helpfulness of commentary, etc.

As a result of this monitoring, supervisors may be required to clarify inquiries regarding their evaluation results. Various changes in the program and/or process may also result.

# What Are the Steps in the Performance Management Process?

Performance management has four major steps: Plan, Advise, Support, and Evaluate (PASE).

<b>1 Plan:</b>	The performance management process begins with setting annual goals and discussing job expectations.
<b>2 Advise:</b>	Then, the supervisor advises the employee of the method of evaluation and job performance expectations for the performance period.
<b>3 Support:</b>	During the support step, various feedback techniques including formal documentation may be used to support the employee in achieving improved performance, continuing positive work activities or furthering their careers.
<b>4 Evaluate:</b>	At the end of the evaluation period, the supporting documentation is reviewed to evaluate how effectively the employee met the established job performance standards.

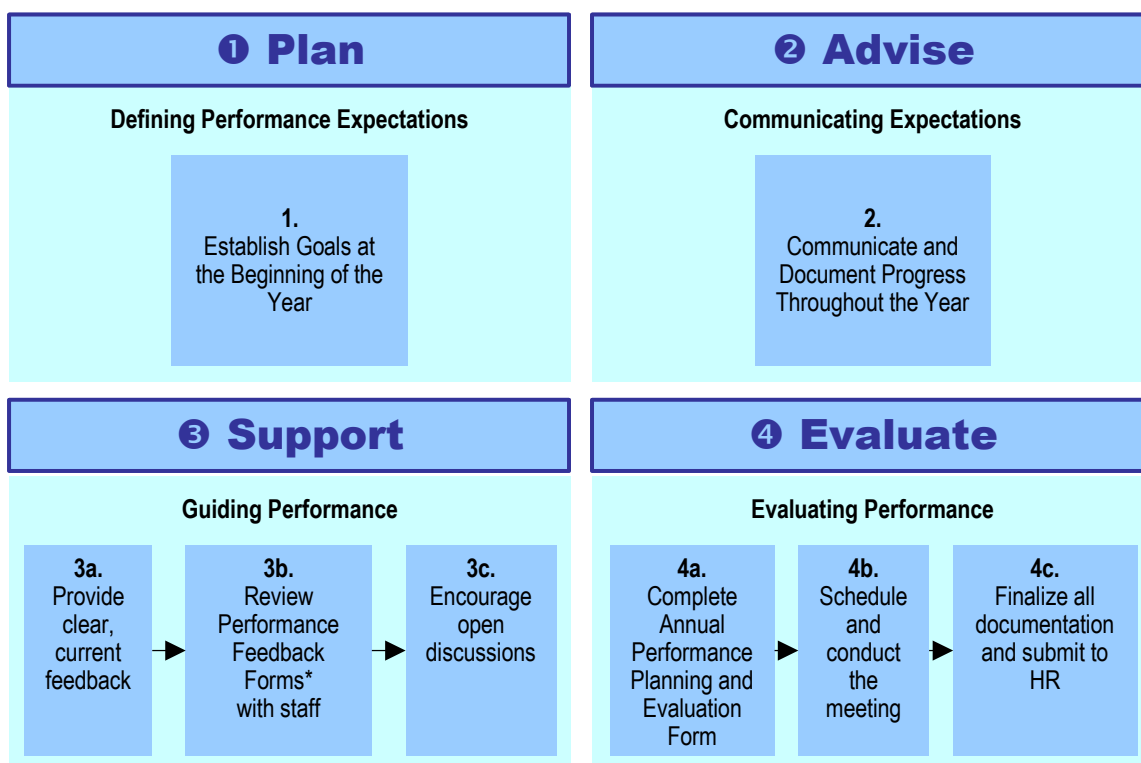
<p><b>1 Plan</b></p> <p><b>Defining Performance Expectations</b></p> <ul style="list-style-type: none"> <li>✓ Ask the following questions: <ul style="list-style-type: none"> <li>– Is there an up-to-date job description for this job?</li> <li>– What are the critical functions for this job?</li> <li>– How does this job relate to the overall department mission?</li> <li>– How will I verify performance standards?</li> <li>– What will be the expectations for this individual?</li> </ul> </li> <li>✓ Develop annual goals that align with the department's operational goals</li> </ul>	<p><b>2 Advise</b></p> <p><b>Communicating Expectations</b></p> <ul style="list-style-type: none"> <li>✓ Communicate clear performance expectations, including annual goals, staff performance factors and supervisor performance factors (if applicable)</li> <li>✓ Communicate information about the evaluation process</li> </ul>
<p><b>3 Support</b></p> <p><b>Guiding Performance</b></p> <ul style="list-style-type: none"> <li>✓ Ask the following questions: <ul style="list-style-type: none"> <li>– How can I help my staff improve their skills and/or performance?</li> <li>– What are the employee's career goals?</li> <li>– How can I help my employee work toward their career goals?</li> <li>– What development opportunities can I offer or encourage?</li> </ul> </li> <li>✓ Give formal feedback, highlight the positive and openly discuss areas for improvement</li> </ul>	<p><b>4 Evaluate</b></p> <p><b>Evaluating Performance</b></p> <ul style="list-style-type: none"> <li>✓ Review all documentation</li> <li>✓ Complete all forms</li> <li>✓ Discuss your evaluation and comments with your employee</li> <li>✓ Ask the following questions: <ul style="list-style-type: none"> <li>– How does the employee feel?</li> <li>– How can I support you in the future?</li> </ul> </li> </ul>



There are several types of reviews in the performance management process including:

- Introductory Review—conducted 90 days after an employee’s start date
- Annual Performance Evaluation—conducted at the end of each performance year
- Performance Coaching—conducted when a performance issue arises
- Requests for Feedback—conducted when a supervisor requests feedback for a staff member

Each step in the performance management process has various sub-steps. These steps should be followed in sequence when conducting a performance evaluation.



What is the calendar of events for the annual performance management process?

For example, for the 2007-08 evaluation year:

Month	Tasks
<b>June 2008</b>	<ul style="list-style-type: none"> <li>• Begin the performance planning process. Collaborate with the employee to establish goals for the upcoming year and clarify performance expectations for the upcoming year.</li> </ul>
<b>July 1, 2008</b>	<ul style="list-style-type: none"> <li>• July 1<sup>st</sup> marks the beginning of the performance evaluation year.</li> </ul>
<b>July 2008 – **June 2009</b>	<ul style="list-style-type: none"> <li>• Conduct ongoing feedback and coaching sessions with employee. Communicate and document progress throughout the year.</li> </ul>
<b>July 2009</b>	<ul style="list-style-type: none"> <li>• Finalize the Performance Planning and Evaluation Form. Conduct annual performance evaluation meeting to end the evaluation year.</li> </ul>
<b>Evaluation Deadline</b>	<ul style="list-style-type: none"> <li>• Submit finalized annual evaluations to Human Resources by the established deadline for the evaluation year.</li> </ul>
<b>** Please Note:</b> The performance evaluation cycle is from July 1 <sup>st</sup> – June 30 <sup>th</sup> each year. However, appraisals are completed just prior to the end of the cycle, usually in April and May. Supervisors may amend evaluations if significant events occur after the appraisal has been submitted to Human Resources.	

\* For staff members with performance improvement needs, also complete the Performance Coaching Form.

## Section II: Instructions and Guidelines for the Performance Management Process

### PLAN

#### Step 1: Establish Goals at the Beginning of the Year

Effective goal setting for employees is one of the most powerful and valuable tools managers have. If done well, performance management is a win-win for everyone. The College benefits when employees understand the results they are expected to achieve and how they are being measured. With this communication, the likelihood they will achieve these goals also increases.

By setting and communicating clear and appropriate goals and standards, your team will benefit from having the knowledge of what is expected of them as well as how they are performing. Surprises throughout the performance management process are eliminated. You will work with your employee to establish goals for the year using the Performance Planning and Evaluation Form. During the goal setting process, you and your staff member will complete the first section of this form (shaded yellow). At the end of the year, the supervisor will complete the second section of the form (shaded blue) to complete the performance evaluation. The Performance Planning and Evaluation Form is intended to capture both the goals you set for the employee at the beginning of the year, and the evaluation at the end of the year.

Goals can and should be linked directly to initiatives on the College's operational plan. Some individual goals may fall outside of the operational plan; however, the majority of them should be linked. The importance of the goals is to ensure each individual's performance during the year supports the overall direction of the College.

<b>Performance Goals:</b>	<p>A <b>goal</b> is a statement of results that are to be achieved. Goals describe: (1) conditions that will exist when the desired outcome has been accomplished; (2) a time frame in which the outcome is to be completed; and (3) resources the College is prepared to commit to ensure that the result is achieved.</p> <p>Goals should be challenging, but achievable and clearly explained to the employee.</p>
<b>Performance Standards:</b>	<p>A <b>standard</b> is an ongoing performance expectation that must be met time and time again. Standards are usually expressed quantitatively, and refer to such areas as attendance, productivity and safety standards. As with goals, they are most effective when established with the employee's buy-in.</p>

## The Importance of Job Responsibilities

Job responsibilities reflect what is required of an employee to perform their job well. Job responsibilities can usually be drawn from an employee's job description. By successfully carrying out their job responsibilities, employees will achieve their expected levels of performance, productivity and results. You and your staff member will discuss the responsibilities of the job at the beginning of the year and write them on the Performance Planning and Evaluation Form in the yellow shaded section. At the end of the year, during the evaluation period, you will complete the blue section of the form.

## The Importance of Performance Standards

Standards are performance criteria that must be met time and again in any workplace. They are required in order for you to successfully carry out your job responsibilities. Typically drawn from the organization's practices, a standard typically represents the minimum performance required to meet the organization's short and long-term objectives. Standards are normally expressed quantitatively and refer to such criteria as attendance, initiative, and conduct.

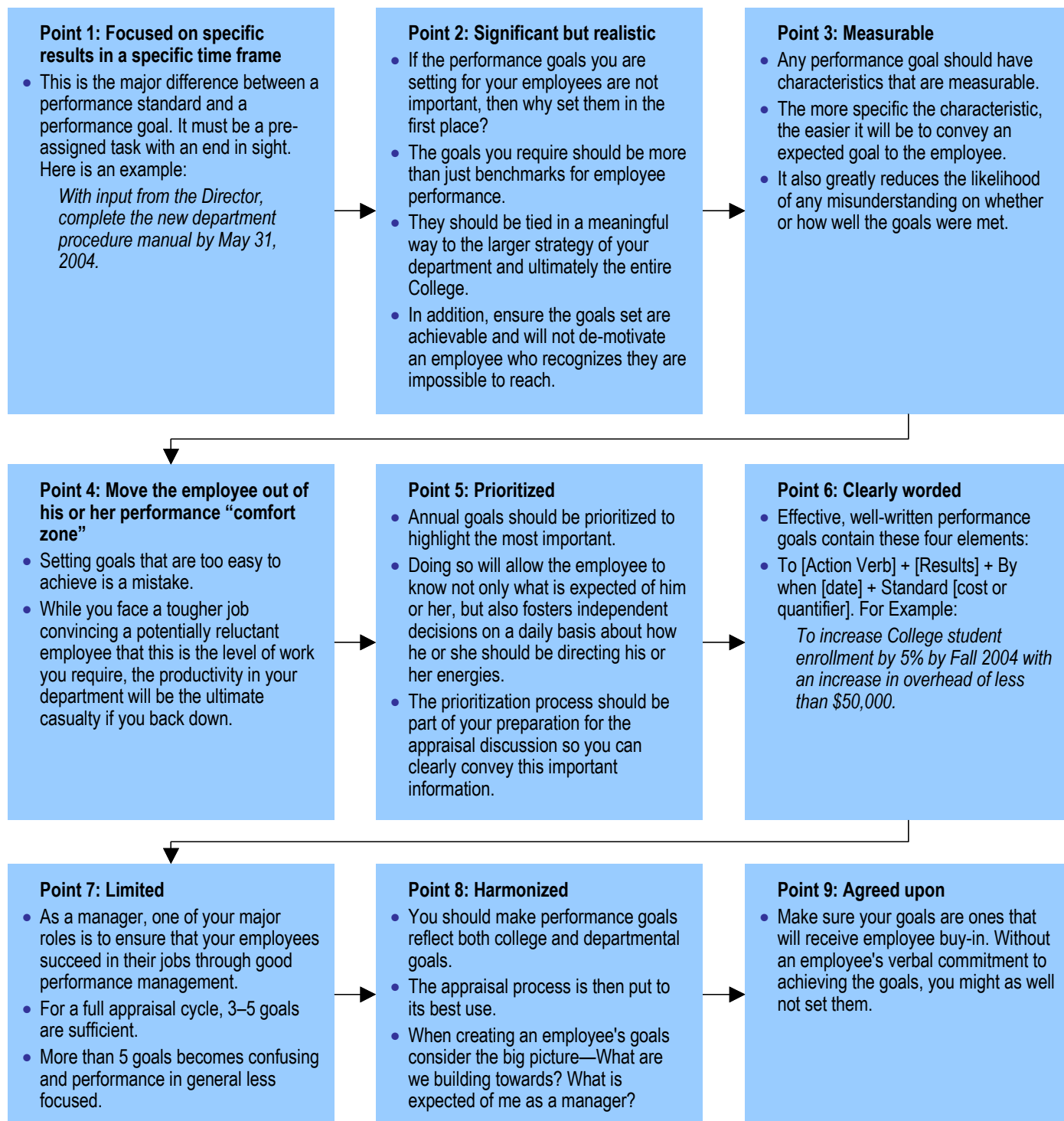
With clear standards in place, ongoing checks of employee performance are often possible many times even before bottom-line numbers are available.

## Three Fundamental Uses of Standards

1. They provide an opportunity to improve performance	<ul style="list-style-type: none"><li>• Permit managers to monitor employee skills after coaching and/or training</li><li>• Offer a guide to employees to evaluate how well they are doing</li><li>• Clarify areas of improvement priorities</li><li>• Alert employees there is a need for corrective action</li></ul>
2. They provide benchmark for performance	<ul style="list-style-type: none"><li>• Answer the common employee question: What is expected of me?</li><li>• Enable a manager to appraise objectively</li></ul>
3. They define excellent behavior	<ul style="list-style-type: none"><li>• Eliminate any guesswork on the part of the employee</li></ul>

## Setting Goals: The Nine-Point Test

Establishing good performance goals is the key to fair and accurate performance evaluations. It is also an effort that pays off. The process allows a manager to direct employees and coordinate their efforts so they contribute to the achievement of both departmental and organizational goals. A good way of gauging the benefit of any performance goal is to see whether it meets the Nine-Point Test. Goals must be:





## Goals Vary by Job

As you can see from these examples, goal setting is appropriate for any kind of job. The nature of the objective, however, varies by job. The table below shows three types of goals, each with a different focus, but all are vitally important in enabling Spelman to achieve its mission and strategic plan.

Your role	Type of Goals	
<ul style="list-style-type: none"><li>• Vice Presidents</li><li>• Division Heads</li><li>• Department Heads</li></ul>	<b>Strategic</b>	<ul style="list-style-type: none"><li>• Goals are focused on long-range directional and strategic planning for the College and/or major division or department</li><li>• Goals may be single year or multi-year</li></ul>
<ul style="list-style-type: none"><li>• Managers</li><li>• Supervisors</li><li>• Administrative Professionals</li></ul>	<b>Operational</b>	<ul style="list-style-type: none"><li>• Goals are focused on evaluating and improving programs, systems and outcomes to increase efficiency, accuracy, cost-effectiveness, etc.</li></ul>
<ul style="list-style-type: none"><li>• Administrative Professionals</li><li>• Support</li></ul>	<b>Tactical</b>	<ul style="list-style-type: none"><li>• Goals are focused on evaluating and improving processes, procedures, work flow, accuracy, efficiency</li></ul>

## Developing Goals Collaboratively

There are a number of approaches to developing written performance goals:

<b>Directive Approach</b>	Supervisor writes the goals, in consultation with department/division leadership. Then the goals are shared with the employee for their information and to address any questions they may have.
<b>Collaborative Approach</b>	Employees and the supervisor work together to develop the goals. While it is a legitimate option to develop some goals without employee input, the benefits of a collaborative approach are important. Both the supervisor and the employee bring valuable information to the process and the end result is more likely to be supported by everyone involved.

However, as the supervisor, you will make the final decision about the appropriateness of the goals. Mutual ***agreement*** with the employee about the goals is preferable, but not always possible. Mutual ***understanding*** and ***recognition*** of the goals is necessary. Remember to use the Performance Planning and Evaluation Form to develop the goals with your employees and ultimately communicate the finalized goals to them.

## **ADVISE**

### **Step 2: Communicate and Document Progress Throughout the Year**

You should be talking with your employees on a regular basis and giving them updates on their progress towards their goals and providing them informal feedback. In addition, periodically set time aside to give the employee formal feedback. The most important aspect of this part of the performance management process is to:

- 1) Focus on clarifying the expectations you have of your employee throughout the year;
- 2) Provide employees with performance updates (through regularly scheduled conversations);
- 3) Document employee's performance progress towards achieving their goals (via the Performance Feedback Form and desk file); and
- 4) Identify ways to improve employee performance

If an employee's performance needs to be improved, the Performance Coaching Form should be used to document the improvement plan and progress towards it. However, contact Human Resources for guidance and support before beginning this process.

#### **Keeping a Desk File**

Throughout the year, write down examples of your observations of the employee's performance and place them in your desk file. Although it is important to document things that are representative of performance throughout the year, it is not necessary to record everything that happens. Be sure to include both successes and challenges. Don't make your desk file just a list of negatives. If a situation occurs that warrants immediate attention, do not wait for a scheduled feedback session, promptly address the situation.

#### **Tips for Keeping a Desk File**

- Keep brief written records of conversations you have with the employee concerning performance. Make sure all documents have dates on them.
- Use the "5 W's" when describing the performance situation
  - Who was involved?
  - What happened?
  - When did it occur and was it the first time?
  - Where did the events take place?
  - Why did the person do what they did?
- If appropriate, keep samples of work in the file.
- Document both positive and negative issues.

## **SUPPORT**

### **Step 3a: Provide Clear, Current Feedback**

An important part of the Performance Management Program is for supervisors to provide employees with clear and current feedback. Feedback can be both positive and constructive and is best when delivered on an ongoing basis.

For this process, you may use the Performance Feedback Form. The form provides you with the opportunity to:

- Provide the employee ongoing feedback throughout the year
- Assist you with soliciting feedback from others

For example, if you have an administrative assistant who supports several department members, you can solicit feedback from them using this form. However, if you are going to solicit feedback from other individuals, it is important that you discuss this with the employee to make them aware of this of the individuals who will be providing you with feedback on their performance.

### **Step 3b: Review Performance Feedback Forms with Staff**

To deliver effective feedback, it will be important for supervisors to use facts and real-life examples. To prepare for giving feedback, it will be important for you to review both the Performance Coaching and the Performance Feedback Forms (Note: Employees who are performing as expected may not have a Performance Coaching Form). These forms will provide you with a clear picture on the performance of the individual. By reviewing these forms throughout the year, supervisors will not be surprised if employees begin to veer off track. These forms will prepare you to have positive and constructive performance conversations with your staff. By reviewing these forms prior to performance conversations, supervisors will have a good handle on the current performance of the employee as well as be able to discuss any specific issues that may be occurring with the employee.

When reviewing these forms, and preparing for a performance conversation with an employee, consider the following questions:

- What are the specific accomplishments since the last performance period?
- What standards or goals did the employee fail to meet since the last evaluation?
- What supporting facts do I have on these forms for an overall evaluation of the employee?
- Does the employee require additional training or instruction?
- How can I help the employee do a better job?
- Is there anything I am doing/not doing that is hurting this employee's performance?
- Does the present job utilize the employee's full capabilities? How could they become more valuable to the College?
- What are the specific areas in need of improvement and what suggestions/requirements will I present to address them?

## Step 3c: Encourage Open Discussions

During a performance discussion with the employee, it is always important to encourage an open discussion. Performance conversations are not meant to be one-sided. They are conversations where both the supervisor and employee provide their thoughts and input. By encouraging an open discussion, you will begin to build trust and buy-in among your staff.

## Step 4a: Complete the Performance Planning and Evaluation Form

### The Performance Evaluation

At the end of the year, you and your employee will complete the blue shaded section of the Performance Planning and Evaluation Form. The Performance Planning and Evaluation Form evaluates an employee's performance throughout the year along five major sections (see table below). The conversation you have with your employee at the end of the year will be the most detailed and will provide them with a clear picture of their performance throughout the year.

Evaluation Section	What it is	How it is Evaluated
Job Responsibilities	<ul style="list-style-type: none"><li>The major responsibilities necessary for the individual to achieve expected levels of performance and results</li><li>The additional responsibilities and expectations section provides an opportunity to list additional standards (e.g., attendance/ punctuality) not captured in overall job responsibilities</li></ul>	<ul style="list-style-type: none"><li>Supervisor and employee identify five major job responsibilities and the supervisor evaluates based on Outstanding, Successful and Needs Improvement evaluation levels</li><li>Supervisor provides clear examples of employee's performance to support the evaluation</li></ul>
Annual Goals	<ul style="list-style-type: none"><li>The specific goals, determined at the beginning of the year, on which the employee will be evaluated</li></ul>	<ul style="list-style-type: none"><li>Supervisor will evaluate based on employee's performance relative to the goal and determine if performance was Outstanding, Successful or Needs Improvement</li></ul>
Staff Performance Factors	<ul style="list-style-type: none"><li>The skills, knowledge and behavior that are necessary for all staff members to demonstrate to successfully contribute to their individual, department and college performance</li></ul>	<ul style="list-style-type: none"><li>Supervisor will evaluate staff members based on demonstration of each performance factor and determine if performance was Outstanding, Successful or Needs Improvement (use behavioral examples as a guide)</li></ul>
Supervisor Performance Factors	<ul style="list-style-type: none"><li>The skills, knowledge and behaviors that are necessary for supervisors and managers to demonstrate to effectively manage and lead their staff</li></ul>	<ul style="list-style-type: none"><li>Supervisor will evaluate based on demonstration of the examples listed under each performance factor and determine if performance was Outstanding, Successful or Needs Improvement (use behavioral examples as a guide)</li></ul>
Overall Evaluation	<ul style="list-style-type: none"><li>The overall evaluation for the employee</li></ul>	<ul style="list-style-type: none"><li>Supervisor will consider performance along job responsibilities, annual goals, Staff Performance Factors and Supervisor Performance Factors (only for managers and supervisors) and determine an overall evaluation of Outstanding, Successful or Needs Improvement</li></ul>

Preparing for the end-of-year conversation will require you to review the Performance Planning and Evaluation Form, the Performance Coaching Form (if applicable), the Performance Feedback Form and the desk file you have kept of your staff members. The conversation provides an overall assessment of an employee's performance throughout the year. You will conduct this evaluation for all of your direct reports.

## Evaluation Levels

Each section of the Performance Evaluation will be assessed based on the definitions below. When evaluating an employee, supervisors should keep these definitions readily available to determine the most appropriate level.

Evaluation Level	
Successful	
<ul style="list-style-type: none"> <li>– Meets expectations, deadlines and quality expectations and may at times exceed job requirements</li> <li>– Possesses appropriate depth and breadth of job knowledge</li> <li>– Demonstrates willingness and ability to accept change and incorporate change into own job</li> <li>– Drives positive change within one's functional area</li> <li>– Perceived by peers, managers, students and other customers as collaborative, skilled and reliable</li> <li>– Seeks training/educational opportunities with little or no prompting; applies knowledge gained to the job in appropriate ways</li> <li>– Clearly and consistently demonstrates the mission and objectives of the College in his/her work</li> <li>– Takes initiative without prompting</li> <li>– Requires minimal supervision and works independently</li> <li>– Consistently interacts effectively with peers and/or management</li> <li>– Contributes to broader goals of the department, division and/or the College</li> </ul>	
Outstanding	Needs Improvement
<ul style="list-style-type: none"> <li>– Always exceeds job requirements, deadlines and quality expectations</li> <li>– Demonstrates exceptional depth and breadth of job knowledge highly recognized by others within the Spelman College community</li> <li>– Is seen as a role model for other supervisors/staff members to emulate</li> <li>– Is often sought out after as a mentor to others</li> <li>– Continuously demonstrates independent desire to learn new skills and tasks; resourcefully uses a variety of internal and external opportunities to learn; applies learning and concepts on the job in innovative ways</li> <li>– Always takes the initiative in starting needed projects, addressing outstanding issues and accomplishing work in and outside of own area without prompting</li> <li>– Perceived as exceptional by peers, management, students and other customers; relied on as the 'go to' person in the group/department</li> <li>– Always contributes to broader goals of the department, division and/or College</li> </ul>	<ul style="list-style-type: none"> <li>– Inconsistently demonstrates required job knowledge and may not meet all job requirements</li> <li>– Work is regularly incomplete and/or does not meet the minimal standards for quantity or quality; often misses project deadlines</li> <li>– May resist change initiatives and demonstrates tendency to return to former approach</li> <li>– May accept training or education for new skills or tasks only when strongly encouraged and/or prompted</li> <li>– Takes little to no initiative, even with prompting</li> <li>– Requires more than the expected level of supervision</li> <li>– Inconsistent interactions with peers and/or management</li> <li>– May not demonstrate the mission and objectives of the College in his/her work</li> <li>– Performs at a level that warrants development of a performance improvement/coaching plan</li> </ul>



The evaluation levels were created to encourage individuals to be successful. The College's goal is for most employees to be evaluated as successful. An evaluation of outstanding is intended for those that are truly role models for their position, department and the College. Therefore, individuals who receive an overall "Outstanding" rating will be required to receive approval from their respective Vice President.

## Providing Evaluation Examples and Comments

- Below each section on the Performance Planning and Evaluation Form is an area for examples and comments. It is important to enter the examples and comments first, and then carefully read the evaluation levels to determine which level best fits the examples and comments. The examples and comments should be specific. Simply using phrases from the evaluation levels definitions is not sufficient. The examples should also be representative of the predominant behavior, or patterns throughout the time period, and not just single instances.
- Your notes regarding situations and incidents (both positive and negative) you have documented during the course of the year and the input from the employee will be helpful in filling out the examples and comments section for each section.

### *Examples on How to Improve Reviewer's Comments:*

Instead of writing:	Write:
<ul style="list-style-type: none"> <li>• Maintains appropriate knowledge level as job requirements change</li> </ul>	<ul style="list-style-type: none"> <li>• Attended Microsoft Front Page training in August in order to be prepared to create and maintain the department's web page</li> </ul>
<ul style="list-style-type: none"> <li>• Ability to share knowledge may be impeded by communication skills</li> </ul>	<ul style="list-style-type: none"> <li>• Was unable to explain the changes in the 2003-2004 Federal reporting guidelines to the staff in Financial Aid and Admissions in a way that could be understood to enable them to provide necessary information for reports</li> </ul>
<ul style="list-style-type: none"> <li>• Anticipated needs of the department and followed through</li> </ul>	<ul style="list-style-type: none"> <li>• Anticipated the department would need additional support during September; made arrangements for temporarily assigning two staff members from another department during that time period</li> </ul>
<ul style="list-style-type: none"> <li>• Appropriately participated in preparation of annual budget</li> </ul>	<ul style="list-style-type: none"> <li>• Gathered cost data on hardware and software needed to implement new tracking system for student use of services to be included in the departmental budget forecast.</li> </ul>
<ul style="list-style-type: none"> <li>• Resisted change and disrupted the work environment</li> </ul>	<ul style="list-style-type: none"> <li>• Repeatedly refused to participate in a staff meeting discussion in August on how to reorganize responsibilities among department A/P staff, and encouraged two co-workers to resist any changes</li> </ul>

## Step 4b: Schedule and Conduct the Meeting

Conduct all discussions with an employee regarding performance in a private and uninterrupted setting. The annual evaluation meeting, in particular, should take place on an established day and time. Contact each employee at least one week ahead of time to set up an appropriate time and place for the evaluation meeting.

### Before the date of the evaluation, make sure you have:

- ☐ Chosen a convenient time
- ☐ Given the employee adequate notice
- ☐ Informed the employee of the purpose of the meeting
- ☐ Allowed enough time
- ☐ Picked an appropriate place
- ☐ Considered facilities and room arrangement
- ☐ Determined the agenda
- ☐ Gathered all needed information and materials
- ☐ Arranged for office coverage (if necessary)
- ☐ Reviewed the evaluation and supporting documentation

### Conduct the “Body” of the Evaluation Meeting

The process below is a suggested approach to conducting the evaluation meeting; feel free to adjust it to suit your style and/or your employee’s style.

It is usually best to use the actual Performance Planning and Evaluation Form as a guide in conducting the meeting. It ensures that each element is covered and not lost or discounted in the discussion.

- Begin with the first performance element and discuss both your thoughts as well as the employee’s thoughts regarding their performance.
- Provide examples, situations, incidents, etc. from the information that you put together over the course of the year. Use these to substantiate the evaluation that you gave to the employee on each section.
- If a significant discrepancy exists between your evaluation on a given section and the employee’s opinion of the evaluation, discuss the situation in some detail. Accurate and appropriate examples will result in a solid completed Performance Planning and Evaluation Form and will assist you in explaining the evaluation to the employee. Please refer to the guidelines in this manual or contact the Office of Human Resources to help you reconcile any issues.

## Summarize and Close the Meeting

- Provide the employee with an opportunity to discuss any work-related issues, and close the meeting by expressing appreciation and reiterating any development plans for the upcoming year. Request that the employee sign and date the form. If the employee elects to make comments, be sure that you review and consider those comments before forwarding the form to Human Resources.
- Encourage the employee to make comments in the section provided on the summary page. Employees often prefer to think through their remarks and record them a day or two later. In such case, provide a copy of the evaluation document to the employee and retain the original. Permit the employee to either submit their comments on a separate sheet of paper or meet with you once they are ready to write their comments on the original form.
- If the employee refuses to sign, please inform them:

*“It is the College’s policy that employees sign the summary page of their evaluation form to indicate that they have had an opportunity to review the document and make comments. Your signature does not indicate that you agree or disagree with the results; it is merely an acknowledgement of receipt. Will you please sign the summary sheet on the appropriate line?”*

If the employee again refuses, write on the summary page of the evaluation form that the employee was given the opportunity to respond and has refused to sign the form.

- Give employees a copy of the evaluation document. Never release the original signed document to the employee or retain it for your file—this is the official copy for Human Resources.

**If the employee elects to make comments, be sure that you review and consider those comments before forwarding the evaluation document to Human Resources.**

## Step 4c: Finalize All Documentation and Submit to HR

After completing the Performance Planning and Evaluation Form, please submit the original completed form to human resources. Please remember, if the employee receives an overall “outstanding” rating, you must forward your evaluation to your respective Vice President for approval before meeting with the employee.

It is your responsibility, as well as your supervisor’s, to ensure that completed forms are received by Human Resources before the established deadline. Supervisors at all levels will be held accountable.

In the event an employee receives an overall “needs improvement” rating, please contact the Office of Human Resources prior to meeting with the employee. The Office of Human Resources will collaborate with you to establish next steps (i.e. coaching, development of a performance improvement plan, progressive disciplinary steps, etc).

Performance Improvement Plans or other measures associated with the annual performance evaluation process must be submitted to the Human Resources Office no later than three weeks after the evaluation discussion.

## The Self-Audit

After you have completed the process, ask yourself the questions to determine what areas need additional development in your approach to performance management. Please use the Self-Audit Checklist located at the end of this manual in the attachments section.

## The Performance Coaching Form

A Performance Coaching Form (PCF) should be developed for any employee who needs to improve his/her performance in any area. Anyone who receives a “Needs Improvement” should have a PCF completed. For assistance in drafting a Performance Coaching Form, please contact Human Resources.

- If one of your employees is having significant difficulty meeting the College’s performance standards during the year, complete a PCF as soon as possible to assist the employee in improving. The year-end evaluation meeting should not be the first time an employee hears that he or she has a performance deficiency.
- It is sometimes helpful to discuss your concerns and proposed approach with your supervisor or a member of Human Resources before you meet with the employee.
- Specifically identify areas that need improvement. Define tasks that are the employee’s responsibility and tasks that are the supervisor’s responsibility in order to meet clearly defined performance expectations.
- Always encourage development opportunities in areas in need of improvement. Such training may be formal or informal, on-the-job or at an outside class, etc.
- Solicit the employee’s own ideas on how they can improve in the highlighted areas. They are often more likely to “buy-in” to developmental approaches that they introduce on their own.
- Define a time period during which the employee must demonstrate the “standard” level of performance.
- Follow-up with the employee frequently during the development period to monitor progress and provide appropriate reinforcement.
- Whenever reasonable, demonstrate a willingness to modify your own work behavior if it can help an employee become a more effective member of your staff.
- If the employee has more than one area for improvement, complete a separate form for each.

## Section III: Guidelines for Providing Performance Feedback

The following guidelines will help you provide effective, professional, and positive performance feedback. Feedback should be given both at the time of the annual performance evaluation, as well as throughout the entire year.

It is necessary that you be familiar with the specific tasks and responsibilities of each employee for whom you will be completing an evaluation. Without this knowledge, it is virtually impossible to provide an effective and valid evaluation.

### Common “Evaluator Errors”

We are subject to biases, many of which are subconscious. It is important that you become aware that your judgment can be impacted by these biases. As a part of your evaluation review process, you should “check yourself” before you fall into one or more of these “evaluator error traps”:

<b>“Halo Effect”</b>	This occurs when you give employee evaluations on the majority of factors based on your positive perception of their performance on just a few factors. Remember to read the definitions for each factor and level of performance. This will make your judgment on each factor independent of evaluations on other factors.
<b>“Horns Effect”</b>	This is the opposite of the “Halo Effect” and results in evaluating an employee low on a number of factors based upon your perception of low performance on only one or two factors.
<b>“Strictness Effect”</b>	This is similar to the “Horns Effect”, but results in unsubstantiated low evaluations. This is often seen when reviewers are overly critical or perfectionists.
<b>“Central Tendency Effect”</b>	To avoid conflict the reviewer rates employees in the middle category on all factors, regardless of actual performance.
<b>“Leniency Effect”</b>	This results when an individual receives a higher evaluation than the actual performance warrants. The reviewer frequently avoids the discussion of important developmental opportunities, unintentionally endorses or reinforces poor performance, which establishes unrealistic employee expectations. When this occurs, it tends to create morale problems for other employees.
<b>“Recency Effect”</b>	People tend to have a clearer memory of events that happened more recently (i.e. in the last several months) than events that happened at the beginning of the performance year. As a result, the more recent events play a larger role in the evaluation decision. Make sure you review your notes covering the entire performance year before making your evaluation decision.



## **Employee Comparisons**

It is human nature to use comparisons when making decisions. However, remember to evaluate each employee against the expectations set, and not compared to other employees.

## **Reputation**

Do not let an individual's "reputation" color your evaluation.

## **Personal Prejudices**

Your personal conflicts or issues (personality conflicts, smoker/non-smoker, age, race, gender, etc.) can, but should not, color your view of someone's performance. Additionally, comments referencing age, race, gender, religion, etc., should be omitted. Be aware of your prejudices when completing the evaluation. Be sure to base your evaluation and comments only on the employee's job performance.

## **Other Performance Evaluation Don'ts**

- In order to maintain confidentiality for your staff person, do not involve other staff in the preparation of the Performance Planning and Evaluation Form
- Don't let someone else schedule the appointment for you; schedule it yourself
- Never skip the actual evaluation discussion (i.e., don't just give the evaluation to the employee and just have them sign it without conducting a performance evaluation discussion)
- Don't horde information for shock value or to delay uncomfortable discussions (i.e., feedback is a year-round process; no surprises)

## Tips on Talking About Performance

### Effective feedback should meet 3 criteria:

- It must be understood
- It must be valid
- It must be useable

### Other factors to keep in mind:

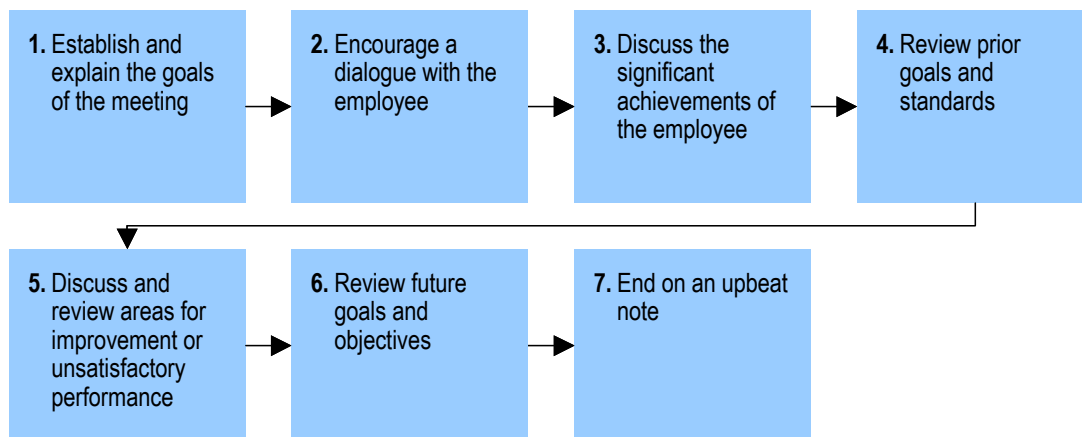
- Discuss performance at the beginning of the performance cycle and as needed throughout the year. If performance falls below expectations, and you have informed the employee, you can avoid employee claims that performance expectations were unknown or ambiguous.
- Feedback needs to be specific. If you find yourself using words such as “always” or “never”, you are probably not being specific enough.
- Do not take good performance for granted. Always reinforce positive employee behaviors, tasks and efforts by acknowledging and praising such efforts. Tell the employee specifically how and why the behavior or performance was good, and how it contributes to the broader organizational objectives. This link is important to support teamwork among groups.
- Focus the discussion on the actual performance criteria (e.g., annual goals, job responsibilities, performance factors) on the evaluation form. Remember, your goal is to change the person’s behavior, not the person. Sample words not to use: argumentative, careless, impatient, etc.
- Negative feedback should focus on specific behaviors or projects and not draw inferential conclusions about the employee’s character (e.g. “You apparently don’t care about . . .”). Instead say “You have failed to check your work for accuracy on several occasions (provide examples). This results in the presentation of inaccurate information to other Departments or at the least, significant re-work.” It is also important to concentrate on developing a plan to change the behavior, rather than the failure to meet objectives.
- The evaluation interview should be one in which you are listening as much as or more than talking. Allow the employee to discuss his or her own frustrations. Ask open-ended questions rather than questions that can be answered with a “yes” or “no”.
- Correct employee misperceptions and communicate your point of view and expectations. Acknowledge events beyond the scope of anyone’s control and try to assist the employee in areas where you truly can impact the situation.

## Section IV: Guidelines for Conducting the Evaluation Discussion

If unusually stressful or difficult circumstances arise on the day of the meeting, you might consider rescheduling the discussion. This will ensure that appropriate time is devoted to the meeting and each of you can be more objective in your analysis and discussion.

### How to Structure an Effective Discussion

How the performance evaluation meeting is structured is as important as the preparation and the content. A suggested approach follows:



#### 1. Establish Goals for the Discussion

A comprehensive exchange of information is the key element throughout an evaluation meeting. To facilitate this, it is important to explain the goals of the session to the employee from the outset.

Explain anything that will help the employee know what to expect. This will help relieve anxiety. Outline how much time has been scheduled. Explain what you will do if more time is required. Inform the employee you would like to have open and honest dialogue with them. Outline your plan for the session and then ascertain if the employee has additional items that he or she wishes to include.

#### 2. Encourage a Dialogue

If possible, have the employee present his or her version of the evaluation first. Ask lots of open-ended questions to ensure that you are getting all possible information. For example:

*“What do you think went particularly well for you during this evaluation period?”*  
*“Describe what you would have liked to have changed or done better?”*  
*“Explain any kind of problems you are having in getting the required work done?”*  
*“One of your objectives was to \_\_\_\_\_. How do you feel that went?”*

### 3. Discuss Significant Achievements

Recognition and positive reinforcement are two of the most powerful tools you have as a manager. Consequently, identifying employee achievements is a vital and important part of the evaluation. It creates an atmosphere in which an employee becomes increasingly self-motivated.

We suggest that you employ a “Four Step Reinforcement Process”:

**1. Specifically describe the performance** that you view as outstanding. By doing so, the employee will be aware of what the organization views as meritorious conduct and he or she can strive to emulate this standard again. For example:

“The training I asked you to implement for the new members of the team was outstanding in its content and demonstration of the College’s mission. It offered concrete suggestions for thriving in this job.”



**2. Express your own feelings** about the achievement so the employee knows how you personally feel. For example:

“I was impressed by the command of fundamental training principles that you demonstrated during the program. Your skills have substantially improved over the past few months.”



**3. Specify the behavior or activity** you want the employee to continue to demonstrate. For example:

“The strategy of comprehensively assessing the training needs of your team before implementation is really working well.”



**4. Vocalize and demonstrate your confidence** in the employee's ability. For example:

“I knew you would succeed in this project. At the next management meeting I am going to suggest that other departments have you deliver this training to them.”

### 4. Review Prior Goals and Standards

By this stage of the meeting, you should have established a non-threatening atmosphere for the employee. In this environment you will be more successful discussing an employee’s previous goals and potential failure to meet them.

How you approach this part of the meeting will differ on a case-by-case basis. But remember an evaluation meeting is a *dialogue*. At all times you should be encouraging your employees to discuss their success in achieving goals and explain why they might have fallen short of the required standard in others.

### 5. Discuss Unsatisfactory Performance

Experts believe that at least 50% of performance problems in business occur because of a lack of feedback. Hence, some employees may not even realize that they are falling short of expectations. Others in their department might perform in the same manner leading to an impression that such standards are acceptable. No one likes to be told that they are not meeting the requirements of their job. The following three-step process helps ease this fear:

### 5A. Review expectations

In addressing a performance problem that needs to be corrected, describe the area of needed improvement. DO NOT discuss personality or attitudes, but rather describe the job actions and results that do not meet expectations and required standards. Appraise actual output rather than perceived personal inadequacies.

If an employee is unaware of the expectations, these expectations must be made clear. A commitment to rectify these shortfalls can then be sought. You need to carefully encourage the employee to an open dialogue surrounding your concerns. Use *directive questioning*—a technique that challenges the employee to explore new ideas, contribute solutions, or defend his or her statements. For example:

*"Your reports contain all the necessary data but they are never forwarded to me on schedule. Why is this happening?"*



### 5B. Understand the response

For problematic performance areas, after mentioning your concerns to the employee, listen carefully to their explanations. Paraphrase their perceptions and main points. Encourage the employee to give specific examples of their conclusions.

DO NOT get caught in a "who's right?" and "whose fault is it?" argument. If the employee gets overly defensive or starts blaming someone else, explain firmly that you are not interested in placing blame. But rather, explain that you are interested in learning from the past to make good on the plans for the future.

Use reflective questions—ones that repeat a statement the other person has made in the form of a question. Using this technique avoids confrontation, confirms your understanding and often forces the employee to realize a statement they have made is illogical. Since that statement is brought back to them in a non-directive manner, you can continue a dialogue that is conducive to agreement. For example:

**Employee:** *"Our efficiency would be improved if we changed the procedures we use."*  
*[Listen and paraphrase what you hear]*

**Manager:** *"Are you sure that we can be more efficient by changing these procedures?"*



### 5C. Solve the problems together

At this point, engage the employee in a problem-solving discussion. Let the employee know that it is ultimately their responsibility to solve the problem, but offer your full support. Don't let an aggressive or defensive employee transfer this responsibility to you. For example, use the following questions to get the discussion started:

*"What do you suggest is a fair solution?"*

*"What options do you see here?"*

*"How could you have done that better?"*

It is critical that the conversation not become an argument between the manager and employee. Again, be careful to let the responsibility for improvement rest on the employee's shoulders. Put your expectations for improvement in a positive context. For example:

*"Some ways you could be even more effective are..."*

*"A strategy I've seen used effectively would be for you to..."*



### 5D. Make it real

In order to see action, be prepared to state the performance you expect - specifically and without apology. Ensure that you include a time frame for the required change. For example:

*"What I am requesting is that you assume responsibility for keeping me abreast of each week's progress every Friday before 5 p.m. over the entire next review period."*

## 6. Discuss Future Goals and Objectives

Be realistic. Set an employee development and growth plan that *can* be and *will* be accomplished by the employee. Do not make it overly challenging or something that will require extraordinary hours that are not expected of others.



Another approach you can take is to encourage the employee to set at least some of their own goals. For example:

*“So what would you be willing to commit to doing?” [Answer] “By what date?”*

*“An area I’d like to see you tackle is the difficulty we’ve had with.... Let’s set an objective and a time frame for solving it.”*

Many managers choose to only set 50% of an employee’s goals and work collaboratively to establish the remainder. Set a plan that can be successful, document the agreement and the plan to achieve the change (*See Section V – Developing Performance Goals*).

## **7. End on an Upbeat Note**

Summarize the accomplishments of your discussion. Many evaluation meetings fail because the participants have differing perceptions about exactly what was achieved and agreed upon. Be positive about the future. For example:

*“Let’s restate what we agreed upon...”*

*“I’m feeling good about what we discussed...”*

Even if your employee has agreed to your goals, it is important to have them concur one last time. Confirm their buy-in before enduring the discussion. Consider asking, “Do you foresee any problems achieving what we have discussed?” This offers your employee one last chance to raise anything they feel uncomfortable about and you can negotiate again before the meeting ends.

## **Tips for the Performance Evaluation Discussion**

- Listen more than you talk
- Reduce defensive reactions
- Encourage employee ideas
- Prior to the start of the meeting, clear the desk or meeting space. Be sure to eliminate all distractions (i.e., close your office door for privacy, automatically forward telephone calls to voicemail, etc.).
- Try to relax! It is your role to set the initial tone and pace of the evaluation meeting. Put the employee at ease and express a friendly and helpful orientation.
- Even though the meeting’s purpose is already known, it is often best to reinforce the importance of the performance management program to ensure effective employee relations and communications, and maximize performance productivity.
- Briefly outline how the evaluation will be conducted in terms of format and content. This will help put the employee more at ease by knowing what to expect.
- Assure the employee that the evaluation meeting is intended to be a “two-way street” so that both of you can work together to arrive at potential solutions that will be in the best interests of the College.

## Maintaining Your Professionalism

Guard against your own emotional or defensive reactions to employee comments or reactions during the evaluation meeting. It is essential that you demonstrate professionalism in the meeting.

- Clearly establish an initial posture of professionalism and desire to work collaboratively with the employee, not authoritatively. This will usually garner a more positive and desirable reaction.
- Professionalism involves speaking as one adult to another. Be assertive, but not aggressive. If you are overly aggressive or “parental” in your approach, you may unconsciously elicit either “dependency” or, even worse, hostility from the employee, neither of which is constructive.
- If you are too passive during the evaluation meeting, you may appear to be afraid of upsetting the employee or unsure of your decisions.
- If you conduct yourself appropriately, and the employee still becomes upset, be sure to continue to maintain an assertive, professional approach. Overreacting will almost always work against you in the long run.
- It is always better to delay or reschedule the evaluation meeting if either you or the employee is experiencing a particularly stressful day.

## Discussing the Performance Evaluation

No matter how accurate your information and how well you’ve prepared and documented information, the key to performance management is not the accuracy of the form—it’s gaining commitment from the employee to improve performance.

And that happens through conversation—eyeball to eyeball management.

Do	Don't
<ul style="list-style-type: none"><li>• Listen</li><li>• Ask open-ended questions</li><li>• Reflect feelings</li><li>• Acknowledge ideas and feelings even if you don't agree</li><li>• Ask for commitment to improve</li><li>• Avoid interruptions</li><li>• Give specific examples to back up strengths and to demonstrate areas to improve</li></ul>	<ul style="list-style-type: none"><li>• Argue</li><li>• Get emotional</li><li>• Talk too much</li><li>• Be subjective or arbitrary</li><li>• Dwell on past mistakes</li><li>• Be accusatory</li><li>• Compare employees to one another</li><li>• Compare employees to you</li><li>• Make it personal</li></ul>

## What If an Employee Strongly Disagrees with My Evaluation?

Hopefully, the evaluation meeting will facilitate an open discussion and allow resolution of any disagreements between you and the employee. If, however, an employee still feels that the evaluation was unfair, employees are entitled to request a meeting with the appropriate next level manager, department head, or vice president.

Employees who report directly to an Executive Staff member should request a meeting with the Director of Human Resources or her designee.

Appeals from decisions of the Executive Staff member or Director of Human Resources go to the President or her designee. The decision of the President is final.

## How Will Employees Be Informed of Their Salary Increase?

The College's annual salary increase program is based on merit. Since the level of an employee's job performance determines the merit, there are no automatic salary increases. Employees hired after April 1<sup>st</sup> will not be eligible for an annual increase until the end of the following fiscal year.

After the performance management process is completed, the Vice President will forward salary recommendations (based on the employee's overall performance evaluation) to the Office of Human Resources. All recommendations will then be forwarded to the President for final approval.

**Do not discuss potential salary increases with an employee during the performance management process.** Once approved, the Office of Human Resources will forward salary letters to their respective Vice President for signature. After signatures are received, the letters will be personally distributed by their department head or mailed to the home of each employee. This letter will serve as official notification to the employee of their salary increase amount.

Throughout the evaluation process, keep in mind to separate the performance from the salary increase. This will enable you to have good and honest discussions about performance with your staff.

The table below describes how performance will be linked to pay.

Evaluation Level	Merit Increase
<ul style="list-style-type: none"><li>• Needs Improvement</li><li>• Successful</li><li>• Outstanding</li></ul>	<ul style="list-style-type: none"><li>• No increase or deferred increase</li><li>• 1<sup>st</sup> level of merit increase percentage/amount</li><li>• 2<sup>nd</sup> level of merit increase percentage/amount</li></ul>

## **Section V: Performance Management Forms**



## Spelman College **Performance Planning and Evaluation Form**

<b>Staff Member's Name:</b> _____	<b>Social Security Number:</b> _____	<b>Review Period:</b> From ____ To ____
<b>Position Title:</b> _____	<b>Employment Date:</b> _____	<b>Review type and date:</b> <input type="checkbox"/> Self-Review – Date: ____
<b>Department:</b> _____	<b>Time in Current Position:</b> ____ Yrs. ____ Mos.	<input type="checkbox"/> Final Annual Review – Date: ____
		<input type="checkbox"/> 90-Day Introductory Review – Date: ____
		<input type="checkbox"/> Other – Date: ____
<b>Division:</b> _____	<b>Supervisor Name:</b> _____	<b>Supervisor Title:</b> _____

*An outstanding historically Black college for women, Spelman promotes academic excellence in the liberal arts, and develops the intellectual, ethical, and leadership potential of its students. Spelman seeks to empower the total person, who appreciates the many cultures of the world and commits to positive social change.*

*To build on our legacy and become even more competitive as a leading liberal arts college, we have launched Spelman ALIVE, a five-part initiative that promotes: academic excellence, leadership development, improving our environment, visibility of our achievements, exemplary customer service.*

### Instructions

The Performance Planning and Evaluation Form will be used to document all relevant information regarding performance and development for the year. The form will be completed in two sections. The first section (shaded yellow) is completed at the beginning of the year or performance period, when expectations for job responsibilities and annual goals are set.

At the end of the year or performance period, the second section of the form (shaded blue) will be completed. During this time, evaluations will be conducted to assess the achievement of job responsibilities, completion of annual goals, and demonstration of performance factors previously discussed at the beginning of the year or performance period. Evaluations of these three criteria will be captured on this form.

This evaluation form is organized as follows:

Section 1 – Job Responsibilities

Section 2 – Annual Goals

Section 3 – A) Staff Performance Factors

B) Supervisor Performance Factors

Section 4 – Overall Evaluation

Section 5 – Staff Member Comments

Section 6 – Signatures

All sections must be completed. However, the Supervisor Performance Factors section is only required for staff members with supervisory responsibilities. The Staff Performance Factors section is required for all staff members.





# Spelman College Performance Planning and Evaluation Form

## SECTION 1: Job Responsibilities

This section addresses performance as it relates to handling regular job responsibilities. Please complete the **yellow** section at the beginning of the year or performance period. The **blue** section will be completed during the performance evaluation discussion at the end of the year or performance review period. When possible, supervisor should provide examples in this section.

Spelman expects staff members to:

- Understand and perform all aspects of their job, as outlined in the job description
- Adhere to job, department, and College standards and practices
- Achieve expected levels of performance, productivity and results

### Major Job Responsibilities

Describe major job responsibility	Evaluation Level*
1. <i>(Complete at the beginning of the year or performance period for each major job responsibility)</i>	<input type="checkbox"/> S <input type="checkbox"/> O <input type="checkbox"/> NI
End of Year/Review Period Evaluation:	
Describe major job responsibility	Evaluation Level
2.	<input type="checkbox"/> S <input type="checkbox"/> O <input type="checkbox"/> NI
End of Year/Review Period Evaluation:	
Describe major job responsibility	Evaluation Level
3.	<input type="checkbox"/> S <input type="checkbox"/> O <input type="checkbox"/> NI
End of Year/Review Period Evaluation:	
Describe major job responsibility	Evaluation Level
4.	<input type="checkbox"/> S <input type="checkbox"/> O <input type="checkbox"/> NI
End of Year/Review Period Evaluation:	
Describe major job responsibility	Evaluation Level
5.	<input type="checkbox"/> S <input type="checkbox"/> O <input type="checkbox"/> NI
End of Year/Review Period Evaluation:	

### Additional Job Responsibilities

Additional responsibilities and expectations	Evaluation Level
1.	<input type="checkbox"/> S <input type="checkbox"/> O <input type="checkbox"/> NI
End of Year/Review Period Evaluation:	

\* Evaluation Levels: **S** = Successful, **O** = Outstanding, **NI** = Needs Improvement



# Spelman College Performance Planning and Evaluation Form

## SECTION 2: Annual Goals

This section addresses the achievement of annual goals. Please complete the yellow section at the beginning of the year. The blue section will be completed during the performance evaluation discussion at the end of the year. Summarize goal achievement below.

### Goal 1

Your Goal		Related Departmental Goal	
What is the deadline for completion?	Resources Needed	How will you know you achieved your goal?	
Describe Goal Performance			Evaluation Level*
Describe performance relative to Goal #1			<input type="checkbox"/> S
			<input type="checkbox"/> O <input type="checkbox"/> NI

### Goal 2

Your Goal		Related Departmental Goal	
What is the deadline for completion?	Resources Needed	How will you know you achieved your goal?	
Describe Goal Performance			Evaluation Level
Describe performance relative to Goal #2			<input type="checkbox"/> S
			<input type="checkbox"/> O <input type="checkbox"/> NI

### Goal 3

Your Goal		Related Departmental Goal	
What is the deadline for completion?	Resources Needed	How will you know you achieved your goal?	
Describe Goal Performance			Evaluation Level
Describe performance relative to Goal #3			<input type="checkbox"/> S
			<input type="checkbox"/> O <input type="checkbox"/> NI

\* Evaluation Levels: **S** = Successful, **O** = Outstanding, **NI** = Needs Improvement



# Spelman College **Performance Planning and Evaluation Form**

## Goal 4

Your Goal		Related Departmental Goal	
What is the deadline for completion?	Resources Needed	How will you know you achieved your goal?	
Describe Goal Performance			Evaluation Level*
Describe performance relative to Goal #4			<input type="checkbox"/> S
			<input type="checkbox"/> O <input type="checkbox"/> NI

## Goal 5

Your Goal		Related Departmental Goal	
What is the deadline for completion?	Resources Needed	How will you know you achieved your goal?	
Describe Goal Performance			Evaluation Level
Describe performance relative to Goal #5			<input type="checkbox"/> S
			<input type="checkbox"/> O <input type="checkbox"/> NI

\* Evaluation Levels: **S** = Successful, **O** = Outstanding, **NI** = Needs Improvement



# Spelman College Performance Planning and Evaluation Form

## SECTION 3A: Staff Performance Factors

(For all Spelman non-faculty staff members)

Staff Performance Factors		Evaluation Level*	
<b>Customer Service</b>	<b>Focuses efforts on discovering and meeting customer stated or unstated needs or expectations.</b> <ul style="list-style-type: none"> <li>Meets the needs of customers (e.g., students, faculty, parents, alumnae, visitors) within the appropriate boundaries</li> <li>Develops an understanding of customer needs and uses experience and judgment to develop the most appropriate way to meet their needs</li> <li>Anticipates the needs of others whenever possible</li> <li>Responds to issues with a solution or commitment to continued follow-up</li> </ul>	<input type="checkbox"/> S	
		<input type="checkbox"/> O	<input type="checkbox"/> NI
<b>Attendance/Punctuality</b>	<b>Meets expectations of attendance and punctuality.</b> <ul style="list-style-type: none"> <li>Arrives to work on time every day</li> <li>Attends scheduled meetings in a timely manner</li> <li>Advises others if he/she will be delayed and provides acceptable reasons for delay</li> <li>Encourages others to make attendance and punctuality a focus of day-to-day work and responsibilities</li> </ul>	<input type="checkbox"/> S	
		<input type="checkbox"/> O	<input type="checkbox"/> NI
<b>Communication</b>	<b>Demonstrates effective oral and written communication skills.</b> <ul style="list-style-type: none"> <li>Communicates in a way that is non-threatening and is understood by others</li> <li>Shares relevant information about aspects of a project/program in a timely and effective manner</li> <li>Tailors the style and language of documents and oral communication to address the needs and expectations of the anticipated audience</li> <li>Organizes information into a concise, logical presentation appropriate for the intended audience and conveys information clearly</li> </ul>	<input type="checkbox"/> S	
		<input type="checkbox"/> O	<input type="checkbox"/> NI
<b>Teamwork/Collaboration</b>	<b>Works effectively with others to accomplish specific tasks, projects or initiatives.</b> <ul style="list-style-type: none"> <li>Partners with others to meet department and organizational needs and to resolve resource problems</li> <li>Utilizes appropriate contacts and resources within Spelman to assist in completing difficult tasks or expediting requests</li> <li>Creates a positive work environment by providing and seeking feedback from others and encouraging teamwork</li> <li>Works to understand other individual's points of views or opinions</li> <li>Is flexible to team needs, adjusts personal working style to support and collaborate with other team members</li> <li>Seizes opportunities to help others accomplish assignments</li> </ul>	<input type="checkbox"/> S	
		<input type="checkbox"/> O	<input type="checkbox"/> NI
<b>Productivity</b>	<b>Delivers high quality and accurate work.</b> <ul style="list-style-type: none"> <li>Delivers appropriate quantity of work, as directed by supervisor and department needs</li> <li>Is meticulous in the details of their work, double-checks it to ensure accuracy and overall efficiency of work</li> <li>Manages multiple tasks or projects while producing quality work, meeting expectations, and accomplishing personal and team deadlines</li> <li>Identifies ways to improve the efficiencies and quality of one's own work</li> <li>Solves problems creatively and efficiently</li> </ul>	<input type="checkbox"/> S	
		<input type="checkbox"/> O	<input type="checkbox"/> NI
Describe demonstration of Staff Performance Factors providing examples and specific details whenever possible			

\* Evaluation Levels: S = Successful, O = Outstanding, NI = Needs Improvement



# Spelman College Performance Planning and Evaluation Form

## SECTION 3B: Supervisor Performance Factors

(For supervisors and managers of regular Spelman employees only)

Supervisor Performance Factors		Evaluation Level*	
<b>Leadership</b>	<b>Demonstrates effective leadership abilities and qualities.</b> <ul style="list-style-type: none"> <li>Acts as a role model for others to follow and exemplify Spelman ALIVE and its core values and ethics</li> <li>Is accountable for his/her own personal performance as well as the performance of their area and staff members</li> <li>Builds a supportive team environment, team identity and commitment</li> <li>Identifies and seizes opportunities to enhance team efficiencies and performance</li> <li>Aligns team's mission, goals and objectives to ensure business success</li> </ul>	<input type="checkbox"/> S	<input type="checkbox"/> O <input type="checkbox"/> NI
<b>Developing Self and Others</b>	<b>Fosters the development of self and others with a focus toward improving performance.</b> <ul style="list-style-type: none"> <li>Maintains and develops knowledge and expertise pertinent to own area and role</li> <li>Inspires, challenges and motivates others to excel</li> <li>Mentors and coaches others to enhance their knowledge and improve their overall performance</li> <li>Establishes challenging performance goals and expectations based on an understanding of individual/team strengths and development opportunities</li> <li>Creates effective development plans, and provides the information, resources and support necessary for success</li> <li>Holds individuals and teams accountable for meeting commitments and performance objectives</li> </ul>	<input type="checkbox"/> S	<input type="checkbox"/> O <input type="checkbox"/> NI
<b>Planning and Organization</b>	<b>Prioritizes and organizes actions, resources and individuals to achieve a targeted goal.</b> <ul style="list-style-type: none"> <li>Establishes challenging goals and effective plans for the individual, team or department</li> <li>Coordinates and mobilizes resources (e.g., materials, time, etc.) appropriately to deliver high quality results on individual and departmental projects</li> <li>Anticipates issues and potential opportunities and develops plans to address them</li> <li>Manages multiple projects while producing quality work, meeting expectations, and accomplishing personal and team deadlines</li> </ul>	<input type="checkbox"/> S	<input type="checkbox"/> O <input type="checkbox"/> NI
<b>Initiative</b>	<b>Takes action in new or unusual ways with a focus toward enhancing results.</b> <ul style="list-style-type: none"> <li>Proactively identifies team or customer issues and works to resolve them in a timely manner</li> <li>Identifies opportunities to make processes better and leads improvement efforts</li> <li>Seeks opportunities, which may fall outside typical job requirements, to contribute to institution objectives and success</li> <li>Takes action to expand overall knowledge and experience within the College</li> <li>Introduces new ideas as appropriate across the College</li> </ul>	<input type="checkbox"/> S	<input type="checkbox"/> O <input type="checkbox"/> NI
<b>Decision Making</b>	<b>Makes decisions that achieve optimal results.</b> <ul style="list-style-type: none"> <li>Confidently makes effective and timely decisions that advance institution objectives and supports Spelman's values and ethics</li> <li>Anchors all decisions in what is best for Spelman students, faculty and staff</li> <li>Involves all appropriate stakeholders in making decisions</li> <li>Identifies the core elements of an opportunity, issue or problem and develops and implements effective solutions</li> </ul>	<input type="checkbox"/> S	<input type="checkbox"/> O <input type="checkbox"/> NI
Describe demonstration of Supervisor Performance Factors providing examples and specific details whenever possible			

\* Evaluation Levels: S = Successful, O = Outstanding, NI = Needs Improvement



## Spelman College **Performance Planning and Evaluation Form**

### **SECTION 4: Overall Evaluation: Supervisor to Complete**

Summarize the staff member's performance, discussing areas of strength and areas for improvement. Provide examples to illustrate.

Select the overall evaluation level that best describes the staff member's overall performance:

**Evaluation Level\***

☐ S

☐ O

☐ NI

### **SECTION 5: Staff Member Comments: Staff Member to Complete**

Staff member may comment on any aspect of the performance evaluation here. (This section is optional)

\* Evaluation Levels: S = Successful, O = Outstanding, NI = Needs Improvement



# Spelman College Performance Planning and Evaluation Form

## SECTION 6: Signatures

*The following signatures are required at the beginning of the year or performance review period:*

**Job Responsibilities:** I reviewed and understand the job responsibilities as discussed with my supervisor and stated on this form.

Staff Member's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Annual Goals:** I reviewed and understand the annual goals as discussed with my supervisor and stated on this form.

Staff Member's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*The following \*signatures are required at the end of the year or performance review period:*

**Performance Evaluation:** I have reviewed this performance evaluation and discussed the contents

Staff Member's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluation Conducted By: (Print Name)	Title	Date
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Signature: \_\_\_\_\_

*Approval By (Vice President – Print Name)	Title	Date
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Signature: \_\_\_\_\_

Human Resources: (Print Name)	Title	Date
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Signature: \_\_\_\_\_

\* Vice President approval is only required for "needs improvement" or "outstanding" evaluation ratings.



Evaluation Level	
Successful	
<ul style="list-style-type: none"> <li>– Meets expectations, deadlines and quality expectations and may at times exceed job requirements</li> <li>– Possesses appropriate depth and breadth of job knowledge</li> <li>– Demonstrates willingness and ability to accept change and incorporate change into own job</li> <li>– Drives positive change within one's functional area</li> <li>– Perceived by peers, managers, students and other customers as collaborative, skilled and reliable</li> <li>– Seeks training/educational opportunities with little or no prompting; applies knowledge gained to the job in appropriate ways</li> <li>– Clearly and consistently demonstrates the mission and objectives of the College in his/her work</li> <li>– Takes initiative without prompting</li> <li>– Requires minimal supervision and works independently</li> <li>– Consistently interacts effectively with peers and/or management</li> <li>– Contributes to broader goals of the department, division and/or the College</li> </ul>	
Outstanding	Needs Improvement
<ul style="list-style-type: none"> <li>– Always exceeds job requirements, deadlines and quality expectations</li> <li>– Demonstrates exceptional depth and breadth of job knowledge highly recognized by others within the Spelman College community</li> <li>– Is seen as a role model for other supervisors/staff members to emulate</li> <li>– Is often sought out after as a mentor to others</li> <li>– Continuously demonstrates independent desire to learn new skills and tasks; resourcefully uses a variety of internal and external opportunities to learn; applies learning and concepts on the job in innovative ways</li> <li>– Always takes the initiative in starting needed projects, addressing outstanding issues and accomplishing work in and outside of own area without prompting</li> <li>– Perceived as exceptional by peers, management, students and other customers; relied on as the 'go to' person in the group/department</li> <li>– Always contributes to broader goals of the department, division and/or College</li> </ul>	<ul style="list-style-type: none"> <li>– Inconsistently demonstrates required job knowledge and may not meet all job requirements</li> <li>– Work is regularly incomplete and/or does not meet the minimal standards for quantity or quality; often misses project deadlines</li> <li>– May resist change initiatives and demonstrates tendency to return to former approach</li> <li>– May accept training or education for new skills or tasks only when strongly encouraged and/or prompted</li> <li>– Takes little to no initiative, even with prompting</li> <li>– Requires more than the expected level of supervision</li> <li>– Inconsistent interactions with peers and/or management</li> <li>– May not demonstrate the mission and objectives of the College in his/her work</li> <li>– Performs at a level that warrants development of a performance improvement/coaching plan</li> </ul>



## Performance Feedback Form

<b>Feedback requested for (Staff Member's Name):</b>	<b>Purpose of Feedback:</b>	<b>Requested by (name and title):</b>
<b>Position Title:</b>	<b>Department:</b>	<b>Division:</b>
<b>Person providing feedback (name and title):</b>	<b>Type of working relationship with staff member (supervisor, 'customer', colleague, subordinate, mentor, etc.):</b>	

This form is used to provide feedback to individuals under a variety of circumstances. The form can be used to acknowledge and document good performance during the year. It can also be used to provide feedback on performance as part of the evaluation process.

Suggested Feedback Topics
<p>Please provide feedback based on your working relationship with the person named above. Provide both positive feedback and constructive comments, using examples to clarify points. Describe specific suggestions for improvement.</p> <p>You may comment on any appropriate, work related topics. Suggested topics include:</p> <ul style="list-style-type: none"> <li>• Staff Performance Factors</li> <li>• Supervisor Performance Factors</li> <li>• Handling regular job responsibilities</li> <li>• Working on special projects or initiatives</li> <li>• Maintaining and building skills, knowledge and expertise</li> </ul>
Discussion/Feedback Details
<div style="border: 1px solid black; height: 250px;"></div>

Feedback Provided By: (Print Name)	Title	Date
Signature: _____		



## Performance Coaching Form

<b>Staff Member's Name:</b> _____	<b>Social Security Number:</b> _____	<b>Review Period:</b> From ____ To ____
<b>Position Title:</b> _____	<b>Employment Date:</b> _____	<b>Time in Current Position:</b> ____ Yrs. ____ Mos.
<b>Department:</b> _____	<b>Supervisor Name:</b> _____	
<b>Division:</b> _____	<b>Supervisor Title:</b> _____	

This form is used to identify specific areas for improvement or development and to describe plans for improving performance. If there are multiple areas for improvement use a separate form for each.

Area for Improvement/Development	
Describe the area for improvement/development. Please be as specific as possible to ensure clear understanding:	Expected Outcome: Resources Needed: Timing:
Coaching Updates	
1. Date of Update: Describe progress, including examples and specific details:	Describe Next Steps:
Signatures: Staff Member: _____ Supervisor: _____	
2. Date of Update: Describe progress, including examples and specific details:	Describe Next Steps:
Signatures: Staff Member: _____ Supervisor: _____	
3. Date of Update: Describe progress, including examples and specific details:	Describe Next Steps:
Signatures: Staff Member: _____ Supervisor: _____	
4. Date of Update: Describe progress, including examples and specific details:	Describe Next Steps:
Signatures: Staff Member: _____ Supervisor: _____	







## Feedback Framework Worksheet

The following worksheet is intended to provide you with the tools you can use to develop effective feedback for an individual. You can use the worksheet by answering the questions provided. The worksheet will help ensure you structure your feedback in a way that includes all the elements of effective feedback including: Expectations, Observations, Assessments, and Consequences. This worksheet provides you with the questions that you would want to ask yourself as you think through or construct effective feedback. The worksheet is a way to help you think about both positive and constructive feedback.





EXPECTATIONS	OBSERVATIONS	ASSESSMENTS	CONSEQUENCES
<ul style="list-style-type: none"><li>What are the desired behaviors or outcomes?</li></ul>	<ul style="list-style-type: none"><li>What are the facts of the situation?</li></ul>	<ul style="list-style-type: none"><li>What is your interpretation of what you observed?</li></ul>	<ul style="list-style-type: none"><li>If the behavior does not improve, what will be the consequences?</li></ul>
<ul style="list-style-type: none"><li>How should this employee be performing?</li></ul>	<ul style="list-style-type: none"><li>What did you see happen?</li></ul>		<ul style="list-style-type: none"><li>If you observed positive behavior, how will you recognize or reinforce this behavior?</li></ul>
<ul style="list-style-type: none"><li>Were expectations clearly discussed?</li></ul>			

You can begin working through this worksheet at any point within the feedback framework. However, for your feedback to be effective, you should be able to answer the questions for each section of the feedback framework.

## ILLUSTRATIVE EXAMPLE FOR DELIVERING CONSTRUCTIVE FEEDBACK

			
<ul style="list-style-type: none"> <li>What are the desired behaviors or outcomes?</li> </ul>	<ul style="list-style-type: none"> <li>What are the facts of the situation?</li> </ul>	<ul style="list-style-type: none"> <li>What is your interpretation of what you observed?</li> </ul>	<ul style="list-style-type: none"> <li>If the behavior does not improve, what will be the consequences?</li> </ul>
<p>At the beginning of the year, the employee and I discussed the expectation around how he should treat students with respect when helping them with their questions</p>	<p>The employee did not let the student finish her sentence and cut the student off while she was talking</p>	<p>The employee was being very rude to a student</p>	<p>As this is the first time I have observed this behavior, I will have a conversation with the employee to reinforce the expectations we discussed at the beginning of the year</p>
<ul style="list-style-type: none"> <li>How should this employee be performing?</li> </ul>	<ul style="list-style-type: none"> <li>What did you see happen?</li> </ul>		<ul style="list-style-type: none"> <li>If you observed positive behavior, how will you recognize or reinforce this behavior?</li> </ul>
<p>The employee should answer the students' questions in a manner that is helpful to them by providing them with the resources that they are looking for</p>	<p>I saw the student get visibly upset over the way the employee responded to her question</p>		
<ul style="list-style-type: none"> <li>Were expectations clearly discussed?</li> </ul> <p>Yes, expectations of how to interact with students were discussed at the beginning of the year</p>			

## ILLUSTRATIVE EXAMPLE FOR DELIVERING POSITIVE FEEDBACK

			
<ul style="list-style-type: none"> <li>What are the desired behaviors or outcomes?</li> </ul>	<ul style="list-style-type: none"> <li>What are the facts of the situation?</li> </ul>	<ul style="list-style-type: none"> <li>What is your interpretation of what you observed?</li> </ul>	<ul style="list-style-type: none"> <li>If the behavior does not improve, what will be the consequences?</li> </ul>
<p>At the beginning of the year, the employee and I discussed the expectation around how he should treat students with respect when helping them with their questions</p>	<p>The employee responded to a student's question promptly. He was able to provide the answer and also gave the student additional resources that are helpful to her even though she did not explicitly ask the employee to do so</p>	<p>The employee was being very helpful to a student</p>	
<ul style="list-style-type: none"> <li>How should this employee be performing?</li> </ul>	<ul style="list-style-type: none"> <li>What did you see happen?</li> </ul>		<ul style="list-style-type: none"> <li>If you observed positive behavior, how will you recognize or reinforce this behavior?</li> </ul>
<p>The employee should answer the students' questions in a manner that is helpful to them by providing them with the resources that they are looking for</p>	<p>I saw the student get her questions answered in a timely manner</p>		<p>I will be sure to personally thank the employee for his helpfulness to the student. Also since the employee consistently goes out of his way to help students, I will send out an email to my department recognizing his great contributions. My goal in the consequences section is to do something that will reinforce and validate this employee's helpful behavior</p>
<ul style="list-style-type: none"> <li>Were expectations clearly discussed?</li> </ul> <p>Yes, expectations of how to interact with students were discussed at the beginning of the year</p>			

## **Section VI: Attachments**



## Performance Evaluation Tips for Managers

To minimize exposure to employee litigation, employers should develop a checklist of items that are necessary for the enforcement of fair, consistent, and legally sound performance management program.

- ☐ Apprise employees of performance standards in advance. When a new employee is hired or when new standards are adopted, supervisors should amend job descriptions and Performance Planning and Evaluation Forms. Copies should be given to all affected employees.
- ☐ Document all performance problems regularly on appropriate evaluation forms. Provide the employee with a copy immediately. A precise format for conducting an evaluation leads to more thorough, accurate recording of information.
- ☐ Provide employees with relevant feedback. Vague, generalized, or subjective evaluations may lead to litigation.
- ☐ Promptly evaluate nonproductive employees. When toleration of a performance problem leads to a surprise negative evaluation and/or termination, the employee may be able to state that no opportunity for improvement was given. Instead, conduct and communicate your periodic evaluation of the employee's performance to avoid claims of arbitrary or discriminatory actions.
- ☐ Give the employee an opportunity to provide feedback or dispute the performance evaluation. This will support the fact that you provided the employee with notice.
- ☐ Train supervisors how to evaluate employee performance and how to administer the performance management program.
- ☐ Establish a review audit system to prevent manager bias or personal feelings from impacting on the evaluation.
- ☐ Develop written policy statements approving only a specified procedure for conducting evaluations.
- ☐ Your documentation should include performance files as well as job-related testing, coaching and feedback forms, evaluation forms, and signed memoranda.

## Performance Management Program Self-Audit Checklist\*

Yes	No	
		Do you have a current understanding of the job responsibilities for each of the employees under your supervision?
		Have you defined and communicated performance standards to your employees?
		Do you provide performance feedback to employees on a day-to-day basis?
		Do you maintain any performance-related records to be used to appraise performance?
		Do you document poor performance on a performance evaluation or disciplinary warning form?
		Do you prepare performance evaluations on time in accordance with the policy of the College?
		Do you refer to work samples or relevant job records when preparing a performance evaluation in order to provide an accurate and detailed assessment of performance?
		Do you review relevant policies, guidelines and performance definitions in order to provide consistent evaluations?
		Do you advise your employees in advance when scheduling a performance evaluation discussion?
		Do you discuss unusual or troublesome employee performance issues with your supervisor or Human Resources to get a "second opinion"?
		Do you conduct performance evaluation discussions in an area that assures privacy?
		Do you discuss an employee's work performance on an objective and constructive basis that avoids personal insults or unreasonable criticism?
		Do you give the employee credit for achievements and recognize accomplishments?
		Do you offer constructive suggestions for performance improvement when needed?
		Do you obtain any required approvals prior to discussing performance with your employees?
		Do you encourage employee comments and questions during the performance evaluation discussion?
		Do you make written comments about specific performance issues on the evaluation form to clarify or explain performance evaluations?
		Do you obtain the employee's signature on the evaluation form?
		Have you followed the College's procedures for performance evaluation?

\* Adapted from "Performance Appraisal Manual for Managers and Supervisors", Commerce Clearing House, Inc., 1992.

## Staff Performance Factors

Performance Factor	Behavioral Examples
<b>Customer Service</b>	<b>Focuses efforts on discovering and meeting customer stated or unstated needs or expectations.</b> <ul style="list-style-type: none"> <li>– Meets the needs of customers (e.g., students, faculty, parents, alumnae, visitors) within the appropriate boundaries</li> <li>– Develops an understanding of customer needs and uses experience and judgment to develop the most appropriate way to meet their needs</li> <li>– Anticipates the needs of others whenever possible</li> <li>– Responds to issues with a solution or commitment to continued follow-up</li> </ul>
<b>Attendance/ Punctuality</b>	<b>Meets expectations of attendance and punctuality.</b> <ul style="list-style-type: none"> <li>– Arrives to work on time every day</li> <li>– Attends scheduled meetings in a timely manner</li> <li>– Advises others if he/she will be delayed and provides acceptable reasons for delay</li> <li>– Encourages others to make attendance and punctuality a focus of day-to-day work and responsibilities</li> </ul>
<b>Communication</b>	<b>Demonstrates effective oral and written communication skills.</b> <ul style="list-style-type: none"> <li>– Communicates in a way that is non-threatening and is understood by others</li> <li>– Shares relevant information about aspects of a project/program in a timely and effective manner</li> <li>– Tailors the style and language of documents and oral communication to address the needs and expectations of the anticipated audience</li> <li>– Organizes information into a concise, logical presentation appropriate for the intended audience and conveys information clearly</li> </ul>
<b>Teamwork/ Collaboration</b>	<b>Works effectively with others to accomplish specific tasks, projects or initiatives.</b> <ul style="list-style-type: none"> <li>– Partners with others to meet department and organizational needs and to resolve resource problems</li> <li>– Utilizes appropriate contacts and resources within Spelman to assist in completing difficult tasks or expediting requests</li> <li>– Creates a positive work environment by providing and seeking feedback from others and encouraging teamwork</li> <li>– Works to understand other individual's points of views or opinions</li> <li>– Is flexible to team needs, adjusts personal working style to support and collaborate with other team members</li> <li>– Seizes opportunities to help others accomplish assignments</li> </ul>
<b>Productivity</b>	<b>Delivers high quality and accurate work.</b> <ul style="list-style-type: none"> <li>– Delivers appropriate quantity of work, as directed by supervisor and department needs</li> <li>– Is meticulous in the details of their work, double-checks it to ensure accuracy and overall efficiency of work</li> <li>– Manages multiple tasks or projects while producing quality work, meeting expectations, and accomplishing personal and team deadlines</li> <li>– Identifies ways to improve the efficiencies and quality of one's own work</li> <li>– Solves problems creatively and efficiently</li> </ul>

## Supervisor Performance Factors

Performance Factor	Behavioral Examples
<b>Leadership</b>	<b>Demonstrates effective leadership abilities and qualities.</b> <ul style="list-style-type: none"> <li>– Acts as a role model for others to follow and exemplify Spelman ALIVE and its core values and ethics</li> <li>– Is accountable for his/her own personal performance as well as the performance of their area and staff members</li> <li>– Builds a supportive team environment, team identity and commitment</li> <li>– Identifies and seizes opportunities to enhance team efficiencies and performance</li> <li>– Aligns team's mission, goals and objectives to ensure business success</li> </ul>
<b>Developing Self and Others</b>	<b>Fosters the development of self and others with a focus toward improving performance.</b> <ul style="list-style-type: none"> <li>– Maintains and develops knowledge and expertise pertinent to own area and role</li> <li>– Inspires, challenges and motivates others to excel</li> <li>– Mentors and coaches others to enhance their knowledge and improve their overall performance</li> <li>– Establishes challenging performance goals and expectations based on an understanding of individual/team strengths and development opportunities</li> <li>– Creates effective development plans, and provides the information, resources and support necessary for success</li> <li>– Holds individuals and teams accountable for meeting commitments and performance objectives</li> </ul>
<b>Planning and Organization</b>	<b>Prioritizes and organizes actions, resources and individuals to achieve a targeted goal.</b> <ul style="list-style-type: none"> <li>– Establishes challenging goals and effective plans for the individual, team or department</li> <li>– Coordinates and mobilizes resources (e.g., materials, time, etc.) appropriately to deliver high quality results on individual and departmental projects</li> <li>– Anticipates issues and potential opportunities and develops plans to address them</li> <li>– Manages multiple projects while producing quality work, meeting expectations, and accomplishing personal and team deadlines</li> </ul>
<b>Initiative</b>	<b>Takes action in new or unusual ways with a focus toward enhancing results.</b> <ul style="list-style-type: none"> <li>– Proactively identifies team or customer issues and works to resolve them in a timely manner</li> <li>– Identifies opportunities to make processes better and leads improvement efforts</li> <li>– Seeks opportunities, which may fall outside typical job requirements, to contribute to institution objectives and success</li> <li>– Takes action to expand overall knowledge and experience within the College</li> <li>– Introduces new ideas as appropriate across the College</li> </ul>
<b>Decision Making</b>	<b>Makes decisions that achieve optimal results.</b> <ul style="list-style-type: none"> <li>– Confidently makes effective and timely decisions that advance institution objectives and supports Spelman's values and ethics</li> <li>– Anchors all decisions in what is best for Spelman students, faculty and staff</li> <li>– Involves all appropriate stakeholders in making decisions</li> <li>– Identifies the core elements of an opportunity, issue or problem and develops and implements effective solutions</li> </ul>

## Helpful Verbs

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• Accelerates	• Collaborates	• Devises	• Faces	• Negotiates
• Acts	• Collects	• Directs	• Facilitates	• Observes
• Adapts	• Combines	• Discovers	• Focuses	• Organizes
• Addresses	• Commands	• Discusses	• Follows-up	• Overcomes
• Adopts	• Communicates	• Displays	• Forecasts	• Oversees
• Advances	• Compiles	• Disseminates	• Formulates	• Participates
• Advises	• Completes	• Distinguishes	• Fosters	• Performs
• Allocates	• Complies	• Distributes	• Fulfills	• Prepares
• Analyzes	• Composes	• Documents	• Gains	• Presents
• Anticipates	• Comprehends	• Drafts	• Generates	• Prioritizes
• Applies	• Computes	• Earns	• Grasps	• Produces
• Arranges	• Concentrates	• Educates	• Guides	• Projects
• Articulates	• Concludes	• Elicits	• Handles	• Pursues
• Aspires	• Condenses	• Eliminates	• Helps	• Realizes
• Asserts	• Conducts	• Emphasizes	• Identifies	• Recommends
• Assesses	• Considers	• Employs	• Impacts	• Reduces
• Assigns	• Consolidates	• Empowers	• Implements	• Reinforces
• Assimilates	• Consults	• Emulates	• Improves	• Resolves
• Assists	• Continues	• Enables	• Increases	• Respects
• Assumes	• Contributes	• Encompasses	• Influences	• Responds
• Assures	• Cooperates	• Encourages	• Informs	• Restores
• Attains	• Coordinates	• Enhances	• Interacts	• Retains
• Attempts	• Corrects	• Ensures	• Interprets	• Reviews
• Attends	• Creates	• Envisions	• Introduces	• Seeks
• Audits	• Cultivates	• Establishes	• Investigates	• Serves
• Authorizes	• Decreases	• Estimates	• Invests	• Shows
• Averts	• Dedicates	• Evaluates	• Launches	• Solves
• Avoids	• Defines	• Exceeds	• Leads	• Strengthens
• Broadens	• Delegates	• Excels	• Learns	• Suggests
• Builds	• Delivers	• Executes	• Maintains	• Supports
• Calculates	• Demonstrates	• Exercises	• Makes	• Sustains
• Capitalizes	• Deploys	• Exhibits	• Manages	• Takes
• Centralizes	• Deserves	• Expands	• Maximizes	• Thinks
• Challenges	• Designates	• Expects	• Meets	• Treats
• Checks	• Designs	• Explores	• Monitors	• Understands
• Clarifies	• Determines	• Expresses	• Motivates	• Utilizes
• Coaches	• Develops	• Extracts		