SACRED HEART UNIVERSITY

PARTNERING FOR PERFORMANCE GUIDELINES
PARTNERING FOR PERFORMANCE REVIEW

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PARTNERING FOR PERFORMANCE

PURPOSE

The Partnering for Performance is a tool that addresses a number of important needs. It helps to establish an integrated approach to employee performance and development planning, feedback, evaluation and coaching. If effectively used, it will also contribute to the development of people in directions that are consistent with University goals and strategy and strengthen the relationship between operational plan achievement and individual performance. Also, this management review reinforces senior management values around performance excellence and personal leadership, and builds a strong and cohesive culture.

The key to successful Partnering for Performance is in the interaction and communication between manager and employee.

OBJECTIVES

- Provide managers with a simple, effective, and results-oriented tool that links the University strategy and Operational Plans to individual accountabilities and contributions as well as employee professional development.
- Ensure that employees:
  - Understand specific accountabilities and what their work means to the University.
  - Receive ongoing feedback on progress and thus the opportunity to improve performance through coaching and professional development.
  - See the result of effective performance by receiving recognition for accomplishments.

BENEFITS

- Managers

Partnering for Performance improves communication and productivity within departments and can be an important personal and professional development tool for employees. Employees’ attainment of their individual objectives ensures the organization’s successful achievement of its operational goals. Their continued growth and development strengthens the University.

- Employees

Partnering for Performance provides an opportunity to influence the development of their own job objectives and increase their contributions to the achievement of their department’s goals. Also, employees will have a clear understanding of what the priorities for their job are and how their performance will be measured. Finally, employees have an opportunity to become engaged in planning for their own self-development.
FIVE STEPS TO PARTNERING FOR PERFORMANCE

The Partnering for Performance process has five (5) basic steps:

1. **Performance Planning**
   
   Manager/employee discussion of job objectives at the beginning of the appraisal period. This would occur on a preliminary basis in June and be finalized no later than August each year after Operational Plans have been finalized.

2. **Results/Self-Appraisal/Review of Objectives**
   
   Ongoing feedback and communication between manager/employee. **It is the responsibility of both manager and employee to see that interim progress reviews are ongoing throughout the appraisal period.** A written self-appraisal should be completed in June of each year.

3. **Supervisor Appraisal Preparation/Review of Objectives/Individual Professional Development Planning and Preliminary Discussion**
   
   Appraisal preparation by manager, including input in the form of a self-appraisal from each employee on their job objectives and accomplishments for the year. After preparation, a preliminary meeting is held between the manager and employee to discuss the preliminary review and self-assessment as well as job objectives, weighting, improvements, and development plans for the next performance review cycle.

4. **Management Approval**
   
   Next level of management approval on performance appraisal, rating, and salary increase recommendation.

5. **Appraisal Completion**
   
   Discussion between manager and employee regarding final appraisal and evaluation. Comments by the employee are incorporated. All appropriate signatures are obtained (manager, next level of manager or department head, and employee) and final review is discussed with the employee.
PARTNERING FOR PERFORMANCE

STEP 1. PERFORMANCE PLANNING

In this critical first step, manager and employee jointly establish how the employee can best contribute to the department operational plan and/or their key job responsibilities and how the person will be measured during the appraisal period. They also establish a department plan for each employee at this time. Performance planning should be completed by the beginning of the appraisal period.

The purposes of the performance planning meeting are:

1. Determine major objectives for the coming year based on the operational plan and your job responsibilities. A self-development plan should be included.
2. Assign percentage weights that reflect the level of importance of each objective in terms of overall job responsibility.
3. Specify performance standards that measure the employee’s performance against the job objective.
4. Record objectives, weights, and standards.

Writing Major Job Objectives

Job objectives describe what an individual employee should accomplish during the appraisal year. They are not summaries of job descriptions. They are described in active verbs and are specific, measurable, actionable, result-oriented and time-based. Managers have forms, such as job descriptions, performance appraisal forms, or work plans that may have been created, at their disposal for use in developing key responsibilities; generally four (4) to eight (8) for each employee.

Major job responsibilities should:

1. Link to the overall operational plan and the division or department’s goals.
2. Be based on major accountabilities in the job description. (What results for each accountability do I expect during the appraisal period?)
3. Be results-oriented. Objectives should be expressed in terms of outputs, not actions.
4. Include specific activities leading to results where they are prescribed.
5. Be realistic yet challenging, a “stretch” for the employee.
6. Be measurable, based upon observable criteria. Include a time frame.
Objectives and accomplishments may be drafted by the manager for the employee to review and respond to them. Or the manager may wish to have the employee write a draft for his/her review. There is not set procedure. However, by working together, both of you should arrive at a mutual understanding of performance expectations.

**Assigning Percentage Weights**

Percentage weights should be assigned to each job objective so that employees are clear about priorities. In every job, some areas of performance are more critical to the operational plan than others, and this is essential information for the employee to know. Remember that weights indicate the level of importance, not the time spent on the task. Together, manager and employee should:

1. Consider the impact of each objective on the overall operational plan and on the department’s goals.
2. Rank-order the set of objectives, starting with the one that is most important.
3. Assign weights, approximately ranging from a minimum of five (5) percent to a maximum of sixty (60) percent. All weights must add up to one hundred (100) percent.

**Establish Performance Standards**

Performance standards describe the criteria for measuring and differentiating how well, how much, when, and in what way the job objective was accomplished.

1. **Timeliness**
   - What is the due date?
   - What is a reasonable amount of time for a task such as this?
   - How many of these tasks should be done during a set period?
   - How often will this task need to be done?

2. **Quantity**
   - How many will be needed?
   - How many can one reasonably be expected to do?

3. **Cost Effectiveness**
   - Does one need to manage a budget?
   - What is the fixed expense or is there a range?
   - Does this require expense reduction?

4. **Impact on Organization**
   - How is the task intended to improve the relationship with customers?
   - How is it intended to increase the visibility of our organization?
   - How will it substantially reduce expenses?
   - How will it affect the performance of another area in the organization?
5. Accuracy
- Is there room for error?
- What is the allowable margin for error?

6. Completeness
- What reports and exhibits are necessary?
- What items need to be included?
- What are the appropriate resources to be explored?

7. Quality
- Who will evaluate the quality?
- What does quality mean in this context?
- Are there standards within the industry?

8. Interpersonal Skills
- What is interaction/relationship with others in own department?
- What is interaction/relationship with employees in other departments?
- What is interaction/relationship with those outside the University (vendors, other service providers)?

Each performance standard should be as specific and measurable as possible. Many objectives can be measured in quantifiable terms, i.e., numbers, dollars, ratios, dates, or indices. For example, if the objective is to operate within budget, success can be measured by comparing actual income and expenses to those projected. However, many important objectives must be measured in qualitative terms, where judgment is an ingredient.

STEP 2. RESULTS/SELF-APPRaisal/REVIEW OF OBJECTIVES

To maximize the productivity of employees as they work toward achieving organizational goals and objectives, you need to provide ongoing guidance to employees, reaffirm and recognize changes in priorities, eliminate confusion, recognize good performance, and deal with poor performance. This step allows you to manage and motivate employee performance toward clearly established and desired results.

Interim progress reviews can be informal or as formal as a quarterly meeting. The method and frequency is up to the manager. However, it is sound practice to hold at least one progress review during the appraisal period, preferably at the six (6) month point.
Interim progress reviews should cover:

1. Progress toward job objectives.

2. Performance problems and action plans. By revisiting the objectives at intervals, you will have an opportunity to identify problems and take steps to solve them before they become insurmountable.

3. Changes in objectives. Sometimes objectives become obsolete due to business changes. When that happens, manager and employee need to modify or replace existing objectives.

4. A written self-appraisal should be completed in June of each year.

STEP 3. SUPERVISOR APPRAISAL PREPARATION/REVIEW OF OBJECTIVES/INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN AND PRELIMINARY DISCUSSION

The purpose of preparing for the appraisal is to aid managers in planning for the appraisal meeting and identifying specific areas to be discussed, and to allow your employee to present observations and evaluation of his/her own performance.

Prior to the performance appraisal discussion, the manager should:

1. Encourage employee participation in the upcoming discussion by emphasizing preparation for the discussion with the completion of a self-appraisal or a listing of job objectives and accomplishments.

2. Reacquaint self with the performance objectives and standards established at the outset.

3. Gather all relevant information.

4. Review results against targets to determine if they were met or fell below expectations.

5. In completing the narrative “Overall Performance Summary”, please include or reference demonstrated strong skill sets (see attached) or those that offer a development opportunity.

6. Document individual professional development plans. Individual professional development planning looks to the future, both short and longer-term. It identifies performance areas that need strengthening and explores potential for growth professionally. Its purpose is to motivate and challenge the employee to improve performance and encourage him/her to continue to grow professionally. One of the ways you do it is by pointing out the growth needs and opportunities of the current job.
Development in the current job is important for several reasons:

- The University environment continues to become more complex, forcing changes even in jobs that used to be relatively stable;
- With technological advances, new ways are being developed of doing old functions better, and those new ways need to be learned;
- Individuals need to develop a sustained pattern of success and results achievement, with the opportunity to make and correct their own mistakes, to prepare them for increased scope and complexity of larger responsibilities.

7. Prepare an initial draft of the performance appraisal.

**Employee Preparation**

The employee should:

1. Note achievement against targets for each objective.

2. Consider factors that affected the achievement of objectives for each result.

3. Prior to the performance appraisal discussion, complete a self-appraisal or provide a listing of their job objectives and accomplishments to the manager on a predetermined date, and develop a preliminary individual professional development plan. The manager should consider this input in preparing a performance appraisal for the next level management review.

**Preliminary Discussion**

The preliminary appraisal discussion offers a time to jointly review and discuss results achieved in relation to major objectives.

1. Be sure to set aside sufficient, uninterrupted time to hold the appraisal meeting. Conduct the meeting in a conference room or some other neutral setting so that the employee is at ease.

2. Encourage the employee to participate actively by setting a tone that is conducive to good interaction and constructive discussion.

3. Go through the job objectives one at a time and review the results achieved for each one. Ask the employee to summarize his/her major contribution for each objective and to discuss the methods used to achieve them.

4. Outline areas for improvement and development clearly, and encourage the employee to discuss his/her aspirations for professional growth.
5. End the meeting by summarizing the major points that were made and setting a date when the ratings will be finalized and the signing of the Performance Appraisal Summary form will occur.

STEP 4. MANAGEMENT APPROVAL

Once the Partnering for Performance form has been completed and an overall evaluation established, approval must be obtained by the next level management prior to the final discussion with the employee.

STEP 5. APPRAISAL COMPLETION

A manager will have successfully completed the appraisal form when the following have been accomplished:

1. Assigned an evaluation to each of the job objectives based on your assessment of the results achieved and the input received from the employee.

2. Documented recommendations for improvement and development on the appraisal form.

3. Completed the “Overall Performance Summary” section by writing the overall assessment of the employee’s performance.

4. Met with the employee to communicate the evaluation.

5. Employee has entered any comments on the evaluation and selected “mark as completed”.

6. Supervisor has signed the form and obtained employee’s signature and sent it to the next level of management for review and signature.

7. After final review and signature, you have given a copy of the Partnering for Performance form to the employee and sent the original to Human Resources.
THE PERFORMANCE MANAGEMENT CYCLE

INSTITUTIONAL PLAN
OBJECTIVES
AND
INDIVIDUAL JOB
RESPONSIBILITIES

STEP 1
SUPERVISOR/EMPLOYEE
PERFORMANCE PLANNING
- Establish Fiscal Year Operational Objectives and Plans
- Establish Developmental Objectives and Plan for Employee (June through August)

STEP 2
EMPLOYEE
Self-Appraisal and
Review of Objectives
(April)

STEP 3
SUPERVISOR
Supervisory Appraisal and
Review of Objectives Meeting/
Individual Professional
Development Planning
(May and June)

STEP 4
MANAGEMENT
APPROVAL
(June and July)

STEP 5
APPRaisal
COMPLETION
(July 16th)

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APPENDIX I

Sample Employee Skill/Competency Sets

- Accuracy
- Analytical Thinking
- Approachability
- Assertiveness
- Coaching
- Collaboration
- Communications Skills (Verbal or Written)
- Consistency of Performance
- Contribution to the SHU Mission
- Creativity
- Customer Service Skills
- Decisiveness
- Dependability
- Executing Priorities
- Flexibility
- Follow-Up Influential Communication
- Functional Knowledge/Expertise
- Goal Accountability
- Influential Communication
- Initiative
- Innovation
- Intensity
- Interpersonal Sensitivity
- Interpersonal Skills
- Judgment
- Leadership
- Listening/Receptivity
- Management/Supervisory Skills
- Morale Building
- Motivating/Inspiring
- Proactive Learning
- Problem Solving
- Process Management
- Professionalism
- Project Management
- Resourcefulness
- Results Orientation
- Risk Taking
- Self-Assuredness
- Self-Development
- Strategic Thinking
- Tactical Planning
- Teamwork
- Technical Expertise
- Thoroughness
- Versatility
## APPENDIX II

### Leadership Styles and Attributes

#### Adapter

- **Listening/Receptivity**
  
  Listens conscientiously and appreciates others’ input and ideas; tracks conversations accurately, takes action to ensure that communications with others are open, understood and two-way.

- **Proactive Learning**
  
  Highly proactive about developing and acquiring new skills and capabilities; seeks out multiple sources from which to learn; goes beyond company-provided educational opportunities in fostering personal learning; highly inquisitive about self-development and bigger-picture issues that impact business.

- **Flexibility**
  
  Thrives on change and adapts to an ever-changing environment; comfortable with ambiguity and open to new ideas and differing viewpoints; thrives in a fluid environment and easily adjusts approach.

#### Relationship Builder

- **Collaboration**
  
  Builds supportive partnerships with others in the organization based on respecting others’ ideas and appreciating their contributions; proactively shares ideas and resources and encourages team participation.

- **Interpersonal Sensitivity**
  
  Demonstrates empathy, compassion and sensitivity toward others; recognizes that the “whole person” shows up to work; promotes an environment that recognizes and celebrates individual and cultural differences.

- **Approachability**
  
  Relates well to people; viewed as friendly, open, inviting and accessible; puts others at ease and establishes personal rapport quickly.
**Catalyst**

- **Self-Assuredness**
  Exudes confidence and displays a “can-do” attitude; self-starting, autonomous, accepts responsibility for outcomes; willing to take calculated risks.

- **Assertiveness**
  Quick to take charge and express viewpoints; champions positions and does not back down when challenged, confronts opposition head on; drives others to perform by controlling situations and pushing through obstacles.

- **Intensity**
  Demonstrates a high level of personal stamina and energy directed toward work; a willingness to put forth extra effort when necessary; exudes the passion and enthusiasm to get work done.

**Cultivator**

- **Motivating/Inspiring**
  Encourages and inspires others by appealing to their unique motivations and interests; translates personal hot buttons and understanding into a customized approach aimed at motivating each individual to higher levels of productivity and purpose.

- **Coaching**
  Provides regular and constructive feedback to team members; develops a customized coaching strategy and plan based on understanding an individual’s unique strengths, limitations and career aspirations.

- **Morale Building**
  Creates positive team spirit through team building experiences which foster camaraderie; individual and team victories are routinely celebrated.
### Goal Driver

- **Goal Accountability**
  Sets clear and tangible work goals; accepts complete ownership for achieving results; consistently drives self and team toward meeting business objectives and personal expectations.

- **Executing Priorities**
  Stays focused on the “right” priorities which drive strategic business goals; effectively executes work plans regardless of disruptions and distractions; ability to “simplify the game” and focus the team on the most critical actions to take in order to attain set goals.

- **Decisiveness**
  Able to make decisions with speed and accuracy; does not get bogged down in details and analysis; quick to identify a course of action; strong bias toward action.

### Orchestrator

- **Tactical Planning**
  Translates strategic goals into detailed, workable action plans, which include action steps, timeframes, resource requirements, accountabilities, etc. Formulates a clear path for moving projects and work assignments from start to finish.

- **Process Management**
  Demonstrates a highly organized approach to work; utilizes tools and systems to manage details, time and administrative responsibilities; work goals, projects and activities are carefully tracked and monitored to ensure success via appropriate operating mechanisms.

- **Analytical Thinking**
  Effectively utilizes logic, data and analysis; thoroughly researches possible problems, opportunities and issues; establishes a stepwise approach for making fact-based decisions/plans.
Visionary

- **Strategic Overview**
  Demonstrates an understanding of the visions and strategic imperatives of the University; able to clearly link own activities to the overall strategy of the University; studies the external trends impacting higher education and the marketplace. Develops longer-term plans, which support strategic business goals.

- **Innovation**
  Seeks out new ideas and creative solutions; creates an environment in which people can take risks and mistakes are tolerated; not tied to status quo, willing to experiment and implement new ideas.

- **Influential Communication**
  Communications are always interactive and take into account the real interests, needs and motivations of others; effectively sells new ideas and paints an exciting future by involving others and appealing emotionally to their hopes, dreams and aspirations.