Performance Planning

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Today’s Objectives

- Performance Cycle – Dates
- Good Performance Objectives – what do they look like?
- Performance Standards
- Examples
What’s New?

- All forms remain unchanged, but use the 2016–17 forms, not those with 2015–16 dates
Dates

› Completion deadline – April 30

› Within 30 days of hiring a new employee

› Send certification form to HR
Planning and Performance Concepts

- Strategic Plan
  - Communication
  - Division Plans
    - Communication
    - Department Objectives
      - Communication
      - Individual Performance Objectives/Criteria
        - Communication
The Performance Process

SET OBJECTIVES AND STANDARDS

OBSERVE PERFORMANCE

DOCUMENT PERFORMANCE

GIVE FEEDBACK

REVISE OBJECTIVES & STANDARDS

April
CSM LINKS

› Performance Program
  • http://inside.mines.edu/UserFiles/File/hr/HR%20Forms/PERFORMANCEMANAGEMENTPLAN2008.pdf

› Users Guide
  • http://inside.mines.edu/UserFiles/File/hr/Performance%20Mgmt/CSM20userguide%202012-13.pdf

› 2016–17 Evaluation Form
  • To Be Established

› General Performance Page Link
  • http://inside.mines.edu/Performance_Management
Performance Objectives

- Types
  - Specific Outcome or Output
  - Behaviors/Traits
  - Project Oriented
  - General – Daily Activities
Performance Plan Content

- Core Competencies

- Individual Performance Measures (IPM)

- *Overall Performance*  --  *This is critical*
The key question is:

“What responsibilities, specific activities, outcomes, behaviors, products, outputs, or results **should** be evaluated?”
Performance Objectives

‣ Should reflect the primary responsibilities of the job

‣ Should be related to the job description
What NOT to Include

- **Personality** – a clinical term
- **Attitudes** – a judgment ... typically manifested in behaviors
Performance Objectives

SPECIFIC
MEASURABLE
AGREED UPON
REALISTIC
TIMED
SMART
Properly written performance objectives are SPECIFIC

- The objectives indicate:
  - What is done
  - When (if applicable)
  - Where (if applicable)
Properly written performance objectives are

**MEASURABLE**

- The most common types of measures:
  - Results
  - Behaviors on the job
- You can see the performance
- Others can see the performance
Properly written performance objectives are

AGREED UPON

- Clearly related to the job
- Relevant in the eyes of both the employee and supervisor
- Focus on issues of greatest importance
Properly written performance objectives are

REALISTIC

- Is it possible to perform at this level?  
  - *(Relates to setting standards)*

- Does the individual have some control over his/her level of performance?
Properly written performance objectives are

**TIMED**

- Completion dates are set
- Mileposts – if appropriate
- Recurrence or cycles are considered if needed
Three rating levels must be defined:

– Exceptional Performer
– Meets Expectations
– Needs Improvement
Descriptions

Exceptional Performer (some possible phrasing)

– Consistently outstanding, documented performance – consistently superior

– Significant / positive impact on the performance of the unit or the School

– Model for excellence

– Peers, supervisor, managers, others readily recognize such a level of performance.
Descriptions

Meets Expectations

- **Good Work**: encompasses a range of expected performance
- Competent & consistent
- Meets (& may exceed) **all the expectations**, standards, requirements, and objectives
- Reliably performs & may impact beyond the regular assignments
Each performance objective must be defined in terms of the expectations for each level of performance.

- Describe what performance Meets Expectations
- Describe what performance is Exceptional Performance

Define these for OVERALL Performance Rating as well!
What is a performance standard?

- It is a statement focused on the accuracy, timeliness, effects, quantity or quality of the end result or behavior.
- It identifies the expected performance for each distinct rating level against which the employee’s work will be compared.
- It is **NOT** simply a statement of the key responsibilities or tasks.
Types of Performance Standards

RESULTS or BEHAVIORS

RESULTS – quantity, quality, effects, time, and cost.

BEHAVIORS – methods of doing the work or the manner in which the task is performed.

May be Objective or Subjective
Usually has elements of both
What to evaluate

- **Results**
  - Products
  - Outcomes – accuracy – effect
  - Number of tasks completed
  - Project completion
  - Deadlines met
  - Etc.
What to evaluate

- Behaviors
  - Interactions
  - Communications
  - Presentation
  - Organization
  - Team participation
  - Etc.
Standards: Examples of Measures

- **QUANTITY**: How much work should be completed? *(Careful of Overtime)*
  - Number of units produced
  - Number of services provided
  - Number of projects completed
  - Number of items processed
  - Number of calls made
  - Number of interviews scheduled
Standards: Examples of Measures

- **QUALITY**: How well should the work be performed?
  - Error rates
  - Defects
  - Presentation, formats, appearance, etc.
  - Specifications met
  - Complaints received
  - Customer satisfaction – how do you know this?
Standards: Examples of Measures

- **TIME:** How quickly should the work be performed?
  - Schedules met
  - Deadlines met
  - Within specified time frames

- How do you fit this with accuracy and completeness?
Standards: Examples of Measures

- **COST:**
  - Dollars spent
  - Within budget guidelines
  - Cost per unit
  - Labor hours spent
  - Overtime costs
Standards: Examples of Measures

- **BEHAVIOR:** The manner or method used while performing the work.
  - Obtains, considers appropriate information
  - Selects appropriate methods or procedures
  - Friendly, outgoing, builds effective relationships
  - Smiles and makes eye contact
  - Seeks solutions to problems before being directed
  - Asks for suggestions
Overall Performance Standard

SAMPLES

- Meets Expectations (ME)
  - Achieve at least ME rating in each Core Competency and Individual Performance Measure.

- Meets Expectations
  - Achieve at least ME in each performance objective but may have one Needs Improvement rating.

- Meets Expectations
  - Achieve ME rating in 4 of 5 core competencies (but “A. Accountability” must be rated at least ME) and in 2 of 3 IPMs.
Overall Performance Standard

SAMPLES

- Exceptional Performer (EP)
  - Achieves EP rating in the majority of specific rating areas with no Core Competency or IPM rated lower than ME.
  - Rated EP on all IPMs and 3 of 5 Core Competencies
  - Achieves EP rating on any 4 rating areas but one of which must be Interpersonal Relations
Samples

- See Performance Plan Sample Statements Handout
- Resources