

LANGSTON U NIVERSITY
Performance Management System
Administrative, Managerial, and Supervisory Employees
Use for Employees Who Supervise Others

PART I

Langston University's performance management process is based on the belief that employees are our most critical resource, and individual performance and development is the prime consideration in determining their value and contribution toward fulfilling teaching, research, and service goals. Therefore, the process is designed to improve job understanding and job competency; for mutual goal-setting to help motivate staff toward higher objectives; to learn about staff development needs; improve communication between management and staff, reward special meritorious job accomplishment as funding permits; identify unsatisfactory performance and counsel employees toward corrective actions.

Performance management must be viewed as a continuing process throughout the year, the formal appraisal conducted at least once a year using the performance management form. Informal meetings should be held frequently with the employee. The once-a-year performance appraisal should be a summary of earlier meetings, with a major portion of the interview devoted to a discussion of future performance planning.

PART II GUIDE TO CONDUCTING A SUCCESSFUL PERFORMANCE APPRAISAL BEFORE

- * Schedule the forthcoming evaluation with the employee at least three weeks in advance of the session.
- * Provide the employee with a pre-appraisal worksheet to prepare for the session and explain how the performance interview will be conducted.
- * Ensure that the job description tasks and related measures are output-oriented and relate to quality, quantity, timeliness, service, etc.
- * Provide the employee with a current job description and relate specific measures of output and results established for the job.
- * Prepare for the session by reviewing all performance documentation compiled over the review period.
- * Ensure that performance will be appraised on the basis of direct measures of output and results.
- * Appraise the employee's performance using the applicable performance criteria listed on the form as a guide in the performance management process.
- * If completing Form B or C, respond first to the goals/objectives section. (Worksheets are available for this process).
- * Identify the critical or key elements of the job plus any goal setting standards relate them to the specific criteria lists that best measure the actual performance. For example, the major job function of "answers all inquires about admissions from students, faculty, the public, etc." relates to Interpersonal Relations and Oral and Written Communications.
- * Determine one of three degrees of performance result in each category making specific comments in the space provided.
- * Review the appraisal comments with your superior to assure general agreement regarding the employee's performance.

DURING

- * Meet with the employee on schedule and ensure a private setting without interruption.
- * Review the purpose and then plan for the appraisal interview.
- * Mutually review the job description to ensure it is accurate and current.
- * Proceed with the interview giving the employee the opportunity to respond to evaluation.
- * Discuss summary comments including strengths, areas needing improvement, and plan for development.
- * Conclude the appraisal with an overall summary of the process.
- * Plan and schedule any follow-up activities concerning performance, development, or mutual goal-setting.
- * Offer the employee the opportunity to make written comments regarding the appraisal.
- * Inform the employee when to expect the next formal evaluation.
- * Secure the employee's signature.

AFTER

- * Secure signature of next level supervisor.
- * Give a photocopy of the completed appraisal form to the employee.
- * Forward completed appraisal to the department head, Director, Vice President for review and include in the employee's official personnel file.
- * Conduct follow-up activities for performance improvement as discussed with the employee and continue ongoing appraisal each day.

For additional information regarding the Langston University Performance Management System contact the Human Resources Office, ext. 3203.

Employee Name: _____

Title _____

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EMPLOYEE'S NAME _____ SOCIAL SECURITY NO. _____
 TITLE _____ SUPERVISOR _____ DATE OF APPRAISAL _____

REVIEW PERIOD FROM _____ TO _____ DEPARTMENT/DIVISION _____

IS EMPLOYEE IN PROBATIONARY PERIOD? YES NO

PART III Evaluation of Major Goals, Objectives, Projects, and Assignments

List below mutually determined or predefined major goals and objectives.

Where predetermined or predefined goals and objectives are not used the Employee should be evaluated on projects and assignments which are important to the overall operation of the department/division.

Indicate (X) The appropriate performance level (use additional sheets if necessary).

1. **Goals/objectives/projects/assignments** _____

Results achieved _____

Performance at unacceptable Level	Performance meets requirements	Performance substantially exceeds requirements
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. **Goals/objectives/projects/assignments** _____

Results achieved _____

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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3. **Goals/objectives/projects/assignments** _____

Results achieved _____

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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4. **Goals/objectives/projects/assignments** _____

Results achieved _____

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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PART III (b) PERFORMANCE CRITERIA

Review and respond to the following evaluation factors making specific comments in each category. Indicate the appropriate performance level.

A. JOB KNOWLEDGE

1. Competence in field or specialty. Consider adequacy of Practical, technical, and professional skills and knowledge for accomplishing the job.

Performance at unacceptable Level	Performance meets requirements	Performance substantially exceeds requirements
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. PRODUCTIVITY

1. Quality of work. Consider the extent to which employee sets work standards and consistently achieves high quality results that relate to accuracy, neatness, thoroughness, dependability, and usefulness of results. Also consider how frequently results need to be repeated

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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2. Quality of work. Consider how much acceptable work is produced in relation to reasonable expectations. Availability of adequate resources, etc.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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C. SELF-MANAGEMENT AND RELATED FACTORS INFLUENCING PERFORMANCE

1. Interpersonal relations: Consider the effectiveness of interpersonal Relations with students, faculty, staff, visitors, patrons, users of Services, and the general public. Consider the extent to which University good will is maintained.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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2. Critical Thinking and decision making: Consider the extent to Which thought and analyses of facts and situations are done before Initiating action problem solving.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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3. Attitude and cooperation: Consider enthusiasm, courtesy, adaptability, flexibility, general disposition and spirit of cooperation in the work environment.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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4. Initiative and resourcefulness: Consider the extent to which the employee is a self-starter and can handle unforeseen difficulties successfully. Also consider the employee's ability to develop new ideas and handle usual work situations: does or does not require close supervision.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Performance at unacceptable Level

Performance meets requirements

Performance substantially exceeds requirements

D. OPERATIONS MANAGEMENT

1. Planning function: Consider identification, analysis, and activity-scheduling ability for short-term and long-term contingencies.

2. Directive and controlling function: Consider the ability to organize, coordinate, and manage human, time, financial, physical, and other resources.

3. Evaluation function: Consider effectiveness of performance and quality control standards in place to measure results and follow up with corrective actions and problem-solving to bring performance in line with plans.

4. Cost Management: Consider the extent to which cost-effective strategies are developed and used.

5. Delegation of authority and responsibility: Consider the extent to which supervisors frees self of details and concentrates on leadership responsibilities.

6. Flexibility: Consider the extent to which the necessity of operational changes has been anticipated, initiated, and affected in a timely manner.

E. HUMAN RESOURCES MANAGEMENT

1. Leadership: Consider the extent to which the supervisor influences the actions of individuals and groups to obtain desired results. Consider the possession of analytical skills Involved in observing, listening, diagnosing, and assessing situations, and the ability to predict outcomes.

	Performance at unacceptable Level	Performance meets requirements	Performance substantially exceeds requirements
2. <u>Staff Development</u> : Consider the extent to which the supervisor focuses on and assists in the training and development of staff to prepare them for higher level responsibilities; makes use of untapped resources; and encourages employees toward responsible self-direction and self-control to help increase operating efficiency. <hr/> <hr/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. <u>Affirmative Action</u> : Consider the extent to which the supervisor understands and responds to the University's equal opportunity and affirmative action goals. <hr/> <hr/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. <u>Oral and written communications</u> : Consider the supervisor's ability to effectively communicate with users, subordinates, peers, superiors, and the public. Consider clarity, timeliness, appropriateness, effect, and outcome of communications. <hr/> <hr/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. <u>Results planning/performance feedback</u> : Consider the extent to which the supervisor encourages and initiates regular discussions with subordinates; compliments good performance and effectively evaluates subordinate results, strengths, and development opportunities. <hr/> <hr/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. <u>Staffing</u> : Consider the extent to which job structure reflects an appropriate division of responsibilities and adaptable interrelationships. <hr/> <hr/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PART IV Additional Comments

List below any additional observations not included in the Performance Appraisal Form, especially noting outstanding contributions to the department, division, or the University.

PART V PERFORMANCE OBJECTIVES AND DEVELOPMENT PLAN

This section includes summary comments arrived at jointly by the employee and supervisor covering:

1. Employee's areas of strength: _____

2. Outline a plan for development covering specific on-the-job training needs, training and Development courses, self-development, and other approaches which will help the employee in accomplishing his/her job responsibilities. Also include specific timetables for development actions.

PART VI PERFORMANCE SUMMARY

Evaluate employee on the described job responsibilities based on above comments and ratings covering both strengths limitations and in terms of impact employee is making in meeting overall responsibilities.

PERFORMANCE AT UNACCEPTABLE LEVEL	PERFORMANCE MEETS REQUIREMENTS	PERFORMANCE SUBSTANTIALLY EXCEEDS REQUIREMENTS
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other Rater Remarks _____

I acknowledge that this performance appraisal was conducted to evaluate my performance in the specified period and to discuss future performance and development plans. Also a current copy of my job description was reviewed with me by my supervisor. I further understand that my signature does not necessarily indicate my concurrence with the appraisal results and that I am entitled to receive a copy of my performance appraisal bearing all the required signatures. It is my understanding that a permanent record of these results will be maintained in the Department of Human Resources.

SIGNATURES

Employee _____ Title _____ Date _____
Name

Immediate Supervisor completing this form _____ Date _____
Name Title

Reviewed by next level supervisor _____ Date _____
Name Title

LANGSTON U NIVERSITY
Employee Response to Performance Management Review

I have discussed with my supervisor this evaluation of my past performance. I agree/
do not agree with all/ some of the conclusions reached.

Comments _____

I feel that my performance review was was not fair and impartial.

Comments _____

If I could make changes or improvements in my work, my job, or University policies, I would suggest

Date

Employee