Performance Management Manual

Instructions for successful completion of the Annual Performance Evaluation Process
This manual, along with other supplemental instructions regarding the annual performance evaluation is available on the Annual Performance Evaluation webpage of the Human Resources website.

If you have other questions, please contact the Office of Human Resources via e-mail at humanresources@furman.edu.
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Introduction

Performance management is designed to be a year-round partnership between the supervisor and the staff member in planning, coaching, and reviewing job performance. Performance management takes into consideration “what” the staff member has accomplished over the year and also “how” the staff member went about accomplishing the work. Both the supervisor and the staff member are expected to have ongoing discussions about the knowledge, skills, and abilities required to succeed.

The evaluation is an effective way to provide valuable feedback to staff members, discuss and celebrate success, and plan for ongoing professional development. However, it is only one part of a performance management process that is preceded by performance planning and coaching.

Purpose of Manual
This manual explains the performance management process from setting goals to the completion of the evaluation form. The approach to the performance evaluation described in this manual will provide guidance to both supervisors and staff members regarding specific performance objectives and standards. These objectives and standards will ensure that all staff are aware of the performance standards which apply to each of their jobs.
Purpose of Performance Evaluation

The annual performance evaluation provides the supervisor the opportunity to review the staff member’s performance during the last evaluation year. Through discussion and written documentation (the performance evaluation) the supervisor shares with the staff member his/her overall performance rating and the criteria used in determining the rating.

Performance evaluation serves a number of purposes, which include:

1. **Feedback** - This provides a structured format for the discussion of performance issues on a regular basis. Feedback either reinforces performance strengths or provides the opportunity to discuss resolution of performance deficiencies. Feedback is encouraged in both directions: as such, staff members are encouraged to share with their supervisors what they need from the supervisor to help them be successful.

2. **Career Development** - This provides an opportunity for discussion of career objectives and creation of a strategy designed to maximize career potential.

3. **Performance History** - This provides a performance history which is not dependent upon human memory, and which may be useful in the full range of personnel decisions, including compensation decision-making.

4. **Organizational Goals** - This provides an opportunity to view one’s performance in the context of broader organizational goals.

5. **Job Standards** - This provides an opportunity for clearer articulation and definition of performance expectations.

**Authority for the Evaluation – University Policy 817.91 (Staff Annual Performance Evaluation)**

University Policy 817.91 (Staff Annual Performance Evaluation) provides the policy guidance for the annual execution of the performance evaluation. The guidance offered in this manual, along with other available instructional content, expound on the language mentioned in 817.91.

**Who Will Conduct the Performance Evaluation**

The immediate supervisor is responsible for conducting the performance evaluation; however, the Unit Head and/or Vice President may review the written evaluation and participate as necessary.
Purpose of Performance Evaluation

System of Record for Evaluations
The performance evaluation shall be completed in Workday. There are eight steps to completing the performance evaluation.

Step 1: Review and Select Competencies
The purpose of this step is to identify or update the competencies on which the staff member is to be evaluated. Criteria to be considered in determining the competencies include reviewing the job description and areas for growth. Competencies are defined in the Competency Definitions for Performance Evaluation section of this manual and in the Overview of Competencies, which offers a more comprehensive explanation.

This step is completed by the supervisor. The ideal timeframe to complete this step is during the late spring or summer, but prior to September 1.

To learn how to complete this step, review the Step 1: Review and Select Competencies instructional content which is available on the Office of Human Resources webpage. Additionally, How to View Current Competencies and How to Edit Competencies are also available on the Office of Human Resources webpage.

Step 2: Start Performance Review
The purpose of this step is to kick off the actual performance evaluation.

This step is completed by the supervisor and should be completed as close to April 1 as possible.

To learn how to start the evaluation, view the Step 2: Start Performance Review instructional content on the Office of Human Resources webpage.

Step 3: Set Review Content (Staff Member)
The purpose of this step is to review the three (3) to five (5) goals that were identified collaboratively by the staff member and the supervisor for completion during the evaluation period, and previously entered either by the staff member or the supervisor in the goals section. If fewer than three (3) goals are listed, goals should be added at this time. Additionally, this step also requires a review that the correct competencies on which the staff member is to be evaluated are accurately listed.

This step is completed by the staff member immediately after the supervisor starts the performance evaluation in April. This shall be completed to allow the supervisor ample time to complete the evaluation by the deadline identified by the Senior Administrative Team (SAT).

Goal setting will be discussed in the Goal Setting section of this document. To learn how to review the goals and listed competencies, review the Step 3: Set Review Content instructional content on the Office of Human Resources webpage.
Step 4: Set Review Content (Supervisor)
The purpose of this step is to review the staff member’s three (3) to five (5) goals. Although the completion status can be updated during this step, comments on the goals cannot be offered at this time. Comments can be offered during Step 6: Complete Manager Evaluation for Performance Review. Further, this step also requires a final review that the correct competencies on which the staff member is to be evaluated are accurately listed.

This step is completed by the supervisor after the staff member reviews and/or enters goals and reviews the competencies. This step is completed early enough in the process to allow sufficient time to complete the remaining four steps and meet with the staff member in advance of the deadline identified by the SAT.

To learn how to review the goals and listed competencies, view the Step 4: Set Review Content instructional content on the Office of Human Resources webpage.

Step 5: Start Performance Review with the Option to Get Feedback
The purpose of this step is to obtain feedback from others after the start of the evaluation. Feedback can be obtained outside of the evaluation, utilizing Workday, or other means of documentation.

This step is completed by the supervisor upon completing Step 4: Set Review Content. This step is completed (or skipped) early enough in the process to allow sufficient time to complete the remaining three steps and meet with the staff member in advance of the deadline identified by the SAT. The supervisor may skip this step if he or she obtained other documentation regarding the staff member’s performance.

To learn how to get feedback, view the Step 5: Start Performance Review with the Option to Get Feedback instructional content on the Office of Human Resources webpage.

Step 6: Complete Manager Evaluation for Performance Review
The purpose of this step is to evaluate the staff member on his or her identified goals and on the selected competencies. During this step, comments on the goals may be entered, competencies may be rated and comments offered as necessary and appropriate.

This step is completed by the supervisor upon completing or skipping Step 5: Start Performance Review with the Option to Get Feedback. It is completed in two parts: 1) the comments and rating shall be completed but NOT submitted in advance of the meeting with the staff member; and 2) the supervisor shall meet with the staff member to discuss the performance review, THEN, submit the evaluation for written acknowledgement by the staff member. This allows for the supervisor to make corrections as necessary and appropriate. This step is completed early enough in the process to allow sufficient time to complete the remaining two steps in advance of the deadline identified by SAT.
Purpose of Performance Evaluation

Ratings are defined in the Overview of Competency Ratings section of this manual. To learn how to enter comments and ratings, review the Step 6: Complete Manager Evaluation for Performance Review instructional content on the Office of Human Resources webpage.

Step 7: Provide Employee Comments
The purpose of this step is to acknowledge that the evaluation meeting occurred between the staff member and the supervisor.

This step is completed by the staff member. At this time, the staff member may provide comments as appropriate. This step is completed near the conclusion of the process with sufficient time for the supervisor to complete the final step by the deadline identified by SAT.

To learn how to acknowledge the evaluation, the evaluation meeting, and provide comment, view the Step 7: Provide Employee Comments instructional content on the Human Resources webpage.

Step 8: Provide Manager Comments and Submit
The purpose of this step is to acknowledge that the evaluation meeting occurred between the staff member and the supervisor, and submit the completed evaluation.

This step is completed by the supervisor. At this time, the supervisor may provide summary comments as appropriate. This step is completed by the deadline identified by SAT.

To learn how to acknowledge the evaluation meeting with the staff member, and submit the completed evaluation, view the Step 8: Provide Manager Comments and Submit instructional content on the Office of Human Resources webpage.
Timelines

The timelines for the tasks to be completed for the annual performance evaluation are as follows:

April 1 of past year through March 31 of current year – Period to be considered for Performance Evaluation.

Prior to September 1 – Supervisors will conduct goal setting meeting with their direct reports to identify strategic, operational, and/or developmental goals to be accomplished during the evaluation year, and review and/or identify competencies on which their direct reports will be evaluated during the evaluation year.

April 1 through May 15 – Supervisors will write the evaluation and conduct the evaluation meetings for the evaluation period.

May 15 – The deadline for evaluation meetings to be completed and for the evaluations to be finalized in Workday. This has been the annual deadline; however, SAT shall identify the deadline for submission each year.

Table No. 1 is an illustration of the annual performance evaluation calendar.

Table No. 1

<table>
<thead>
<tr>
<th>Period to be considered for Annual Performance Evaluation</th>
<th>Evaluation Meeting Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 1 - March 31</td>
<td>Start evaluation;</td>
</tr>
<tr>
<td></td>
<td>Write evaluation;</td>
</tr>
<tr>
<td></td>
<td>Plan for evaluation</td>
</tr>
<tr>
<td></td>
<td>meeting;</td>
</tr>
<tr>
<td></td>
<td>Conduct evaluation</td>
</tr>
<tr>
<td></td>
<td>meeting;</td>
</tr>
<tr>
<td></td>
<td>Submit evaluation</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervisor and staff member establish three (3) to five (5) developmental goals;</td>
<td>Sept. 1</td>
</tr>
<tr>
<td>Supervisor and staff member, identify five (5) additional competencies from supervisory and/or job-specific competencies;</td>
<td></td>
</tr>
<tr>
<td>Supervisor make applicable changes</td>
<td></td>
</tr>
</tbody>
</table>

*The Senior Administrative Team may identify a different date by which evaluations shall be submitted.
Overview of Performance Evaluation Components

Goal Setting
Goal setting is the foundation for successful performance. It is at this point in the process when the supervisor and the staff member can determine objectives for the staff member that align with the strategic mission of the department, division, and the University; prioritize those objectives; and identify the goals to meet those objectives.

The supervisor and the staff member may establish strategic and operational goals and/or developmental goals. Strategic and operational goals are those that identify what needs to be planned and accomplished to achieve the desired results. Developmental goals address skills, abilities, and experiences to reach strategic and operational goals. In addition, developmental goals increase capability in the staff member’s current position and prepare the staff member for more responsibility in the future.

Prior to September 1, each supervisor must meet with their direct reports to establish three (3) to five (5) goals for the evaluation period. The goal setting process involves several steps – including a review of the staff member’s job description, a review of previous goals and drafting goals in the SMART format.

1. Review of the Staff Member’s Job Description
The supervisor and the staff member should begin by reviewing the staff member’s job description. In addition to an assessment as to whether responsibilities changed, the relevant competencies and skills for the position should be identified. Upon a review of the job description, share with the staff member the mission and objectives of the department and division so that meaningful individual staff member goals may be collectively identified that place the staff member in a posture to successfully support and contribute to the overall mission of the University.

Please note that any changes in responsibilities should be forwarded to the Director of Classification and Compensation in the Office of Human Resources.

2. Review of Previous Goals
Goals from the previous review period should be reviewed to determine whether they are still relevant and applicable to strategic mission of the department, division, or University. The supervisor along with the staff member, should be able to discern how to build on the previous goals to establish strategic, operational, and developmental goals for the current review period.
Overview of Performance Evaluation Components

3. Writing SMART Goals
Goals can be an accomplishment of a project, the improvement of a process or individual performance, or professional development. To establish a proper road map for completion, address the following components:

**Specific:** The goal should be simply written, well-defined, and clear. It is not a detailed list of how you’re going to meet a goal, but it should include answers to the basic “W” questions: Who, What, Where, When, and Why?

**Measurable:** This is the source of information to measure or determine whether a goal has been successfully achieved. Sample data collection methods include reports, audits, tests, surveys, work product, or other documents. Data types include quality and accuracy rates, productivity rates, amounts produced, revenue generated, or customer satisfaction.

**Action-Oriented:** Identify the activity and the tools or the means by which the goal will be accomplished. Examples include taking a course, attending a conference, participating in an online training, or utilizing a coach/mentor. Also, identify what support is necessary to complete the goal (i.e. release time, registration costs, etc.)

**Relevant:** Weigh the importance of completing the goal as it pertains to alignment with the objectives of your job, department/division, and University. Also, consider whether you have the prerequisite skills to complete the goal and if it is the appropriate time to complete the goal.

**Time-Bound:** Set a target date to complete the goal. If the goal is on-going for a period of weeks or months, define what should be achieved at designated points in the process (i.e. at the 30-day mark, at the 60-day mark).

To learn more about writing SMART goals, view the Writing SMART Goals instructional content on the Office of Human Resources webpage. Also, whether as the staff member or supervisor, download the SMART Goals Worksheet to assist in the drafting of SMART goals to prepare for entering the goals into Workday.

**Individual Goals by Staff Member**
Staff members can add their goals in Workday at any time and submit for approval by their supervisor. Previously, staff members could enter goals into Workday only as a part of a performance review. Goals written by the staff member and approved by the supervisor can be incorporated into the evaluation so long as the status of the goal is “Incomplete” or “Partially Complete” at the start of the evaluation.

For instructions on how to enter goals into Workday, view the How to Add and Edit Goals (Staff Member) instructional content on the Office of Human Resources website.
**Individual Goals and Cascaded Goals by Supervisor**
Those in supervisory roles should help their direct reports maintain sight of an organization’s strategic objectives, maintain goal alignment, and help their direct reports understand how their work fits into the big picture of an organization.

To accomplish this, supervisors can add goals to an individual direct report or cascade the same goal to multiple direct reports. Goals written by the supervisor can be incorporated into the evaluation at the start of the evaluation so long as the status of the goal is “Incomplete” or “Partially Complete.”

For instructions on how to enter goals for a direct report into Workday, view the How to Cascade Goals instructional content on the Office of Human Resources webpage.

**Competency Categories**
There are three competency categories comprising a total of 22 competencies on which staff members may be evaluated – Furman Core, Supervisory Core, and Job-Specific Core.

**Furman Core Competencies**
All staff members should demonstrate proficiency in the Furman Core competencies. These six (6) competencies are based on criteria that all staff members should model in their day-to-day tasks and responsibilities.

**Supervisory Core Competencies**
Staff members with supervisory responsibilities shall be evaluated on three (3), four (4) or all five (5) of the Supervisory Core competencies in addition to the Furman Core competencies. Supervisory competencies are based on several criteria including an individual’s ability to manage and lead staff toward successfully completing performance objectives.

Depending upon the number of Supervisory Core competencies selected, staff members with supervisory responsibilities shall be evaluated on none (0), one (1), or two (2) of the Job-Specific Core competencies, referenced below.

**Job-Specific Core Competencies**
Staff members with no supervisory responsibilities shall be evaluated on five (5) Job-Specific Core competencies in addition to the Furman core competencies. These elective competencies relate to the staff member’s specific job responsibilities.
Overview of Performance Evaluation Components

Total Number of Competencies for Evaluation
Staff members are evaluated on a total of 11 core competencies – six (6) Furman Core competencies and five (5) core competencies from the Supervisory Core competencies (if applicable) and/or the Job-Specific Core competencies. The elective competencies shall be discussed, identified, and entered into Workday prior to September 1 of the evaluation year.

Competency Definitions for Performance Evaluation
Each core competency is comprised of a set of four (4) behaviors which measure the staff member’s skill, knowledge, ability, and characteristics needed to successfully perform job responsibilities.

The competencies are as follows:

**Accountability**
This elective Job-Specific Core competency addresses whether the staff member demonstrates a high level of dependability in all aspects of the job including thoroughness in accomplishing a task, and organizes time and resources efficiently.

**Build One Furman**
This Furman Core competency addresses whether the staff member demonstrates responsibility for the image and effectiveness of the University.

**Collaboration**
This Furman Core competency addresses whether the staff member considers the likely effects on others of one’s words, actions, appearance, and mode of behavior, while working toward solutions in a group.

**Communication**
This Furman Core competency addresses whether the staff member contributes to an atmosphere in which timely and high-quality information flows smoothly to applicable individuals and groups, inside and outside of the University, as necessary and appropriate.

**Decision Making**
This elective Job-Specific Core competency addresses whether the staff member logically, wisely, and authoritatively addresses situations at hand after adequately contemplating various available courses of action.

**Development and Training**
This Supervisory Core competency addresses whether the staff member with supervisory responsibilities works to improve and reinforce performance of his or her direct reports through setting expectations and tracking progress. In addition, it addresses if the supervisor supports direct reports in developing knowledge, skills, and abilities in the interest of performance improvement and the staff member’s career development.
Overview of Performance Evaluation Components

**Fiscal Responsibility**
This elective Job-Specific Core competency addresses whether the staff member exercises appropriate financial controls, judgment, oversight, adherence to policy, and stewardship relevant to his or her role at the University.

**Flexibility**
This elective Job-Specific Core competency addresses whether the staff member responds to change with a positive attitude, adjusting a method of approach or behavioral style when necessary to achieve an objective or meet the needs of a situation.

**Initiative and Motivation**
This elective Job-Specific Core competency addresses whether the staff member proactively takes appropriate action to complete a task and applies original thinking to his or her approach to job responsibilities to improve processes, methods, systems, or services.

**Institutional Values**
This Furman Core competency addresses whether the staff member supports and promotes an environment that holds opportunities for all, has an understanding of the perspectives of others, and effectively balance the interests and needs of one’s own group with those of the broader organization.

**Job Skills and Knowledge**
This elective Job-Specific Core competency addresses whether the staff member relates extensive or in-depth specialized comprehension, aptitude, and judgment to accomplish a result or to accomplish one’s job effectively.

**Leadership**
This Supervisory Core competency addresses whether the staff member with supervisory responsibilities builds consensus among his or her direct reports and colleagues, keeping the best interests of the organization in mind, while working cooperatively and collaboratively to resolve differences, so as to maintain alignment with and meet University goals and objectives.

**NCAA/Southern Conference Compliance**
This elective Job-Specific Core competency addresses whether the staff member, at all times, follows University, NCAA, and Southern Conference regulations and policy while performing assigned duties with integrity.

**Operation and Maintenance of Equipment**
This elective Job-Specific Core competency addresses whether the staff member maintains and demonstrates the necessary work skills to maintain University equipment and ensure its safe operation.
Overview of Performance Evaluation Components

Performance Management
This Supervisory Core competency addresses whether the staff member with supervisory responsibilities explores positions and alternatives to reach outcomes that gain acceptance of all parties, initiates and/or manages the change process and energizes it on an ongoing basis, taking steps to remove barriers or accelerate its pace.

Professional Growth
This Furman Core competency addresses whether the staff member demonstrates eagerness to increase necessary knowledge, skills, and abilities necessary to perform job more effectively.

Quality Improvement:
This Supervisory Core competency addresses whether the staff member with supervisory responsibilities has the skill set to systematically improve University operations and outcomes through the use of team building, data collection, analysis, the implementation of departmental efficiencies, and standards of measurement.

Resource Management
This Supervisory Core competency addresses whether the staff member with supervisory responsibilities demonstrates the ability to analyze and deploy University resources such as financial, inventory, human skills, production, and information technology, both effectively and strategically.

Safety
This elective Job-Specific Core competency addresses whether the staff member promotes safety consciousness and well-being through compliance with safety regulations, performs job duties in a manner that minimizes hazards to oneself, and maintains a physical work environment that contributes to the well-being of others.

Security
This elective Job-Specific Core competency addresses whether the staff member follows all University policies and exercises superior judgment in protecting campus data and equipment, while supporting safety through monitoring and/or reporting potential dangers.

Service
This Furman Core competency addresses whether the staff member demonstrates responsibility in meeting the needs of co-workers, faculty, alumni, managers, students, parents, or community members, in a fashion that seeks to ensure their full satisfaction.

Work Productivity (Quality and Quantity)
This elective Job-Specific Core competency addresses whether the staff member establishes a systematic course of action for self and/or others that includes prioritizing attention to detail and creating timetables to ensure accomplishment of a specific objective and achieve maximum productivity.
Overview of Performance Evaluation Components

All staff members should demonstrate proficiency in the selected competencies in their day-to-day tasks and responsibilities.

For more comprehensive descriptions of the competencies, along with the respective behaviors, download the pdf document, Overview of Competencies and Ratings guide from the Office of Human Resources website.

**Explanation of the Competency Behavior Ratings**
To provide a competency rating, the behaviors of each competency are individually assessed a rating of Needs Improvement, Accomplished Performance, or Exemplary Performance.

**Needs Improvement**
A rating of Needs Improvement means one is inconsistent in meeting communicated expectations in relation to specific responsibilities of the behavior, does not grasp, recognize, or appreciate his or her role, and performs duties below the appropriate standard.

**Accomplished Performance**
A rating of Accomplished Performance means one consistently meets communicated expectations in relation to specific responsibilities of the behavior, understands his or her role, and performs duties at an appropriate standard.

**Exemplary Performance**
A rating of Exemplary Performance means as a matter of routine, one surpasses a communicated expectation in relation to specific responsibilities of the behavior, is exceptional in his or her role, particularly in demanding or extraordinary circumstances, and performs duties at an aspirational standard.

**Application of the Competency Ratings**
Supervisors shall select one of the ratings below that describes the staff member’s overall performance for each of the selected competencies relative to the expectations of the position and based on documented information for this evaluation year:

- Needs Improvement in two (2) or more behaviors;
- Needs Improvement in one (1) behavior;
- Accomplished Performance;
- Exemplary Performance in one (1) behavior; and
- Exemplary Performance in two (2) or more behaviors.
Overview of Performance Evaluation Components

To guide the selection of the competency rating, worksheets for each competency are available for download from the Office of Human Resources website. These worksheets also may be used as a self-evaluation. An example of a completed worksheet is in Appendix B.

Competency Rating Values

Each competency is assigned the same value based on the rating. Competency rating values are:

- Needs Improvement in two (2) or more behaviors is worth four (4) points;
- Needs Improvement in one (1) behavior is worth six (6) points;
- Accomplished Performance is worth eight (8) points;
- Exemplary Performance in one (1) behavior is worth ten (10) points; and
- Exemplary Performance in two (2) or more behaviors is worth twelve (12) points.

Requirement for Comments and Examples – Needs Improvement or Exemplary Performance

Ratings of Accomplished Performance do not require comment or example; however, in order to appropriately express the value of the work performed by the staff member, supervisors are strongly encouraged to provide comments and examples.

Needs Improvement

If a competency is rated Needs Improvement in one (1) or more behaviors, detailed examples must be provided to document the staff member’s inability or unwillingness to meet expectations regarding the respective competency.

Exemplary Performance

If a competency is rated Exemplary Performance in one (1) or more behaviors detailed examples must be provided to document that the staff member consistently and significantly surpasses expectations regarding the respective competency.

To learn more about ratings, review the How to Rate Competency Behaviors instructional content on the Office of Human Resources website.
Overview of Performance Evaluation Components

Definitions of Overall Performance Ratings
The sum of the points determines the overall rating based on the following scale:

<table>
<thead>
<tr>
<th>Range</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>44-74</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>75-114</td>
<td>Accomplished Performance</td>
</tr>
<tr>
<td>115-132</td>
<td>Exemplary Performance</td>
</tr>
</tbody>
</table>

The supervisor enters the narrative overall rating that corresponds with the calculated numerical rating at the conclusion of the evaluation.

Needs Improvement
The overall rating of Needs Improvement means the performance does not meet all the requirements of the job. Greater effort is needed in some, but not necessarily all areas. Performance may meet standards and job requirements at times, but improvement in one or more areas is needed.

This rating reflects coaching or training is needed to develop further competence. Staff member needs to make a concentrated effort to improve performance in some areas.

Performance characteristics include:
- carries a workload that is lighter than expected for the position
- workload consists of tasks and assignments which are usually routine in nature
- unable or unwilling to accept additional tasks or challenges
- fails to carry out some objectives or responsibilities
- falls below the acceptable standard in one or more critical objectives
- completes some tasks on time and others late; some re-work may be required
- requires moderate direction; may need extra management attention
- actions and behaviors may detract from team effort

This category is appropriate for staff members newly hired, promoted or reassigned and still learning the job. However, this is essentially a negative rating if the staff member has been on the job long enough to sustain a satisfactory level of performance. A development/improvement plan, with periodic progress reviews, should be instituted immediately.
Overview of Performance Evaluation Components

**Accomplished Performance**
The overall rating of Accomplished Performance meets the standards and job requirements in all aspects. Overall performance is of a consistent quality. The staff member’s performance is steady, reliable and competent – appropriate to achieve the results expected in the job.

Such a rating reflects a job well done.

The staff member may require some coaching and/or instruction in the newer or more complex aspects of the job. An overall Accomplished Performance rating is considered to be performing the job in a fully competent manner over the entire review period.

Performance characteristics include:
- carries a moderate to heavy workload
- takes on duties as asked
- work is completed on time and results are timely and well done
- work meets standards – is complete and well done and amount of rework is limited
- is able to solve every day problems encountered in the job with sensibility and confidence
- provides creative solutions to problems and shares knowledge with peers
- positively contributes to the working environment by example
- requires standard, regular supervision

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**Exemplary Performance**
The overall rating of Exemplary Performance indicates consistently strong performance over the entire performance cycle with results that contribute significantly to the department’s, unit’s, division’s or University’s success. Overall performance is substantial and well above the performance of peers.

Performance characteristics include:
- manages time and priorities to achieve maximum work output
- takes on additional responsibilities with eagerness
- workload includes complex, numerous or unusual projects requiring special attention
- consistently completes tasks early or on time with little or no re-work
- works well independently and rarely needs direction after initial explanation of assignment
- provides creative solutions to all types of problems
- consistently seeks new challenges
- provides creative ideas with a consistently high implementation record
- achieves high levels of performance during periods of change
- has significant positive influence on management and peers
- demonstrates an interest in improving work and professional/personal growth
- sets a personal example for others to follow in giving 100% effort and contribution to the University

An “Exemplary Performance” rating is considered to be performance that is truly above and beyond the performance levels expected. Few staff members would be expected to receive this rating.

An example of a completed performance evaluation is provided in Appendix A.
Completing the Evaluation

It is important for supervisors to recognize that most staff are apprehensive about being evaluated. Therefore, it is critical that supervisors plan for and conduct the evaluation meeting with great care. Thought needs to be given to what is communicated to staff members and how the message is delivered.

Preparation for writing

A successful performance evaluation meeting depends on how well the supervisor prepares himself or herself and the staff member. At least several weeks before the meeting, the supervisor should begin preparing by evaluating one’s own performance and gathering relevant documentation.

Evaluating One’s Own Performance

Since the supervisor’s performance can affect the staff member’s performance, it’s important to take this step before evaluating the performance of direct reports. Supervisors should ask themselves, “Have I supported the staff member by providing training, equipment and supplies and encouragement?”

Gathering Relevant Documentation

Documenting performance throughout the year helps the supervisor complete an accurate and effective evaluation. Once the supervisor and the staff member have established goals, ongoing written documentation of their achievements and challenges should be maintained.

Without such documentation, a supervisor may tend to emphasize just one example of the staff member’s performance during the evaluation period. It is better to have too much detail than too little. Relying on memory when it is time to complete an evaluation could result in one of the common rater errors (Please see the section “Common Rater Errors”). Look to the following documentation types for positive or negative examples of work:

- Written reports submitted by the staff member
- Copies of correspondence that the supervisor or the staff member received
- Personal notes the supervisor has written based on personal observation of the staff member’s results
- Personal notes that document comments from others who have worked with the staff member
- Training courses the staff member has taken
- Notes regarding any disciplinary action that has been taken
- Successes and/or failures of note, and
Completing the Evaluation

- Performance Log

Discoverability of Documentation
Documentation is discoverable — in other words, Furman may be compelled to maintain or produce any written or electronic material. As you develop the evaluation documentation for your direct reports, employ the following practices:

- Record negative and positive items and apprise direct reports of such regularly
- Date each entry
- Write observations not assumptions (i.e. give an example)
- Be specific
- Be brief
- Be consistent
- Do not use harsh language
- Do not reference age, sex, race, ethnicity, disability, medical condition, marital/family status, religion, sexual orientation or gender identity, and
- Track trends as you observe them

Creation of New File for New Evaluation Period
For each new evaluation period, it is important to start a new file for the coming evaluation period. This will prevent future performance evaluations from being affected by results that were achieved during the previous appraisal periods.

Supervisors should begin with reviewing the evaluation instrument and also reviewing competencies and goals selected for the evaluation cycle. Prior to writing the evaluation, documentation collected during the evaluation period should also be reviewed to determine whether goals, training, and applicable action plans were completed.

Guidelines for Writing the Performance Evaluation
There are three areas for consideration when writing the performance evaluation: Evaluation Content, Comment Guidelines, and Pitfalls.

Evaluation Content
Evaluations should consist of factors only for the period under review, from a variety of data, with input from the staff member.

*Focus the content of the evaluation on the period under review*

The performance evaluation should be focused on the activities, accomplishments, and contributions of the individual staff member for the period that runs from April 1 through March 31.
Completing the Evaluation

Do not evaluate on future potential. Do not evaluate on past performance or length of service. Keep in mind that length of service or job grade do not necessarily correlate to better performance.

Additionally, a staff member’s performance may vary from year to year. In one year, a staff member may “meet expectations” while they may “exceed expectations” in another year. In both cases, the supervisor should provide specific feedback.

**Write the evaluation using a variety of data**

Writing the evaluation should be a process where the supervisor pulls data from various sources. This includes, but is not limited to:

- Reviewing the job description
- Reviewing the individual’s goals to see what goals have been completed which are in progress, and which goals have been deferred
- Reviewing what training the staff member has attended during the year and what the impact has been on efficiency and effectiveness, and
- Reviewing all data referenced in the Gathering Relevant Documentation section

In crafting the evaluation, it is imperative for supervisors to be specific. Specific examples from the review period to support summaries and conclusions on the staff member’s evaluation shall include narrative details and statistical information as appropriate.

**Involve the staff member by asking for input**

An important aspect of the process is to seek staff member input regarding their activities and accomplishments and contributions. Any additional information provided by the staff member may be included in the supervisor comments section.

**Getting feedback from others**

Feedback from others (customers or campus partners) is helpful in providing objective documentation for the staff member’s evaluation. This can be done via conversation, e-mail, or in Workday. For instruction on how to obtain feedback in Workday prior to the start of the evaluation, please review the Getting Feedback instructional content on the Office of Human Resources website.

Supervisors who evaluate more than one staff member are responsible for ensuring consistency among the evaluations. Once all are written, they should be compared to determine if there are any inconsistencies. Supervisors should ensure that the work results are compared, **NOT** the staff members. The spectrum of work and productivity should be reviewed to ensure the ratings are objective and fair.
Completing the Evaluation

Comment Guidelines for Supervisors
The supervisor is responsible for ensuring that the comments support the rating and that the rating and comments are not inconsistent and contradictory. As previously mentioned, comments are required for any behavior that receives a rating of Needs Improvement or Exemplary Performance.

Comments should NOT be a listing of the tasks assigned or completed nor should it be a description of a behavior or competency. The competency rating and supporting comments should be consistent and applicable to behavior(s) and competency at hand.

Focus comments on factual data and observations

Factual data such as completed projects and assignments, along with statistics provide the supervisor with clear information on a staff member’s productivity and contribution. Direct observation is most relevant to feedback.
Focus on specific behaviors, not the individual

In providing feedback on behavior, outline what was seen and heard, not what was interpreted. Compare to the expected behavior(s) and competency.

Use specific examples

These are more compelling than general statements. Stating that someone goes the extra mile has less impact than a specific example of how the staff member went the extra mile. Use examples that illustrate the staff member’s consistent behavior or performance, not one-time incidents. Specific accomplishments or projects in context best illustrate organizational contribution.

Performance Evaluation Pitfalls

There are a number of tendencies that have been observed among those who conduct performance evaluations. By being aware of these tendencies, we are more capable of avoiding these pitfalls.

<table>
<thead>
<tr>
<th>PITFALLS</th>
<th>SUGGESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Central Tendency</strong></td>
<td>This is a “safe” rating technique that serves nobody’s interests. It is best to provide an honest evaluation and plan to take the necessary time to provide a thoughtful evaluation.</td>
</tr>
<tr>
<td>Tendency to rate in the middle: may reflect unwillingness to be candid or unwillingness to take time to be thoughtful about the evaluation.</td>
<td></td>
</tr>
<tr>
<td><strong>Cluster Tendency</strong></td>
<td>Recognize that most teams have people with differing ranges of knowledge, skill, ability, and effectiveness, and that failing to make proper distinctions rewards the lower level performers.</td>
</tr>
<tr>
<td>Tendency to regard everybody being rated as “Needs Improvement,” “Accomplished Performance,” or “Exemplary Performance.” This is basically the “tough rater” or “easy rater” phenomenon.</td>
<td></td>
</tr>
<tr>
<td><strong>Comparison Tendency</strong></td>
<td>Rate the individual staff member’s performance based on the performance standards that were set for that individual staff member</td>
</tr>
<tr>
<td>Tendency to rate individuals to other staff members than to performance standards. This can occur if a supervisor has more than one direct report performing similar functions.</td>
<td></td>
</tr>
</tbody>
</table>
Completing the Evaluation

First Impression Effect
Tendency to rate an individual based on the first impression he or she made on the supervisor.

Rate the staff member’s performance based on work completed during the entire evaluation period and not the initial time he or she was introduced to you.

Halo Effect
Tendency to allow ratings on one positive factor to unduly affect ratings of other factors.

Rate factors individually, considering work characteristics that are reflective of each factor. If doing more than one staff member evaluation, rate all staff members on each factor, one factor at a time.

Horns Effect
This is the opposite of the Halo Effect – the tendency to allow one negative factor to unduly affect ratings of other factors.

Rate factors individually, considering work characteristics that are reflective of each factor. If doing more than one staff member evaluation, rate all staff members on each factor, one factor at a time.

Inflation Tendency
The tendency to inflate the ratings because the staff member is nice, or that the supervisor fears an adverse response from the staff member, or wants to maximize the staff member’s opportunity to receive the best possible merit increase.

Recognize that this does not serve to provide an accurate portrayal of the staff member’s performance. Supervisors should provide ratings for performance without consideration of other factors.

Isolated Incident Tendency
Tendency to see one incident, whether positive or negative, as reflective of the work performed during the entire evaluation period.

Consider all performance related incidents during the entire evaluation period. Think about a number of occasions that are reflective of the performance and assign the rating that is typical of the entire evaluation period.
Length of Service Effect

Tendency to award higher ratings to staff members with longer service, on the assumption that greater time in the position equates to higher performance. Performance of staff members who may have been in a position for a long time does not necessarily mean they perform their duties more effectively than those who have been in a position for a shorter period. Look specifically how the staff member performs the specific duties, not his or her service time.

Nothing Like Me Effect

The tendency to rate the staff member’s performance lower than deserved because the staff member has characteristics or beliefs dissimilar to the supervisor. Focus exclusively on the staff member’s performance and not any personal characteristics or beliefs.

Past Performance Tendency

The tendency to allow previous performance ratings to unjustly influence ratings for the current evaluation period. Focus exclusively on the performance for the current evaluation period.

Personal Bias Effect

The tendency to allow one’s values or prejudices, whether conscious or implicit, to distort the review. Be aware of attitudes about race, national origin, sex, religion, age, veteran’s status, disability, hair color, weight, height, intelligence, politics, etc. – and don’t allow those factors to influence the review.

Rating the Job Tendency

Tendency to assign higher performance ratings to persons whose jobs are higher in the organization’s hierarchy. Rate the staff member’s performance not the job.
Completing the Evaluation

Recency Bias Tendency
The tendency to give greater weight to recent performance or latest behavior.

So that one does not fall prey to this tendency, maintain relevant documentation for the entire evaluation period and incorporate as necessary into the evaluation.

Similar to Me Effect
The opposite of Nothing Like Me – The tendency to rate the staff member’s performance higher than deserved because the staff member has characteristics or beliefs similar to the supervisor.

Focus exclusively on the staff member’s performance and not any personal characteristics or beliefs.

Meeting Preparation
Prior to conducting the evaluation meeting, consider the following elements of a successful performance evaluation meeting:

a. Make a pdf of the evaluation and provide it to your direct report before the meeting, and schedule a time within 24 hours to discuss it. This will allow the staff member an opportunity to reflect on issues that, in his/her opinion, require discussion.

b. Select a time and place where you will have sufficient time for thorough discussion, minimal opportunity for interruption, and maximum privacy.

c. Review pertinent background information, which may include personnel records, job description, pre-agreed upon objectives, status reports, etc.

d. Review the performance criteria and reasons for each of the ratings. Prepare to discuss the reasons, and suggestions for improvements.

e. Anticipate the staff member’s likely reaction, and consider yours as well.

f. Be sure that you are in a good frame of mind. If you are angry, upset, or otherwise unable to commit yourself fully and positively to the discussion, reschedule the appointment.

Conducting the Evaluation Meeting
There is no one ideal way to handle an evaluation meeting. Techniques may vary according to the supervisor’s assessment of the situation. However, the following are useful, common sense guidelines.

a. Your opening remarks frequently will set the tone for the entire meeting: construct your opening
Completing the Evaluation

remarks to create a friendly, constructive atmosphere. Put the staff member at ease and establish rapport.

b. Explain the purpose of the meeting and how the staff member was appraised. The staff member should have a clear understanding of the criteria used in determining the rating.

c. Address the positive areas of your performance assessment and express your appreciation for those positive areas, noting particular examples which are supportive of your assessment.

d. Address the performance criteria where improvement is needed. Cite examples that illustrate your reasons for your assessment. Ask the staff member for suggestions on how performance may be improved. Discuss your ideas and come to agreement on what each of you will do.

e. Accept responsibility for those areas that need improvement where you may not have clearly established expectations or provided sufficient support.

f. In discussing ratings, stick to facts, not broad generalizations.

g. Ask questions and listen closely. Allow the staff member to express reactions to the evaluation. Listening carefully may uncover underlying reasons for the performance deficiency.

h. Don’t interrupt but do not allow irrelevant topics to dominate discussion.

i. Keep the meeting focused on the job. Avoid discussing personality shortcomings unless they are directly related to performance deficiency.

j. Maintain objectivity. Do not allow yourself to display anger or hostility, despite what the staff member may say. If the staff member is angry, listen well.

k. Distinguish between the person and the performance behaviors that may be deficient. You can assist the staff member in maintaining a sense of self-respect and self-worth by assuring that criticisms are phrased as positively as may be realistic, and assuring the staff member that it is not he or she that is deficient, but his/her performance.

l. You may mutually decide with a staff member that their independent preparation of a performance evaluation (self-evaluation) is a useful technique for sharing perspectives on the staff member’s performance. If so, allow the staff member at least a week to do so and compare notes during the evaluation meeting.

m. If the staff member convinces you that a rating was made without full consideration of the context of his/her performance, make the necessary changes. It is important that this be done where it is equitable to do so, in order that the process maintains credibility.

n. Encourage the staff member to make written comments when he or she acknowledges the evaluation in Workday.
Completing the Evaluation

o. Summarize discussion and plans for improvement. If appropriate, develop a set of goals and objectives.
p. Schedule a follow-up meeting, if necessary.
q. Conclude the meeting on a friendly and constructive note.

If the supervisor and staff member did a good job in goal setting and communication throughout the year, the year-end evaluation meeting should seem like a formality.

Post-Meeting Assessment

After concluding the evaluation meeting, review the items below to determine how successful the meeting was and ways that you may improve your next one.

a. Does the staff member have a clear view of his/her performance assessment?
b. Does the staff member understand the reasons for areas cited as in need of improvement?
c. Did you fairly communicate both positive and less than positive performance areas?
d. Does the staff member understand what he/she needs to do to improve performance?
e. Did you spend more than 50% of the time talking? If so, you may want to consider developing a better technique to involve the staff member.
f. Do both you and the staff member have an understanding of what follow-up will occur?
g. Did both you and the staff member have a productive and positive interchange?
h. Note the things that you could have done differently to make the meeting more successful.
Conclusion
Completing the performance evaluation process in a professional and thorough manner, from the preparation to the evaluation meeting, is an important responsibility of every supervisor. Staff members must know that their supervisors take time to invest in their development and success.

Frequently Asked Questions
Frequently asked questions (FAQs) will be maintained and updated as necessary in the Annual Performance Evaluation section of the Human Resources website.

Additional Resources
As referenced previously, additional instructional content is available on the Human Resources website.
Member, Staff

Title
Officer Manager: Supervisor
Evaluated By: Supervisor

Annual Performance Evaluation 2020
Organization: Supervisor's Team (Supervisor)
Location: Main Campus
04/01/2020 - 03/31/2021

Overall

Manager Overall Evaluation
Rating: Accomplished Performance

Acknowledgement

Manager
Entered by: Supervisor Date: 05/11/2021
Status: I acknowledge that this evaluation has been mutually reviewed by the staff member and the supervisor, with opportunity to provide comments.
Comment: Throughout this challenging year, Staff Member has grown a lot and has been a very valuable contributor to our team.

Employee
Entered by: Staff Member Date: 05/11/2021
Status: I acknowledge that this evaluation has been mutually reviewed by the staff member and the supervisor, with opportunity to provide comments.
Comment: Thank you for the opportunities. I enjoy my role here at Furman.

Developmental Goals

Implement a correspondence response plan

Implement a correspondence response plan that allows for students to receive communication from the department within two-business days. A success rate of 90% should be reflected in the response time log which is reviewed at the end of each month.

Due Date: 03/31/2021 Status: Successfully Complete Completion Date: 10/31/2020

Category: Job Responsibility

Manager Evaluation
Comment: Staff Member has developed a procedure in which all phone calls, e-mails, and other correspondence is logged with a date of receipt, purpose, due date and actual response date. Since this plan was implemented, response rate has been above 90% for the last five months.

Learn how to write goals in Workday

Participate in a workshop on managing goals in Workday offered by Human Resources during the 2021 Spring term. The objective is to learn how to add and edit goals as well as write goals in the SMART format. Release time by the supervisor is necessary to attend the one-hour virtual workshop. Successful completion of the goal will be denoted by staff member's ability to properly execute this task in Workday.

Due Date: 03/31/2021 Status: Successfully Completion Date: 01/20/2021
Manager Evaluation

Comment: Both Staff Member and I attended the virtual workshop, were provided counsel and tools to effectively draft goals. Moving forward, we will be able map out plans to execute the department's mission accordingly.

**Participate in infectious materials workshop**

Participate in infectious materials workshop offered by XYZ University on 3/22/21. Objective is to learn what materials are considered infectious, the standard for cleaning such materials to maximize safety for custodial staff members and campus. Authorization of release time to attend the off-campus workshop, along with the $50 fee are necessary. Supervisor will be notified by the workshop facilitator at XYZ University of certification which will be valid for two years.

Due Date: 03/22/2021  Status: Successfully Complete  Completion Date: 03/01/2021

Manager Evaluation

Comment: Staff Member was actually able to attend an earlier session of the workshop. Staff Member earned a healthy campus certificate. Once of the goals for staff member next year will be to develop a labeling system for all chemicals used so that fellow staff members who may not work with those chemicals on a daily basis will be aware of safe handling (e.g. applicable surfaces, glove requirement, etc.).

**Furman Core, Supervisory & Job-Specific Core Competencies**

**Accountability**

Assessment for this Job-Specific Core competency requires the supervisor to measure whether the staff member demonstrates a high level of dependability in all aspects of the job including thoroughness in accomplishing a task, and organizes time and resources efficiently. Behavioral indicators for this competency are:

- Takes ownership of all responsibilities
- Follows through on responsibilities and tasks in an effective manner
- Acknowledges and corrects mistakes; does not make excuses or shift blame
- Completes tasks in a timely and efficient manner

Select one rating below that describes the staff member’s overall performance for this competency relative to the expectations of the position and based on documented information for this evaluation year.

Manager Evaluation

Proficiency Rating: Accomplished Performance
Comment:

**Build One Furman**

Assessment for this Furman Core competency requires the supervisor to measure whether the staff member demonstrates responsibility for the image and effectiveness of the University. Behavioral indicators for this competency are:

- Acts as an ambassador for the University with internal and external community
- Applies what is learned to positively impact the University
- Actively participates as a member of the campus community
- Appreciates and acknowledges the efforts and achievements of others

Select one rating below that describes the staff member’s overall performance for this competency relative to the expectations of the position and based on documented information for this evaluation year.

Manager Evaluation

Proficiency Rating: Accomplished Performance

Collaboration

Assessment for this Furman Core competency requires the supervisor to measure whether the staff member considers the likely effects on others of one’s words, actions, appearance, and mode of behavior, while working toward solutions in a group. Behavioral indicators for this competency are:

- Builds teamwork, respect, honesty, integrity and fairness to all staff members
- Contributes to positive, cooperative, and productive workplace relationships
- Cooperates with colleagues to achieve results in alignment with the operations and mission of Furman University
- Seeks to understand the perspective and opinion of others

Select one rating below that describes the staff member’s overall performance for this competency relative to the expectations of the position and based on documented information for this evaluation year.

Manager Evaluation
Communication

Assessment for this Furman Core competency requires the supervisor to measure whether the staff member contributes to an atmosphere in which timely and high-quality information flows smoothly to applicable individuals and groups, inside and outside of the University, as necessary and appropriate. Behavioral indicators for this competency are:

- Presents information clearly and concisely and communicates effectively in all situations
- Communicates verbally and in writing at a level appropriate for his/her position
- Actively listens to suggestions and feedback from others and responds appropriately
- Maintains confidentiality and exercises good judgment in what is shared with others

Select one rating below that describes the staff member’s overall performance for this competency relative to the expectations of the position and based on documented information for this evaluation year.

Manager Evaluation
Proficiency Rating: Accomplished Performance
Comment:

Flexibility

Assessment for this Job-Specific Core competency requires the supervisor to measure whether the staff member responds to change with a positive attitude, adjusting a method of approach or behavioral style when necessary to achieve an objective or meet the needs of a situation. Behavioral indicators for this competency are:

- Demonstrates ability to maintain composure under stressful or uncertain situations
- Adapts to changes in work duties quickly and efficiently
- Views new challenges as opportunities for improvement
- Accurately assesses situational demands and respond appropriately

Select one rating below that describes the staff member’s overall performance for this competency relative to the expectations of the position and based on documented information for this evaluation year.
Manager Evaluation

Proficiency Rating: Exemplary Performance in Two (2) or More Behaviors
Comment: During this last year, the volume of correspondence received by our office each week has grown exponentially. Much of it from students, but others from governmental agencies requiring a response within a particular time frame. It is easy to become overwhelmed and flustered by the need to respond to this correspondence. Staff Member maintained a positive disposition and cheerfully embraced the challenge to respond to all correspondence in a timely fashion, implementing a successful response plan.

Initiative and Motivation

Assessment for this Job-Specific Core competency requires the supervisor to measure whether the staff member proactively takes appropriate action to complete a task and applies original thinking to his or her approach to job responsibilities in order to improve processes, methods, systems, or services.

Behavioral indicators for this competency are:

• Sees opportunities for creative problem solving while staying within the parameters of good practice
• Seeks new and improved techniques, solutions and approaches to completing assignments
• Takes appropriate independent action to address, improve or resolve a situation with little supervision
• Encourages self and others to meet performance objectives

Select one rating below that describes the staff member’s overall performance for this competency relative to the expectations of the position and based on documented information for this evaluation year.

Manager Evaluation

Proficiency Rating: Accomplished Performance
Comment: Staff Member developed a correspondence response plan that improved office efficiency in that area. Staff Member is always game to attempt non-traditional approaches to our work.

Institutional Values

Assessment for this Furman Core competency requires the supervisor to measure whether the staff member supports and promotes an environment that holds opportunities for all, an understanding of the perspectives of others, and effectively balancing the interests and needs of one’s own group with those of the broader organization. Behavioral indicators for this competency are:

• Embraces the University’s commitment to cultivate and accept a diverse and inclusive work environment
• Works to build mutual respect, trust and civility
• Through adherence to University policies and procedures, demonstrates commitment to the University’s mission and strategic priorities

• Assumes responsibility for regular and punctual attendance

Select one rating below that describes the staff member’s overall performance for this competency relative to the expectations of the position and based on documented information for this evaluation year.

Manager Evaluation
Proficiency Rating: Needs Improvement in One (1) Behavior
Comment: Staff Member struggles with being available for work during the most critical and most busy times of the year for our department. On three occasions in the last year, Staff Member requested vacation at times when two-thirds of the staff members in the office were out on extended leave for personal reasons, two days before our biggest event during which our Unit Head has informed us that it is all hands on deck, and after two colleagues placed their approved vacations on the master calendar, which Staff Member knew Staff Member's absence would result in no coverage for the office. I have spoken to Staff Member about this issue and is making concerted efforts to be more cognizant of the needs of the department, fellow staff members within the department, and our operations, when seeking to use leave time.

Job Skills and Knowledge

Assessment for this Job-Specific Core competency requires the supervisor to measure whether the staff member relates extensive or in-depth specialized comprehension, aptitude, and judgment to accomplish a result or to accomplish one’s job effectively. Behavioral indicators for this competency are:

• Demonstrates the appropriate level of proficiency in the principles and practices of one’s position

• Utilizes functional and technological advancements to facilitate mastery of occupational skills

• Applies background, technical knowledge, education and prior job experiences to current and new job situations

• Performs job duties and responsibilities with awareness and consideration for other departments within the University

Select one rating below that describes the staff member’s overall performance for this competency relative to the expectations of the position and based on documented information for this evaluation year.

Manager Evaluation
Proficiency Rating: Accomplished Performance
Comment:

Professional Growth
Assessment for this Furman Core competency requires the supervisor to measure whether the staff member demonstrates eagerness to increase necessary knowledge, skills, and judgment necessary to perform job more effectively. Behavioral indicators for this competency are:

- Asks for and uses feedback to improve performance
- Seeks and acquires new competencies, work methods, ideas, and information that will improve own efficiency and effectiveness on the job
- Takes on new challenges, projects, and short term assignments
- Participates in a professional growth or development opportunity

Select one rating below that describes the staff member's overall performance for this competency relative to the expectations of the position and based on documented information for this evaluation year.

Manager Evaluation
Proficiency Rating: Exemplary Performance in One (1) Behavior
Comment: When each department was asked to send a staff member to a training on hazardous materials, Staff Member was eager to participate in this training. Staff Member learned the material but was not just content to have a certificate added to Staff Member's list of credentials. Staff Member applied these newly learned skills to make our office and those who serve in our office more safe.

Service
Assessment for this Furman Core competency requires the supervisor to measure whether the staff member demonstrates responsibility to meeting the needs of co-workers, faculty, alumni, managers, students, parents, or community members, in a fashion that seeks to ensure their full satisfaction. Behavioral indicators for this competency are:

- Strives to provide exceptional customer service through accessibility, assistance and support for internal and external constituents
- Responds in a timely and helpful manner
- Demonstrates commitment to service excellence and the creation of a service-oriented culture
- To improve service, evaluates stakeholder satisfaction and uses data, feedback and observation

Select one rating below that describes the staff member's overall performance for this competency relative to the expectations of the position and based on documented information for this evaluation year.
Manager Evaluation

Proficiency Rating: Accomplished Performance

Comment: The correspondence response plan developed by Staff Member improved the issues with timeliness that Staff Member had in getting back with our customers.

Work Productivity (Quality and Quantity)

Assessment for this Job-Specific Core competency requires the supervisor to measure whether the staff member establishes a systematic course of action for self and/or others that includes prioritizing attention to detail, and creating timetables to ensure accomplishment of a specific objective and achieve maximum productivity. Behavioral indicators for this competency are:

- Demonstrates accuracy and thoroughness when completing assigned tasks and projects
- Consistently produces quality work
- Prioritizes responsibilities and manages time wisely
- Uses resources effectively

Select one rating below that describes the staff member’s overall performance for this competency relative to the expectations of the position and based on documented information for this evaluation year.

Manager Evaluation

Proficiency Rating: Accomplished Performance

Comment:

Section Summary

Manager Evaluation

Calculated Rating: 92

Proficiency Rating: Accomplished Performance
**Purpose:** This worksheet allows the supervisor/staff member to draft an assessment of the competency by providing an appropriate rating and comments for the associated behaviors of the competency in advance of completing the evaluation in Workday.

**Instructions:** Using the dropdown menu, select one of the following ratings for each behavior: Needs Improvement, Accomplished Performance, and Exemplary Performance. Also, record comments about why that rating was selected, specifying why that rating was selected for the behavior, particularly if Needs Improvement or Exemplary Performance is selected.

For more information on how to assess this competency, please review the “Overview of Core Competencies and Ratings” located on the Annual Performance Evaluation page of the Human Resources website.

| Embraces the University’s commitment to cultivate and accept a diverse and inclusive work environment | Accomplished Performance |
| Works to build mutual respect, trust and civility | Accomplished Performance |
| Through adherence to University policies and procedures, demonstrates commitment to the University’s mission and strategic priorities | Accomplished Performance |
| Assumes responsibility for regular and punctual attendance | Needs Improvement |

Staff Member struggles with being available for work during the most critical and most busy times of the year for our department. On three occasions in the last year, Staff Member requested vacation at times when two-thirds of the staff members in the office were out on extended leave for medical reasons, two days.

**Next Steps:** Click the box here to make certain all selections are included. Then, click the “Suggested Rating” button below to see the suggested rating based on responses. Behavior ratings may be changed, then repeat the previously mentioned steps to view the most recent suggested rating. With the dropdown menu below, enter the rating that in your opinion best describes the staff member’s performance for this competency. Click “Ctrl + S” to save the document. When ready to complete the evaluation in Workday, comments may be copied and pasted into the evaluation document in Workday by supervisors.

**Suggested Rating:** Accomplished Performance

**Overall Rating:** Needs Improvement in one behavior
### Purpose:
This worksheet allows the supervisor/staff member to draft an assessment of the competency by providing an appropriate rating and comments for the associated behaviors of the competency in advance of completing the evaluation in Workday.

### Instructions:
Using the dropdown menu, select one of the following ratings for each behavior: Needs Improvement, Accomplished Performance, and Exemplary Performance. Also, record comments about why that rating was selected, specifying why that rating was selected for the behavior, particularly if Needs Improvement or Exemplary Performance is selected.

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<th>Demonstrates ability to maintain composure under stressful or uncertain situations</th>
<th><strong>Exemplary Performance</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The amount of correspondence we had to respond to in the summer - much of it from the government which required a response - increased by 300 percent. I didn't freak out, but instead created a solution for our team to respond to it all.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Adapts to changes in work duties quickly and efficiently</th>
<th><strong>Exemplary Performance</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>I was able to anticipate the increase in correspondence. Because of that, I was able to come up with a plan for our office to manage it in a timely fashion.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Views new challenges as opportunities for improvement</th>
<th><strong>Exemplary Performance</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>It was fun thinking about how to respond to all of the mail we got last summer - devising the template response, and teaching the staff how to look up the appropriate information. This gave me a chance to develop my organizational and teaching skills.</td>
<td></td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Accurately assesses situational demands and respond appropriately</th>
<th><strong>Exemplary Performance</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The mail we received from agencies, required a response within one week. I had to be able to complete my responses to these agencies into my daily work. I did so (not waiting until the last minute) and was able to complete my other work.</td>
<td></td>
</tr>
</tbody>
</table>

### Next Steps:
Click the box here to make certain all selections are included. Then, click the “Suggested Rating” button below to see the suggested rating based on responses. Behavior ratings may be changed, then repeat the previously mentioned steps to view the most recent suggested rating. With the dropdown menu below, enter the rating that in your opinion best describes the staff member’s performance for this competency. Click “Ctrl + S” to save the document. When ready to complete the evaluation in Workday, comments may be copied and pasted into the evaluation document in Workday by supervisors.

**Suggested Rating**: Exemplary Performance in two behaviors

**Overall Rating**: Exemplary Performance in two behaviors
Evaluation Year Checklist
(for supervisors)

☐ Meet with your direct report (late spring early summer) – Step 1 of Workday evaluation process
  ☐ Review job description
  ☐ Review current competencies
    ☐ Determine if competencies should be changed based on current role/job description
    ☐ Edit competencies if necessary
  ☐ Discuss goals
    ☐ Determine what goals should be accomplished during the year that support growth in your role in order to best serve the department, division, University.
  ☐ Provide necessary resources to accomplish goals
    ☐ Enter goals for direct report using the SMART goal format. Use the SMART goal worksheet as necessary.
    ☐ Approve goals entered by direct reports

☐ Support direct reports through meeting, inquiring, etc. (Throughout the evaluation year)

☐ Start Performance Review (after the conclusion of the evaluation period, but as close to April 1 as possible) – Step 2 of Workday evaluation process

☐ Review goals that rolled over or were entered by the direct report on the evaluation document and check competencies for accuracy. (After direct report completes Step 3 in the Workday evaluation process. This step is completed early enough in the process to allow sufficient time to complete the remaining four steps and meet with the staff member in advance of the deadline identified by the SAT) – Step 4 of the Workday evaluation process

☐ Documentation (Throughout the evaluation year) – Step 5 of the Workday evaluation process
  ☐ Worksheets
  ☐ Written reports
  ☐ Performance log
  ☐ Personal observation
Evaluation Year Checklist, continued

☐ Training record
☐ Successes/Failures list
☐ Correspondence
☐ Disciplinary action (if applicable)
☐ Feedback within Workday*

*Supervisors have the option to request feedback at any time, including as a step subsequent to the start of the actual evaluation. If feedback is gathered subsequent to the start of the evaluation, it is to be completed early enough in the process to allow sufficient time to complete the remaining three steps and meet with the staff member in advance of the deadline identified by the SAT. This step also can be skipped after the start of the evaluation. Whether or not feedback is obtained utilizing Workday, documentation on a direct report via one of the other referenced means is necessary to aid in crafting the evaluation.

☐ Complete Evaluation (This step is completed early enough in the process to allow sufficient time to complete the remaining two steps in advance of the deadline identified by SAT) – Step 6 in the Workday evaluation process
  ☐ Use worksheets
  ☐ Use rating guide
  ☐ Provide comments on the execution of goals and competency performance
  ☐ Save for later
  ☐ Print pdf of evaluation
  ☐ Send pdf to staff member upon scheduling evaluation meeting
  ☐ Schedule evaluation meeting with direct report
  ☐ Meet with direct report
  ☐ Submit evaluation for acknowledgement by direct report

☐ Complete Acknowledgement and Submit Evaluation (After direct report completes Step 7 in the Workday evaluation process. This step is completed by the deadline identified by SAT) – Step 8 in the Workday evaluation process
  ☐ Provide summary comments
  ☐ Submit evaluation acknowledging meeting