

On Target with Performance Management: The Employee Review Process



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On Target with Performance Management: The Employee Review Process

What is performance management?



The goal of performance management (PM) is to enable employees to perform their work to the best of their ability while meeting and perhaps exceeding College targets and standards. For successful PM, the College and individual employees must take responsibility for the continuing improvement of processes and procedures. Additionally, individual skills and contributions need to be encouraged and nurtured by everyone. The purpose of this activity is to introduce one tool used in the performance management process; the performance review.

Why performance management at Edison State College?

Our goal is to develop a new performance evaluation process and performance review form designed to encourage ongoing feedback versus a one time a year evaluation. The performance review form was designed to reflect critical success factors that reflect the College's mission. It is part of a collaborative process that focuses on looking ahead rather than behind and provides an opportunity for everyone to identify individual goals which align with the College goals.

Future plans include the development of an informal self-evaluation process designed to create an opportunity for communication between the supervisor and employee. We will also be developing a document to assist in the development of a "performance improvement plan" designed to provide a framework for activities over the next year which help the employee focus their activities to reach the targeted level of achievement.

What was the process used to develop this new form?

A committee representing employees at different levels and locations of the College was formed and first met in December 2008. As the first step in the

process, administrators and various College councils were engaged to provide input and help set the direction for the committee. The committee met weekly from January 2009 through May 2009. The committee's work included:

- Best practices benchmarking for the performance management cycle
- A review of evaluation instruments from peer institutions
- Identification of critical success factors
- Development of a rating scale to help staff meet or exceed the target
- Draft 1 of the performance review document
- Conducting college-wide focus groups with the help of approximately 40 employees
- Development of an adjusted performance review document based on feedback

The committee also drafted a training agenda and communication tools to introduce the pilot process.

Committee members include:

Amber McCown
Susan De Nicola
Tom Rath
Christy Gilfert
Mary Myers
Christine Davis
Lori Carroll
Patty Edwards
Lori Bronder

When is the pilot process going to take place?

The pilot will begin in September 2009.

Section 1: Critical Success Factors and the Levels of Achievement

"Opportunity is missed by most people because it is dressed in overalls and looks like work."

- Thomas A Edison

Six Broad Categories

- Section 1 of the form outlines the critical success factors. These factors are divided into 6 broad categories. Additionally, these categories were chosen for their congruency with Edison's stated General Education Competencies.
- **Customer Focus** : Is responsive to the expectations and needs of internal and external customers - provides quality customer service by creating a welcoming and supportive environment - anticipates future needs and identifies opportunities to remove barriers - is consistent and timely in delivering on commitments and resolving customer issues.
- **Ethics and Values**: Demonstrates professionalism in dealing with a diverse population - emphasizes the importance of understanding and respecting each other's view of the world, personalities and working styles - behaves in a manner consistent with the College's standards of ethical conduct.
- **Communication**: Reads, writes, speaks, and listens effectively - applies effective techniques to create working relationships with others to achieve common goals - successfully communicates and collaborates with others to achieve goals.
- **Critical Thinking**: Demonstrates skills necessary for analysis, synthesis and evaluation - provides an intellectual atmosphere conducive to the stimulation and interchange of ideas - makes decisions in a timely manner, sometimes with incomplete information and under deadlines - can look at situations and processes critically to make recommendations for improvement.

- **Work Effectiveness:** Demonstrates the skills and uses the technology necessary to collect, verify, document and organize information from a variety of sources - uses logic to determine effective solutions - understands job duties, college processes and related work - is dependable and can be counted on to complete work on time and in an accurate manner - can flex and adapt to changing goals and work requirements.
- **Leadership:** Promotes a common purpose consistent with stated College goals - demonstrates a commitment to students and the learning environment - displays innovation and promotes continuous improvement in organizational performance and fiscal accountability - invests in others to assist and help them reach and realize their potential - effectively bridges differences to facilitate consensus or agreement.

At Edison State College we believe that every employee has the ability be a leader and help others succeed.

Critical Success Factors

Sixteen critical success factors have been incorporated within the defined broad categories. Employees are to be evaluated on the following critical success factors in relation to the tasks and duties described in the job description.

- **Customer Focus:** Approachability, Responsiveness
- **Ethics and Values:** Embraces Differences in Others, Professionalism
- **Communication:** Interpersonal Skills, Cooperation and Teamwork
- **Critical Thinking:** Problem Solving, Decision Making
- **Work Effectiveness:** Job Knowledge, Adaptability and Flexibility, Dependability
- **Leadership:** Ability to Manage Conflict, Coaching/Developing Others, Human Resources Management, Fiscal Accountability

The Levels of Achievement



For each of the critical success factors 5 levels of achievement have been defined.

- **Excels:** Although many individuals display excellent performance in their work, on occasion, an employee will stand out beyond all others – displaying an unusual goodness or worth.

At Edison, we have set our standard of On Target at a very high level. It will be truly exceptional performance that earns this rating.

- **On Target:** On Target is the defined standard of performance for each of the critical success factors at Edison State College. When one is On Target, she/he is actively propelling the College forward as it strives to fulfill its goals.
- **Acquiring:** A new concept introduced into the performance review process. When an employee is rated as acquiring, they are in the process of learning and developing knowledge or skills through experience or through training.

It could be said that the employee is doing an excellent job but has not yet attained the proficiency necessary to earn the On Target rating due to being new to the job, expanding their scope of duties or learning a new position.

- **Needs Improvement:** An employee may fall into this category when their on the job performance is not measuring up to traditional standards of performance, value, or production.

A rating of Needs Improvement is required to be discussed with Human Resources prior to the performance review process. At the performance review, the employee should be introduced to a well-defined performance improvement plan and clear set of goals for the next

review period.

- **Unsatisfactory:** An employee may receive a rating of Unsatisfactory when they are considered to be performing below the required level after appropriate introduction; training and support have been provided.

A rating of Unsatisfactory needs to be discussed with Human Resources prior to the performance review process.

The Performance Review Form

To aid you in this evaluation process, the Performance Review Form has been developed in a rubric format. To create consistency for this process throughout the College, the qualities that define the various levels of achievement for each Critical Success Factor have been listed. For example, the excerpt below shows part of the Customer Focus section.

Customer Focus: Is responsive to the expectations and needs of internal and external customers; provides quality customer service by creating a welcoming and supportive environment; acts with the student in mind; anticipates future needs and identifies opportunities to remove barriers; is consistent and timely in delivering on commitments and resolving customer issues.

Approachability

Excels	On Target	Acquiring	Needs Improvement	Unsatisfactory
<input type="checkbox"/> Sought out by others due to unrivaled willingness to help; always displays self-control and a positive attitude, even when handling difficult people or situations; always demonstrates genuine interest and empathy.	<input type="checkbox"/> Is easy to approach and talk to; pleasant and able to maintain composure when faced with difficult situations; puts others at ease; builds trust and rapport; displays genuineness; is a good listener.	<input type="checkbox"/> Continues to develop composure in a variety of settings; may be uncomfortable when approached with certain situations which projects to others; shows the ability to enhance skills needed to listen carefully and clarify meanings.	<input type="checkbox"/> May be seen as unapproachable in certain situations; often demonstrates negative or disingenuous behaviors; actions and non-verbal responses may be inconsistent or inappropriate to the situation.	<input type="checkbox"/> Unapproachable; is unpleasant, pessimistic and difficult to be around; is abrasive when interacting with others; creates tension; projects attitude of superiority and finds fault with others; is dismissive of others concerns or ideas.

NOTE: All employees and positions in the following exercises are fictional.

Customer Focus Exercise 1: Rate Approachability

Background information:



Rachel has been working as a Staff Assistant for 2 years. Among her various responsibilities are assisting full time and adjunct professors throughout the semester, directing or assisting students who come into the office or call with questions, and working with the budget.

Self Check Question

How would you rate Rachel on Approachability based on the following scenario?

Rachel is a dependable, friendly, high energy person. When someone walks into her office they are always greeted with a smile and a friendly "Hello, how can I help you?"

Occasionally she has to work with faculty members who are getting ready for class and find that a handout or test they had printed for class has not been delivered by the printing company. Rachel's typical response is to remain calm and find a suitable solution.

She has learned about the processes that students must follow to apply, register and resolve problems. After listening to their request, she usually knows what questions to ask so that she can handle the situation herself or direct the student to the appropriate person or office.

Choose the best answer:

Excels:

Sought out by others due to unrivaled willingness to help; always displays self-control and a positive attitude, even when handling difficult people or situations; always demonstrates genuine interest and empathy.

On Target:

Is easy to approach and talk to; pleasant and able to maintain composure when faced with difficult situations; puts others at ease; builds trust and rapport; displays genuineness; is a good listener.

Acquiring:

Continues to develop composure in a variety of settings; may be uncomfortable when approached with certain situations which projects to others; shows the ability to enhance skills needed to listen carefully and clarify meanings.

Needs Improvement:

May be seen as unapproachable in certain situations; often demonstrates negative or disingenuous behaviors; actions and non-verbal responses may be inconsistent or inappropriate to the situation.

Unsatisfactory:

Unapproachable; is unpleasant, pessimistic and difficult to be around; is abrasive when interacting with others; creates tension; projects attitude of superiority and finds fault with others; is dismissive of others concerns or ideas.

The Correct Answer is:

Rachel is right **On Target**. This level of achievement is where most employees will fall most of the time. Her pleasant manner and ability to remain composed in difficult situations is appreciated by everyone she works with.

Customer Focus Exercise 2: Responsiveness



Background information:

Hal began working as the Manager of Landscaping 6 months ago. He is an expert at his job, does outstanding work and the grounds have never looked better. Hal supervises a staff of three.

Self Check Question

How would you rate Hal on **Responsiveness** based on the following scenario?

Hal has done a terrific job on the grounds since he began 6 months ago and has demonstrated the ability to learn very quickly. As an employee who is often working outside, Hal is sometimes approached by students looking for directions or information. Hal does his best to assist but he needs a little more time and exposure to learn the process and procedures of other departments. He has been actively working to learn the functions and locations of the various departments of the College.

Choose the best answer:

Excels:

Consistently knows when extra effort is necessary and intuitively reacts to customer needs; displays a high level of dedication in everyday situations; goes above and beyond to ensure needs are met; regularly surprises customers with unexpected levels of service.

On Target:

Actively seeks information to understand and anticipate customer needs; shows initiative and takes action to ensure expectations are met and issues resolved; takes ownership and is accountable.

Acquiring:

Developing a proficiency in seeking information from others to ensure customer needs are met; learning more about College services to best assist

customers; will benefit from exposure to those who demonstrate a high degree of responsiveness.

Needs Improvement:

Inconsistently solicits appropriate information to assist with customer needs; does not always follow through to fulfill customer expectations; often does not accept responsibility for actions and decisions.

Unsatisfactory:

Does not demonstrate the ability to gather information and take action to ensure customer expectations are met; often fails to deliver on customer needs; does not exhibit initiative or take ownership in responding to requests.

The Correct Answer is:

Acquiring, as a fairly new employee, Hal is still gaining knowledge about his job as well as the processes, procedures and locations of other departments. While he is not quite On Target, he has demonstrated a willingness and desire to learn how to better assist those who ask him for information.

Ethic & Values Exercise 1: Embraces Difference in Others

Background information:



Todd is a part-time employee who coordinates the Spring Student Art Festival. In addition to working with the artists, he works with the Facilities Department to reserve the building and lawns that will be used during the festival and the Public Safety Department on security matters. He also works with many volunteers who typically return year after year to help with the setup and operation of the festival.

Self Check Question

How would you rate Todd on **Embraces Differences in Others** based on the following scenario?

Over the last year, Todd has been busily recruiting artists and has increased participation by nearly 40%. Additionally, 10 faculty members from the Music Department have agreed to add a jazz stage, a string quartet and a tuba band. Todd also recruited some unconventional artists in performance, experimental, religious and electronic art. Todd even agreed to take place in one of the experimental art exhibits where one of the professors "played" his brain waves through a computer.

Some controversy arose when an outside group protested the addition of the religious art category, but Todd worked with them to assure that their opinions were valued. As a result, they felt comfortable with the decision. The leader of the group wrote a letter to the College President to say that he felt that they were treated with the utmost respect.

This years' Art Festival boasted the most diverse group of participants ever.

Choose the best answer:

Excels:

Highly values differences and relates exceptionally well to others; engages in a healthy interplay of ideas without judgment or preconceived notions;

recognizes and celebrates each person's talents; is versatile and adaptable with a variety of people and situations.

On Target:

Works well with, and is open to all people, even those with differing backgrounds and experiences; deals effectively with all races, nationalities, cultures, disabilities, ages and both sexes; focuses on each person's positives, and supports equal and fair treatment for all.

Acquiring:

Actively developing comfort in interacting with individuals with different ideas and perspectives; continuing to enhance ability to adapt to a variety of personalities, working styles and cultural experiences.

Needs Improvement:

Does not consistently value differences in others; has difficulty engaging in a healthy interplay of ideas; lacks ability to adapt to others with differing backgrounds and points of view.

Unsatisfactory:

Not effective interacting with others who are different from him/her; reacts inappropriately when faced with a variety of personality types, working styles and cultural experiences; not open to ideas and perspectives from those with dissimilar backgrounds.

The Correct Answer is:

Todd has earned the rating of **Excels** and has truly shown exceptional performance this year in his recruitment of all kinds of artists and musicians. Additionally, his outstanding ability to handle a controversial situation helped everyone embrace differences in others and see the value in their contribution.

Ethics & Values Exercise 2: Professionalism

Background information:



Mariel has been coordinating the Astronomy Program for three years. Her responsibilities include advising students, recruiting part-time faculty, coordinating the department textbook selections and co-managing the departmental budget. She has been working in this capacity at the College for 8 years.

Self Check Question

How would you rate Mariel on **Professionalism** based on the following scenario?

Several of the part-time faculty have approached Mariel's dean to let her know that they enjoy working with Mariel. One faculty member commented that Mariel has been a great mentor and has provided her with a great deal of support and encouragement - especially when she finds herself in a difficult situation.

In her dealings with the public, students, faculty, staff and administration, Mariel is always poised and polished and represents the College well.

Choose the best answer:

Excels:

Seeks a higher degree of professional excellence; immediately conveys a positive impression; exhibits unrivaled ethical behavior; demonstrates unwavering self-assurance and competence; dedicated to the student, the profession and the organization.

On Target:

Polite, respectful and courteous; words and actions are appropriate for the situation; exhibits confidence and capability; is polished and poised; exhibits behaviors consistent with College standards of conduct; conforms to proper

standards of professional dress.

Acquiring:

Seeks opportunities to increase professionalism; identifies appropriate models and examples to develop skills and knowledge necessary to excel in the professional setting; increasing awareness of office protocol and standards of professional dress.

Needs Improvement:

May be seen as lacking in confidence and competence; at times words and actions are not appropriate for the professional setting; occasionally displays a lack of respect towards others; inconsistent in appearance and standards of professional dress.

Unsatisfactory:

Shows a poor image of the College; often acts or communicates in an inappropriate and disrespectful manner; lacks competence and motivation to develop skills and grow professionally; does not conform to professional standards of dress.

The Correct Answer is:

Mariel is **On Target** and her dean has received feedback from faculty confirming that her reactions are appropriate for a given situation and that her confidence is appreciated. Her consistent professionalism represents the College in a positive light

Communication Exercise 1: Interpersonal Skills

Background information:



Rachel has been working as a Staff Assistant for 2 years. Among her various responsibilities are assisting full time and adjunct professors throughout the semester, directing or assisting students who come into the office or call with questions, and working with the budget.

Self Check Question:

How would you rate Rachel on **Interpersonal Skills** based on the following scenario?

In her work with adjunct professors, Rachel often serves as a confidante. Over the last 2 years, she has proven herself capable of acting with diplomacy and tact. It has often been said that she is a great listener and her consistent ability to analyze a situation and react thoughtfully is admirable. Rachel is able to effectively determine when a situation should be brought to the attention of the dean and possess the ability to convey that information in a clear and concise manner.

Students also find her to be very helpful. She often develops ongoing relationships with students who actively seek her advice and are very appreciative of her ability to effectively guide them through processes and procedures.

Choose the best answer:

Excels:

Clearly articulates thoughts and adds value in a variety of settings and styles; cultivates professional relationships across the College and at all levels of the organization; makes frequent use of active/reflective listening.

On Target:

Builds constructive and effective professional relationships; uses diplomacy and tact; communicates articulately and concisely verbally and in writing; understands and uses active/reflective listening

Acquiring:

Actively developing interpersonal style to build productive professional relationships; recognizes the need to further develop verbal and written communication skills; may benefit from coaching and observation of those who demonstrate effective skills.

Needs Improvement:

Inconsistent ability to develop professional relationships with others; often inarticulate; does not consistently demonstrate diplomacy and tact; communication skills are weak or inconsistent.

Unsatisfactory:

Lacks the interpersonal skills to develop productive professional working relationships; unable to deliver appropriate messages verbally and in writing; does not demonstrate effective communication and listening skills.

The Correct Answer is:

Rachel is **On Target**. When faculty and students seek her advice, they find that her suggestions tend to be constructive and helpful. Her listening skills are excellent and she is able to convey information in a clear concise manner.

Communication Exercise 2: Cooperation and Teamwork



Background information:

Francis has been working in the bookstore for two years. His responsibilities include inventory, stocking shelves and

working at the book return window. He is also responsible for assisting the others at the register - especially during peak business times.

Self Check Question:

How would you rate Francis on **Cooperation and Teamwork** given the following scenario?

Francis has been working at the bookstore for two years. He had a rough first year. He demonstrated difficulty with recognizing when others need him to help. He took frequent breaks, often during peak business times, and he was willing to watch his teammate's stock shelves while he leaned on the book return counter.

In last year's Performance Review, his supervisor rated his work as Needs Improvement for the critical success factor, Cooperation and Teamwork. His supervisor worked with Human Resources to set 4 SMART goals and developed a performance improvement plan that would guide Francis in the development of the skills and attitudes necessary to be successful.

This last year, Francis' supervisor did not see much improvement. He continued to take frequent breaks and was unwilling to offer help to his team mates when the activity slowed down at the book return window. He did not demonstrate a willingness to achieve his stated performance goals.

Choose the best answer:

Excels:

Establishes rapport with everyone; unrivaled willingness to assist others; fosters development of a common vision; is viewed by others as an ambassador for the department and the College.

On Target:

Works well with others; promotes teamwork and collaboration within and outside of the department; invites input from others; makes a valuable contribution to team/College objectives.

Acquiring:

Learning how to work with others to enhance the achievement of objectives; should be encouraged to move beyond comfort zone; may benefit from serving on committees or cross-functional teams.

Needs Improvement:

Is often reluctant to help others or share information; shows a lack of cooperation on team projects; appears more interested in promoting self interests over the good of the department.

Unsatisfactory:

Unwilling to cooperate; has consistently failed to achieve goals as a team member; develops road blocks to working as a team.

The Correct Answer is:

Francis was rated **Unsatisfactory** in spite of clear goals and a well developed professional improvement plan. His second year on the job demonstrated that he was still unwilling to cooperate as a team member. He also failed to achieve the goals stated in his last Performance Review. After his supervisor discussed the issues with Human Resources, it was determined that he had earned a rating of Unsatisfactory.

Section 1: Critical Thinking

Critical thinking Defined: Demonstrates skills necessary for analysis, synthesis and evaluation; provides an intellectual atmosphere conducive to the stimulation and interchange of ideas; makes decisions in a timely manner, sometimes with incomplete information and under deadlines.

Category Word Cloud



The **Word Cloud** above was created from the definitions contained in the category Critical Thinking and the related Critical Success Factors. Only those definitions under the levels of achievement for the Excels and On Target were included in the Cloud. Note how the words making decisions, ideas, information and solutions are predominant.

NOTE: All employees and positions in the following exercises are fictional.

Critical Thinking Exercise 1: Problem Solving

Background information:



Stanley works at the College Information Desk. He's been working there for a full year. His responsibilities include attending the front desk, answering questions submitted by email, mailing out information packets and keeping the online question database current.

Self Check Question:

How would you rate Stanley on **Problem Solving** based on the following scenario?

Over the last year, Stanley made a great effort to learn the processes and procedures of the various departments on all campus locations. He listens to (or reads) every inquiry carefully and has demonstrated a strong ability to analyze the information to determine how best to proceed. When faced with a new question, Stanley consistently makes the effort to call other departments until he finds the appropriate contact for the person asking the question.

Choose the best answer:

Excels:

Uses a variety of analytical techniques; addresses root causes in developing cohesive solutions; views problems as exciting challenges; always strives to improve quality, service and process.

On Target:

Can analyze facts, information and evidence logically; looks beyond the obvious and doesn't stop at first answers; makes a strong effort to be part of the solution; reviews even routine tasks and results to initiate good conceptual ideas with practical application.

Acquiring:

Developing the ability to logically analyze facts and explore alternative approaches to recurring challenges; learning to identify underlying issues to effectively solve problems rather than symptoms; should be encouraged to bring forth new ideas to routine practices.

Needs Improvement:

Sometimes will anticipate problems; weak analytical skills; finds problems but doesn't "own" them or solve them; reluctant to vary from conventional practices; tends to focus on who caused the problem instead of resolving problems.

Unsatisfactory:

Lacks problem analysis skills; lets others find and fix problems; displays an unwillingness to be part of the solution.

The Correct Answer is:

Stanley is **On Target**. He has demonstrated the ability to analyze facts, information and evidence and looks beyond the obvious so that the customer doesn't have to make multiple attempts to find answers. He has shown that he has the willingness to be part of the solution by learning the processes of departments on each campus. He is doing a great job at moving the College closer to the attainment of its goals.

Critical Thinking Exercise 2: Decision Making



Background information:

Mariel coordinates the Astronomy Program. Her responsibilities include advising students, recruiting part-time faculty, coordinating the department textbook selections and co-managing the departmental budget. She has been working in this capacity at the College for 8 years.

Self Check Question:

How would you rate Mariel on **Decision Making** based on the following scenario?

For the last 8 years, Mariel has been solely responsible for hiring adjunct professors and managing the department budget. Over the past two months, the College has reorganized her department and has created the position of Department Faculty Chairs. Because of this change, Mariel works closely with the new Department Chair to manage the budget and hire adjunct professors. As they learn how to manage this new situation, Mariel is working with the Chair to develop the process and procedures that will guide these activities.

Choose the best answer:

Excels:

Consistently takes into account the needs of all stakeholders; always weighs ramifications of decisions; demonstrates an ability to effectively influence key decision makers.

On Target:

Involves others appropriately when making decisions; weighs alternative decisions before taking action; can be relied on to make sound decisions.

Acquiring:

Has desire to work with others when making decisions; developing essential skills to gather information and form appropriate decisions; motivated to improve decisiveness.

Needs Improvement:

At times, does not appropriately involve others when making decisions; fails to foresee the consequences of decisions; sometimes makes inappropriate decisions.

Unsatisfactory:

Avoids decision making situations; fails to gather necessary information for decision making; regularly makes inappropriate decisions.

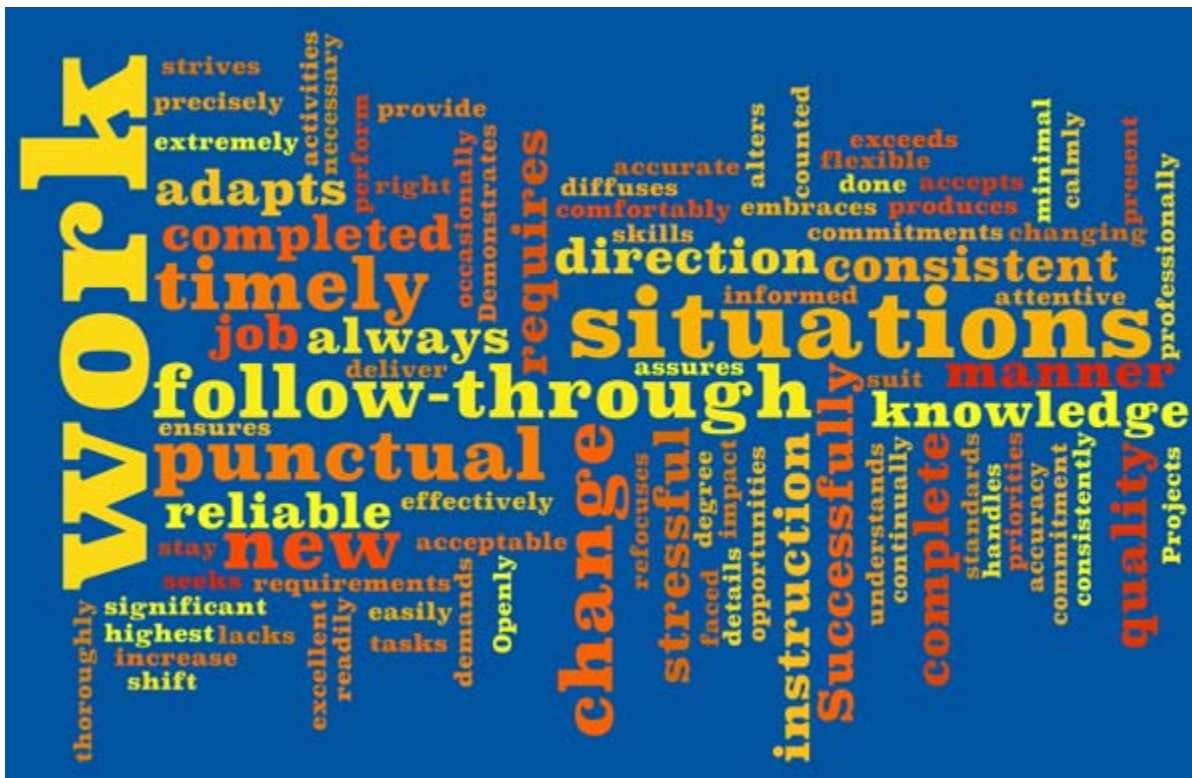
The Correct Answer is:

Mariel is still **Acquiring** the knowledge to be comfortable with this new arrangement. Although she has always demonstrated an appropriate level of decisiveness in her hiring practices and budget work, she is still working on new procedures and acquiring the habits necessary for making these decisions in partnership with the Department Chair.

Section 1: Work Effectiveness

Work Effectiveness Defined: Demonstrates the skills and uses the technology necessary to collect, verify, document and organize information from a variety of sources; uses logic to determine effective solutions; understands job duties, college processes and related work; is dependable and can be counted on to complete work on time and in an accurate manner; can flex and adapt to changing goals and work requirements.

Category Word Cloud



The **Word Cloud** above was created from the definitions contained in the category Work Effectiveness and the related Critical Success Factors. Only those definitions under the levels of achievement for the Excels and On Target were included in the Cloud. Note how the words follow-through, timely, adapts, completed and reliable are among the predominant.

NOTE: All employees and positions in the following exercises are fictional.

Work Effectiveness Exercise 1: Job Knowledge

Background information:



Ingrid has worked as a Technology Help Desk technician for the last three years. Her responsibilities include phone support for software and hardware problems, entering work orders for the technical support staff, working with walk-in customers and maintaining the information in the online support web pages.

Self Check Question:

How would you rate Ingrid on **Job Knowledge** based on the following scenario?

Last year, Ingrid was rated as On Target in this category. Over the last year she has kept up with the changes in technology at the College by learning to support the newly introduced software and keeping up with the new models of computers. It is seldom that she doesn't know how to resolve a customer's problem.

She does a reasonably good job keeping up with the changes to the online support pages but occasionally needs to be reminded to attend to them.

Choose the best answer:

Excels:

Demonstrates complete and accurate knowledge of job; work is always of the highest quality; continually strives to stay informed; requires minimal instruction and direction; always assures that work is done right, thoroughly or precisely.

On Target:

Possesses knowledge and skills necessary to effectively perform the job; seeks opportunities to increase knowledge; is attentive to details and produces work with consistent accuracy; may occasionally require instruction and direction to

complete work.

Acquiring:

Demonstrates appropriate skills to succeed in role; will deliver consistent quality work with additional job knowledge, experience and exposure; has desire to increase understanding of role; requires routine instruction.

Needs Improvement:

Possesses only basic job skills required for the job; makes little effort to increase knowledge; requires regular instruction, direction and oversight to complete routine tasks; inconsistently produces accurate work; shows concern when errors are made but does not make efforts to fix them.

Unsatisfactory:

Lacks skills required for the role; makes no effort to increase knowledge; requires extensive instruction, direction and oversight; produces work that contains notable and careless errors; demonstrates lack of concern for getting details right.

The Correct Answer is:

Ingrid is **On Target** and possesses the skills necessary to effectively perform her job. It is normal for a person in her job to continually update her skills. Many jobs at the College require the employee to keep abreast of changes. She has done a great job helping customers and requires only occasional direction.

Work Effectiveness Exercise 2: Adaptability and Flexibility

Background information:



Vince is the manager of the residential hall, Palm Towers and has worked at the College for 4 years. Palm Towers houses 200 students and Vince supervises 4 residential assistants, one for each floor. Vince is also responsible for providing programming support and training, crisis management, personal conflict intervention and being in an on-call duty rotation.

Self Check Question:

How would you rate Vince on **Adaptability and Flexibility** based on the following scenario?

Last summer, the College closed Palm Towers for a major remodeling project. Previously, the dorm had individual rooms housing two students with common areas for restroom, recreational, laundry, cafeteria and bathroom facilities. The new layout included suites housing 8 students in 4 bedrooms with a kitchen, a laundry and Internet access. The hall retained common recreational spaces with a game room, a theater room and a study lounge.

The new layout greatly changed the way Vince performed his job. During the remodel, he focused his efforts on developing new procedures and processes and providing the necessary training for his staff. As the semester began, his flexibility and calm demeanor helped the students and assistants successfully adjust to the new situation.

Choose the best answer:

Excels:

Successfully alters activities to suit demands of new or changing requirements; embraces and readily accepts change; adapts easily to new situations; comfortably refocuses when priorities shift; successfully diffuses stressful situations.

On Target:

Openly adapts to change; understands impact of change and can be flexible when faced with new situations; handles stressful situations calmly and professionally.

Acquiring:

Open to change; attempts to adapt to new situations; learning to seamlessly shift priorities; may require help to understand the impact of change; learning to adapt to unusual stressful situations.

Needs Improvement:

Focuses on barriers; inflexible and is reluctant to shift priorities or make adjustments when change is necessary; may become defensive or irritated when times are tough.

Unsatisfactory:

Demonstrates a high level of resistance to change; is negative and incapable of shifting priorities when faced with changing situations; unable and unwilling to adapt to change.

The Correct Answer is:

Vince truly **Excels** when it comes to handling monumental change. His responsibilities and those of the people who report to him changed significantly. His willingness to refocus priorities and alter his activities accordingly turned what could have been a very stressful situation into a smooth transition.

Work Effectiveness Exercise 3: Dependability

Background information:



Alyssia has worked in the Registration Department for 5 years. Over the course of time, she has held several positions. She has been in her current position for 2 years. Her responsibilities include , assisting students at the registration desk and assisting students with online registration over the telephone -- she is the primary support person assigned to this task. She has been coached over the past year to work with the phone calls before helping out at the desk.

Self Check Question:

How would you rate Alyssia on **Dependability** based on the following scenario?

Alyssia has been assigned as the primary telephone support person for students using online registration. During her last performance review, her supervisor rated her as Acquiring for Dependability because she had only been assigned the telephone support for about 6 months and was having a difficult time remembering to attend to the calls first.

Alyssia still tends to let the calls go to voice mail and sometimes waits several hours before calling the student back. Over the last year, she has been coached several times on how to prioritize her tasks. However, she continues to attend to the front desk work before helping with the students with telephone support.

Choose the best answer:

Excels:

Work consistently exceeds acceptable standards by a significant degree; extremely punctual and reliable; excellent follow-through.

On Target:

Can be counted on to deliver on commitments and provide quality work; ensures timely follow-through; is reliable and punctual; work is completed in a consistent and timely manner.

Acquiring:

Is enhancing the ability to determine priorities to consistently deliver on projects and tasks; developing skills to ensure commitments are met in a timely manner; may benefit from support in determining priorities and setting schedules.

Needs Improvement:

Work is not consistently completed in a timely manner; often misses or is late with appointments, deadlines and other commitments; does not consistently follow-through.

Unsatisfactory:

Projects and tasks are not completed in a timely manner; is not present and punctual; lacks commitment and follow-through.

The Correct Answer is:

Alyssia was rated **Needs Improvement**. After receiving a rating of acquiring on last year's Performance Review, Alyssia has not demonstrated the ability to correctly prioritize tasks and call the students back in a timely manner.

After a discussion with Human Resources on the proposed rating, the supervisor prepared 3 achievement goals for the upcoming year . The supervisor also worked with HR staff to develop a comprehensive Performance Improvement Plan to provide Alyssia with the Knowledge, skills and abilities she needs to be successful.

included in the Cloud. Note how the words resources, employees, effectively and feedback are predominant.

NOTE: All employees and positions in the following exercises are fictional.

Leadership Exercise 1: Ability to Manage Conflict

Background information:



Alfred is an Admissions Officer who has been with the College for 3 years. His primary responsibility is to recruit, evaluate and enroll an academically accomplished and diverse student body to the College through day-to-day communication with students, parents, secondary school officials and alumni.

Self Check Question:

How would you rate Alfred on **Ability to Manage Conflict** based on the following scenario?

Alfred has demonstrated an ability to help people reach consensus throughout his employment at the College. In one example, over the last year Alfred worked with secondary school officials to develop a new recruitment program for Junior level honors students. Alfred anticipated that there may be some concern on the part of parents so he prepared a plan to assure informed consent.

Alfred was invited to present the plan at a School board meeting and it was questioned by several unhappy parents. Because he had already prepared a comprehensive informational packet, he was able to hand it out at the Board Meeting. Alfred answered the questions presented that evening and asked for contact information so that he could follow through the next day. After hearing their concerns, he formed an advisory group to move the project forward.

Excels:

Strong ability to detect and address conflict in its early stages; always sets a tone for interactions that are respectful and productive; consistently able to

mediate workable agreements.

On Target:

Recognizes the potential for conflict; openly addresses conflict for resolution; looks for win-win solutions; helps find agreement on issues and follows through.

Acquiring:

Developing the ability to recognize and remain objective in situations that involve conflict; may be uncomfortable trying to negotiate agreements; would benefit from observing others who are effective at resolving difficult situations.

Needs Improvement:

Has difficulty recognizing the potential for conflict; when faced with challenging situations, will often respond defensively; has difficulty resolving conflicts in a positive and constructive manner.

Unsatisfactory:

Avoids or aggravates conflicts; frequently involved in confrontations and disagreements; often becomes defensive and emotional.

The Correct Answer is:

Alfred is **On Target** and has demonstrated that he has the ability to anticipate potential conflict and enter into a situation prepared. By forming the advisory group, he created an environment whereby all those concerned had a venue to express their ideas and thoughts and come to consensus. His work is moving the College forward as it strives to meet its goals.

Leadership Exercise 2: Coaching/Developing Others

Background information:



Constantine is the Director of Alumni Programs and has been with the College for 5 years. She supervises one Program Planner and one Program Assistant. She is responsible for the development, marketing, and implementation and evaluation of a comprehensive array of experiential travel and educational programs and events to reach a diverse alumni audience.

Self Check Question:

How would you rate Constantine on **Coaching/Developing Others** based on the following scenario?

During the last year Constantine's department grew by one staff member. The addition of a Program Planner enabled her to concentrate her own efforts on marketing and program evaluation. Before the new staff member started, Constantine developed a comprehensive training plan including weekly activities and a list of resources. After the staff member joined her department, she made sure that she never let great work go unnoticed. If she noticed an action that could be improved upon, she always made sure to provide additional resources and feedback.

At the end of his first 6 months, the Program Planner wrote a note to Constantine's supervisor stating that he appreciated the extra effort and coaching.

Excels:

Able to identify when others are struggling; openly and willingly shares information and resources; regularly seeks to engage others in a constructive learning process.

On Target:

Promotes a positive and supportive environment; provides additional information, resources and support to others as needed; provides appropriate feedback to encourage growth and success.

Acquiring:

Is capable of providing support and development; learning to identify when others need help; developing confidence to approach others, provide assistance and share feedback to encourage growth.

Needs Improvement:

Inconsistent ability to identify when others are struggling; feedback lacks a positive and constructive tone; may become frustrated when others are learning.

Unsatisfactory:

Not willing to provide support or assistance to others; withholds information and resources; lacks empathy when others are learning.

The Correct Answer is:

Constantine is definitely **On Target**. She recognizes that her responsibility as a coach and mentor includes a thoughtful, prepared approach to bringing on a new employee. She demonstrated the skills and ability to necessary to provide appropriate feedback and encourage success.

Leadership Exercise 3: Human Resources Management



Background information:

Kira has been the Library Manager for 3 years. Her responsibilities include ordering books, supervision of the front desk staff, scheduling study room reservations and managing the budget.

Self Check Question:

How would you rate Kira on **Human Resources Management** based on the following scenario?

Overall, Kira has done a great job this last year. She has encouraged her front desk team to work together to find solutions *before* they bring them to her. Each week she holds a staff meeting and as part of the meeting, they discuss the problems they have encountered over the previous week, the solutions employed and how well those solutions worked. As a result, one team member volunteered to develop an operations manual for the front desk based on those experiences.

If Kira finds that a solution proposed by the team is not going to work, she has demonstrated the ability to intervene and redirect. That is, she has no trouble making independent decisions when necessary. She has received positive feedback from team members as well as the library patrons they serve.

Excels:

Intuitively knows when to use a team approach or to act independently; delegates authority in a way that empowers employees; gives effective feedback, even when the message is difficult to deliver; monitors progress and proactively removes barriers to help employees accomplish goals.

On Target:

Can discern when to use a team or individual approach; appropriately delegates authority; regularly provides feedback regarding both strengths and development needs; provides adequate resources for employees to accomplish their goals.

Acquiring:

Developing the comfort and skill to identify and use the appropriate approach when managing people and situations; learning when to delegate responsibility; may be reluctant to give feedback about performance; may benefit from regular meetings with employees to ensure goals are met.

Needs Improvement:

Micro-manages or takes a hands-off approach to many employee activities; does not appropriately delegate duties and responsibilities; has not fully established working relationships based on trust; inconsistently or inappropriately provides feedback to employees.

Unsatisfactory:

Does not manage employee activities; does not hold self accountable for employee and team performance; fails to provide employees with the resources needed to accomplish goals, does not provide appropriate feedback.

The Correct Answer is:

Kira is **On Target** and has demonstrated the skills necessary to avoid micro-managing the front desk team. She has done a great job of delegating responsibility. The team has shown the desire to work together to better accomplish their goals. She clearly leads by example and understands when she must make independent decisions.

Leadership Exercise 4: Fiscal Accountability



Background information:

Jack, the Cafeteria Manager has been with the College for two years. His responsibilities include supervising the staff, planning the menus, ordering supplies and managing the

budget.

Self Check Question:

How would you rate Jack on **Fiscal Accountability** based on the following scenario?

Over the last year Jack has implemented a new "green" program in the cafeteria. One of the largest expenditures in the cafeteria budget was the Styrofoam takeout boxes so popular with the students living in the Palms Tower dorm. After some research, Jack found a new product for takeout items. It is an inexpensive re-usable container that students return to the cafeteria for washing and re-use when they purchase their next meal. Jack has also set up collection boxes in the dorms so they have a convenient spot to drop them off. Jack's new initiative has saved the College 20% of the cafeteria budget.

Excels:

Proactively plans budgetary and financial efforts; maximizes existing financial resources and partners appropriately to identify new funding sources when needed; effectively manages College and departmental resources following financial goals, policies and procedures.

On Target:

Utilizes College resources wisely; is not wasteful; maintains, plans, and projects for budgetary and financial needs; manages budget and related paperwork within policy guidelines; demonstrates the ability to use financial resources effectively.

Acquiring:

Keeps within established budget guidelines; may need assistance in identifying ways to effectively utilize resources; will benefit from additional learning to ensure consistency and timeliness in completing paperwork.

Needs Improvement:

May be wasteful; has difficulty keeping within established budget guidelines; provides inconsistent management of financial resources; regularly submits budget and accounting paperwork incorrectly or late.

Unsatisfactory:

Does not keep within established budget guidelines; fails to use College resources wisely; decisions result in fiscal misuse or waste; demonstrates improper utilization of financial resources; does not follow financial policies and procedures.

The Correct Answer is:

Jack **Excels** and has done a great job of thinking outside the box to maximize existing resources. It isn't often that one finds a way to reduce a departmental budget by 20%. His efforts have been very successful.

Section 2: Goals

"Many of life's failures are people who did not realize how close they were to success when they gave up."

Thomas A. Edison



Employees are expected to establish goals and objectives for the upcoming year with his/her supervisor. These goals may be carried forward from the previous year if still applicable, or they may be new as appropriate. Goal setting should be a participatory process and result in observable, measurable and attainable objectives for the upcoming year. In part A below, the employee and supervisor should review and comment on the achievement of last year's goals. In Section 2, **Part B** of Performance Review Form, the employee and supervisor should establish objectives for the upcoming year. **Part C** should specifically address training and development.

SMART is a common acronym used to evaluate goals. Although the origin of the term is unknown, the SMART goal setting process is often used by experts to describe the essential ingredients of "good" goal setting. A well-rounded goal statement will be:

S	Specific and strategically linked to the "big picture." Should be aligned with College and departmental goals.	Example – Improve student wait times, reduce expenses, complete paperwork, return phone calls, and respond to inquiries...
M	Measurable and clearly outlines what success will look like. Should include measures that can be used to indicate progress or achievement.	Example – By 10%, within 24 hours, without errors, providing accurate and appropriate information...
A	Attainable and something within the employee's control. Make certain the employee can directly impact the result and that targets are realistic.	Example – Over last year...

R	Relevant and meaningful to the employee's job. Should reflect current departmental needs and priorities.	Example – Consistent with our focus on improving customer service, in an effort to facilitate enrollment processes...
T	Time-framed with a clear start and finish. Since reviews are done annually, it should be achievable within a 12-month time-frame.	Example – By the end of the 2 nd quarter, before the start of the fall semester, within 60 days...

Framework for SMART **job** goals, which are related to the College's mission:

- Evaluate and streamline *<Insert Process Here>* process to increase departmental efficiency.
- Reduce expenses by *<Insert Number Here>* % by evaluating current providers and reviewing potential new resources.
- Make recommendations, create project plan and execute activity to introduce technology to the procedure which is currently being done manually.
- Evaluate and make recommendations to improve *<Insert Activity Here>* activity to maximize effectiveness of department.

Framework for SMART **training and development** goals:

- To increase project planning skills, partner with manager and serve as primary contact on *<Insert Initiative Here>* initiative.
- Secure training and resources to help you excel as a first time supervisor.
- Improve follow-through and communication with staff, implement periodic team meetings and provide updates to manager following those meetings.
- Identify a "buddy" to give feedback regarding your communication style. After meetings and other personal interactions, solicit their thoughts on how you conducted yourself and take appropriate action to improve.

Part A: Narrative Describing Achievement of Goals from Last Year

This section should include a narrative describing the achievement of goals from last year.

Part B: Establishment of Upcoming Year Goals

In this section, the supervisor should establish a minimum of three (3) goals that relate to the mission of the college for the upcoming year.

Part C: Training and Development Goals

This section should specifically address training and development goals.

Section 3: Supervisor's Comments

Based on this performance evaluation, the supervisor should check the overall rating of the employee's performance using the following scale:

- Excels
- On Target
- Needs Improvement*
- Unsatisfactory*

This section also provides the supervisor with an opportunity to provide additional comments.

Please Note: * An overall rating of Needs Improvement or Unsatisfactory must be discussed with Human Resources prior to presenting the review to the employee. In addition, a performance improvement plan will need to be created to include time-specific, achievable and measurable levels of improvement.

Performance Evaluation Tips: Avoid Pitfalls

Pitfall - Too Much...

Writing too much on a performance review can result in too many non-descriptive words that can be misinterpreted or cloud key messages. This can also result in a very lengthy discussion that lacks focus.

Pitfall - Too Little...

On the flip side, some managers don't write enough. Some choose to skip comments altogether and only list ratings. This can leave room for misinterpretation or actually de-motivate an employee from performing to their absolute best, even if the ratings are favorable.

Pitfall- Too Late...

If there is any "new news" for the employee that is written on their performance review, it's too late. The golden rule of writing and conducting performance reviews is that there should be NO SURPRISES for the employee.

Pitfall – Too Personal...

Though usually based on good intentions, comments that reach beyond job specifications or sparing someone's feelings with comments that don't match the rating can be confusing for the employee and may create a legal risk for the manager and the College.

Keep it Simple When Evaluating Performance



The most effective way to write a review is to keep it factual, concise and objective. In other words, **keep it simple**.

Following these three guidelines while writing a performance review will provide clear feedback for the employee and serve as a guide for a focused performance review discussion:

What, How and What Now?

1. **What** level of skill or accomplishments the employee demonstrated in this area (the result).
2. **How** the employee demonstrated this skill (the behavior that drove the result, i.e., "Your attention to detail ...") and how often (i.e., occasionally, usually, most of the time).
3. **What Now?** Provide coaching on what the employee should stop, start or continue doing in this area.

Here are some additional recommendations for writing performance reviews:

Avoid Using:

- Long, inflated or pompous sounding words geared to *impress* rather than *express*
- Run-on sentences
- Vague terms
- Statements based on speculation or word mouth

Focus on Using:

Every day language

- The second person singular as if you're speaking directly with the employee (i.e. "You are..." instead of "She is...")
- Facts and behaviors
- Specific examples

Section 3: Supervisor Tips for Conducting the Appraisal Meeting



During the meeting, the following format and communication techniques will help you provide recognition and make employees more open to ideas for improvement:

Open the Meeting by Stating Its Purpose and Format.

- Emphasize that the goal is to objectively review performance and promote improvement.
- Mention the importance of two-way communication.

Discuss the Overview

- Briefly summarize the employee's performance over the last year. Emphasize the positive when possible before noting areas for improvement.
- Review the rating system and definitions within each category.

Give Your Observations and Appraisal of the Employee's Performance for Each of the Designated Areas

- Discuss accomplishments and strengths first. Provide specific examples, offering credit and praise where it's deserved.
- Discuss weaknesses or areas where performance fell short, with specific examples.
- Acknowledge any circumstances beyond the employee's control.
- Focus on this employee; do not compare him/her with any other employee.

Expect Disagreement and Encourage Two-way Discussion

- Try to achieve mutual agreement – agree to disagree only if absolutely necessary.
- Let unhappy employees vent, but don't get into arguments.
- Avoid attacks – keep it objective and use examples and statistics to back up your conclusions.

- Ask if the employee has any suggestions to improve performance.

Work with the Employee on New Performance Goals and Action Plans

- Discuss your measurable personal goals and department goals linking to the College's goals for the next year.
- Offer help (training, coaching) when applicable.
- Discuss a timetable to monitor progress.

Close the Meeting on a Positive Note

- Assure the employee that you want to work together towards further development.
- Summarize agreed-upon actions.
- Have the employee sign the review document and note any comments.

Responding to Reactions

Employee who is Not "On Target"

- State the situation clearly. Emphasize performance, with concrete examples in the "As evidenced by" section following the related critical success factor. Be sure to discuss these examples in the meeting.
- Make employee aware of consequences of poor performance.
- Encourage employee to discuss the problem.
- Coach employee to develop solutions to problem.
- Offer help, agree on action plan, and set frequent follow-ups on progress.

Long-Term Employee

- Show appreciation and don't take for granted.
- Discuss something new that you've observed or would like to see for the new year (goals, accomplishments, etc.).

Employee Who Agrees Too Quickly

- For some people this is a way of avoiding a problem. Probe to see what their real feelings are.

- Make sure employee understands problem and consequences.
- Determine if agreement is sincere and emphasize steps for improvement.
- Establish process to follow up.

Angry Employee

- Let employee blow off steam but don't interrupt.
- Listen and ask open-ended questions to identify the true nature of the challenge.
- State your point of view calmly.
- Don't try to reach agreement if employee stays angry. Set a second meeting.

Employee Who's Just Getting By

- Clarify standards and expectations.
- Ask open ended questions and listen to identify employee's feelings about the job.
- Reinforce strengths and mutually develop a plan for improvement.
- Establish process to follow up.

Employee Who Wants Too Much

- Remind employee that compensation and increase guidelines are set by the College and reviewed periodically to ensure internal and external equity.
- Explain that promotions reward performance over time, perhaps years.
- Let the employee know that career advancement doesn't always involve moving up. Growth can occur by expanding scope in current job or a lateral move.
- Make no promises, and don't let employee infer any commitments.
- Provide a realistic picture of future prospects.

Silent Employee

- Ask open questions to encourage employee to talk ("What do you think of..." "What are your plans for...").
- Listen and show interest.
- Do not feel obligated to fill silences.

Section 4: Employee Comments

In this section, the employee is given the opportunity to state how well they understand what is expected of them in regard to job performance by choosing one of the following:

- Completely clear. I know exactly what is expected of me.
- Usually clear. I seldom have to ask.
- Not clear. I'm unsure of my duties and responsibilities.

The employee is also provided an opportunity to agree or disagree with the performance review and add additional comments.

If the employee would like to meet with a representative of Human Resources to discuss this review, position description or any other area concerning your employment with Edison State College, she/he is encouraged to call Human Resources at (239) 489-9293.

Tips on How to Prepare for Your Performance Review

Your first step is to become familiar with the review process.



Understand that the desired Level of Achievement is "**On Target.**" On Target is the defined standard of excellent performance for each of the critical success factors at Edison State College. When one is On Target, she/he is actively propelling the College forward as it strives to fulfill its goals.

Note that the Level of Achievement "**Acquiring**" is a new concept introduced into the performance review process. When an employee is Acquiring, they are in the process of learning or developing knowledge or skills through experience or through training.

It could be said that the employee is doing an excellent job but has not yet attained the proficiency necessary to earn the On Target rating due to being new to the job, expanding their scope of duties or learning a new position.

A performance evaluation is a *great opportunity* to identify your strengths, areas for improvement and opportunities for the coming year. Strive to use

the time constructively to help assure a rewarding and positive experience for you and your supervisor.

Identify Your Goals

Goal setting can make a significant impact on motivation. A well written goal focuses on results. Review your job description and the goals of your department. Make sure that you review the **goals of the College**. It is each employee's responsibility to think about their job in terms of how it fits into the overall picture. What can you do to help propel the College forward?

Be sure that you and your supervisor have the same understanding of your goals.

Be sure your goals are **SMART goals**.

Document Your Achievements

Give yourself a head start. Keep a file or list of your achievements throughout the year. Try to describe them in specific, behavioral terms. It may also be helpful to provide the list to your supervisor prior to the meeting.

Appendix A: Edison State College Goals 2009/2010

1. Develop and maintain a **learning-centered culture**
 - a. Develop a shared understanding, application and accountability of learning-centered culture
 - b. Identify and remove barriers
2. Provide educational pathways for **under-prepared students**
 - a. Assess and refine current Academic Support Services
 - b. Build a program to foster learning relationships and bridge the gap between ESC faculty and district K-12 faculty in their common disciplines
 - c. Conduct a research based curriculum/program review of DLA education
 - d. Develop programs that target ESL students
3. Provide **vibrant relevant programs**
 - a. Develop a robust program review model
 - b. Build and implement strategies to identify new programs
 - c. Identify and address the programmatic needs of the socio-economic diversity in the region
4. Provide an array of effective **student support services**
 - a. Develop a comprehensive academic support system
 - b. Assess, enhance and implement an effective enrollment and registration process
5. Identify and develop short and long-term **financial, facility and technology resources** of the College
 - a. Allocate financial resources aligned with College priorities
 - b. Develop a process to plan and prioritize facility expansion
 - c. Engage faculty and staff to create a comprehensive plan that will provide the necessary technology for learning and productivity
 - d. Ensure a safe and attractive learning environment
 - e. Develop business guidelines for academic productivity and effectiveness, while preserving academic integrity
6. Promote, develop and retain a culture that supports **professional growth** of faculty and staff

- a. Develop a faculty mentoring program
 - b. Develop an administrative leadership program
 - c. Develop Edison State orientation for all faculty and staff
7. Develop, maintain and enhance **collaborative partnerships**
- a. Develop a strategy to capitalize on our partnerships (Internal & External)
 - b. Create and advocate the legislative agenda while including our partners
 - c. Develop a grant process to serve key aspects of the organization
8. Enhance the **regional image** of Edison State College
- a. Develop a comprehensive marketing plan for the College
 - b. Expand Edison State College's engagement in the region

Appendix B: Internet Resources

[Massachusetts Institute of Technology: Performance Review Guidelines](#)

<http://hrweb.mit.edu/policy/3/3-3.html>

[University of Iowa: The Performance Review Process](#)

<http://research.uiowa.edu/pimgr/?get=review>

[Carnegie Mellon: Performance Reviews](#)

http://www.cmu.edu/hr/hr_services/performance/reviews.html

[Wikipedia: Critical Success Factor](#)

http://en.wikipedia.org/wiki/Critical_success_factor

[RapidBi.com: Determining Critical Success Factors for your Organization](#)

<http://rapidbi.com/created/criticalsuccessfactors.html>

[SelfGrowth.com: How to Deliver Exceptional Customer Service](#)

<http://www.selfgrowth.com/articles/Brothers4.html>

[Sunway University College: 3 Steps to Exceptional Customer Service](#)

<http://alumni.sunway.edu.my/Members/AlumniDigest/CareerBuilder/Pages/3StepstoExceptionalCustomerService.aspx>

[University of Louisville: The Building Blocks of Exceptional Customer Service](#)

<http://louisville.edu/professionaldevelopment/>

[Edison State College: Multicultural and Diversity Blog](#)

<http://www.edison.edu/diversity/blog/>

[Santa Clara University: Markkula Center for Applied Ethics](#)

<http://www.scu.edu/ethics/practicing/focusareas/business/>

[Cornell University: Effective Communication Skills](#)

<http://www.ilr.cornell.edu/library/research/eCornellGuides/managementEssentials/effectiveCommunicationSkills.html>

[Iowa State University: Improving Value-added Communication Skills](#)

<http://www.extension.iastate.edu/agdm/wholefarm/html/c5-116.html>

[Workplace Writers: The OWL at Purdue](#)

<http://owl.english.purdue.edu/owl/resource/681/01/>

[Listening Skills: University of Minnesota Duluth](#)

http://www.d.umn.edu/kmc/student/loon/acad/strat/ss_listening.html

[Understanding Non-verbal Communication: Bnet.com](#)

http://www.bnet.com/2410-13069_23-95607.html

[University of Michigan: Critical Thinking Skills](#)

<http://www.engin.umich.edu/~problemsolving/strategy/ctskills.htm>

[British Open University: Critical Thinking Skills](#)

<http://www.open.ac.uk/skillsforstudy/critical-thinking.php>