Manager Performance Evaluation Guide

The performance evaluation form is to be used for evaluating all non-faculty staff beginning each fiscal year July 1 - June 30 with a final due date of August 1.

To Access the "Performance Evaluation Form" go to:

www.nmhu.edu click on "staff"; go to left margin click on "Online Documents."

Under Source All Areas, select "Human Resources."

In the box below that states Description Contains, type in "**FY17 Evaluation**"

Click "Display."

The form is separated into two sections.

Section One - Performance Review:

The first section is the performance section. The performance section contains 4 performance objectives and a checkbox for the rating. Performance objective #1 asks the rater to assess the employee's performance related to a key University priority.

> **Goal 1** – Support the NMHU mission and priorities by providing academic excellence, academic integration and student success. (Every employee's position exists to support the University's mission and priorities and individual performance can be assessed related to the priorities). For example:
>
> > *Appraisal for a facilities position – Employee effectively maintains buildings insuring that all mechanical systems are in working order so employees and students have a positive work and learning environment.*
> >
> > *Appraisal for an accounting position – Employee met deadlines for period financial close with accuracy insuring that the institution had timely accurate reports for decision-making.*
>
> **Goal 2** – Select the most important job responsibility and assess the employee's performance against that responsibility.
>
> **Goal 3** – Select another important responsibility and assess the employee's performance against that responsibility.
>
> **Goal 4** – Assess employee performance related to their teamwork within the department and with other departments who they work closely with to accomplish the department goals.

Section Two – Goal Setting

The second section involves developing goals for the new fiscal year. These new fiscal year goals will be used as the goals to be assessed the next fiscal years when it is evaluated the following August. The goal setting principles utilize the S.M.A.R.T. methodology. Developing sound goals is critical to managing your own and your employees' performance. Each year you will ask your employees to set goals for the upcoming year/evaluation period. When you ask your employees to

write their goals, teach them to create S.M.A.R.T. goals that support your own goals for the same period.

A **S.M.A.R.T.** goal is defined as one that is **S**pecific, **M**easurable, **A**chievable, **R**esults-focused, and **T**ime- bound. The concept of writing S.M.A.R.T. goals is very important for accomplishing individual goals, which in turn are linked to department and University goals. It is also critical for ensuring good communication between employees and supervisors so there are no surprises during annual performance evaluations.

1. **S**pecific. What will the goal accomplish? How and why will it be accomplished?
2. **M**easurable. How will you measure whether or not the goal has been reached (list at least two indicators)?
3. **A**chievable. Is it possible? Have others done it successfully? Do you have the necessary knowledge, skills, abilities, and resources to accomplish the goal? Will meeting the goal challenge you without defeating you?
4. **R**esults-focused. What is the reason, purpose, or benefit of accomplishing the goal? What is the result (not activities leading up to the result) of the goal?
5. **T**ime-bound. What is the established completion date and does that completion date create a practical sense of urgency?

Use the S.M.A.R.T. Goal worksheet to assist your staff in developing goals for the following fiscal year.

The first goal is the University priority in the HU Vision 2020 that describes Academic Excellence, Academic Integration and Student Success. Develop a goal that supports accomplishing this priority or use one of the other 5 priorities or the HU Core Values to develop a goal that aligns with the HU Vision 2020.

Presidential and Institutional Targets for University Priorities

Academic Excellence, Academic Integration & Student Success:

- By 2019, 90% of all incoming First-year and Transfer students will engage in at least two High-Impact Practices prior to graduating.
- By 2017, all faculty will have participated in an on-campus CTE professional development program on High-Impact Practices.

Strategic Enrollment Management:

- By 2019, HU will have an overall student enrollment of 4,500 students.
- Undergraduate Student retention will increase by 2% per year until we exceed the undergraduate retention rate of our peer institutions.

Vibrant Campus and University Life:

- Campus recreation and intramural sports programs will increase through enhanced programming and staff support as evidenced by local and/or national measures of student satisfaction with campus life.
- HU students, staff and faculty will have the opportunity to participate in more, and more meaningful major cultural events as evidenced by local measures of student, staff, and faculty satisfaction.

Community Partnerships:

- Increased internship opportunities through community partnerships in Las Vegas and Northern New Mexico.
- HU staff will play a more prominent role in community life by virtue of participation on boards and civic organizations.

Technological Advancement and Innovation:

- Create and implement a University-wide Technology Plan by 2017.
- Acquisition and use of critical software to enhance student advising, course scheduling, recruitment, and retention activity.
- Acquisition and use of critical software to streamline business practices.

Enhanced Communication and Efficiency across the University:

- Create and implement a university-wide and unit-specific communication plans. Plans will be evaluated at least every two years and modifications made to strengthen deficiencies.
- Improved university website that is adequately supported and managed, easy to navigate, and accurate.
- Acquisition and use of critical software to streamline business practices.

Example using the HU Core Values:

Excellence
We strive to excel in all that we do. Excellence shapes our choices and actions in education, research, creative activities and service. ***Ideal for developing customer service responsibility in each job description and for developing a goal to assess.***

Diversity
As a Hispanic-Serving Institution (HSI) and an aspiring Native American-Serving Non-Tribal Institution (NASNTI), we welcome national, international, and indigenous students, and consider diversity as our strength. We acknowledge and embrace the cultural values, experiences and multiple identities within our community through inclusion and fairness. ***Goals can be established in how positions deal with a diverse student and employee population.***

Accessibility
We commit to provide opportunity and affordability to all students and professional advancement for all staff and faculty. ***Create an annual professional development plan for every employee include in the plan completion dates and measures.***

Responsiveness
We collaboratively and efficiently address internal and external issues in a timely and respectful manner.
Responsiveness in customer service; timely completion of reports such as financial, audits, HR, etc. Projects require specific timelines.

Why supervisors <u>do not</u> manage performance

Performance Management involves the planning, communication and appraisal of work, giving feedback about work and career and providing appropriate consequence for results.

- No time - too busy doing other things to plan work, discuss progress, evaluate results, coach and reward employees.
- Unwilling or afraid to pass on bad news or handle the type of conflict that may arise when addressing performance issues.
- Fear being criticized if higher management learns of employee performance deficiencies or improvement needs brought to light through documented appraisals.
- Fear of losing good people if they or others become aware of their capabilities and value.
- Not being concerned with employee communication or development: he/she focuses all attention on personal work output and prefers doing things himself/herself to supervising others.
- Emphasis on short-term production, not being sold on the idea that appraisals are essential to the job.
- Not really aware of employee performance or the results required. Focused on performance one day at a time, reacting only after disasters occur.
- Little or no training in how to appraise, evaluate, counsel or coach and uses that as an excuse.
- Prefers to keep people in the dark. Besides avoiding conflict situations, silence protects his/her position and authority from questions.
- Afraid of competition for his/her job – wants to be indispensable by denying information to subordinates and superiors.

Guidelines for Conducting an Effective Performance Evaluation

Prepare yourself and your employee

- Schedule ample time and a private place for the discussion
- Notify the employee in advance, in writing
- Review employee's job description
- Review documentation (notes, letters, files, etc.) before working on the review
- Remember that performance management is a key service to your employees and department

Make it "priority time"

- Create an agenda for the meeting
- Minimize interruptions

Set a tone of collaboration

- Start the discussion on a positive note
- Encourage your employee's participation

Be clear about your purpose

- Reinforce that the discussion will address strengths and areas for improvement

Review performance expectations

- Be clear about performance standards within your unit

Discuss performance that is below, meets, and exceeds expectations

- Use language that is clear and specific; provide examples of performance
- Describe performance, not personality

Ask employee what he/she thinks

- Allow employee to speak freely before responding to his/her comments
- Actively listen to your employee
- Clarify your employee's concerns, then address them

Set goals to:

- Improve performance in targeted areas
- Build on strengths
- Develop the employee's knowledge, skills, and abilities
- Align the employee's work with the needs of the department

Agree to follow up.

- Schedule at least one interim check-in on performance during the year
- Ask how your employee prefers to receive feedback (written, verbal)
- Discuss how your employee likes to be recognized for good work

Close with encouragement.

- Offer your help and support
- End on a positive note by summarizing employee strengths and contribution

S.M.A.R.T. Goal Questionnaire

Goal: _____

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1. **S**pecific. What will the goal accomplish? How and why will it be accomplished?

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2. **M**easurable. How will you measure whether or not the goal has been reached (list at least two indicators)?

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3. **A**ttainable. Is it possible? Have others done it successfully? Do you have the necessary knowledge, skills, abilities, and resources to accomplish the goal? Will meeting the goal challenge you without defeating you?

_____

_____

4. **R**esults-focused. What is the reason, purpose, or benefit of accomplishing the goal? What is the result (not activities leading up to the result) of the goal?

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5. **T**ime-bound. What is the established completion date and does that completion date create a practical sense of urgency?

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