Marywood
U N I V E R S I T Y

Performance Development
Guidebook

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Overview

Overview

The Performance Development Program at Marywood University

As employees of Marywood University, your commitment and performance are critical to our continued success as an institution and to our goal of becoming an excellent employer.

The Performance Development Program is designed to help you plan your performance and future development and understand how to demonstrate Marywood's values. The program is intended to be a collaboration between employees and their supervisors, because communication and involvement is critical to the well-being of the University and our culture.

Successful performance at Marywood is determined by:
  – *How you handle your job responsibilities.*
  – *How you demonstrate our values and goals.*
  – *How you maintain and enhance your knowledge and skills.*

Achieving successful performance requires planning, giving and receiving feedback, and reviewing performance. This guidebook will help you understand the Performance Development Program and your role in it. If you need additional information or clarification, please speak to your supervisor or Human Resources.

Overview

The Performance Development Program at Marywood University *(continued)*

The chart outlined below gives you a 'snapshot' of the program elements and meetings for the performance cycle (12 month timeframe):

Beginning of Cycle	Mid-cycle	End of Cycle
I. Performance Planning	**II. Check-in**	**III. Reviewing Performance**

■ Meet with your supervisor and jointly establish performance expectations through:
  – *Job responsibilities /Goal setting*
  – *Marywood's Core Values and Managerial Competencies*
  – *Development*
 	
■ Management-level and above will be required to define performance goals; other employees are encouraged to define goals as well
	■ All employees are encouraged to have a formal discussion, mid-cycle, with their supervisors to discuss and assess:
	  – *Job performance*
	  – *Changes, if any, to job responsibilities*
	  – *Determine if goals are still applicable; adjust expectations*
		■ Employees and supervisors meet at the end of the cycle to:
		  – *Review achievement (s)*
		  – *Begin discussions to plan for coming cycle*

On-going Coaching and Feedback

Planning

Planning: *Overview*

- The Performance Development Program has been designed around several important concepts:
  - *Good performance doesn't just happen - expectations need to be planned and communicated clearly and feedback should be an on-going process.*
  - *Good performance is the joint responsibility of employees and supervisors.*
  - *Good performance is a function of three major components:*
    - Handling job responsibilities/achieving goals.
    - Demonstrating Marywood's core values and managerial competencies.
    - Continuing to learn and develop.

- This section describes how the planning portion of the Performance Development Program works and is divided into the following sub-sections:
  - *Planning Overview*
  - *Job Responsibilities/Goal Setting*
  - *Marywood's Core Values*
  - *Marywood's Managerial Competencies*
  - *Continuous Learning and Development*

Planning: *Overview* (continued)

"*What am I going to do this performance cycle and how am I preparing myself for the future?*"

- At the beginning of the cycle, you will meet with your supervisor to plan for the coming cycle. At this meeting you will discuss the following:
  - *Your regular job responsibilities*
    - Review your job description to ensure that it is accurate. Discuss any changes with your supervisor and agree to a revised job description. Submit the revised job description to Human Resources.
    - See page 8 for details.
  - *Setting goals*
    - Everyone with management responsibility is required to set goals. For individuals without management responsibility, goal setting is strongly suggested, but not required.
    - Goals should reflect the University's objectives, as well as your department's goals; more information on how to define your goals is outlined on pages 9-19.
  - *Marywood's Core Values*
    - Marywood's distinctive culture is closely tied to how we treat each other and how we demonstrate our values.
    - The Performance Development Program describes four core values that everyone who works for Marywood is expected to demonstrate.
    - These values and how they can be demonstrated are outlined on pages 20-24.
  - *Marywood's Managerial Competencies*
    - Individuals with management responsibility are also expected to demonstrate managerial competencies, in addition to the core values.
    - These competencies and how they can be demonstrated are outlined on pages 25-28.
  - *Continuing to learn and develop*
    - As an institution of higher education, we encourage all of our employees to strive to continue his/her learning and development, either within their own job or in preparation for another job at Marywood.
    - See page 29 for more information.

Planning: *Overview* *(continued)*

"*What am I going to do this cycle and how am I preparing myself for the future?*" *(continued)*

- Once you and your supervisor have agreed to your plans for the coming cycle, *your supervisor* will document your plans on the Review Form (a sample is shown in the Forms and Processes section of this Guidebook).
    - *The form provides an area to outline your five most pertinent job responsibilities, your top five goals, as well as plans for development. After your discussion, your supervisor will record this information on your Form and provide a copy to you and keep a copy for himself/herself.*

- Be sure that you clearly outline your plans, because this Form will be used for a mid-cycle check-in and at the end of the cycle for your annual performance review. Your descriptions do not have to be lengthy or complicated. It is more important that they are clear, accurate and complete.

Job Responsibilities

- Handling your job responsibilities effectively is the determining factor in your continued employment and success at Marywood.

- Depending on the nature of your job, your responsibilities may be very clear and easily documented. In other cases, job responsibilities may be more broadly defined.

- Regardless of your job at Marywood, you should have an accurate, current job description that will be used as a reference in planning and reviewing your performance.

- At the start of the performance cycle, you will be asked to document your major job responsibilities. While accomplishing all responsibilities is important, list up to 5 major areas of responsibilities. These will be the areas that will be emphasized most heavily and documented on your Performance Development Form.

Goal Setting

What is a goal?

- An explicit statement that describes a desired, important result or accomplishment that will support or have impact on the success of the University and/or department goals.

- The majority of goals will directly relate to your regular job responsibilities, although, on occasion, you may be asked to take on responsibility for something outside your usual area.

Why set goals?

- Well-developed and clearly articulated goals are important because they:
  – *Serve as a roadmap to follow during the course of the cycle and will ensure that your individual activities support the University's overall goals.*
  – *Ensure that everyone is working toward the same overall purpose or mission.*
  – *Communicate priorities and focus individual and group efforts on the most important activities.*
  – *Help manage performance effectively and reduce the subjectivity involved in reviewing performance.*
  – *Enhance planning and coordination among departments and co-workers.*

Who should set goals?

- Everyone who has managerial responsibility is required to set goals. Since goal-setting can be a very helpful process, others are strongly encouraged to set goals.

Goal Setting *(continued)*

What is the process for setting goals?

- Identify 3 - 5 important goals (These are critical focus areas; however, other job responsibilities continue to be important).

- Prioritize each goal.

- With your supervisor, discuss activities needed to successfully achieve the goal and range of expected results.

- Identify and schedule required resources, including materials, participation of others, etc.

- Use the SMART model to set goals. Define any terms which may be ambiguous or subject to interpretation.

S pecific

M easurable

A cknowledged

R easonable

T imely

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Goal Setting *(continued)*

S *- Specific*

■ Develop goals that are clearly and specifically defined so that expectations are well-understood. Objectives should support and contribute to broader goals of your work unit, department, and ultimately, the University.

Marywood University Goals

VP Areas

Department Goals	Department Goals	Department Goals
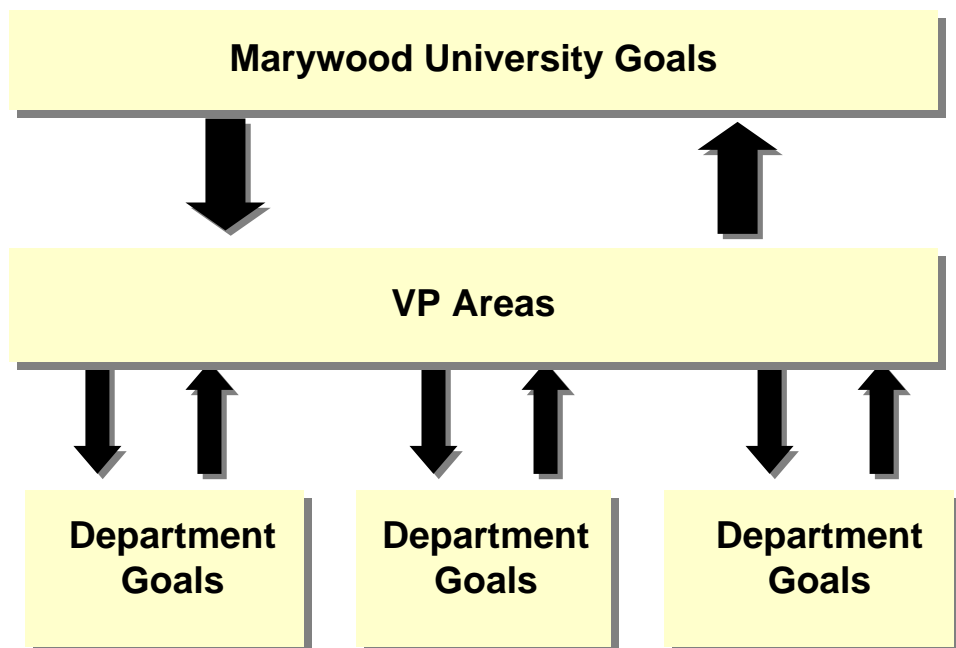
Goal Setting *(continued)*

M *- Measurable*

- Define goals in "measurable" terms, whether quantitative or qualitative, so that intentions are clear and performance reviews are objective.

Some examples include:

Quantitative
- Increase applications for admissions from ____% to ____%.
- Improve student satisfaction survey ratings ____% to ____%.
- Reduce cost of running ABC program, without reduction in quality or enrollments.

Qualitative
- Develop education and training program for admissions counselors.
- Improve administrative efficiency in financial aid office.
- Introduce new systems for processing course changes.

Goal Setting *(continued)*

A *- Acknowledged*

- Goals must be clearly understood and accepted as important and appropriate by you and your supervisor. This occurs most effectively when you work together to develop and articulate objectives.

- At times, you and your supervisor may disagree as to whether a goal is appropriate or not. Ultimately, your supervisor will make the final decision, but ideally you should discuss and mutually agree upon the decision. Some questions to ask include:
    - *Do you have control over the outcome of the goal?*
    - *Is the goal related to your job and consistent with your department's goals?*
    - *How does your goal fit into the overall department strategy?*
    - *What would happen if the goal were not set and not achieved?*

Goal Setting *(continued)*

R - Reasonable

- Goals must be challenging, yet reasonable. Answer these questions to help you determine if your goal is reasonable:
  - *Can it be met within internal and external operating constraints?*
  - *Are the appropriate resources (time, money, people, know-how) available?*
  - *Can it be completed within the cycle, or can measurable progress be made during the cycle?*
  - *Can it be accomplished without significant disruption to daily work responsibilities?*

Goal Setting *(continued)*

T - Tied to a Timetable

■ Goals should also describe a timetable for accomplishment, generally within a single performance cycle. If the ultimate result will take more than one cycle to achieve, identify milestones which can be reached and measured (or identified) during the performance cycle.

– *Note: The pilot program cycle will be a twelve month pilot, from March 01, 01 to February 28, 02, with plans to implement the program to the entireUniversity population effective for the performance cycle of March 01, 02 to March 01, 03.*
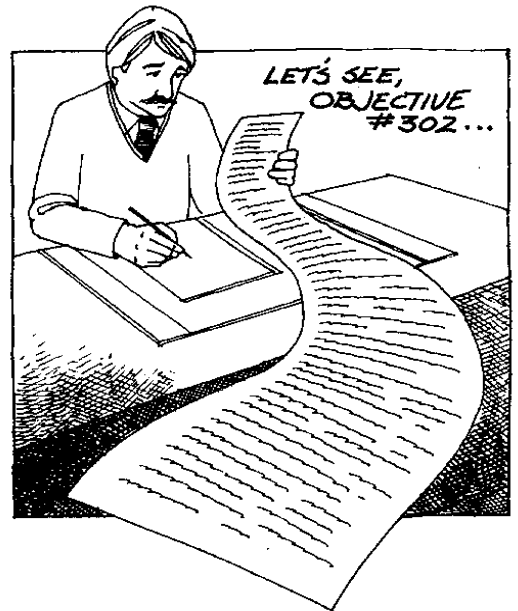
PERFORMANCE CYCLE

3 / 1 / 01   **02/28/02**

Set Goals

**Goal attained
or
milestone reached, if
multi-cycle goal**

Goal Setting *(continued)*

Some common pitfalls when setting goals:

Setting Too Many Goals

- More than about 5 goals generally means you have selected goals that may not be the highest priority.

- Tracking and managing more than 3 to 5 goals can become overly time-consuming.

Goal Setting *(continued)*

Some common pitfalls when setting goals (cont'd):

Unclear Accountability

■ Someone must be accountable for the achievement of the goal. Without this, work may proceed with no one truly accountable.

■ This is especially common when teams of several people work closely together on highly interrelated work.

■ It may be necessary to divide a goal into segments to be assigned to different people.

Goal Setting *(continued)*

Some common pitfalls when setting goals (cont'd):

Unclear Expected Results or Measures

■ Goals need to be clear about the *qualities or measures* of the expected results.

■ When you and your supervisor don't have the same vision of what the results will actually look like, you may think you agree on goals but blissfully march to different drummers until you realize that you disagree on whether or not the goal has been achieved.
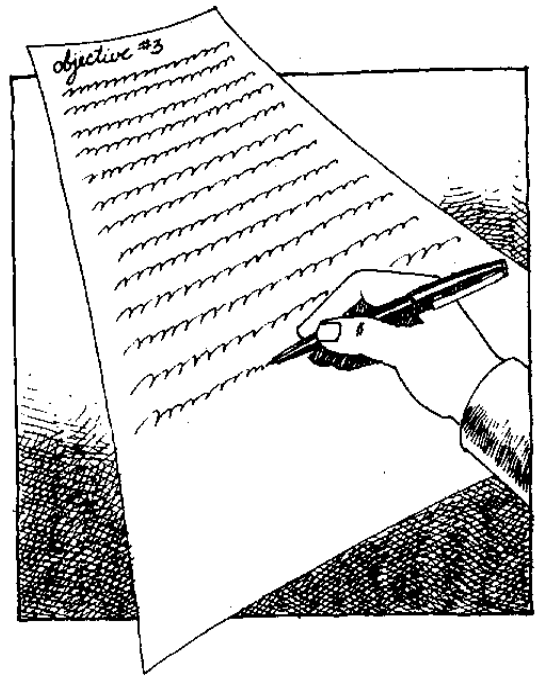

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Goal Setting *(continued)*

Some common pitfalls when setting goals (cont'd):

Overly Wordy Goals

■ When goal statements are wordy, they obscure what the performance expectations really are. The focus gets lost in the fine print.

■ Wordy goals confuse people and don't communicate expectations that are mutually clear.

Core Values

☐ Marywood University's values and mission (of the education of men and women of all ages in undergraduate/graduate and continuing education programs) are important to our leadership and employees. In order for us to further our mission and to remain an enjoyable place to work, we all need to demonstrate these values in our day-to-day interactions.

☐ The Performance Development Program incorporates Marywood University's five Core Values that everyone working at the University is expected to demonstrate regardless of your role. These values are described by behavioral indicators (which are examples of how each value can be demonstrated in the workplace). These core values are:
- Catholic Identity
- Respect for each person
- Empowerment
- Service
- Commitment to Excellence

☐ Each employee will be held accountable for demonstrating these values .

Core Values *(continued)*

Core Value: Catholic Identity

Definition:

☐   A commitment to spiritual, ethical and intellectual values in the context of a faith community.

Examples:

☐   Respects Catholic vision and goals; behaves in a manner respectful of Catholic tradition.

☐   Is honest in all dealings with all contacts.

☐   Acts in accordance with accepted ethical standards of professional conduct; refuses to violate ethical standards.

☐   Shows confidence in intentions of others; trusts people to do the right thing unless they prove otherwise.

☐   Respects the confidentiality of personal information he/she has learned about others.

☐   Admits mistakes and seeks a positive outcome to the situation or relationship.

☐   Avoids any actions that jeopardize or compromise one's own integrity or that reflect poorly on the University.

☐   Addresses behavior at odds with the University's values and holds others accountable for supporting these values.

☐   Incorporates the elements of Catholic Social Teaching as appropriate.

Core Values *(continued)*

Core Value: Respect for Each Person

Definition:

☐ Respect for the value of each human being, for diversity in the context of vibrant community, and for the earth and all creation.

Examples:

☐ Treats students, alumni, parents, faculty, co-workers, and the general public with respect, dignity and courtesy, and expects others to do the same (e.g., makes sure that when someone makes a mistake, that person is not ridiculed or humiliated).

☐ Demonstrates a concern for community (e.g., fostering the connection between "the 'good life' and life that is good for all" – Sr. Anne Munley, IHM, Inaugural address, 10-19-07)

☐ Treats students, alumni, parents, faculty, co-workers, and the general public fairly and equitably; demonstrates a concern for protecting the rights and diverse interests of others.

☐ Demonstrates a concern for the environment and resources of the University (e.g., being a good steward of utilities and supplies)

☐ Observes one's effect on others through non-verbal cues and modifies communications style to strengthen one's message.

☐ Demonstrates a concern for the safety of one's work environment, co-workers, students, and the community.

☐ Demonstrates respect and care for one's own health, for the health of one's family and the Marywood community as a whole.

Core Values *(continued)*

Core Value: Empowerment

Definition:

- [ ] Education to enable access and to empower the underserved to take a full role in the life of the broader society.

Examples:

- [ ] Supports and encourages others as we strive to develop our own full human potential.
- [ ] Promotes an environment in which students, alumni, parents, faculty, co-workers, and the general public feel comfortable to express their needs and opinions.
- [ ] Listens attentively to ideas and concerns of students, alumni, parents, faculty, co-workers, and the general public; makes these groups feel heard.
- [ ] Makes self available, approachable, and open to dialogue.
- [ ] Tailors communications to the needs and viewpoints of the audience (e.g., uses familiar language, concrete examples and an appropriate style).
- [ ] Facilitates opportunities for the advancement and betterment of individuals.

Core Values *(continued)*

Core Value: Service

Definition:

- ☐ Rooted in the deep belief that learning and scholarship serve the global community is the belief in the value of the diverse types of work that support that service, and the preparation of students for leadership by participation in service.

Examples:

- ☐ Ensures that operating or process disruptions are invisible to students, alumni, parents, faculty, co-workers, and the general public and will not affect their satisfaction.
- ☐ Anticipates future needs; regularly monitors satisfaction and improves approaches, work flow and responses as necessary.
- ☐ Demonstrates strong commitment to students, alumni, parents, faculty, co-workers, and the general public by ensuring high-level presence during critical times or events.
- ☐ Ensures that requests from students, alumni, parents, faculty, co-workers, and the general public are addressed promptly and appropriately.
- ☐ Follows up to be certain that problems have been resolved to the satisfaction of students, alumni, parents, faculty, co-workers, and the general public.
- ☐ Before making commitments, obtains involvement and input from appropriate sources and ensures that expectations are clear.
- ☐ Supports campus service projects and where appropriate actively participates (e.g., service trips, food drives)
- ☐ Embraces a spirit of service to the greater community (e.g., board memberships, non-profit organization volunteers, emergency relief services)
- ☐ Share time, talent and resources with one's department, the University, and the community at large.

Core Value: Commitment to Excellence

Definition:

- ☐ The belief that the work of education has the capacity to forward the kingdom of God, in broad and varied ways, leads us to care passionately for the quality of the mission of Marywood.

Examples:

- ☐ Accepts personal accountability; takes responsibility for seeing things through to a successful completion.
- ☐ Pitches in and works with others, in unusual circumstances or when necessary, to get the job done well.
- ☐ Keeps focused on one's own performance goals, despite adversities.
- ☐ Aligns one's performance goals with the goals of the department, the area, and the University.
- ☐ Makes personal sacrifices when necessary to successfully accomplish the job.
- ☐ Shows a strong sense of urgency about solving problems and getting the work done effectively and efficiently.
- ☐ Meets or exceeds internal and external benchmarks for quality.
- ☐ Keeps current in one's discipline through professional development.
- ☐ Works through setbacks and recovers from disappointments.
- ☐ Reaches out for help and to help others, when needed, to get the job done effectively.

Managerial Competencies

- In addition to Marywood's core values, individuals with supervisory responsibility will be expected to demonstrate and be held accountable for the following **Managerial Competencies**:
    - *Managing Performance*
    - *Managerial Communications*
    - *Coaching and Mentoring*

- Each supervisor will be held accountable for demonstrating these competencies.

Managerial Competencies *(continued)*

Managerial Competency: Managing Performance

Definition:

■ Ensures that employees understand and fulfill their work responsibilities and roles.

Indicators:

■ Serves as strong supporter of employees within the Marywood community.

■ Ensures that employees have a clear set of job responsibilities and performance expectations.

■ Monitors progress, tracks performance, and identifies problems that require attention, through formal and informal means.

■ Helps employees to achieve job goals (e.g., acts as coach/guide, removes obstacles, acts as a buffer, identifies training needs).

■ Allows others more than one chance to prove themselves.

■ Takes prompt action to praise good performance and remedy performance problems.

■ Provides one's employees with opportunities to increase their capabilities and enrich their work experience.

Managerial Competencies *(continued)*

Managerial Competency: Managerial Communication

Definition:

- Keeps employees current on information related to the broader Marywood community and provides constructive and timely feedback to employees.

Indicators:

- Acts as a liaison between employees and the Marywood community by keeping employees appropriately informed about University-wide issues and communicating staff's viewpoints back to senior management.

- Sets and communicates performance standards that are specific and measurable.

- Articulates expectations for appropriate behaviors to generate effective performance and support University values.

- Provides specific feedback and constructive suggestions to identify and address performance problems.

- Provides performance feedback – critical and positive – as soon after an event as possible, and not just at performance review meetings.

- Is firm when dealing with performance problems; addresses problems immediately; lets employees know what is expected of them and by when.

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Managerial Competencies *(continued)*

Managerial Competency: Coaching and Mentoring

Definition:

- Helping others increase capabilities, maximize potential and recognize options.

Indicators:

- Places priority on developing others and feels personally rewarded by their progress.

- Communicates an active interest in helping others with career decisions or developmental needs.

- Looks for opportunities to coach/mentor employees; makes time available for coaching activities.

- Shares knowledge, insights, and experiences from own career to help others develop (e.g., by easing apprehensions, suggesting strategies, recognizing problems).

- Tailors coaching to individual needs and learning styles.

- Helps others develop the relationships, knowledge/skill, and contacts required for success.

- Knows when to get involved and when to step back and let the employee handle a situation independently.

Continuous Learning and Development

- Marywood University supports and encourages all employees to continuously learn and grow professionally.

- As an employee of Marywood, you are expected to strive to continue to learn and develop, either to enhance the way you perform in your own job or to prepare you for another job at Marywood.

- This continuous learning can occur in many ways:
  - *Taking on special projects, working on a committee in an area outside your field, etc.*
  - *Cross-training in a related area*
  - *Formal training programs*
  - *Self-study courses*
  - *Independent research*

- Both employee and supervisor are encouraged to take an active role in employee development:
  - *You and your supervisor will discuss and document your development plans for the performance cycle at your initial planning meeting and again at the end of the cycle when you review your performance achievements.*

Giving & Receiving Feedback

Giving and Receiving Feedback

"How am I doing?"

- Most employees want to do well in their jobs and welcome honest feedback and appropriate coaching. Receiving feedback from your supervisor will help you understand what you've done well and what can be improved.

- At a minimum, you will get formal feedback from your supervisor at the end of the performance cycle. Ideally, you will also have a formal check-in at mid-cycle and regular, informal discussions throughout the cycle.

- Feel free to ask for feedback if your supervisor isn't providing it often enough or if you need more specific information. If you and your supervisor work together, you will both benefit.

Giving and Receiving Feedback *(continued)*

Giving Feedback

Feedback should be positive as well as constructive

- Positive reinforcement continues to be the most effective motivator. Take the opportunity to provide sincere, positive feedback. Thank employees for their work and their efforts.

Take advantage of "teachable moments"

- If something occurs that warrants praise or corrective coaching, address it immediately. This is fair to the employee and is more likely to end positively than if you waited until a formal meeting.

Make sure you have all information and understand the situation

- Situations are not always as they seem on the surface. While some actions are unacceptable at all times (yelling at a colleague, for example), others may be appropriate given the circumstances.

Respect the employee's privacy

- Praising someone in public may not be much of a problem (although some employees may be embarrassed by it), but public reprimands are always inappropriate.

Keep your feedback and coaching in perspective

- While you should not let poor behavior or performance continue, consider the big picture before giving feedback. For example, your feedback to someone who consistently violates performance standards would be very different from that given to someone who normally follows standards.

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Giving and Receiving Feedback *(continued)*

Giving Feedback (continued)

Document your feedback in writing when appropriate

- Receiving feedback in writing generally makes a significant impression, so this should be used carefully. Receiving a letter of thanks or praise for exceptional performance will go a long way to making an employee feel appreciated. Conversely, receiving a memo that reinforces feedback on performance infractions will help the employee understand the seriousness and may help ensure greater efforts towards improvements. (If the situation is likely to result in a termination, documentation of performance issues and of notification to the employee is critical.) Keep in mind, however, that feedback in writing should not take the place of discussions with employees.

Be specific

- The goal of feedback and coaching is to enable the employee to perform to the best of their abilities. To do this, they need to understand clearly what they have done well and what needs to improve. Be as clear and specific as possible; avoid general, vague comments.

Demonstrate your support

- Make it clear that you support your employee and will work with him/her to succeed, and follow through on this commitment.

Giving and Receiving Feedback *(continued)*

Receiving Feedback

Remember that feedback is a good thing

- Receiving feedback helps you know what you do well and what you need to improve. This information can help you be successful at Marywood.

Do not get defensive

- It is not easy to hear less-than-positive feedback. However, if you let yourself get defensive, it will be very hard to learn from the feedback. Relax and listen to what is being said. Ask for clarification if you need it. Ask to think about it and talk later if you feel you need more time.

You have a right to clear, honest feedback

- If your supervisor does not initiate giving feedback, ask to set up a time to talk.

- If the feedback you get is unclear or is superficial, ask for more details. If you cannot get it, consult Human Resources for advice.

Reviewing Performance

Reviewing Performance

The Formal Review Meeting

- At least once during the twelve-month cycle, each employee and his/her supervisor must meet to review the employee's performance. This discussion will cover performance in all three program components:
  - *Job Responsibilities/Goals*
  - *Marywood's Values*
  - *Development*

- Ideally, this meeting should be a highly participatory discussion.

- The information on the following pages describes the roles of the employee and the supervisor in this annual meeting.

Reviewing Performance *(continued)*

Employee's Role

Prepare for the Performance Review meeting

Conduct a Self-Review

- Before the annual review meeting, each employee should complete a self-review. This process enables the employee to think through his/her performance and prepare for the performance review. Below are some things to think about:

Review your job description and the top five job responsibilities that you outlined on your Performance Development Form during the beginning of the cycle

  – *Evaluate your performance compared to your responsibilities and think about ways to improve.*
  – *If the job description isn't accurate, draft a revised description for discussion with your supervisor.*

Describe your involvement in special events or projects

  – *Were there any unusual events or projects that you were involved in? Think about what you did in these instances – what you are proud of and what could have been handled differently.*
  – *Identify any additional contributions to the department or Marywood, beyond your regular job responsibilities.*

Identify ways to improve your performance

  – *Think about what you need to work on – technical skill development, efficiency, speed, accuracy – and develop some initial plans to address these areas, including the resources you may need.*

Complete the self-review on the Performance Development Form and bring it to the meeting with your supervisor

  – *Based on your reflection of your performance, complete the annual portion of the self-review on your Performance Development Form. An example of the Form is provided in the back of this book. The sections to complete are the annual review under job responsibilities, goal setting, core values, managerial competencies (if applicable) and the overall performance review rating.*

Reviewing Performance *(continued)*

Employee's Role

Prepare for the Performance Review Meeting (cont'd)

Conduct a Self-Review (cont'd)

Complete the self-review on the Performance Development Form and bring it to the meeting with your supervisor (cont'd)

– *The performance review definitions are outlined in the Forms and Processes section of this Guidebook. Use these definitions as a Guide in rating your performance. Please provide written text to support your ratings. Add additional blank pages to the Form, if needed. Bring this completed Form and bring a copy of it to aid your discussion with your supervisor. The form also provides the space for the same information to be discussed and documented for a mid-cycle review.*

What Happens After the Meeting?

■ After the meeting, your supervisor will take your partially completed Performance Development Form and complete his/her section. Upon their written feedback, they will return the Form to you for your review and signature. You will then return the Form to your supervisor, a copy will be made for you and your supervisor and the original will be sent to Human Resources.

Reviewing Performance *(continued)*

Employee's Role

Prepare for the Performance Review Meeting (cont'd)

- To recap, an employee should compile their thoughts and supporting examples on performance relative to goals and regular responsibilities, competency demonstration and professional development. The following reflective questions should prove to be helpful in conducting a self-review, in addition to the information provided on the previous pages:

    - *What are my strengths in performing my job?*

    - *What are my major accomplishments over the last year?*

    - *How have I effectively demonstrated Marywood's values?*

    - *In what areas of my job do I need to improve?*

    - *In what areas do I need more training and experience?*

    - *How can my supervisor help me do my job better?*

    - *What have I done in the area of continuous learning?*

    - *What are my professional goals for the coming year and over the next few years? What developmental steps will I need to accomplish to do this?*

Participate in the Performance Review Meeting

- Take an active role in the Performance Review meeting.

- Discuss your self-review with your supervisor, acknowledge areas for improvement, discuss areas of strength, discuss your plans for the future.

Reviewing Performance *(continued)*

Supervisor's Role

Prepare for the Performance Review Meeting (cont'd)

Collect and review pertinent information
■ Prepare for the meeting by collecting and reviewing any information and documentation related to the employee's job, goals and performance over the cycle.

Review the job description and the top five job responsibilities that were outlined on your Performance Development Form during the beginning of the cycle
– *Jobs evolve over time, and the annual review meeting is an ideal and logical time to review the job description and modify it as necessary. Document any changes and be prepared to discuss them with the employee. Generally, supervisors and employees have a similar understanding of the job content, but occasionally there is disagreement. This is particularly likely when the employee works for several people (for example, administrative assistants) or when the employee works in a different location from the supervisor.*
– *The top five job responsibilities are also the key areas that the employee's performance should be based on. Review those, which were documented on the Performance Development Form, and be prepared to discuss the employee's performance with him/her.*

Review goals (if applicable)
– *Review the goals for the cycle and determine if they are still valid. Develop a preliminary assessment of whether the employee has achieved the goal. Be open, however, to discussing goal attainment and possibly changing your initial views. The employee should be able to provide you with information on goal attainment, but also on the circumstances that impacted the achievement or failure to achieve the goal.*

Reviewing Performance *(continued)*

Supervisor's Role *(continued)*

Prepare for the Performance Review Meeting (cont'd)

Collect and review pertinent information (cont'd)

Review any other pertinent documentation

– *Review any notes you may have taken during the cycle to refresh your memory on the employee's performance. If no other documentation exists, try to think back for the entire cycle to understand patterns of behavior and performance. The objective is to understand the employee's overall performance, not just the last couple of months, or the extremes of performance (either very good or very bad). An exception, however, is any change in the pattern of performance. Also make sure you think of Marywood's values and how the employee has demonstrated them throughout the cycle.*

Seek input from others

– *Seek input from others with whom the employee works. This helps provide a full view of performance and may highlight areas of particular interest/expertise or areas for improvement that you may not see as the direct supervisor.*

Participate in the Performance Review meeting

■ This is a very important meeting, and ideally should be as participatory as possible. The goal is not just to give a performance review, but also to help the employee plan for the future (both in the job and in his/her career at Marywood) and ensure optimum performance.

Schedule the performance review meeting

– *Schedule a mutually convenient time for the performance review meeting. Allow about 1 – 1½ hours for discussion time. Identify a private, comfortable space that is conducive to conversation and avoid interruptions.*

Be on time and do not reschedule the meeting

– *This is an important meeting and tardiness or rescheduling is disrespectful and can send the message that the process is unimportant to you.*

Reviewing Performance *(continued)*

Supervisor's Role *(continued)*

Participate in the Performance Review meeting (cont'd)

Do not surprise the employee

– *If you've been diligent about on-going feedback, the meeting will be a formal way to discuss and document performance. This should not be the time to surprise the employee with unexpected criticism.*

Give the employee time and space to speak

– *Some employees may feel ill-at-ease at this meeting – for many employees, a performance review can be intimidating – and may need you to help them feel comfortable:*

- Ask open-ended questions and allow ample time for the response.
- Do not assume you know what the employee has to say.
- Listen to the whole story, do not jump in and do not get defensive. Try to understand the employee's point of view.
- Share information that will help the employee understand things more clearly, but do so in an informative, non-judgmental way.
- Clarify and summarize what you have heard, so that everyone is clear.

Recognize common barriers to accurately reviewing performance

– *The chart on the following page describes some common barriers to accurately reviewing performance. Keep these in mind as you go through this process.*

What Happens After the Meeting?

■ After the meeting, please review your notes and recollections of the performance discussion. Take the employee's partially completed Performance Development Form and complete the sections outlined for the supervisor. The comments transferred onto the Form should coincide with the feedback you provided to the employee during the meeting. The sections to complete are the annual review under job responsibilities, goal setting, core values, managerial competencies (if applicable) and the overall performance review rating.

Reviewing Performance *(continued)*

Supervisor's Role *(continued)*

What Happens After the Meeting? (cont'd)

- The performance review definitions and the Form are outlined in the Forms and Processes section of this Guidebook. Use these definitions as a Guide in rating the employee's performance. Please provide written text to support your ratings. Add additional blank pages to the Form, if needed. Upon completion of the Form, forward it to the employee for his/her review and signature. Upon receipt of the Form, have a copy made for you and the employee and send the original to Human Resources.

Reviewing Performance *(continued)*

Halos and Horns	Allowing outstanding or unsatisfactory performance in one area to influence your evaluation of performance in other areas.
Dramatic Incidents	Looking only at extraordinary behavior, whether good or bad, and downplaying more subtle efforts.
Recency	Evaluating performance according to most recent events, not considering performance throughout the period. (However, it is important to notice and address any changes in the pattern of performance whether positive or negative).
Past Record	Being influenced by previous performance and assuming the employee will continue to perform the same, with neither improvement nor decline.
Similarity	Reviewing those similar to us more favorably than those who are different.
Leniency	Not communicating difficult messages strongly enough, in order to avoid hurting someone's feelings.
Central Tendency	Assuming everyone is about average; avoiding having to admit someone's performance is better or worse than another's.
Strictness	Establishing unreasonably high standards and being overly critical.
Lack of Information	Making evaluations with incomplete information.
Laziness	Unwilling to thoroughly analyze employee's performance.
Avoidance	Reluctance to discuss problems.

Forms and Processes

Forms and Processes

Performance Review Definitions

- Outlined on the following two pages are the performance definitions for Marywood's program. These definitions are to be used by both employee and supervisor in benchmarking the employee's performance at both mid-cycle and annual performance meetings:

Role Model	- Meets and exceeds individual goals and consistently performs regular job responsibilities in an exemplary manner. Contributes significantly to the broader goals of the department/function and/or the University. (We recognize that the outcomes of all goals may not be under the employee's full control. In evaluating performance, consideration will be given to the efforts and process related to trying to accomplish the goal.) - Understands interrelationships and interdependencies between departments and functions, and the implications for own work. Uses understanding to assess situations, prioritize and solve problems, and make appropriate decisions to reach a satisfactory conclusion, even in situations that are outside the usual definitions of the job. Effectively handles complex, unusual, urgent and/or highly sensitive situations. - Anticipates and takes on additional duties beyond core job with the same degree of seriousness, care and thoroughness as demonstrated in regular job responsibilities. - Takes and demonstrates ownership for work. **New Employees/Recently Promoted:** While new employees are not prohibited from being considered Role Models, this designation should be used with caution for new employees. "Role Model" is a difficult designation to achieve, as it generally requires observation of performance over time and high levels of performance in a variety of areas that may not be observable within the first cycle of employment at Marywood.
Successful	- Consistently meets individual goals. Contributes to the performance of the department/function by performing job responsibilities and requirements in a consistent, reliable, professional manner. (We recognize that the outcomes of all goals may not be under the employee's full control. In evaluating performance, consideration will be given to the efforts and process related to trying to accomplish the goal.) - Takes ownership for completing and checking own work, completes projects and duties in a timely, accurate and thorough manner. Appropriately balances working independently with seeking advice/collaboration when necessary for a satisfactory outcome. **New Employees/Recently Promoted:** This would be an appropriate designation for new employees still learning the job, if their performance is consistent with the normal expectations for a new employee with similar skills, experience and capabilitie.s

Forms and Processes *(continued)*

Performance Review Definitions (continued)

Needs Development	■ May not consistently meet individual goals. May not satisfactorily or consistently contribute to the department/function's performance. May not be consistently reliable in handling own job responsibilities appropriately. May need more supervision than is expected for the nature of the job, either to ensure that the work gets done or to ensure quality (We recognize that the outcomes of all goals may not be under the employee's full control. In evaluating performance, consideration will be given to the efforts and process related to trying to accomplish the goal.) ■ **New Employees/Newly Promoted:** While new employees may not effectively perform all job responsibilities in their first year with Marywood, this designation should only be used if the new employee is not meeting the normal expectations for someone with similar skills, experience and capabilities who is still learning the job.
Unsatisfactory	■ Does not meet individual goals, does not consistently perform job responsibilities effectively and does not contribute to the department's performance. May require significant involvement of supervisor to ensure that work is done, to quality check it and to fix problems/potential problems. (We recognize that the outcomes of all goals may not be under the employee's full control. In evaluating performance, consideration will be given to the efforts and process related to trying to accomplish the goal.) ■ **New Employees/Newly Promoted:** If a new employee's performance is considered Unsatisfactory, it is extremely important that the supervisor seek advice from Human Resources prior to meeting with the employee for the performance review. Unsatisfactory performance could have a number of possible causes. It is important to quickly identify the causes, determine if they can be resolved and develop a plan to improve performance. The timeframe for improving performance and the consequences of not improving should be clearly articulated.

Marywood Performance Development Form

Employee: Name: [ ]   Title: [ ]   Department: [ ]

Supervisor: [ ]   Performance Period: [ ]

Job Responsibilities

ᵛ *Please outline the top five areas of responsibility for your job, in order of importance. Refer to this page as you conduct your mid-year and annual review.*

(1)

(2)

(3)

(4)

(5)

Goal Setting

ᵛ *Please identify 3-5 important goals. Follow the **SMART** Model (**S**pecific, **M**easurable, **A**cknowledged, **R**easonable, **T**imely) to set goals.*

(1)

(2)

(3)

(4)

(5)

Marywood Performance Development Form (cont'd)

Mid-Year Performance

- *Please provide specific feedback on mid-year performance relative to the job responsibilities and goals outlined on page 1.*

Job Responsibilities

Self Review		RM	SU	ND	UN
1)		o	o	o	o
2)		o	o	o	o
3)		o	o	o	o
4)		o	o	o	o
5)		o	o	o	o

Supervisor Review		RM	SU	ND	UN
1)		o	o	o	o
2)		o	o	o	o
3)		o	o	o	o
4)		o	o	o	o
5)		o	o	o	o

Performance Definitions: *RM = Role Model; SU = Successful; ND = Needs Development; UN = Unsatisfactory*

Marywood Performance Development Form (cont'd)

Employee Name:		**Title:**		**Department:**	

Mid-Year Performance

ᵥ *Please provide specific feedback on mid-year performance relative to the job responsibilities and goals outlined on page 1.*

Goal Setting

Self Review

	RM	SU	ND	UN
1)	O	O	O	O
2)	O	O	O	O
3)	O	O	O	O
4)	O	O	O	O
5)	O	O	O	O

Supervisor Review

	R	S	N	U
1)	O	O	O	O
2)	O	O	O	O
3)	O	O	O	O
4)	O	O	O	O
5)	O	O	O	O

__Performance Definitions:__ RM = Role Model; SU = Successful; ND = Needs Development; UN = Unsatisfactory

Marywood Performance Development Form *(cont'd)*

Employee Name:		Title:		Department:	

Core Values

Catholic Identity
- A commitment to spiritual, ethical and intellectual values in the context of a faith community.

Respect for Each Person
- Respect for the value of each human being, for diversity in the context of vibrant community, and for the earth and all creation.

Empowerment
- Education to enable access and to empower the underserved to take a full role in the life of the broader society.

Service
- Rooted in the deep belief that learning and scholarship serve the global community is the belief in the value of the diverse types of work that support that service, and the preparation of students for leadership by participation in service.

Commitment to Excellence
- The belief that the work of education has the capacity to forward the kingdom of God, in broad and varied ways, leads us to care passionately for the quality of themission of Marywood.

Describe how you have demonstrated these behaviors thus far

Self Review

	RM	SU	ND	UN
1)	O	O	O	O
2)	O	O	O	O
3)	O	O	O	O
4)	O	O	O	O
5)	O	O	O	O

Supervisor

	RM	SU	ND	UN
1)	O	O	O	O
2)	O	O	O	O
3)	O	O	O	O
4)	O	O	O	O
5)	O	O	O	O

__ Performance Definitions:__   RM = Role Model; SU = Successful; ND = Needs Development; UN = Unsatisfactory*

Marywood Performance Development Form *(cont'd)*

Employee Name: [ ] **Title:** [ ] **Department:** [ ]

Mid-Year Performance

Managerial Competencies

Managing Performance

- Ensures that employees understand and fulfill their work responsibilities and roles.

Managerial Communication

- Keeps staff current on information related to the broader Marywood community and provides constructive and timely feedback to employees.

Coaching and Mentoring

- Helping others increase capabilities, maximize potential or recognize options.

Self Review

1)   RM SU ND UN
                                      O   O   O   O

2)
                                      O   O   O   O

3)
                                      O   O   O   O

4)
                                      O   O   O   O

5)
                                      O   O   O   O

Supervisor Review

1)   RM SU ND UN
                                      O   O   O   O

2)
                                      O   O   O   O

3)
                                      O   O   O   O

4)
                                      O   O   O   O

5)
                                      O   O   O   O

*** Performance Definitions:** RM = Role Model; SU = Successful; ND = Needs Development; UN = Unsatisfactory*

Marywood Performance Development Form *(cont'd)*

Employee Name: [_____] **Title:** [_____] **Department:** [_____]

Annual Performance

ᵛ *Please provide specific feedback on annual performance relative to the job responsibilities and goals outlined on page 1.*

Job Responsibilities

Self Review

	RM SU ND UN
1)	O O O O
2)	O O O O
3)	O O O O
4)	O O O O
5)	O O O O

Supervisor Review

	RM SU ND UN
1)	O O O O
2)	O O O O
3)	O O O O
4)	O O O O
5)	O O O O

Performance Definitions: *RM = Role Model; SU = Successful; ND = Needs Development; UN = Unsatisfactory*

Marywood Performance Development Form *(cont'd)*

Employee Name: [   ] **Title:** [   ] **Department:** [   ]

Annual Performance

ᵥ *Please provide specific feedback on annual performance relative to the job responsibilities and goals outlined on page 1.*

Goal Setting

Self Review

	RM SU ND UN
1)	O O O O
2)	O O O O
3)	O O O O
4)	O O O O
5)	O O O O

Supervisor Review

	RM SU ND UN
1)	O O O O
2)	O O O O
3)	O O O O
4)	O O O O
5)	O O O O

* Performance Definitions: RM = Role Model; SU = Successful; ND = Needs Development; UN = Unsatisfactory

Marywood Performance Development Form *(cont'd)*

Employee Name: | **Title:** | **Department:**

Annual Performance

Core Values

Catholic Identity
- A commitment to spiritual, ethical and intellectual values in the context of a faith community.

Respect for Each Person
- Respect for the value of each human being, for diversity in the context of vibrant community, and for the earth and all creation.

Empowerment
- Education to enable access and to empower the underserved to take a full role in the life of the broader society.

Service
Rooted in the deep belief that learning and scholarship serve the global community is the belief in the value of the diverse types of work that support that service, and the preparation of students for leadership by participation in service.

Commitment to Excellence
The belief that the work of education has the capacity to forward the kingdom of God, in broad and varied ways, leads us to care passionately for the quality of the mission of Marywood.

Describe how you have demonstrated these behaviors throughout the year

Self Review

	RM	SU	ND	UN
1)	O	O	O	O
2)	O	O	O	O
3)	O	O	O	O
4)	O	O	O	O
5)	O	O	O	O

Supervisor Review

	RM	SU	ND	UN
1)	O	O	O	O
2)	O	O	O	O
3)	O	O	O	O
4)	O	O	O	O
5)	O	O	O	O

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Marywood Performance Development Form *(cont'd)*

Employee Name: [_____] **Title:** [_____] **Department:** [_____]

Annual Performance

Managerial Competencies

Managing Performance

- Ensures that employees understand and fulfill their work responsibilities and roles.

Managerial Communication

- Keeps staff current on information related to the broader Marywood community and provides constructive and timely feedback to employees.

Coaching and Mentoring

- Helping others increase capabilities, maximize potential or recognize options.

Describe how you have demonstrated these behaviors throughout the year

Self Review

	RM	SU	ND	UN
1)	O	O	O	O
2)	O	O	O	O
3)	O	O	O	O
4)	O	O	O	O
5)	O	O	O	O

Supervisor Review

	RM	SU	ND	UN
1)	O	O	O	O
2)	O	O	O	O
3)	O	O	O	O
4)	O	O	O	O
5)	O	O	O	O

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*** Performance Definitions:*** *RM = Role Model; SU = Successful; ND = Needs Development; UN = Unsatisfactory*

Marywood Performance Development Form *(cont'd)*

Development

Describe/outline your development plans. Here are some ideas: Continue in role and department; make a change - new role, new area; take on more responsibility - scope and scale.

[   ]

Overall Performance Review *(Annual Only)*

Consider reviews of all performance criteria to develop overall review

	Self Review						Supervisor			
	RM	S	N	U			RM	S	N	U
Comments:	O	O	O	O		Comments:	O	O	O	O

Employee Signature: _____

Supervisor Signature: _____

VP Signature: _____

Comments: _____

_____

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* **Performance Definitions:** RM = Role Model; SU = Successful; ND = Needs Development; UN = Unsatisfactory

Marywood Performance Development Form *(cont'd)*

Employee Name: _____ **Title:** _____ **Department:** _____

* Please utilize the additional spaces below for more commentary on performance

Job Responsibilities / Goal Setting

Core / Managerial / Competency

Overall Performance