Northeastern University

RESETTING STAFF PERFORMANCE MANAGEMENT

MANAGER BRIEFING SESSIONS

Spring 2010

Image Source: Kilby, Flickr.com

Image Source: NUASCE, Flickr.com

Image Source: SignalPAD, Flickr.com

Image Source: SignalPAD, Flickr.com

SIBSON CONSULTING
A DIVISION OF SEGAL

Today's Objectives

1 Why this initiative is so important

2 What's changing and what's new in the staff performance management program

3 The tools and resources to help managers and staff with performance reviews

Northeastern University

SIBSON CONSULTING

Introduction

The University is adopting a more robust staff performance management system:

- Foster a climate of staff accountability and development
- Support a high performance culture

Success requires

- Resetting the way managers and staff think about and execute performance management
- Leadership support
- Managerial expertise and accountability
- Staff engagement

Leadership Support

In the fall the University chartered a Committee of Senior Leaders to develop a phased plan to accomplished these goals

Committee Members:

Judith Pitney – Vice Provost for Budget, Planning & Administration

Tom Nedell – Vice President and Chief Financial Officer

Madeleine Estabrook – Director of UHCS

Kater Pendergast – Vice President, HRM

Tim Kenneally – Senior Director of Finance and Administration for Advancement

Cheryl Whitfield – Director of HR Programs & Employee Relations

Susan Batutis – Compensation Manager, HRM

Committee partnered with external consultant

Karen Hutcheson, Senior Vice President, Sibson Consulting

- Broad expertise in consulting to higher education
- Leader of Sibson's Higher Education Consulting Team

Northeastern University

SIBSON CONSULTING

3

What's Happening this Spring?

The following enhancements will occur in this Spring's cycle:

1 Promoting and using new, clear staff performance rating definitions

2 Conducting briefing and training sessions to build expertise

3 Engaging staff more fully in performance management and development through tools and guidance

Northeastern University

SIBSON CONSULTING

4

What's New and What's Changed

What's New?

- New clear Performance Rating definitions
- Self-Assessment form and suggested preparation questions
- Glossary of Performance Management terms
- Feedback Framework™ and supporting materials

What's Changed?

- Minor modifications to current Appraisal Forms to support the new performance rating definitions

Northeastern University

New Staff Performance Rating Descriptions

New, clear staff performance rating descriptions are the foundation of the effort to strengthen the performance review cycle.

➢ Moving from numerical ratings – labels but no definitions – to narrative descriptions

➢ Narrative definitions
- Are more complete
- More fully describe different levels of performance
- Provide greater clarity
- Help managers identify the appropriate performance ratings
- Assist managers in speaking with their staff about performance

Northeastern University

New Staff Performance Rating Definitions *continued*

Northeastern's Core Standard for Staff Performance defines a competent, successful, valued contributor to the University

Fully Meets Expectations

Additional Performance Ratings

Consistently Exceeds Expectations

Frequently Exceeds Expectations

Partially Meets Expectations

Does Not Meet Expectations

Northeastern University

SIBSON CONSULTING

New Staff Performance Rating Definitions *continued*

CORE STANDARD FOR STAFF PERFORMANCE

FULLY MEETS EXPECTATIONS	
As Applied to Major Responsibility Areas	• Consistently and completely meets established expectations for major responsibility area(s), in terms of quality, timeliness, processes, results, etc. • Uses understanding and experience to assess situations, prioritize and solve problems, and make appropriate decisions to reach a satisfactory conclusion, especially in situations that are outside the usual definition of the job. • Develops and maintains effective relationships with customers and colleagues, as appropriate for the role, and is responsive to their needs. • Demonstrates a command of job responsibilities to execute own work and a commitment to quality.
As Applied to the Overall Rating *(All elements must be achieved for the rating to apply)*	• **Consistently and completely meets expectations**. **Contributes to the broader goals** of the department/function and/or Northeastern. *AND* • Understands **impact and implications** of how individual job and department responsibilities relate to other departments/functions and working relationships with other employees across and outside (if applicable) of the University. *AND* • Establishes and maintains **effective colleague relationships** both internally and externally. *AND* • Uses understanding and experience to **assess situations, prioritize and solve problems**, and **make appropriate decisions** to reach a satisfactory conclusion, especially in situations that are outside the usual definition of the job. *AND* • Demonstrates a **commitment to quality**. *AND* • Keeps **customers (internal or external or both) as the focal point** of work and responds in a timely manner to customer needs and concerns. *AND* • **Effectively handles both predictable and unpredictable situations** within context of job responsibilities. *AND* • Demonstrates **command of job responsibilities** to execute own work with minimal guidance from manager and utilizes resources appropriately to achieve results. *AND* • Demonstrates **ownership for work and strengthens own expertise** through an active commitment to continuous learning.
As Applied to a New or Recently Promoted Employee	• 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 capabilities.

Northeastern University

SIBSON CONSULTING

The following pages present the full set of staff performance rating definitions

Northeastern University

New Staff Performance Rating Definitions *continued*

ADDITIONAL PERFORMANCE RATINGS

FREQUENTLY EXCEEDS EXPECTATIONS	
As Applied to Major Responsibility Areas	Frequently exceeds established expectations for major responsibility area(s), in terms of quality, timeliness, processes, results, etc. Frequently takes the initiative in organizing, prioritizing and solving problems and makes appropriate decisions to reach a satisfactory conclusion, especially in situations for which little precedent exists. Demonstrates a strong commitment to the quality and effectiveness for self and others. Develops and maintains effective customer and colleague relationships, as appropriate for the role, anticipating and responding to their needs. Exhibits strong knowledge, skills and competencies for the job and is well-regarded by others.
As Applied to the Overall Rating *(All elements must be achieved for the rating to apply)*	• Frequently exceeds expectations. Contributes considerably to the broader goals of the department/function and/or Northeastern. *AND* • Frequently anticipates the implications of working with other departments/functions and understands how it relates to own area/function. *AND* • Develops and maintains effective working relationships across and outside (if applicable) of the University. *AND* • Frequently takes initiative in organizing, prioritizing and solving problems, and makes appropriate decisions to reach a satisfactory conclusion, especially in situations for which little precedent exists. *AND* • Demonstrates a strong commitment to quality and effectiveness for self and others. *AND* • Frequently strives to keep customers (internal or external or both) as the focal point of work, responds in a timely manner to customer needs and concerns, and understands customer perspectives. *AND* • Frequently anticipates and takes on additional duties beyond core job with the same degree of seriousness, care and thoroughness as demonstrated in regular job responsibilities. *AND* • Exhibits strong knowledge, skills and competencies. *AND* • Regularly seeks opportunities to build and/or strengthen own knowledge and skills.
As Applied to a New or Recently Promoted Employee	• The rating "Frequently Exceeds" reflects a high level of performance and while new or newly promoted employees are not prohibited from being rated "Frequently Exceeds", this designation should be used with caution. This rating is difficult to achieve as it requires observation of performance over time and high levels of performance in a variety of areas that may not be observable within the first year in a new job.

New Staff Performance Rating Definitions *continued*

ADDITIONAL PERFORMANCE RATINGS

CONSISTENTLY EXCEEDS EXPECTATIONS	
As Applied to Major Responsibility Areas	Clearly and consistently exceeds established expectations for major responsibility area(s), in terms of quality, timeliness, processes, results, etc. Takes the initiative in organizing, prioritizing and solving problems and makes appropriate decisions to reach a satisfactory conclusion, especially in complex or unprecedented situations. Demonstrates a strong commitment to the highest standards of quality and effectiveness, and expects the same of others. Develops and maintains effective customer and colleague relationships, as appropriate for the role, anticipating and responding to their needs in an exemplary manner. Consistently exhibits mastery of knowledge, skills and competencies and is considered a role model of excellence for others.
As Applied to the Overall Rating *(All elements must be achieved for the rating to apply)*	• Clearly and consistently exceeds all job expectations in an exemplary manner. Contributes significantly to the broader goals of the department/function and/or Northeastern. *AND* • Is consistently proactive in collaborating with and identifying implications of working with other departments/functions. *AND* • Develops new and maintains existing working relationships with other employees across and outside (if applicable) of the University, and effectively utilizes those networks to enhance performance of self and others. *AND* • Takes initiative in organizing, prioritizing and solving problems, and makes appropriate decisions to reach a satisfactory conclusion, especially in complex or unprecedented situations. *AND* • Demonstrates a strong commitment to the highest standards of quality and effectiveness, and expects the same of others. *AND* • Consistently keeps customers (internal or external or both) as the focal point of work by anticipating customer perspectives, proactively addressing customer needs and concerns, following up to ensure customer satisfaction, and providing customers with additional support. *AND* • Anticipates and takes on additional duties beyond core job with the same degree of seriousness, care and thoroughness as demonstrated in regular job responsibilities. *AND* • Consistently exhibits mastery of knowledge, skills and competencies and is considered a valuable resource to others. *AND* • Is considered a role model of excellence for others. *AND* • Proactively and frequently identifies and suggests new opportunities for continuous learning and development (e.g., tools, resources).
As Applied to a New or Recently Promoted Employee	• The designation of "Consistently Exceeds" reflects a level of performance that is far beyond normal expectations. It is a difficult designation to achieve and is only given in rare and exceptional circumstances. It requires observation of performance over time and at consistently high levels that may not be observable within the first year of a new job.

Northeastern University

SIBSON CONSULTING

New Staff Performance Rating Definitions *continued*

ADDITIONAL PERFORMANCE RATINGS

PARTIALLY MEETS EXPECTATIONS	
As Applied to Major Responsibility Areas	Does not consistently meet established expectations for major responsibility area(s), in terms of quality, timeliness, processes, results, etc. Is not consistently reliable in handling own job responsibilities and needs more supervision than is expected. May not develop or maintain effective working relationships with customers or colleagues. Needs to further build his/her knowledge, skills and competencies to become more proficient in handling the work.
As Applied to the Overall Rating	• Does not consistently meet expectations. This may mean that some expectations are achieved and others are not, or that expectations are only partially met. *OR* • Does not satisfactorily or consistently contribute to the department/function's performance. *OR* • Is not consistently reliable in handling own job responsibilities appropriately. *OR* • Does not consistently keep customers (internal or external or both) as the focal point of work. *OR* • Needs more supervision than is expected for the nature of the job, either to ensure that the work gets done or to ensure quality. *OR* • Needs further building of knowledge, skills and competencies to becoming more proficient.
As Applied to a New or Recently Promoted Employee	• While new employees may not effectively perform all job responsibilities in their first year with Northeastern, 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 and becoming acclimated to the institution.

This performance rating reflects performance that does not fully meet expectations and as such indicates the need for follow-up discussions, development of an improvement plan, and/or consultation with HR.

Northeastern University

SIBSON CONSULTING

New Staff Performance Rating Definitions *continued*

ADDITIONAL PERFORMANCE RATINGS

DOES NOT MEET EXPECTATIONS

As Applied to Major Responsibility Areas	Does not meet established expectations for major responsibility area(s), in terms of quality, timeliness, processes, results, etc. Does not demonstrate the knowledge, skills or competencies to handle job responsibilities and requires significant supervisor involvement to ensure work is correctly completed. Does not develop or maintain effective customer or colleague relationships.
As Applied to the Overall Rating	• Does not meet job responsibilities, expectations and goals. *OR* • Does not demonstrate the knowledge, skills or competencies to handle job responsibilities. *OR* • Does not effectively contribute to the department's performance. *OR* • Does not keep customers (internal or external or both) as the focal point of work. *OR* • May require significant involvement of supervisor to ensure that work is done completely and correctly, and to fix problems/potential problems.
As Applied to a New or Recently Promoted Employee	• Unsatisfactory performance could have a number of possible causes. It is important to quickly identify the cause, determine if it can be resolved, and develop a plan to improve performance. The timeframe and process for improving performance as well as the consequences of not improving should be clearly articulated.

This performance rating indicates a serious misalignment between the employee and the job. Consultation with HR is required.

Northeastern University

SIBSON CONSULTING

Activity: Using Staff Performance Rating Definitions

Purpose

Become familiar with the new staff performance rating definitions

Overview

- We will review three jobs and describe the major responsibility areas (MRAs)

- We will present examples of performance for each job at different levels and ask you to determine the appropriate rating for each **major responsibility area**

- We will review how an overall performance rating is determined and ask you to determine appropriate **overall rating**

TIME

30 minutes

Northeastern University

Example #1 Academic Advisor

Major Responsibility Areas (MRA)	
MRA #1: Academic Advising (Wtg: 60%)	Provide support and guidance concerning college and university policies, co-op scheduling, course selection, registration and preparation for graduation. Advise individual students regarding academic issues; concerns and personal issues, which may be interfering with academic success. Manage and assign caseload of students based on class year. Serve as liaison to academic program directors who oversee the assigned academic programs. Review academic progress of each student and determine academic status (e.g., probation, etc.), and work with individuals to meet academic goals and objectives.
MRA #2: Program Management (Wtg: 30%)	Work with student class council or focus groups to identify needs of the student level and develop programs which address those class developmental needs. Coordinate and lead workshops with faculty. Prepare materials for orientations and student work shops.
MRA #3: Operational Management (Wtg: 10%)	Maintain and update student records. Perform degree audits for students. Track program expenditures annually and prepare projections for upcoming year.

Example #1 Academic Advisor: Reviewing Performance for One MRA

Major Responsibility Areas (MRA)	
MRA #1: Academic Advising (Wtg: 60%)	Provide support and guidance concerning college and university policies, co-op scheduling, course selection, registration and preparation for graduation. Advise individual students regarding academic issues; concerns and personal issues, which may be interfering with academic success. Manage and assign caseload of students based on class year. Serve as liaison to academic program directors who oversee the assigned academic programs. Review academic progress of each student and determine academic status (e.g., probation, etc.), and work with individuals to meet academic goals and objectives.

Scenario #1	Scenario #2
Maria is consistently available to meet with students for advising by both appointments and walk-ins. She adapted readily to the curriculum changes in the college and successfully communicated these changes to the students in her unit. As the leader of the academic probation process, Maria updated, mailed and emailed letters to students and held appointments with the students to develop a plan of action for the following term. She also worked to build strong, effective relationships with faculty.	Maria is particularly focused on being proactive, rather than just waiting to have students seek her out. She meets regularly with academic program directors. She regularly reviews her files and follows-up with students with whom she has met and develops creative ways to promote her services to all students. She is especially sensitive to their overall well being and makes appropriate referrals to on-campus resources. Feedback from students is consistently very positive and her students tend to do very well academically as well as personally.

Northeastern University

Example #1 Academic Advisor: Overall Performance Rating
Scenario #1

Major Responsibility Areas (MRA) and Performance Ratings	
MRA #1: Academic Advising (Wtg: 60%)	Performance Rating: **Fully Meets**
MRA #2: Program Management (Wtg: 30%)	Performance Rating: **Fully Meets**
MRA #3: Operational Management (Wtg: 10%)	Performance Rating: **Frequently Exceeds**
Overall Performance Rating:	

Northeastern University

Example #2 Administrative Operations Manager:

Major Responsibility Areas (MRA)	
MRA #1: Staff Management (Wtg: 40%)	Hire, train, supervise and evaluate staff. Develop annual goals for each individual and establish performance plans. Lead and motivate staff to achieve unit and departmental goals. Ensure staff adherence to university and department policies.
MRA #2: Budgeting (Wtg: 40%)	Directly administer budget and provide oversight in designated area. Provide input to unit budget planning and forecasting.
MRA #3: Administration and Operations (Wtg: 20%)	Develop and monitor data verification and audit processes. Ensure all areas maintain appropriate data base management and all process manuals are maintained and up-to-date. Establish and monitor appropriate records retention.

Northeastern University

Example #2 Administrative Operations Manager: Performance Rating for One MRA

Major Responsibility Areas (MRA): Manager	
MRA #1: Staff Management (Wtg: 40%)	Hire, train, supervise and evaluate staff. Develop annual goals for each individual and establish performance plans. Lead and motivate staff to achieve unit and departmental goals. Ensure staff adherence to university and department policies.

Scenario #1	Scenario #2
Susan willingly assumed supervision of a new area this year. While she has demonstrated commitment and high energy in this role, she has not made the effort to learn the full scope of the function and staff roles in the area. Susan provides timely feedback to her staff, but is not always clear in setting expectations which has created some disruption in the work flow and morale.	Susan hired and successfully oriented and trained two new staff members to assume full responsibility of their duties over the past year. She also assumed supervision of a new area part way through the year and has quickly learned the area functions and staff roles. Susan consistently effectively communicated goals and expectations to staff. She continues to provide development opportunities tailored to individuals' needs and provides constructive feedback in a timely manner.

Example #2 Administrative Operations Manager: Overall Performance Rating – Scenario #1

Major Responsibility Areas (MRA): Manager	
MRA #1: Staffing Management (Wtg: 40%)	**Performance Rating: Partially Meets**
MRA #2: Budgeting (Wtg: 40%)	**Performance Rating: Fully Meets**
MRA #3: Administration and Operations (Wtg: 20%)	**Performance Rating: Fully Meets**
Overall Performance Rating:	

Example #3 Staff Assistant II:

Major Responsibility Areas (MRA)	
MRA #1: Admissions Committee Assistance (Wtg: 30%)	Assist graduate admissions committee by answering questions and arranging visits for prospective applicants and students.
MRA #2: Student Applications Support (Wtg: 40%)	Assist with data entry and mailings by entering admission applications and inquiries into database. Work with appropriate departments to ensure timely production and dissemination of admissions packets.
MRA #3: Student Status Support (Wtg: 30%)	Monitor student progress by maintaining status forms for each student and checking off courses completed after each marking period. Provide summary reports to appropriate department.

Northeastern University

Example #3 Staff Assistant II: Performance Rating for One MRA

Major Responsibility Areas (MRA)	
MRA #2: Student Applications Support (Wtg: 40%)	Assist with data entry and mailings by entering admission applications and inquiries into database. Work with appropriate departments to ensure timely production and dissemination of admissions packets.

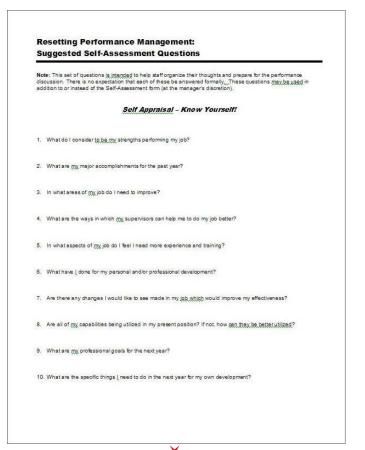| Scenario #1	Scenario #2
Tom fully utilizes the database and regularly makes minor modifications to prepare the data for reports. He enters applicant data with minimal errors and he double-checks all his work for accuracy. Mailings are completed on deadline and in some cases ahead of schedule. He has developed a good working relationship with the mailroom and print shop.	Tom's attitude is very good; he is always willing to accept assignments and reaches out to others to offer assistance. He is well respected by colleagues and customers. Tom works quickly and is often accurate, however, he doesn't typically proof his work. On several occasions, this has required others to step in and re-enter the data, resulting in work load back-ups. While mailings are done on time, they are often done at the last minute with no time for quality check.

Example #3 Staff Assistant II: Overall Performance Rating

Major Responsibility Areas (MRA)	
MRA #1 Admissions Committee Assistance (Wtg: 30%)	**Performance Rating: Fully Meets**
MRA #2 Student Applications Support (Wtg: 40%)	**Performance Rating: Partially Meets**
MRA #3 Student Status Support (Wtg: 30%)	**Performance Rating: Partially Meets**
Overall Performance Rating:	

Northeastern University

SIBSON CONSULTING

Self-Assessment Form

➤ Self assessment is an effective tool in fostering greater employee engagement in the performance evaluation process

➤ This is strongly encouraged across the University

Implications and How to Address Them

Situation

➢ Under these clearer, more complete definitions, a staff member may be rated "Fully Meets" but may have received a "4" or a "5" performance rating in the past

How to Address

1. **Begin by acknowledging their feelings and that change is not easy**

2. **Clarify the 'big' picture:**
   ➢ "Fully Meets" describes a competent, successful, valued contributor – it is Northeastern's core performance standard
   ➢ In the past, there were no clear rating definitions
   ➢ This will facilitate more consistent practices
   ➢ This is part of the University's overall effort to strengthen the staff performance management process

3. **Confirm that change – even change for the better – takes time to adjust to**

4. **Affirm the positives for the individual:**
   ➢ More accurate understanding of performance results
   ➢ Reinforces the focus on learning, development, and career growth
   ➢ Provides another resource in performance conversations with managers

Northeastern University

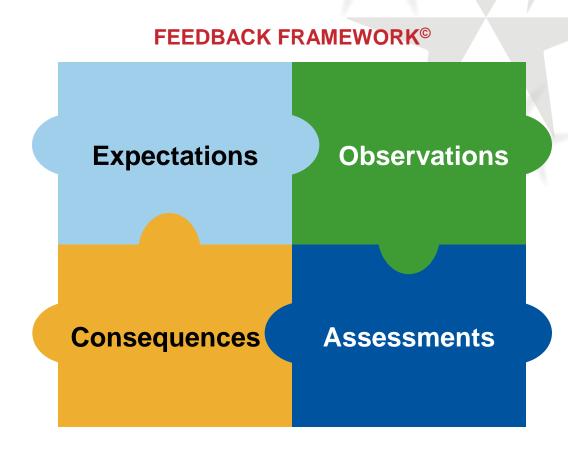# Implications and How to Address Them *continued*

Situation

➢ Concerns and questions about how this will impact salary increases

How to Address

1. Acknowledge that this is an important concern

2. Emphasize several key benefits to the rating definition enhancements:

   ➢ The core standard for performance will become more typical

   ➢ Managers will be able to make stronger differentiation in merit increases based on performance due to clearer rating definitions

3. Remind the staff member that salary increase decisions are merit-based and ultimately managers will make salary increase determinations based on overall contribution and performance, using the definitions

Northeastern University

SIBSON CONSULTING

Feedback Framework

> Feedback is an essential component of a performance culture

- Most beneficial if on-going
- Intended to support staff performance and development
- Applies to both positive and constructive situations
- On-going feedback ensures no surprises

> Framework assists in preparing to deliver feedback effectively

FEEDBACK FRAMEWORK©

Expectations	**Observations**
Consequences	**Assessments**

Activity: Conducting Feedback Conversations

Purpose

Begin using the feedback framework in performance feedback conversations

TIME

10 minutes

Overview

- We will go through an example of a performance feedback conversation between a manager and his/her direct report

- We will present examples of each feedback dimension (Expectation, Observation, Assessment, Consequence)

- We will incorporate criteria from the performance rating definitions into the conversation

Feedback Framework
Positive Feedback Example

DIMENSION	EXAMPLE OF COMMENTARY
Expectation	"Jason, you are expected to make a 15-minute presentation to students every Friday about the services our office provides."
Observation	"I've noticed that you are always well prepared, and consistently arrive several minutes early to greet students and make them feel welcome."
Assessment	"This is excellent and demonstrates a commitment to your job, representing our office positively, and serving our customers."
Consequence	" I'd like to use this as a model for how we conduct all of our presentations."

Northeastern University

Feedback Framework
Constructive Feedback Example

DIMENSION	EXAMPLE OF COMMENTARY
Expectation	"As a member of the Project Team, one of your expectations is to participate actively in team meetings."
Observation	"During the last half dozen meetings, you barely said anything, although you are clearly listening and taking notes during the discussions."
Assessment	"This doesn't meet the expectations for your role. You should be contributing your thoughts and providing insights into how our recommendations will affect your department."
Consequence	"It is important that you be more participative. If this doesn't improve fairly quickly, we will have to remove you from the project team."

Suggested Development Plan:

It is important that you take an active, meaningful role in these meetings. Let's start with some deliberate steps you can take to become more comfortable participating in the meetings.

Before each meeting, review the agenda and prepare at least three talking points that you would like to discuss. These can be questions, comments, or additional information that will be helpful to the Project Team. During the meeting, present each of these talking points and use them to generate discussion.

Providing Feedback

➢ What did you learn from the exercise?

➢ Do you think this framework will be helpful?

➢ Is this something you will be able to incorporate into the way you interact with colleagues and your staff?

Northeastern University

Guidelines for Feedback Success

1. Act sooner rather than later

2. Check your intentions

3. Dialogue!

4. Invite new information

5. Don't rely too much on a form

6. Treat feedback as a shared responsibility

7. Keep emotions in check

8. Probe for facts

9. Confirm mutual understanding

10. Respect differences

Understanding Common Pitfalls

Managers/supervisors should take an honest review of how they handle performance evaluations and conversations, as a first step in ensuring greater fairness and validity

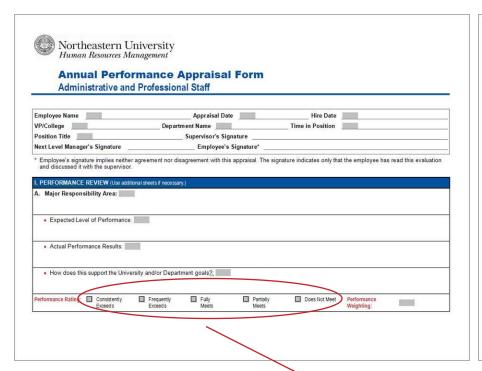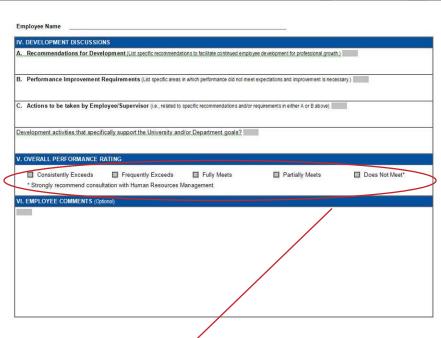| Error	Description	Do you exhibit this error? (Yes/No)
Recency Effect	Reviewing only the most recent performance and not taking into account events throughout the entire year	
Halo Effect (Lenience Error)	Allowing excellent performance in one area to overshadow the review of performance in other areas	
Horns Effect (Harshness Error)	Allowing unsatisfactory performance in one area to overshadow the review of performance in other areas	
Central Tendency Error	Selecting a middle or average rating to describe all performance; lack of differentiation among employees	
Low Tolerance Error	Rating everyone low because of excessively high standards	
High Tolerance Error	Rating everyone high in order to avoid conflict or hurt feelings	
Lack of Information	Making evaluations with incomplete information	
Avoidance	Reluctant to discuss problem	
Contrast Error	Performance-rating error in which an employee's evaluation is biased either upward or downward because of comparison with another employee just previously evaluated	

Northeastern University

Glossary of Terms

Common terminology will ensure mutual understanding and help managers articulate performance expectations and evaluations

Term	Definition
Job Description	• A written summary of the nature of work performed, the essential duties and responsibilities, and requirements (i.e., knowledge, skill, experience and working conditions)
Expectations	• A term that refers to job responsibilities, job standards and performance goals, collectively
Job Responsibilities	• The most critical duties and activities that are essential for a specific job – *Example: Assist department head in administration of department procedures and programs*
Job Standards	• The desired behaviors and results set forth by managers – *Example: I expect that payroll data is 100% accurate in the financial system*
Performance Goals	• Targeted objectives that an employee is expected to accomplish in a specified timeframe. These are agreed upon by the manager and the employee at the beginning of the performance review year and may include any combination of individual, departmental or institutional objectives – *Examples: Successfully transition budget records from old to new tracking system by a specified date (Individual Goal); Achieve departmental goal of 95% accuracy on all payroll related matters (Departmental Goal)*
Colleague	• A co-worker or associate who an employee works directly or indirectly with in performing his/her job responsibilities. This individual(s) could be within or outside of employee's area/department.
Customer / Client	• The individual or group that is the direct beneficiary of a project or service. This individual or group could be within the University, outside of the University or both.
Competencies	• The knowledge, skills and behaviors that describe how work is accomplished – *Example: Attention to Detail: The ability to accurately account for data related to the job*
Performance Appraisal Form	• A written document that captures performance results for the year against job responsibilities, expectations and goals, highlights the developmental opportunities and action steps to be taken for next performance year, and provides an overall performance rating

Annual Appraisal Form

➢ The format of the ratings on the Annual Appraisal Form have been modified slightly, but the form itself will continue to be used as a primary component in the performance management process.
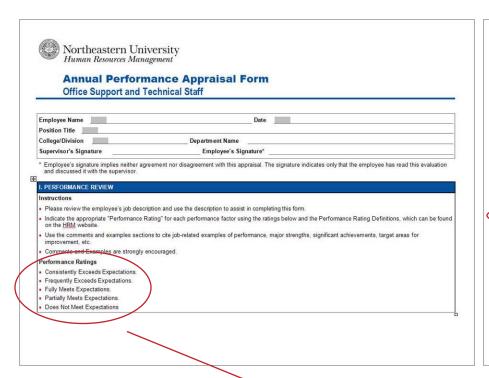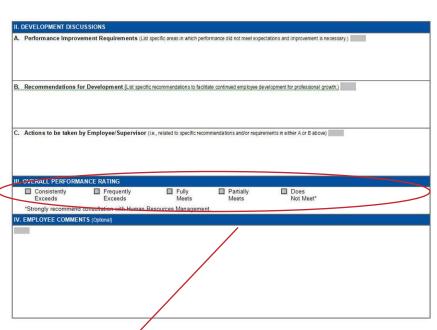

The format of the performance ratings changed from rating name and number (e.g., consistently meets 3) to rating name. Performance rating names were also modified slightly.

Office Support and Technical Staff Appraisal Form

➤ The format of the ratings on the Annual Appraisal Form have been modified slightly, but the form itself will continue to be used as a primary component in the performance management process.

The format of the performance ratings changed from rating name and number (e.g., consistently meets 3) to rating name. Performance rating names were also modified slightly.

Wrap Up

➢ Let's review what we've covered

- ☑ Why this initiative is so important

- ☑ What's changing and what's new in the staff performance management program

- ☑ The tools and resources to help managers and staff with performance reviews

➢ Highlights to keep in mind

- University-wide initiative supported and endorsed by leadership
- The first step in building a robust performance management process
- Feedback is essential to staff development and productivity and should be on-going – no surprises at the performance review!
- Clear rating definitions will facilitate performance reviews as well as assist in speaking with staff about performance

Northeastern University

Next Steps

➤ Additional Manager Briefing sessions will be held in March and April

➤ "Practice/Lab Sessions" will be held in April for managers who wish to have more concentrated practice time on specific tools

➤ Managers should communicate the program to their staff

- Materials will be provided for use in presenting this information at staff meetings or, as an option, you may request HR/Sibson to present the information with you.

➤ The 2010 performance evaluation process will begin once managers and staff have been briefed

- Managers who wish to should share self-assessment tools with staff

- Performance evaluations and conversations should be conducted by May 4, 2010

Northeastern University

Q&A Session

➢ Do you have any questions that we haven't answered?

Northeastern University