

LANGSTON U NIVERSITY
Performance Management System
Clerical, Craft, Maintenance, Technical, and Service Employees
Use for Employees Who Do Not Supervise Others

PART I

Langston University's performance management process is based on the belief that employees are our most critical resource, and individual performance and development is the prime consideration in determining their value and contribution toward fulfilling teaching, research, and service goals. Therefore, the process is designed to improve job understanding and job competency; for mutual goal-setting to help motivate staff toward higher objectives; to learn about staff development needs; improve communication between management and staff, reward special meritorious job accomplishment as funding permits; identify unsatisfactory performance and counsel employees toward corrective actions.

Performance management must be viewed as a continuing process throughout the year, the formal appraisal conducted at least once a year using the performance management form. Informal meetings should be held frequently with the employee. The once-a-year performance appraisal should be a summary of earlier meetings, with a major portion of the interview devoted to a discussion of future performance planning.

PART II GUIDE TO CONDUCTING A SUCCESSFUL PERFORMANCE APPRAISAL BEFORE

- * Schedule the forthcoming evaluation with the employee at least three weeks in advance of the session.
- * Provide the employee with a pre-appraisal worksheet to prepare for the session and explain how the performance interview will be conducted.
- * Ensure that the job description tasks and related measures are output-oriented and relate to quality, quantity, timeliness, service, etc.
- * Provide the employee with a current job description and relate specific measures of output and results established for the job.
- * Prepare for the session by reviewing all performance documentation compiled over the review period.
- * Ensure that performance will be appraised on the basis of direct measures of output and results.
- * Appraise the employee's performance using the applicable performance criteria listed on the form as a guide in the performance management process.
- * If completing Form B or C, respond first to the goals/objectives section. (Worksheets are available for this process).
- * Identify the critical or key elements of the job plus any goal setting standards relate them to the specific criteria lists that best measure the actual performance. For example, the major job function of "answers all inquires about admissions from students, faculty, the public, etc." relates to Interpersonal Relations and Oral and Written Communications.
- * Determine one of three degrees of performance result in each category making specific comments in the space provided.
- * Review the appraisal comments with your superior to assure general agreement regarding the employee's performance.

DURING

- * Meet with the employee on schedule and ensure a private setting without interruption.
- * Review the purpose and then plan for the appraisal interview.
- * Mutually review the job description to ensure it is accurate and current.
- * Proceed with the interview giving the employee the opportunity to respond to evaluation.
- * Discuss summary comments including strengths, areas needing improvement, and plan for development.
- * Conclude the appraisal with an overall summary of the process.
- * Plan and schedule any follow-up activities concerning performance, development, or mutual goal-setting.
- * Offer the employee the opportunity to make written comments regarding the appraisal.
- * Inform the employee when to expect the next formal evaluation.
- * Secure the employee's signature.

AFTER

- * Secure signature of next level supervisor.
- * Give a photocopy of the completed appraisal form to the employee.
- * Forward completed appraisal to the department head, Director, Vice President for review and include in the employee's official personnel file.
- * Conduct follow-up activities for performance improvement as discussed with the employee and continue ongoing appraisal each day.

For additional information regarding the Langston University Performance Management System contact the Human Resources Office, ext. 3203.

Employee Name: _____

Title _____

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EMPLOYEE'S NAME _____ SOCIAL SECURITY NO. _____
 TITLE _____ SUPERVISOR _____ DATE OF APPRAISAL _____
 REVIEW PERIOD FROM _____ TO _____ DEPARTMENT/DIVISION _____
 IS EMPLOYEE IN PROBATIONARY PERIOD? _____ YES _____ NO

PART III PERFORMANCE CRITERIA

Review and respond to the following evaluation factors making specific comments in each category.

Indicate the appropriate performance level.

Performance at unacceptable Level	Performance meets requirements	Performance substantially exceeds requirements
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A. JOB UNDERSTANDING

1. Job knowledge. Consider the extent to which job objectives, duties, and responsibilities are understood.

2. Technical knowledge. Consider proficiency in application of methods, techniques, tasks machines, equipment, materials, etc.. necessary to accomplish work.

B. PRODUCTIVITY

1. Quality of work. Consider the extent to which employee sets work standards and consistently achieves high quality results that relate to accuracy, neatness, thoroughness, dependability, and usefulness of results. Also consider how frequently results need to be repeated

2. Quality of work. Consider how much acceptable work is produced in relation to reasonable expectations. Availability of adequate resources, etc.

C. SELF-MANAGEMENT AND RELATED FACTORS INFLUENCING PERFORMANCE

1. Punctuality and attendance. Consider adherence to attendance punctuality standards.

2. Use of time and other resources. Consider how time is organized and managed in meeting schedules, work projects, deadlines, priorities, appointments, etc. Also consider to what extent employee strives to eliminate non-essential work: suggests cost saving measures; uses financial, material, and other resources.

Performance at unacceptable Level	Performance meets requirements	Performance substantially exceeds requirements
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3. Interpersonal relations. Consider the effectiveness of interpersonal relations with students, faculty, staff, visitors, patrons, users of services, and the general public. Consider extent to which University good will is maintained.

4. Oral and written communications. Consider the effectiveness Of oral and/or written communications as they relate to clarity Appropriateness, effect, etc.

5. Critical thinking and decision making. Consider the extent to which prior thought and analyses of facts and situations are done before initiating action and problem solving.

6. Attitude and cooperation. Consider enthusiasm, courtesy, Adaptability, flexibility, general disposition and spirit of cooperation in the work environment.

7. Dependability. Consider the extent to which employee can be counted upon to successfully carry out instructions and fulfill responsibilities: fulfilling promises, completing assignments, appointments, deadlines, etc.

8. Initiative and resourcefulness. Consider the extend to which the employee is a self-starter and can handle unforeseen difficulties successfully. Also consider the employee's ability to develop new ideas and handle usual work situations: does or does not require close supervision.

PART IV ADDITIONAL COMMENTS

List below any additional observations not included in the Performance Appraisal Form, especially noting outstanding contributions to the department, division, or the University.

PART V PERFORMANCE OBJECTIVES AND DEVELOPMENT PLAN

This section includes summary comments arrived at jointly by the employee and supervisor covering:

1. Employee's areas of strength: _____

2. Outline a plan for development covering specific on-the-job training needs, training and development courses, self-development, and other approaches which will help the employee in accomplishing his/her job responsibilities. Also includes specific timetables for development actions.

PART VI PERFORMANCE SUMMARY

Evaluate employee on the described job responsibilities based on above comments and ratings covering both strengths limitations and in terms of impact employee is making in meeting over responsibilities.

PERFORMANCE AT UNACCEPTABLE LEVEL	PERFORMANCE MEETS REQUIREMENTS	PERFORMANCESUBSTANTIALLY EXCEEDS REQUIREMENTS

OTHER RATER REMARKS _____

PART VII EMPLOYEE COMMENTS

I acknowledge that this performance appraisal was conducted to evaluate my performance in the specified period and to discuss future performance and development plans. Also a current copy of my job description was reviewed with me by my supervisor. I further understand that my signature does not necessarily indicate my concurrence with the appraisal results and that I am entitled to receive a copy of my performance appraisal bearing all the required signatures. It is my understanding that a permanent record of these results will be maintained in the Department of Human Resources.

SIGNATURES

Employee _____ Title _____ Date _____
Name

Immediate Supervisor completing this form _____ Date _____
Name Title

Reviewed by next level supervisor _____ Date _____
Name Title

LANGSTON UNIVERSITY
Employee Response to Performance Management Review

I have discussed with my supervisor this evaluation of my past performance. I _____ agree/ _____ do not agree with _____ all/ _____ some of the conclusions reached.

Comments _____

I feel that my performance review _____ was _____ was not fair and impartial.

Comments _____

If I could make changes or improvements in my work, my job, or University policies, I would suggest

Date

Employee