

Developing Clearly Defined and Measurable Performance Expectations

Why is completing an Annual Appraisal sometimes so difficult?

Often, employees are difficult to assess at the end of a performance cycle because the expectations you have given them to meet are not **SMART** – Specific, Measurable, Achievable, Results Oriented, and Time Bound.

This document provides examples specific to supervisors of Administrative Support employees to help you develop expectations which will make it easier for you to determine whether an employee has met or exceeded your goals, or not performed to accomplish clear work standards you have set to define what you need in a good employee.

Supervisors often list tasks copied from the position description (sometimes pages and pages of tasks) under the “**Expectations**” column of the Work Plan section. Job tasks and duties taken from the position description are not Performance Expectations and do not allow for effective measurement of whether goals have been met, not met, or exceeded, which is a required judgment in our 1-5 scale Performance Evaluation system.

“**Expectations of Results and Behaviors**” should address how duties should be performed, as described below.

The expectation from Human Resources has always been that 12 measurable performance expectation statements are sufficient. In Career Banding, we are suggesting at least one measurable expectation for each Key Functional Competency and Behavior, but the best work plan is one that does not exceed one or two pages. Supervisors who have had the benefit of LEAD training may wish to refer back to their LEAD notebooks if they are having difficulty writing measurable performance expectations.

The basis of an effective performance plan is developing and communicating clearly defined performance expectations to assist the staff member in understanding how the duties and responsibilities should be performed. Performance expectations should **focus on end results not just activities**. Expectations for the appraisal cycle should be communicated in the Performance Management and Career Development form.

If you have a work plan written in Section III of the PCAC form that has been maintained electronically, that is perfectly acceptable, but please note that Section IV, the Competency Assessment, is no longer considered part of the Annual Appraisal process and should be moved out of the electronic form and saved as a Competency Assessment. New cover pages for both the Performance Management form and the Competency Assessment form are on the HR Forms page for easy use in editing the PCAC form.

Q. What are performance expectations and how are they different from job duties?

A. The position or job description outlines the duties and responsibilities for the position or defines what the staff member is to do. Performance expectations help the staff member understand how he or she should perform the duties and responsibilities.

Q. What are the different types of performance expectations?

A. There are both quantitative and qualitative types of expectations. Supervisors should develop both types of expectations, where appropriate. An expectation can combine quantitative and qualitative information.

Quantity or Output Expectations - Focus on results and often involve a numerical measurement.

Example: Accurately process 50 housing applications per day.

Quality or Behavioral Expectations - Focus on the means or methods for achieving a goal.

Example: Customer complaints should be actively listened to, documented in writing, thoroughly investigated, resolved by appropriate action, and results should be communicated to the customer within two (2) working days.

Q. What are some effective criteria and guidelines for developing performance expectations?

*A. We recommend using **S.M.A.R.T.** criteria for setting effective performance expectations.*

Effective expectations should be:

Specific - help the staff member understand exactly what is expected.

Measurable - measurements help the staff member and supervisor understand when the expectation is achieved.

Achievable - expectations should be realistic.

Results Oriented - expectations should focus on end results.

Time Bound - deadlines should be identified where applicable.

Q. What are some examples of well-written performance expectations?

A. The following are some examples of performance expectations for various administrative support key responsibilities and behaviors.

Examples of Measurable Expectations for Key Functional Competencies to Use in Completing the Work Plan

| Functional Competency | Examples of Measurable Expectations (all of these would not be used for the same employee nor apply to every position) |
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| Using Verbal and Interpersonal Skills -Providing Customer Service -Presentations -Conducting meetings -Training and Coaching | -Demonstrate polite, helpful and knowledgeable attitude to promote a positive image of the department. Provide timely assistance with no more than one validated complaint per semester. -Respond daily to voice mails or calls concerning the status of ordered supplies or equipment -Address any customer service complaints received about the reception area promptly. Establish and communicate clear improvement plans with students and other staff. |
| Information/ Records Administration - Processing Forms - Reviewing Information for Accuracy - Compiling and storing records | -Review student time sheets for accuracy and compliance and submit to payroll prior to established deadlines. Outcome: No delays or errors in students' pay -Review and process book orders prior to bookstore deadline. Coordinate any changes with bookstore to department's satisfaction -Retrieve requested files within four hours |
| Work Coordination -Coordinating Work Flow through the unit - Scheduling meetings and events -Supervising staff or students -Office management -Publishing and reminding others of deadlines | -Train and guide secretaries in units reporting to Associate Provost by explaining proper form completion, communicating new or revised policies, and conducting formal orientations and training meetings. Orientations of new employees occur within one month of hire. -Staff employees and students working in the office have an established procedure for finding work assignments each day, with work instructions. Work is coordinated by clearly understood procedures so that staff and student time is not wasted. -A mail schedule is posted by the first week of each semester so that incoming mail is placed in appropriate boxes within 30 minutes of mail pick-up, and outgoing mail is delivered to Mail Center employees according to daily schedule. -Supervisor is informed of any changes in daily schedule by 8:30 each morning -Rooms for events and meetings are scheduled one week in advance -A master calendar for the upcoming year's events is submitted for approval by August 15th |
| Written Correspondence - Composing emails - Drafting and editing correspondence - Recording Minutes | -Draft, edit, and proofread all correspondence for the Director, making suggestions for improvements in readability and adding charts and graphs as needed. Written correspondence goes out from the office with no grammatical errors and receives no more than one or two complaints from recipients as to timing, content, or style. -Word-process documents by the specified deadline and in accordance with the format used by the department. All documents should be spell-checked, proofread, checked for grammatical errors and corrected prior to submitting to the requestor. |

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| Budgeting | <ul style="list-style-type: none"> -Monitor and maintain budget to insure funds are properly used within the guidelines of the State and the University. Provide monthly report of expenditures to the Associate Provost -Review the budgets of the reporting departments on a monthly basis and alert them promptly to possible issues that should be addressed. Accounts are not over-expended or depleted without the account manager being informed. Accounts are managed efficiently at year-end. -Assist the director in planning and developing, in accordance with University guidelines and sound accounting principles, accurate and cost-effective budgets, that support the mission and goals of the department. Budgets must be prepared and entered into Banner in accordance with specified timeframes. All budgets should be reviewed at least once a month. -Any current deficits or the possibility of future deficits must be immediately shared with the Director upon discovery. -Budget errors discovered should be investigated and resolved in a timely manner. -Submit to the Director by the 15th of each month, a monthly budget report that summarizes for the previous month the total spent in all budget categories and balances for all categories. This report should also briefly document any budget concerns and forecasts. |
| Use of Technology | <ul style="list-style-type: none"> -Incoming applications are keyed into system within 24 hours with no more than one error -Purchase requisitions are keyed into Banner within 2 days of receipt -Class schedules are modified within 2 days of receiving a change request from the Chair |

Examples of Measurable Expectations for Behavioral Competencies to Use in Completing the Work Plan

| Behavior | Examples of Measurable Expectations (all of these would not be used for the same employee) |
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| Customer Service | <ul style="list-style-type: none"> -Consistently and proactively anticipates and responds to requests for assistance relative to student services. -Regularly presents reasonable ideas and plans for improved student service to director. -Establishes higher service standards by demonstrating consistent positive attitudes. -Takes personal responsibility for the continued development of higher service standards. |
| Teamwork | <ul style="list-style-type: none"> -Consistently represents work unit and department in a positive manner. -Uses discretion in the timing and appropriateness of suggestions or opinions made to others -Assists willingly with office tasks not normally within scope of work when work load or deadlines demand. |
| Accountability | <ul style="list-style-type: none"> -Regularly keeps supervisor informed of progress, issues, and potential problems. Delivers work as promised. High accuracy level in work. -Consistently assures that work assignments are completed correctly when they are delegated to others. |

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| Initiative | <ul style="list-style-type: none"> -Anticipates potential problems; understanding how one action may affect multiple personnel or clients. -On a regular basis, makes reasonable, adaptable suggestions that contribute to a more efficient office. -Thinks ahead when planning leave and encourages other office staff to coordinate leave time. -Begins projects well ahead of deadlines so that potential problems may be resolved prior to the "last minute." |
| Adaptability | <ul style="list-style-type: none"> -Anticipates and understands negative reactions to changes in personnel, processes, or procedures. -Encourages those impacted by change. -Effectively assists management in formulating a change plan and communicating it to others. -Shows consistent flexibility in adjusting to system, procedural, cultural, managerial, and philosophical changes in the work unit. |
| Organizational Awareness | <ul style="list-style-type: none"> -Indicates interest in gaining a deeper knowledge of university units and their role. Uses the web to gain understanding of organizational structure. -Attends work-related training sessions to gain information and knowledge and to network with university process owners and staff. -Frequently networks with others to suggest improved processes and procedures that involve several different units in their completion. -Applies knowledge gained in any new training sessions developed on campus to serve as a resource to others on university policies and procedures |