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Program Handbook  
for Administrative/Clerical



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# Purpose

The purpose of the State University Performance Evaluation and Recognition program is to:

- ▶ Facilitate joint planning between employee and supervisor on what the employee is expected to accomplish.
- ▶ Establish clear, achievable, measurable, flexible, results oriented performance objectives, consistent with the agency's priorities and mission, and considered fair by both the employee and the supervisor.
- ▶ Promote ongoing communication between the employee and the supervisor concerning expectations, how well the employee is meeting these expectations, and what steps must be taken to ensure that expectations are met.
- ▶ Guide regular evaluations of progress and promotion of the employee's professional development. Identify corrective action needed when an employee has not accomplished a performance objective.
- ▶ Provide a basis for differentiating among levels of performance and thus serve as a basis for employee's salary adjustment.
- ▶ Improve individual job performance and thereby increase the effectiveness of the agency.
- ▶ Create and maintain a climate of professionalism.

These actions should encourage job satisfaction through promoting a sense of common mission and recognition of the individual's contribution to it.

## Eligibility

The SUPER program is designed for CSU System Office unclassified Management / Confidential, Administrative Faculty, and classified Administrative Clerical. While there are three different evaluation forms, this program has been designed to be used for all employees of the CSU System Office. Therefore, the spirit and values of the program should be applied in rating all employees.

## Agency Mission

Employee performance goals should interface with those of other employees to form the agency's mission. To facilitate this, CSU Chancellor and/or executive teams should review the agency mission statement and communicate to employees any new or revised directions for the agency at the beginning of the process, at the start of each fiscal year. Basic organizational functions will vary little from year to year. Other innovations, improvements and projects will be one-time objectives. This top-down approach enables the agency head to convey priorities to managers at the beginning of the yearly planning process.

# Articulation

The Connecticut State University System Office human resources management policy emphasizes the importance of performance communication to productive and satisfying employment. Fundamental to employee performance is the clear articulation of the goals and objectives of the organization. The value of employee performance to the CSU System Office can

only be assessed in the context of the organizational goals and objectives.

For this reason, the System Office goals and objectives will be regularly and clearly articulated through the following means:

- ▶ General staff meetings
- ▶ Departmental staff meetings
- ▶ Training
- ▶ Dissemination of materials to all staff
- ▶ Articles in Visions & Vistas and other CSU publications



Performance communication is the process through which a supervisor communicates with an employee about the purpose and components of his/her job, so that the employee can obtain the desired job results. Performance communication consists of: clear communication of job responsibilities and expectations; ongoing

feedback and guidance about performance; a summary performance appraisal discussion, highlighting achievements and any areas of needed improvement; and, as necessary, a development plan and restatement of job responsibilities and expectations.

# Goals · Objectives · Action

Employee performance goals should interface with those of other employees to form CSU's mission. To facilitate this, the Chancellor and/or executive teams should review the agency mission statement and communicate to employees any new or revised directions for the agency at the beginning of the process. Basic organizational functions will vary little from year to year. Other innovations, improvements and projects will be one-time objectives. This top-down approach enables the agency head to convey priorities to managers at the beginning of the yearly planning process.

The setting of goals and objectives requires a framework. That framework is achieved by planning, that is, priorities are turned into goals and objectives and deadlines are set to achieve those goals. Priorities as discussed by employees and supervisors at staff meetings normally lack a major ingredient: commitment. Turning priorities into reality requires a well-defined plan. Therefore, the first step is turning a loosely-defined priority into a well-defined goal. The goal defines what you want to accomplish.

The next step is to divide the goal into the objectives needed to achieve the goal. Objectives are the “how” goals will be accomplished, or the blueprints for achieving the goal. Those who are to work on the goals should be involved in conceiving and developing the objectives.

There must be a clear meeting of the minds between employee and rating supervisor in setting and updating goals. The goal and each objective must have well-defined and agreed upon deadlines. Lack of deadlines is

the primary reason why projects fail. Deadline dates need to be clearly stated. Goals must remain flexible to adjust to ever-changing needs.

The employee and supervisor shall inform Human Resources via electronic mail that goals for the year have been set. In addition, the employee may, at any time during the year, inform Human Resources that the SUPER is not being followed and Human Resources shall bring it to the attention of the department head or where appropriate, to the Chancellor.

Once the plan is established, action can begin. The acronym **ACTION** describes action goals:

A

Action goals **A**re measurable – One should be able to measure a goal statistically to determine progress. If you can’t quantify it, it probably is not a goal.

C

They are **C**ompatible with the goals of the organization. If they are not, the goals being set could be unimportant and low in impact and payoff.

T

Goals are **T**ime specific. All goals should have a start and finish time. Lack of deadlines is a primary reason why goal-setting fails. Communication about deadlines is often unclear. A deadline of “as soon as possible” means different things to different people. Always clarify deadlines.

I

Goals must be **I**n writing. When goals are written down, all can visualize the end result they are working toward. Goals not written down can be visualized differently and create a point of confusion at the time of the rating.

O

Take **O**wnership for the goal. Ownership relates to commitment and accountability. Employees are more likely to follow through on goals if they have a part in setting them. If you are given a list of goals that are not yours and to which you have no opportunity for input, you are unlikely to be enthused or excited about accomplishing them.

N

It may be necessary to **N**egotiate for resources. Ask for what you need to be successful. The goals may be the greatest, but they cannot be accomplished without resources. Learn to negotiate for what you need to carry out the plan.

Effective planning involves setting meaningful goals and developing a plan or blueprint of objectives. Deadlines help give commitment to your plans. Time spent planning can yield valuable dividends.

# Performance Evaluation Input

If employees are expected to be effective performers, then they must perceive that they will be recognized for the quality of their work in addition to their contributions to the goals of the organization. The source of input upon which employee evaluations are based is among the most important considerations for a credible, fair and effective performance evaluation system.

Supervisors have limited opportunities to judge and evaluate employees' performance. In most cases a supervisor only observes the employee in the

performance of duties for brief periods, and has no concrete way to evaluate employee productivity. Often, there is no way for a supervisor to know whether an employee is an effective performer in all interactions.

The performance portfolio represents a way for the supervisor and employee to reach a mutual understanding of the major sources of input that will be considered in evaluating employee performance. The portfolio should include a collection of the employee's achievements throughout the rating period.

## Performance Portfolio

The performance portfolio is a means of describing the employee's strengths and achievements. A reflection of the employee's annual performance, it should include documents and materials that illustrate the quality and breadth of the employee's work performance. The performance portfolio should be planned by the employee and supervisor.

Each employee portfolio should include: (1) a written statement of the employee's objectives for the year and (2) evidence of communication opportunities between the employee and supervisor. Additionally, the employee and supervisor should select from the following evaluation input tools:

- ▶ Annual Report — a brief summary of the employee's accomplishments, etc., during the past year (i.e. a "State of the Employee" message). Suggested length: 1-3 pages.
- ▶ Summary of Special Projects — a brief overview of key projects completed by the employee, including those which furthered the goals of the CSU system. Suggested length: 1-3 pages.
- ▶ Input from internal and external customers — pre-designed form, narrative or letters from a variety of sources such as, but not limited to, campus personnel/counterparts, peers, employees directly supervised by the ratee, and vendors. Suggested volume: 2-5 documents.
- ▶ Work/Writing Samples — Suggested volume: maximum of 6 documents.
- ▶ Employee Self-evaluation — a self-assessment using the same evaluation tool utilized by his/her supervisor.
- ▶ Employee Log/Status Report
- ▶ Skills Mastery — a brief summary of new skill(s) developed during the past year (e.g. software proficiency). Suggested length: 1-3 pages.



# Evaluation Categories and Standards

Performance evaluation is a supervisory tool used to acknowledge an employee's achievements and to improve or maintain performance in the employee's present job. It is a systematic approach in which a verbal and written review of past performance is made, and plans are developed to improve and support future performance in the job.

The performance evaluation is an opportunity for clear communication about overall job expectations. In addition, the evaluation process enhances the working relationship between the supervisor and the employee because it provides an opportunity for both to discuss their expectations and plans for the employee's performance, thus enhancing job motivation. This program requires communication between the employee and supervisor at least two times during the rating period in addition to the discussion over the final rating.

This program is designed to measure an employee's performance against the standards and requirements applicable to his/her job and to help the employee to develop to full potential.

While the Administrative Clerical form provides the evaluation tool, the spirit and values of the SUPER program shall provide the basis for the evaluation. Therefore, the Administrative Skills Objectives outlined above should serve as guides in applying the relevant evaluation standard. The Job Elements for Administrative Clerical employees consist of seven (7) categories, each with five (5) ratings. The categories and ratings are:

## Categories

- ▶ Knowledge of the Work
- ▶ Quantity of Work
- ▶ Quality of Work
- ▶ Attendance
- ▶ Ability to Deal with People
- ▶ Professional Achievement
- ▶ Promise of Continued Professional Growth

## Ratings

- ▶ Excellent
- ▶ Good
- ▶ Satisfactory
- ▶ Unsatisfactory

# Evaluation Due Date

Due September 30 for the Rating Period beginning October 1 and ending September 30.

# Appeal Process

Administrative Clerical bargaining unit employees have available the classified contractual process governing Service Ratings (Article 10) and the Grievance

Procedure (Article 15) while Administrative Clerical confidential employees have available the classified management/confidential appeal process (C.G.S. Sec. 5-202).

# Annual Payout

Employees with a performance evaluation of "good" or better are entitled to receive an annual increment until reaching the maximum step.

Bargaining unit employees shall receive increments

consistent with the Administrative Clerical collective bargaining agreement. Confidential employees shall receive their increments consistent with classified management/confidential policy.