

»» PERFORMANCE REVIEWS FOR FACULTY AND STAFF:

Making Them More Productive

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Agenda and Logistics

- 9:00 Introduction
- 9:10 Staff Performance Reviews
- 10:30 Break
- 10:40 Faculty Performance Reviews
- 12:00 Discuss and Wrap



General Observations

- Performance reviews are a **REQUIREMENT**
- Chairs and Directors are accountable for **BOTH** staff and faculty reviews
- There is only **ONE** faculty position
- There are **MANY** staff positions
- The **TWO** salary structures are different



Staff Performance Appraisals

- It is the right of every staff member to have a formal performance review once a year as stated in **Policy #5**.
- The performance appraisal consists of a conversation between the supervisor and the staff member (60/40 split), as well as the completion of the required form.
- Performance appraisals should be a confirmation of information already discussed with the staff member over the previous performance year. There should be no “surprises”.



University of Waterloo Core Values

Staff must be evaluated on the following factors!

- Client Service
- Working Relationships
- Communication
- Job Knowledge and Application
- Taking the Initiative to Make Things Better

Additional areas should be added that are specific to the individual's role.



The Appraisal Form

- Be specific about comments and concerns – ALWAYS use examples.
- Doesn't have to be a dissertation, but should be more than "good job."
- May be given to the staff member prior to the conversation for review.
- Must have reviewer's signature, usually the Dean, Department Head, Assoc. Provost.
- Must be signed by the employee. This does not necessarily mean agreement with the review, only that the review took place.
- Send completed form to HR by established deadline.



Characteristics of Positive Performance Discussions

- Should be year-round - not yearly.
- Focus on the performance, not the personality.
- Encompass formal and informal evaluations of the job performance.
- Focus on clear job performance expectations.
- Set SMART goals
- Relate to specific examples.
- Encourage self-evaluation.
- Discuss suggestions for improvement and development.



Factor Grid

5. Exceptional performance in all areas of the job requirements which is recognized throughout their unit or broadly throughout the University.
4. Performance significantly exceeded the requirements of the job in one or more key areas.
3. Performance was fully satisfactory in all key areas.
2. Need for recognizable improvement in one or more key areas.
1. Performance was significantly below job requirements in several important areas and improvements will be required or reassignment or termination will be considered. Ratings at this level are subject to disciplinary action.



The Opening:

Beginning the performance conversation is often the toughest part, especially if there are difficult areas to cover. Here are some suggested openers:

- How would you like this appraisal to work for you?
- What information would you like to have?
- Of the objectives we agreed to in our last meeting, which is the one you'd like to start with? (if meetings have been taking place on an on-going basis)

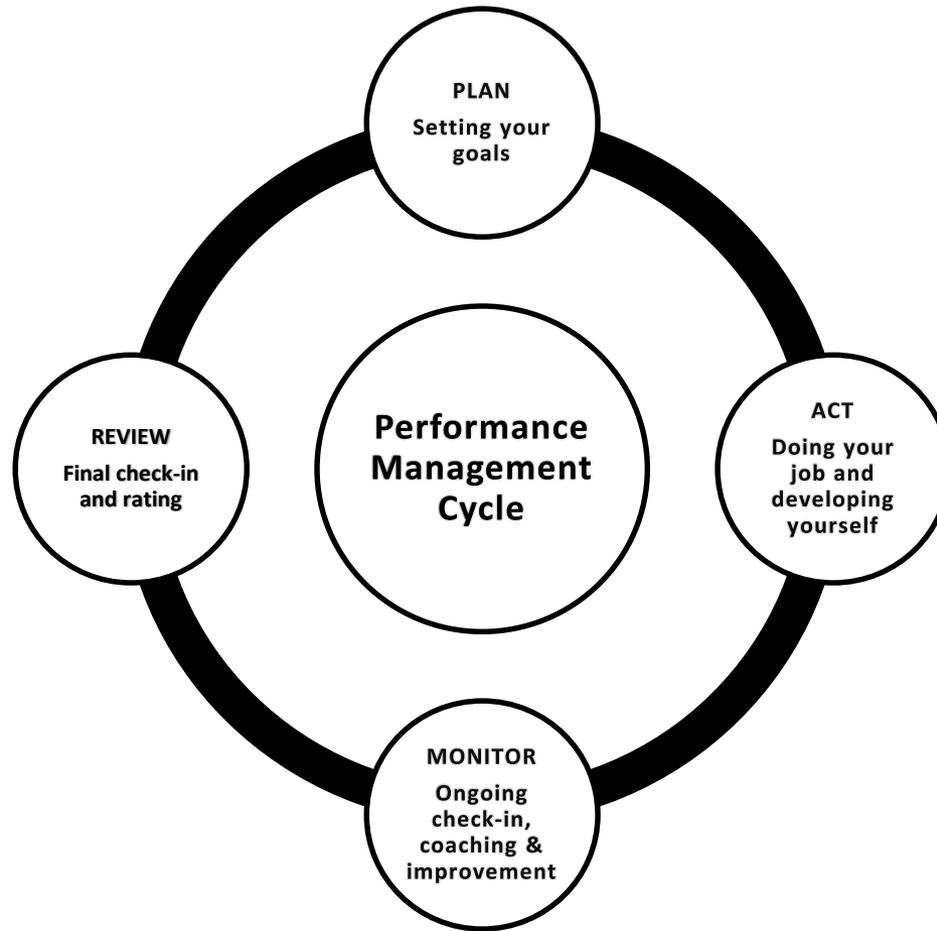


Smart Questions

1. What do you consider to be your main accomplishments this past year?
2. How do you feel about what you've accomplished?
3. What areas do you feel need development?
4. What obstacles were most serious for you?
5. What can we do together to help you overcome those obstacles?
6. If you could redo the year, is there anything you would change or do differently?



Performance Management Cycle



Goal Setting: What are Goals Used For?

- Goals need to be linked to the organization/unit needs. Don't skimp on the discussion phase of goal setting.
- Goals provide the foundation for development
- Goals give clear purpose to help everyone succeed.
- Goals should be discussed between the individual and the manager, and should be mutually agreed upon, not dictated or imposed.
- Goals are an investment in the individual and the organization.



The Conversation

- Make sure you are fully prepared for the conversation.
- Have you reviewed the staff members performance in relation to their job description and specific accountabilities?
- Set aside uninterrupted time to focus on the staff member. (30 – 60 min.)
- Be aware of your body language. (open, receptive, attentive)
- Don't put obstacles between you. (e.g. 'The Desk')
- No personal issues may be discussed. (e.g. since you've been back from maternity leave)
- Remember this is a conversation meant to encourage, coach and recognize accomplishments.
- Don't ignore areas where improvement is necessary. There should be no surprises in the evaluation, rather a confirmation of on-going discussions through the performance year. (pitch fork / halo)
- Make sure to give the staff member an opportunity to talk about their experiences in the last year, and make sure you listen! (no lip service)



HR Tools and Resources for Managers

- <https://uwaterloo.ca/human-resources/support-managers/compensation>
- <https://uwaterloo.ca/human-resources/support-employees/compensation>



Do You Know How to Handle...?

- **Secondment** – depends on the length of secondment during performance year.
- **Promotions/Transfers** – depending on the time elapsed since the person changed positions
- **Leaves** – Medical leaves/ Maternity/ Speak to your HR Advisor
- **Signatures** – The staff signature acknowledges that the performance discussion has taken place.
- **Rebuttals-** can be completed under the staff members comments or can be attached separately to the form.



Contact Information

Questions regarding the Staff Performance Appraisal System should be directed to:

Lee Margaret Hornberger,
Assistant HR Director, Total Compensation
Human Resources
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519-888-4567 x39188



Break





THANKS FOR COMING TODAY!