PERFORMANCE MANAGEMENT PROGRAM GUIDELINES

Purpose

New Jersey City University (NJCU) is dedicated to education and life-long learning - a commitment that we extend to developing our employees. It is through our employees that NJCU can fulfill its mission and successfully implement its strategic plan.

In our ever-evolving environment, it is important to ensure that our employees are consistently performing to the best of their abilities and are striving to reach their full potential.

Key to achieving this objective is NJCU's team of managers. To aid managers in their roles, NJCU has custom-designed a structured, ongoing and interactive Performance Management Program (PMP).
The PMP identifies the measurable and observable responsibilities and sets of behaviors that are critical for our managers' success.

More than the traditional, annual, end-of- year performance evaluation, the PMP requires active engagement between evaluators and managers in performance *planning, development and evaluation throughout the year.*

The PMP provides the framework, procedures and tools to:

• Align managers' goals, skills, talents and performance outcomes with the University's vision, mission and strategic plan
• Build a "Learning Organization" culture by supporting opportunities for employees at all organizational levels, and to develop their skills and competencies
• Clarify role expectations and performance standards
• Increase individual, unit and organizational productivity through goal setting and development planning, coaching, continuous learning, feedback and evaluation

Target Audience

The target audience for this PMP is all university managerial employees (manager), with or without direct reports.

Document Administration

The PMP document is confidential, and all copies must be maintained in a secure location. Once a cycle year has ended and the PMP is completed, the original document must be forwarded to the Human Resources Department, in a sealed envelope labeled 'confidential'. This performance review document will be included in the manager's personnel file.

Timeline at a Glance

July or during 1ˢᵗ month of a new manager's employment (Start-of-cycle)
- Planning Meeting Takes Place –
    - Use the Planning and Evaluation Form to develop and document a performance plan for the year.
    - Keep the form in the department, and use it as a guiding document to monitor and document progress.

December (Mid-cycle)
- Mid-cycle (6-month) Formal Assessment Meeting Takes Place –
    - Use the Planning and Evaluation Form to formally document progress/changes.
    - Keep the form in department.

June (End-of-cycle)
- End-of-cycle Formal Evaluation Meeting Takes Place –
    - Complete Planning and Evaluation Form no later than June 30ᵗʰ.
    - Retain a copy of the form in department.
    - Return the original form to the Human Resources Department, no later than July 10ᵗʰ. The form will be placed in the manager's personnel file.

Planning Phase – July or during 1st month of a new manager's employment

The evaluator and the manager jointly identify and set goals, as well as training, development and support needs. The plan is documented and used throughout the year to guide performance and monitor progress.

Evaluator

☐	Set Planning Meeting date with manager. Meeting should take place no later than July 20th or within first month of employment. Plan enough time for the discussion; assure privacy; make this meeting a priority.

☐	Provide manager with a copy of their current position description and the Planning and Evaluation Form.

☐	Identify and create performance goals in preparation for the upcoming planning meeting. In collaboration with manager, determine if goals will be modified either before or at the meeting.

☐	Based on your assessment, create performance goals for the manager, specifically targeting performance gaps, growth opportunities, and/or departmental/University goals. Ensure that goals are in direct alignment with University goals. Be mindful that the manager is also engaging in this exercise. During the planning meeting, both the manager and the evaluator will discuss, adjust, and prioritize goals in relation to individual, departmental, and University needs.

☐	Reflect, and be prepared to discuss how you can help your manager to be more effective and successful.

Manager

Prior to Meeting with Evaluator:

☐	Review your position description. Bring any discrepancies to the evaluator's attention.

☐	Reflect on how you performed your role responsibilities, your skills and goals; think about your opportunities for improvement and/or areas that you would like to further develop.

☐	Be prepared to discuss ways to improve your performance and/or areas you would like to develop for career growth.

☐	Based on your assessment, create goals for yourself that specifically target any performance gaps, growth opportunities, and/or departmental/University goals. Be mindful that the evaluator is also engaging in this exercise. During the planning meeting, both parties will discuss, adjust, and prioritize goals in relation to individual, departmental, and University needs.

☐	Be prepared to discuss ways in which your evaluator can help you to be most effective in your role.

☐	Be factual and honest in your self-assessment and your communication with your evaluator. It is you that molds and owns your development.

Evaluator & Manager

During Planning Meeting:

☐	Exchange goals, opportunities, and needs identified by both parties.

☐	Agree on and document goals for the review period.

☐	Set a date for the mid-cycle formal assessment meeting. (Typically takes place in December.)

☐   Determine the frequency of informal follow-up assessment meetings. Set as needed.

Managing Phase – August through May

A formal assessment meeting is required midway through the performance cycle (typically in December, which marks 6 months into the review cycle.) Use this meeting to monitor goals, identify and document any required changes to the plan, provide/obtain coaching, and recommend/request support.

Additional interim, informal assessment meetings are recommended. These informal meetings serve as a connect point to ensure that any concerns, progress gaps, questions, etc. are being addressed in a timely manner. Frequency and need for interim assessment meetings are determined by evaluator/manager. Formal documentation is not required for interim assessment meetings.

Evaluator and Manager
Mid-Cycle Formal Assessment Meeting:
☐   Hold mid-cycle formal assessment meeting.
☐   Review essential functions, competencies, and goals.
☐   Set end-of-cycle formal evaluation meeting (typically takes place in June, no later than June 30th)

Formal Evaluation Phase – June

The evaluator leads end-of-cycle evaluation discussion and, in collaboration with the manager, completes the Planning and Evaluation Form. The evaluator delivers and documents a comprehensive evaluation of the manager's performance in each individual performance area. The evaluator then assigns an overall performance rating which most accurately reflects the manager's performance during the performance management period. Evaluation and rating are formally documented in the Planning and Evaluation Form. The original document is forwarded to the Human Resources Department, in a sealed envelope labeled 'confidential' no later than July 10th.

End-of-Cycle Formal Evaluation Meeting:
☐   Hold end-of-cycle formal evaluation meeting no later than June 30th.

Evaluator:

☐   Discuss performance levels in each area – essential functions, core competencies, strategy/approach for completing goals – and evaluate performance for each area.
- Provide a comprehensive evaluation of the manager's performance.
- Consider all circumstances affecting performance.
- Provide constructive and positive feedback.
- Praise achievements.
- Explore/address any required performance improvements.
- Review manager's overall performance; determine which of the four evaluation categories most accurately reflects the manager's overall performance during the entire performance management period.

Manager:

☐ Reflect on your overall performance, as with mid-cycle assessment, be factual and honest, in your self-evaluation and ultimately in your communication with your evaluator.

☐ Determine which of the four evaluation categories most accurately reflects your view of your performance.

Training, Developing, Feedback and Coaching

Key to effective performance management is choosing the right mechanism for addressing gaps and opportunities. Keep the following definitions in mind when engaging in performance management.

Training:	Developing
- Event, finite in time - Focus: Short-term organizational goals - Teaching new skills	- Process - Focus: Employee as a person; Long-term organizational goals - Perfecting existing skills

Example 1: Job rotation to provide employee with a better understanding of how the department works. (Develop)

Example 2: Improve an employee's ability to use a computer based accounting package. (Train)

Example 3: Employee attends a Leadership Management Program. (Develop; may have a training component)

Feedback:	Coaching:
- Focused on past behavior - Tells rather than asks - Directive - Used to help employees change behavior in a prescribed direction	- Focused on future behavior - Asks rather than tells - Thought provoking - Developmental - Holds employees accountable for his/her goals - Used to help employees learn and grow

Example: Employee has a tendency to interrupt people in mid-sentence in meetings.

Feedback Approach:
Timely, specific, behavior - what, descriptive, directive
"Evy, I noticed you interrupted Stan three times during his presentation this morning. A rule of thumb in those situations is to let people finish talking before you comment or ask questions. Allow others to finish expressing their thoughts."

Coaching Approach:
Consultative, thought provoking, allows employee to brainstorm solutions
"Evy, did you notice that during this morning's meeting you interrupted Stan three times during his presentation? Let's talk. What are some actions you can take to avoid this from happening?"

NJCU

Evaluation Criteria

Use the following criteria to determine manager's performance level as it relates to role responsibilities, strategy/approach to planned goals, ability to demonstrate core competencies, and ultimately, overall performance.

Exceeding Performer (4)

Managers in this category:

- Achieves planned goals and meets all role requirements above the established standards resulting in a significant impact to department.

- Consistently exceeds expectations in demonstrating most of the competency behaviors.

- Displays evidence of behaviors beyond the required level.

- Takes the initiative in all aspects of the role.

- Require minimal strategic or tactical direction.

Solid Performer (3)

Managers in this category:

- Achieves planned goals and meets all role requirements.

- Meets expectations and at times exceeds them in demonstrating competency behaviors.

- Focuses and delivers on agreed priorities of the job.

- Often takes the initiative to seek out new opportunities for continuous improvement and suggest innovative solutions.

- Is self-directed. Requires low strategic direction.

Developing Performer (2)

Managers in this category:

- Meets most; but, not all of the role requirements and/or goals.

- Demostrates most competency behaviors.

- Is in a growth and learning mode and is dependably and realibly moving towards the 'Solid Performer' category.

- Requires frequent support in the form of coaching and feedback to continue development.

Under Performer (1)

Managers in this category:

- Is consistently deficient in meeting role requirements and completing goals.

- Does not effectively demonstrate competency behaviors for one or moreof the competency categories.

- Quality of work overall is below established standards.

- Requires ongoing support in the form of direction, coaching, and feedback. Cannot operate autonomously.