A Manager’s Guide to the Performance Management Process
The performance management process provides the opportunity for each employee to meet with his or her manager on an ongoing basis to discuss all aspects of performance. The purposes of performance management are to improve communication, evaluate job performance, and to identify objectives and areas for continued development. The results of the performance management program may also be used to determine salary adjustments.

In your management role, the performance management process directly benefits you by allowing you to clearly communicate to employees the expectations for performance, work responsibilities, goals and results. Performance management gives you and your employees the opportunity to discuss the different components of the job and the associated performance on a broader scale throughout the year. The ongoing feedback that you provide your employees enhances their ability to set direction and establish goals while increasing productivity and motivation. Finally, employees’ work and goals are managed to ensure their effectiveness and relationship to departmental objectives and institutional strategy.

Due to the importance of the performance management program to the individual, managers and the institution, the Office of Human Resources is available to managers with any appropriate support needed throughout the process.

While managers may elect to include all staff members in the performance management program, required participants include both full-time and half-time employees. Half-time employees are those part-time workers that typically work 20+ hours a week on a regular basis.

**TIMELINE**

The following timelines have been established for the formal evaluation processes for both the professional and university staff members:

<table>
<thead>
<tr>
<th>Performance Management Process begins – HR Notifies Managers and Staff</th>
<th>Professional Staff</th>
<th>University Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>March</td>
<td>March/April</td>
<td></td>
</tr>
<tr>
<td>Employees prepare their self-assessment and development report</td>
<td>April 15th</td>
<td>April 30th</td>
</tr>
<tr>
<td>Meet with employees to discuss goals for the next performance cycle</td>
<td>April</td>
<td>April</td>
</tr>
<tr>
<td>Complete evaluations and meet with employees</td>
<td>April/May</td>
<td>May/June</td>
</tr>
<tr>
<td>Completed evaluations to next level supervisor</td>
<td>May 15th</td>
<td>June 15th</td>
</tr>
<tr>
<td>Submit completed evaluations to Leadership Team</td>
<td>June 1st</td>
<td>June 30th</td>
</tr>
<tr>
<td>General increase to eligible employees</td>
<td>September 1st</td>
<td>September 1st</td>
</tr>
<tr>
<td>Mid-cycle review to HR if applicable</td>
<td>December 1st</td>
<td>December 30th</td>
</tr>
<tr>
<td>Continuous dialogue on performance goals and level of completion</td>
<td>June –May</td>
<td>July–June</td>
</tr>
</tbody>
</table>
THE EVALUATION FORM REVIEW:

Section I: Evaluate Last Year’s Performance Goals

Goal Type: 
Goal Description:

Achievement Status: □ Achieved □ Did not achieve Performance Rating: ___

Comments:

The manager will complete this section by documenting the progress made in achieving each goal established in the previous evaluation cycle. For each goal, the manager will:

A. Identify the goal type as either P (Position: Key Performance Area), i.e., establish a certain number of enrollments per term, or D (Developmental: Skill/Career Enhancement), i.e., employee to complete a certain number of courses towards completion of a degree program;
B. Describe the goal in either its original format as established at the outset of the evaluation period or as modified at the mid-cycle evaluation;
C. Check-off the achievement status as either achieved or did not achieve;
D. Apply a performance rating as either N (Needs Improvement), S (Successful) or E (Exceptional);
E. Complete the comments’ section providing more insight into the manager’s rationale regarding the achievement level as well as discussing any mitigating factors that may have led to the unsuccessful completion of the goal.

Section II: Evaluate Performance Factors

1) Key Performance Factor: JOB KNOWLEDGE, SKILLS AND ABILITIES
   — Demonstrates competence in field or specialty and applies experience, knowledge and skills effectively
   — Uses sound judgment in decision making, foresees and evaluates impact of decision in related areas
   — Exhibits technical competency and keeps current on the latest concepts, techniques, and methods
   — Effectively leverages appropriate technology to improve performance
   — Serves constituencies in a respectful and helpful manner to achieve success
   — Maintains a high level of productivity consistent with performance and quality standards
   — Has knowledge of and complies with applicable laws, regulations, policies, and procedures
   — Remains current in field through professional development, research and external organizations
   — Displays concern and takes corrective action to enhance safety of work environment

Supporting comments:

The above represents one of four behavioral performance factors on which managers are asked to evaluate employee performance. The other performance factors include Innovative Thinking, Planning and Implementing; Interpersonal/Communications; and Leadership/Management.

Section II: Evaluate Performance Factors, cont’d.

For each performance factor, the manager will:

A. Evaluate the employee’s performance relative to each behavior as either: N (Needs Improvement), S (Successful), E (Exceptional) or N/A (Not Applicable). If an entire performance factor is not applicable, then the manager can enter N/A next to each behavior. For example, for those employees without management responsibility, entering N/A next to each behavior is perfectly acceptable.

B. Enter comments that will support the manager’s perspective. These comments should include specific examples that will illustrate for the employee the manager’s point of view.
Section III: Evaluate Employee Performance

In this section, managers are asked to check-off an overall performance rating for each employee based upon the employee’s ability to achieve the goals previously established as well as considering employee performance as measured against the key performance factors. The performance ratings are: N (Needs Improvement), S (Successful) and E (Exceptional). It is anticipated that the vast majority of SNHU employees will be rated as S (Successful).

In completing this section, the manager will:

A. Determine the employee’s overall performance rating and check the appropriate box;
B. Provide comments that will support the overall performance rating and conclusions drawn. Comments should include the use of specific situations that will provide better insight and clarity for the employee as well as other university service or accomplishments that should be highlighted;
C. For an employee whose performance rating is N (Needs Improvement), seek Leadership Team member approval prior to meeting with the employee (employees performing at this level will be placed on a Performance Improvement Plan (PIP), a sample form can be found at the end of this guide);
D. Work with HR when placing an employee on a PIP;
E. For an employee whose performance rating is E (Exceptional), seek Leadership Team member approval prior to meeting with the employee (may require providing additional supporting documentation to clearly demonstrate exceptional performance).

Section IV: Plan for the Next Evaluation Cycle

Goal Type:

Goal Description:

Measure of Completion:

Resources necessary:

This is a critical piece to the performance management process providing the manager and employee with the opportunity to establish goals for the next evaluation period. This section will provide direction and clear expectations for the employee. Goals should be established mutually between the supervisor and employee to ensure the employee understands the expectations, how each goal will be measured and the time allowed for completion. All goals should be in alignment with departmental and divisional goals and support the university’s mission and strategic plan.

In completing this section, the manager will:

A. List goals in priority order with the most important goal listed first;
B. Identify the goal type, either P (Position: Key Performance Area) or D (Developmental: Skill/Career Enhancement);
C. Describe the goal utilizing the SMART goals template:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Establish goals that are clear, detailed and focused</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Specific</td>
<td>Establish measure to assess the goal has been achieved</td>
</tr>
<tr>
<td></td>
<td>Measurable</td>
<td>Establish goals that can be accomplished</td>
</tr>
<tr>
<td></td>
<td>Attainable</td>
<td>Establish what resources are needed to support the goal</td>
</tr>
<tr>
<td></td>
<td>Resources</td>
<td>Establish deadlines for completion;</td>
</tr>
<tr>
<td></td>
<td>Time-Oriented</td>
<td></td>
</tr>
</tbody>
</table>

D. Identify the measure of completion which will demonstrate that the goal has been achieved; and
E. Specifically identify the resources that will be needed, including those under the control of SNHU and those controlled by the employee that are critical to the successful achievement of the goal.
Section V: Signatures and Comments

This section ensures all levels of management have reviewed and are in support of the performance evaluation. It is important to note that the employee’s signature acknowledges that the employee has read and understands the information within the evaluation. The employee may complete the comment section or attach supporting comments.

Section VI: Update at Mid-Cycle

This is a crucial feature to the SNHU performance management process. Successful performance can only be measured if ongoing feedback exists between the manager and the employee. This feedback provides support to the process in that employees will always understand how their performance is viewed by management. To encourage this feedback, the Mid-Cycle Update is used to review the goals that have been establish, determine progress made in the accomplishment of these goals and reassess the validity of any specific goal given changes in priorities and/or resources available. Goals for which major shifts in priorities/changes in resources have occurred may need to be re-defined.

In completing this section, the manager will:

A. Provide an overall performance rating at mid-cycle;
B. For an employee whose performance rating does not meet expectations, a Performance Improvement Plan (PIP) will be established. Please contact the Office of Human Resources to prepare an individual PIP.
C. Update employee goals at mid-cycle by determining that goals are on target or must be adapted;
D. If goals are modified, attach a separate sheet to the update containing the restated goal(s). Please remember that these goals must be in the SMART goals template;
E. Provide any supporting comments that will document any conclusions drawn and are illustrative of the points made in the evaluation.
F. If goals are modified, forward a completed copy of the Update at Mid-Cycle to the Office of Human Resources to be added to the employee’s personnel file. If no changes have been made to the goals and the employee’s performance does not require a PIP, the manager will retain the Mid-Cycle Update in the employee’s file and provide a copy of the update to the employee.

PERFORMANCE EVALUATION CONSIDERATIONS

- For employees with multiple managers, provisions should be made for each manager to be involved in the performance evaluation process. Only one evaluation form is to be used for each employee.
- If an employee has recently transferred from another position, the former manager will complete a mid-cycle update to document the progress made by the employee in achieving the established goals. The current manager is responsible for completing the performance evaluation but should seek feedback from the former manager.
- Should a disagreement arise which cannot be resolved, the employee has the right to seek redress through the appeal process outlined in the employee handbook or the Agreement, whichever is relevant.
- Successful performance management requires that managers provide ongoing feedback to their employees regarding their employees’ performance which culminates in the performance evaluation. Because feedback is provided on a regular basis, the employee should not be surprised by any feedback provided as part of the evaluation process.
- If performance problems exist, address the specific performance and avoid labeling the problem (such as laziness, staying out late the night before work, etc.). You want to improve your employees' performance so they focus on the right things, in the right order, at the right time, with the right skills. When you highlight one or two specific areas for improvement, you prevent the employee from feeling overwhelmed with too many things all at once. Focus the employee’s attention on manageable "chunks." Review progress periodically. Remember, Southern New Hampshire University has the Employee Assistance and Work/Life Program (EAP) to assist the individual or members of their immediate household.
Performance Management Checklist

Pre-Evaluation:

☐ Review the timelines established for completion of the evaluation process
☐ Review the manager’s guide for assistance in completing the evaluation form
☐ Review past employee evaluations and gather documentation to support performance
☐ Contact the Office of Human Resources if you have an employee performance concern
☐ Meet with employees to discuss and establish goals for the next evaluation cycle
☐ Ensure that established goals meet the SMART criteria
☐ Encourage employees to use the self-assessment & development tool
☐ Discuss and seek Leadership Team member approval for evaluations requiring prior authorization (employees who you consider to meet the rating criteria of Exceptional or Needs Improvement)
☐ Review the completed evaluation for accuracy and to ensure that documentation supports ratings

Performance Evaluation Meeting:

☐ Plan ahead by outlining key points and the outcome you want from the discussion
☐ Schedule a time to meet with the employee; provide the employee adequate notice
☐ Create a positive environment that is quiet and private to conduct the evaluation
☐ Give balanced feedback, both positive and negative, but start with the positive
☐ Ask questions, use active listening and allow employee to provide feedback and input
☐ When discussing areas for improvement give specific examples and methods to improve
☐ Have employee sign and date the evaluation to acknowledge that he or she has read it and discussed it with you (signing does not signify agreement with the content)
☐ Provide a copy of the performance evaluation to the employee and maintain a copy for your file
☐ If the employee disagrees with the evaluation, the employee has the right to attach comments and/or seek redress through the appeal process outlined in the employee handbook or outlined in the Agreement, whichever is appropriate
☐ Obtain all required signatures and return original to Human Resources for employee file

Post Evaluation and Continued Support:

☐ Establish designated times to meet and discuss progress with the employee
☐ Complete the Mid Cycle evaluation; meet with the employee to identify areas of strengths and areas in need of development; adjust goals and objectives as necessary
☐ Offer the employee on-going assistance in achieving objectives and encourage discussion
☐ Contact the Office of Human Resources if there are major shifts in performance
☐ Utilize the Employee Assistance Program whenever possible.

Performance Management forms may be found on the My.SNHU portal on the Human Resources Page.