

Developing Clearly Defined and Measurable Performance Expectations

In reviewing the **Performance Management** form being currently completed by supervisors, we are finding that supervisors are consistently listing tasks (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.

In the traditional Work Plan forms, the “**Expectations of Results and Behaviors**” column is to the far right. Some supervisors have written measurable expectations, but many are concentrating only on position tasks. Please use information from the traditional Work Plan forms taken from the far right column only if the expectations address how duties should be performed, as described below.

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**

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 key responsibilities and behaviors. Supervisors must write expectations specific to each position.

**Examples of Measurable Expectations
to use in completing the Key Responsibilities Work Plan section**

Key Responsibility	<u>Examples of Measurable Expectations (all of these would not be used for the same employee nor apply to every position)</u>
Providing Customer Service	<p>-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.</p> <p>-Respond daily to voice mails or calls concerning the status of ordered supplies or equipment</p> <p>-Address any customer service complaints received about the reception area promptly. Establish and communicate clear improvement plans with students and other staff.</p>
Compiling, Drafting, and Writing Letters or Documents	<p>-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.</p> <p>-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.</p>
Maintaining, Reconciling, or Adjusting Financial Records	<p>-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</p> <p>-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.</p> <p>-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.</p> <p>-Any current deficits or the possibility of future deficits must be immediately shared with the Director upon discovery.</p> <p>-Budget errors discovered should be investigated and resolved in a timely manner.</p> <p>-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.</p>

Key Responsibility	Examples of Measurable Expectations <u>(all of these would not be used for the same employee or apply to every position)</u>
Coordinating Work Flow throughout the Work Unit	<ul style="list-style-type: none"> -Train and guide secretaries in units reporting to Dean 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.
Preparing, Reviewing, or Processing Forms, Reports, Documents	<ul style="list-style-type: none"> -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
Scheduling and Coordinating Meetings and Events	<ul style="list-style-type: none"> -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
Using Technology, Software, and Equipment to View, Enter, Modify, or Copy Data	<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
to use in completing the Dimensions Work Plan section**

Behavior	Examples of Measurable Expectations (all of these would not be used for the same employee or apply to every position)
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.
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
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.

Use the Dictionary of Dimensions as a guide.