Quick Reference:

Staff Performance Management – Preparing the Planning Stage

CLEMSON HUMAN RESOURCES

Note: This quick reference is for use with the **NEW 2018 – 2019 Staff Performance Management Planning and Evaluation Form.**

General Information: The planning stage should occur 4-6 weeks after the previous year's evaluation. This conversation between the supervisor and employee should be future-oriented. The Office of Human Resources recommends supervisors review the planning stages of their direct reports with their direct supervisors (the reviewer) to ensure alignment with department goals. Your HR partner or Employee Relations manager is available to assist you in completing the planning stage.

Step I: Complete the sections that have **orange** instructional boxes. The sections marked ⊘ are to be completed during the evaluation stage.

Step II: Complete the section in **purple** after the employee, supervisor and reviewer (optional) have reviewed the planning stage.

Employee Information Section

Enter employee information in the requested fields.

Note: The size of the paragraph text box expands once all text is entered. Hover over each field for clarification on how to complete a specific action. If the supervisor or employee cannot provide the requested information, please contact your HR partner.

Important Information: All supervisors of staff in regular FTE positions are required to complete, in conjunction with the employee, an annual performance management planning and evaluation form. While temporary employees (employees in time-limited positions (TLP), temporary grant positions (TGP) and temporary positions) are not required to do so, OHR highly encourages supervisors to follow the performance management process with all their employees.

Planning Stage Acknowledgement Section

Complete this section after all the planning stage information has been entered on the remaining pages of the form and the document has been reviewed by the employee, the rater and the reviewer (optional).

Note: The 'Rater' is the employee's direct supervisor; the 'Reviewer' signature line, which is optional during the planning stage, is designated for the direct supervisor's supervisor.

Important Information: As part of the annual planning stage, the employee and the supervisor should review the employee's position description (PD) for accuracy and relevancy. If necessary, the PD should be updated with your HR partner and submitted to OHR.

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General: Job Functions Section

During the planning stage, supervisors and employees work to provide information on job duties and success criteria for the upcoming year.

Job Duties and Success Criteria Sections

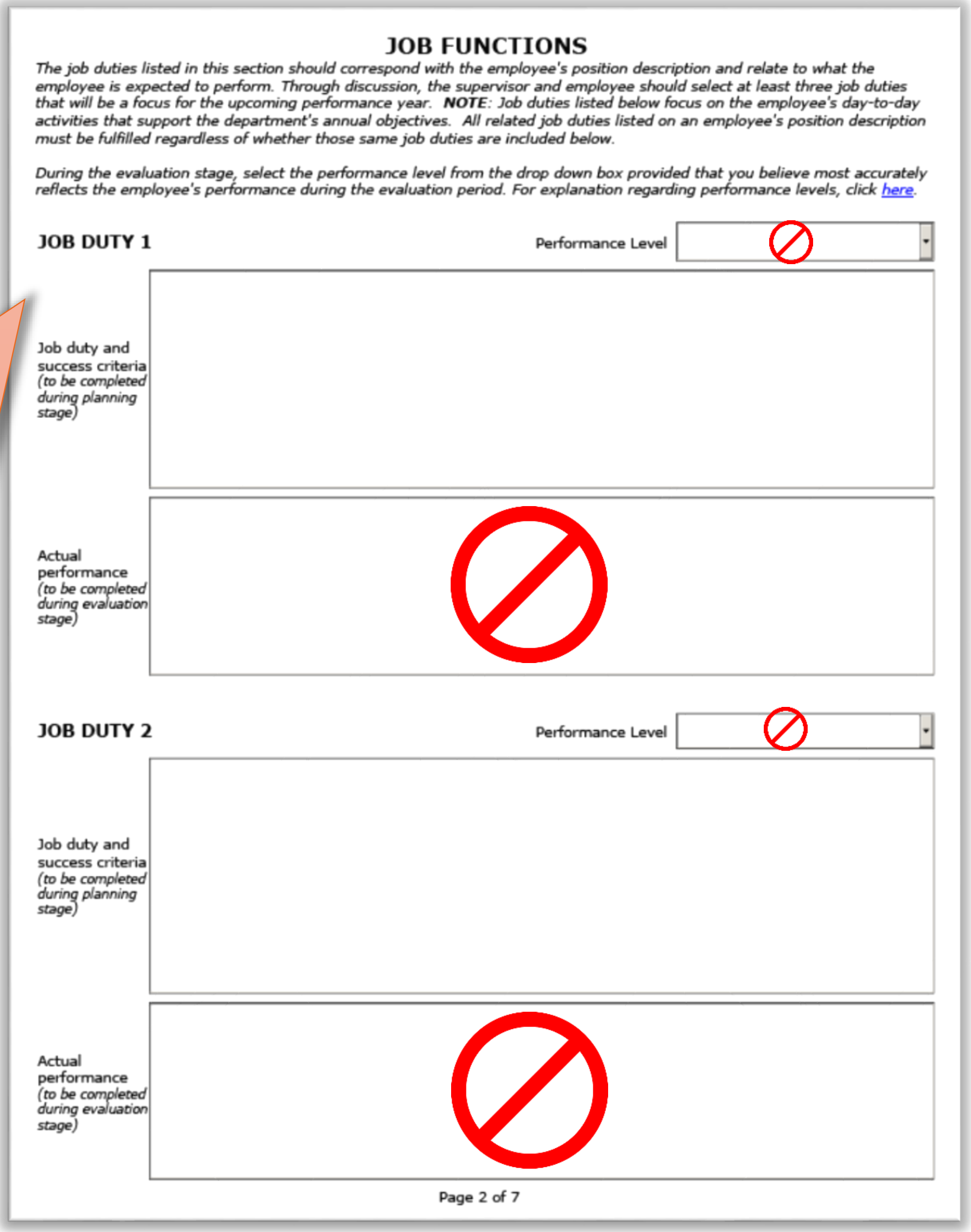
For each job duty section, enter one of the job duties that corresponds with the employee's position description and relates to what the employee is expected to do on the job. By default, the form provides four job duty fields, but additional job duty fields can be added at the bottom of the section.

For each job duty listed, enter success criteria on the planning stage. Each criterion should be formatted as a S.M.A.R.T. goal:

S – Specific
M – Measurable
A – Attainable
R – Relevant
T – Time-Bound

What are S.M.A.R.T. Goals?

- S.M.A.R.T. goals state the important results the employee is working to achieve.
- S.M.A.R.T. goals create clear and mutual understanding of performance expectations.
- S.M.A.R.T. goals for job duties are appropriate to the level of the position. They address all major job responsibilities and deliverables and align with higher-level goals.
- Goals are at a high enough level to encompass the core outcomes for which the employee is responsible but specific and clear enough so both the employee and supervisor are able to measure success.
- Performance goals include both ongoing program responsibilities and any new projects, assignments, priorities, or initiatives specific to this performance cycle.
- For most employees, many goals are based on ongoing responsibilities and may not change much, if at all, from year to year.



JOB FUNCTIONS

The job duties listed in this section should correspond with the employee's position description and relate to what the employee is expected to perform. Through discussion, the supervisor and employee should select at least three job duties that will be a focus for the upcoming performance year. ***NOTE****: Job duties listed below focus on the employee's day-to-day activities that support the department's annual objectives. All related job duties listed on an employee's position description must be fulfilled regardless of whether those same job duties are included below.*

During the evaluation stage, select the performance level from the drop down box provided that you believe most accurately reflects the employee's performance during the evaluation period. For explanation regarding performance levels, click here.

JOB DUTY 1 Performance Level

Job duty and success criteria *(to be completed during planning stage)*

Actual performance *(to be completed during evaluation stage)*

JOB DUTY 2 Performance Level

Job duty and success criteria *(to be completed during planning stage)*

Actual performance *(to be completed during evaluation stage)*

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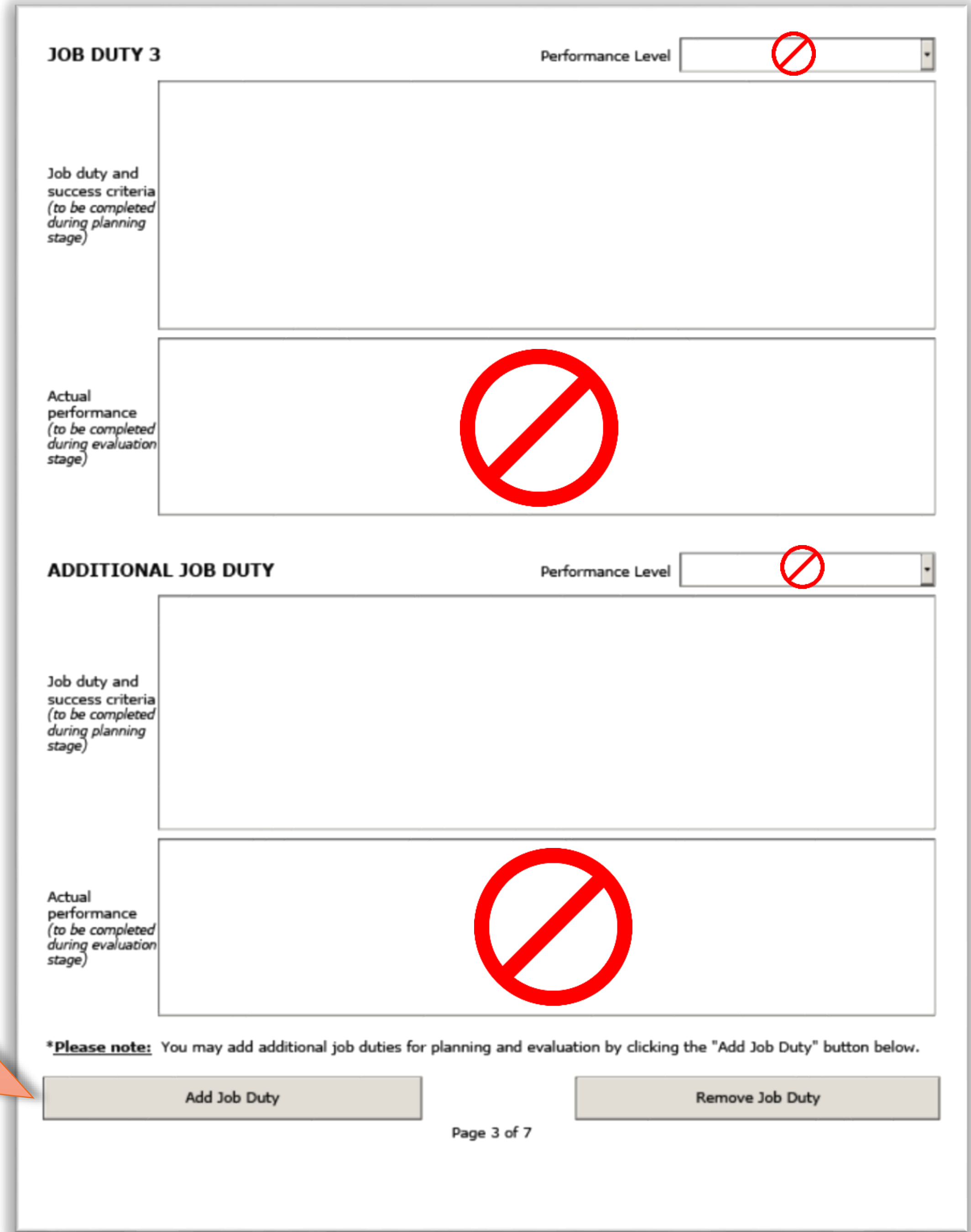

JOB DUTY 3 Performance Level

Job duty and success criteria *(to be completed during planning stage)*

Actual performance *(to be completed during evaluation stage)*

ADDITIONAL JOB DUTY Performance Level

Job duty and success criteria *(to be completed during planning stage)*

Actual performance *(to be completed during evaluation stage)*

*__Please note:__ You may add additional job duties for planning and evaluation by clicking the "Add Job Duty" button below.

Add Job Duty

Remove Job Duty

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Add Job Duties

Click Add Job Duty button to add an additional job duty field to the form.

Note: If you selected **Add Job Duty** but would like to remove the extra field, click the **Remove Job Duty** button. The **Remove Job Duty** button does not remove the job duty fields pre-populated on the form.

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General: Competencies Section

Effective 2015, all position descriptions for classified and unclassified FTE positions include specific competencies for the position chosen from a list of nine competencies provided by the Office of Human Resources. Competencies define the behaviors or characteristics critical to the employee's ability to perform the job.

For staff performance management, this section of the form should emphasize competencies important to successful performance of the job functions and objectives detailed in the planning stage.

Important Information: All supervisors are to be rated on the competency "Supervision and Management."

Note: Recommended number of competencies to list in this section: 1 to 3

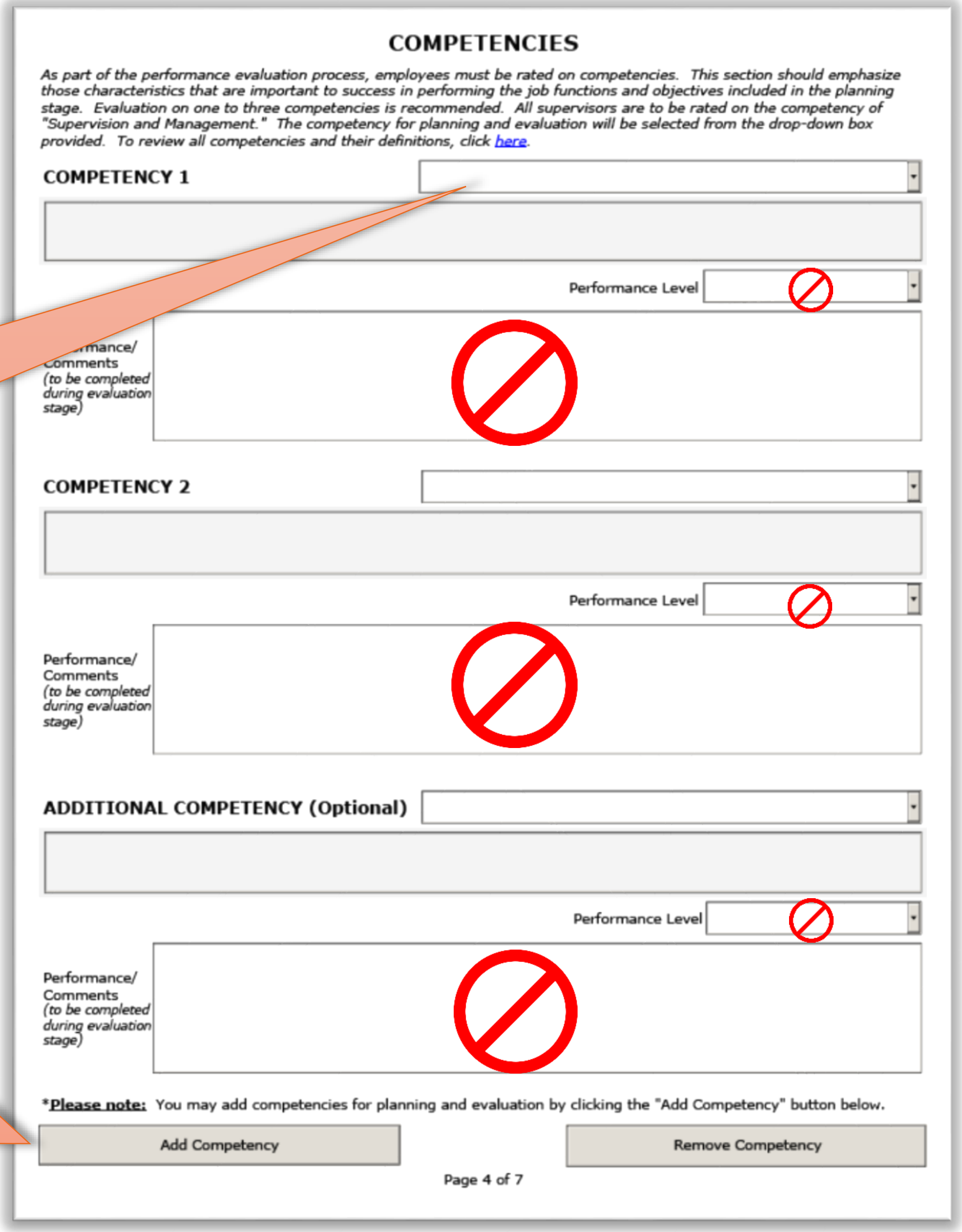
Competency Section

Select each competency from the drop-down boxes provided. Based on your selection, the gray box below the selection will automatically populate the competency definition. To review all competencies and their definitions, click **here**.

Add Competency

Click Add Competency button to add an additional competency field to the form.

Note: If you selected **Add Competency** but would like to remove the extra field, click the **Remove Competency** button. The **Remove Competency** button does not remove the competency fields pre-populated on the form.



COMPETENCIES

As part of the performance evaluation process, employees must be rated on competencies. This section should emphasize those characteristics that are important to success in performing the job functions and objectives included in the planning stage. Evaluation on one to three competencies is recommended. All supervisors are to be rated on the competency of "Supervision and Management." The competency for planning and evaluation will be selected from the drop-down box provided. To review all competencies and their definitions, click here.

COMPETENCY 1

Performance Level

Performance/ Comments *(to be completed during evaluation stage)*

COMPETENCY 2

Performance Level

Performance/ Comments *(to be completed during evaluation stage)*

ADDITIONAL COMPETENCY (Optional)

Performance Level

Performance/ Comments *(to be completed during evaluation stage)*

***Please note:** You may add competencies for planning and evaluation by clicking the "Add Competency" button below.

Add Competency

Remove Competency

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General: *ClemsonForward* Section

For the next section of the planning stage, **review and reference** the mission and Clemson Forward strategic plan summary provided on this page.

To review the entire Clemson Forward strategic plan, click **here**.

Note: Departments are not expected to contribute to every strategic priority. Be realistic about where your department/unit goals "fit," using the definitions as a guide. Administrative and support units may find ways to align with ClemsonForward through their responsibilities for one of the four key enablers.

CLEMSON FORWARD

Clemson University was established to fulfill our founder's vision of "a high seminary of learning" to develop "the material resources of the State" for the people of South Carolina. Nurtured by an abiding land-grant commitment, Clemson's primary purpose is educating undergraduate and graduate students to think deeply about and engage in the social, scientific, economic and professional challenges of our times. The foundation of this mission is the generation, preservation, communication and application of knowledge. The University also is committed to the personal growth of the individual and promotes an environment of good decision making, healthy and ethical lifestyles, and tolerance and respect for others. To accomplish this goal, the University's leadership has developed four strategic priorities for Clemson to become nationally recognized as a leader in the four key areas listed below.

RESEARCH
Clemson will be nationally recognized as a leader in research, consistently ranked among institutions with the highest level of research activity.

- Refocus research mission and increase nationally competitive scholarship and funding in six innovation clusters
- Grow targeted research investments
- Raise research expectations and reward research excellence

ENGAGEMENT
Clemson will continue to be recognized as a leader in engagement, encompassing student engagement, community outreach and public-private partnerships.

- Build a campus-wide global engagement infrastructure: Increase opportunities for students to interact across cultures and national boundaries
- Foster evidence-based academic engagement
- Enhance engagement opportunities across academic affairs and student affairs
- Leverage innovation campuses and research centers to support community engagement and economic development in South Carolina

ACADEMIC CORE
Clemson will protect and strengthen the academic core, ensuring that it remains perennially ranked among the nation's top public universities.

- Re-envision general education
- Build interdisciplinary capacity to meet the needs of the future
- Increase the number of high-quality, nationally prominent graduate programs - This includes competitive financial packages and enhancements to the graduate student living and learning environment
- Professionalize academic advising and curriculum resources, and enhance early-warning systems to identify any student whose retention and graduation is in jeopardy; facilitate academic program choices and career preparation

LIVING
Clemson will enhance the living environment to make the University an outstanding place to live, learn and work while also increasing diversity and a climate of inclusive excellence.

- Increase diversity in the student body, as well as among faculty and staff; recruit and retain top talent from all racial groups and socioeconomic backgrounds, with specific focus on underrepresented minorities
- Nurture a climate of diversity, inclusion, and respect
- Lead the nation in rewarding top performance and advancing workplace quality of life

Administrative and support units may also find ways to align with *ClemsonForward* through their responsibilities for one of four **key enablers**:

- **College Reorganization** - Enhance the academic learning and working environment
- **Strategic Revenue Growth** - Manage enrollment, legislative and development priorities while enhancing entrepreneurial activities, operational efficiencies and revenue allocation to support *ClemsonForward* priorities
- **Building Futures** - Build new state-of-the art facilities, renovate aging structures and create multi-function spaces that provide a vibrant academic, research, student life and work environment
- **Accountability and Leadership** - Prudently manage resources, focus on impact rather than activity, clearly identify ownership of key initiatives and provide transparency through regular reporting to University leaders, Board of Trustees and the campus community

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General: Employee Objectives in Support of Clemson Forward Section

Clemson University's success is directly connected to the support and participation of its employees. This section of the planning stage is designed to create a clear connection between individual employee contributions and the University's strategic plan and priorities.

Strategic priorities should (1) be directly related to the employee's job, and (2) support stated ClemsonForward initiatives.

Note: Each employee is to be rated on at least one ClemsonForward objective. The employee and the supervisor should choose the objective(s) collaboratively.

Employee Objectives in Support of Clemson Forward Section

Select from the drop-down box, at least one strategic priority the employee will support. Based on your selection, the gray box below will automatically populate a summary of the selected strategic priority. An "Other" option is available for detailing objectives that align with multiple strategic priorities or objectives not included in the REAL objectives.

Strategic Priority Success Criteria Section

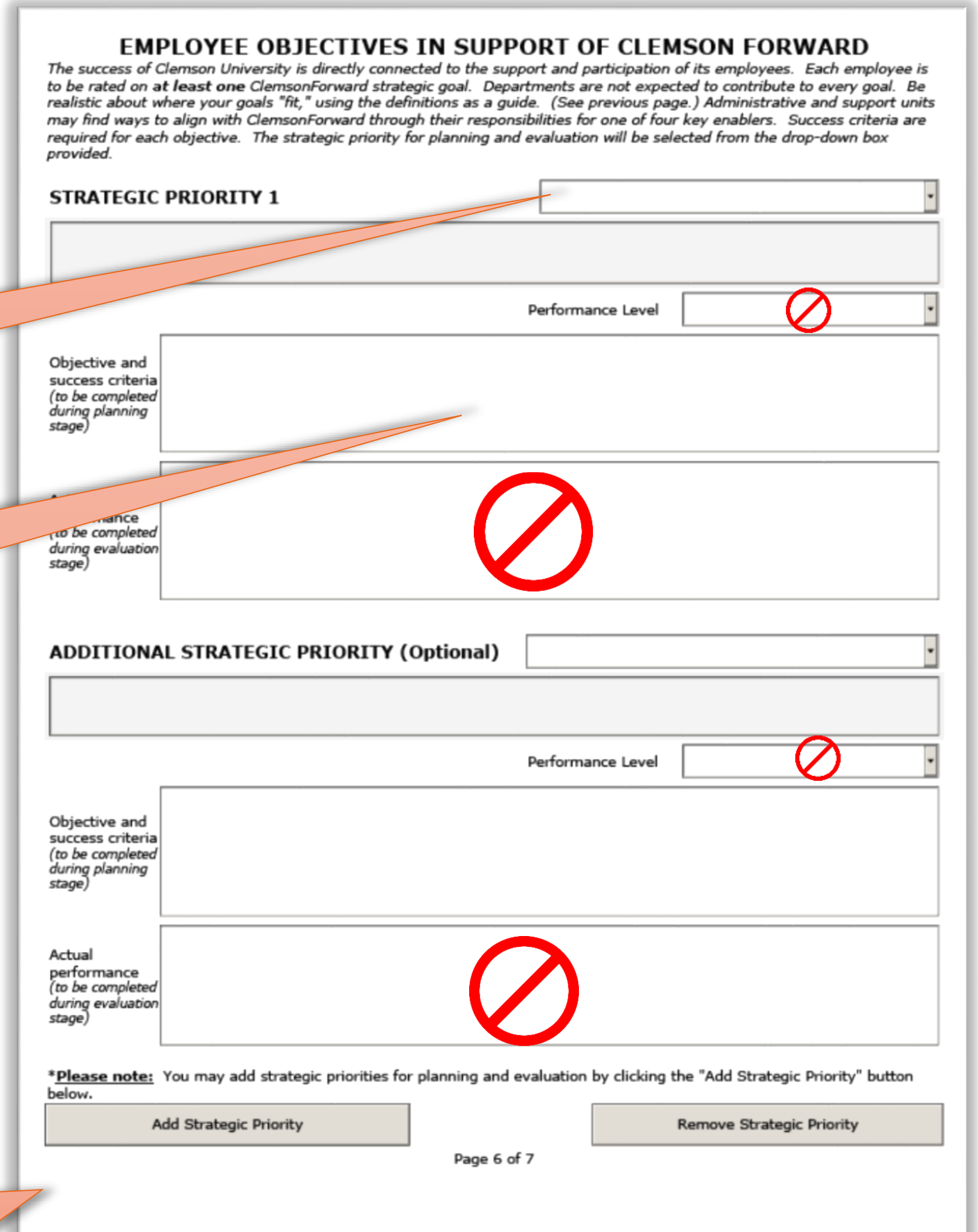
After discussion on how the strategic priority relates to the employee's position, **define** in the **Objective and success criteria section** what the employee should accomplish or demonstrate during the year. Success criteria should follow **S.M.A.R.T goal format.** **(Click to review goal format.)**

Example Application: Strategic Priority: Living - Clemson will enhance the living environment to make the University an outstanding place to live, learn and work while also increasing diversity and a climate of inclusive excellence.
Objective and success criteria: Employee will participate in at least two learning and development opportunities (i.e. webinar, instructor-led, conference, etc.) on building customer service techniques over the next six months. Employee will use information from sessions to create customized, 60-minute sessions and deliver the sessions to customer service teammates during quarterly staff meetings.

Add Strategic Priority

Click Add Strategic Priority button to add a strategic priority field to the form.

Note: If you selected **Add Strategic Priority** but would like to remove the extra field, click the **Remove Strategic Priority** button. The **Remove Strategic Priority** button does not remove the strategic priority fields pre-populated on the form.


EMPLOYEE OBJECTIVES IN SUPPORT OF CLEMSON FORWARD

The success of Clemson University is directly connected to the support and participation of its employees. Each employee is to be rated on ***at least one*** *ClemsonForward strategic goal. Departments are not expected to contribute to every goal. Be realistic about where your goals "fit," using the definitions as a guide. (See previous page.) Administrative and support units may find ways to align with ClemsonForward through their responsibilities for one of four key enablers. Success criteria are required for each objective. The strategic priority for planning and evaluation will be selected from the drop-down box provided.*

STRATEGIC PRIORITY 1

Performance Level

Objective and success criteria *(to be completed during planning stage)*

Actual performance *(to be completed during evaluation stage)*

ADDITIONAL STRATEGIC PRIORITY (Optional)

Performance Level

Objective and success criteria *(to be completed during planning stage)*

Actual performance *(to be completed during evaluation stage)*

*__Please note:__ You may add strategic priorities for planning and evaluation by clicking the "Add Strategic Priority" button below.

Add Strategic Priority | Remove Strategic Priority

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Staff Performance Management – Preparing the Planning Stage

General: Additional Objectives Section

This optional section is for the supervisor or employee to set additional objectives for the upcoming performance year. These objectives can relate to performance improvement, professional development, or support of a department or unit objective.

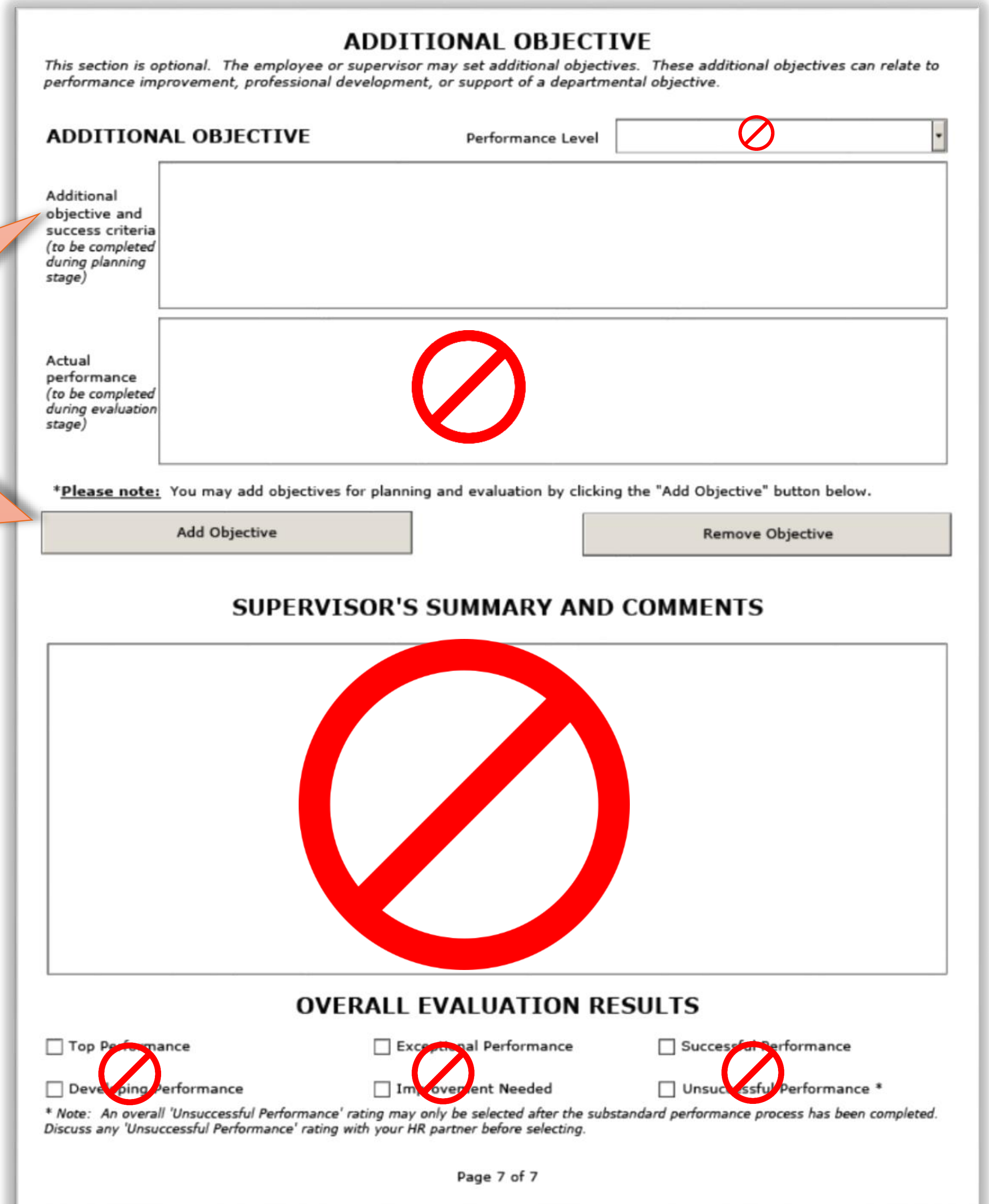
Employee Additional Objective Section

After discussion, **describe** each **additional objective and the success criteria**. **Define** what the employee should accomplish or demonstrate during the year. Success criteria should follow **S.M.A.R.T goal format.** **(Click to review goal format.)**

Add Objective

Click Add Objective button to add objective and success criteria and performance fields to the form.

Note: If you selected **Add Objective** but would like to remove the extra field, click the **Remove Objective** button. The **Remove Objective** button does not remove the objective field pre-populated on the form.



ADDITIONAL OBJECTIVE

This section is optional. The employee or supervisor may set additional objectives. These additional objectives can relate to performance improvement, professional development, or support of a departmental objective.

ADDITIONAL OBJECTIVE — Performance Level

Additional objective and success criteria *(to be completed during planning stage)*

Actual performance *(to be completed during evaluation stage)*

***Please note:** You may add objectives for planning and evaluation by clicking the "Add Objective" button below.

Add Objective — Remove Objective

SUPERVISOR'S SUMMARY AND COMMENTS

OVERALL EVALUATION RESULTS

☐ Top Performance ☐ Exceptional Performance ☐ Successful Performance

☐ Developing Performance ☐ Improvement Needed ☐ Unsuccessful Performance *

** Note: An overall 'Unsuccessful Performance' rating may only be selected after the substandard performance process has been completed. Discuss any 'Unsuccessful Performance' rating with your HR partner before selecting.*