



*Office of*

**HUMAN RESOURCES**

## **Staff Performance Management Procedures and Guidelines**

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## Introduction

### Purpose

This guidance document outlines Clemson University's Staff Performance Management Program. It is a reference for staff members and supervisors and has the following goals:

- To define the concept of performance management
- To summarize the process at Clemson University
- To provide resources and tools to help staff members and supervisors fulfill their roles in the process and comply with the Staff Performance Management Policy

### Scope

The guidance covered in this document is governed by Clemson's [Staff Performance Management Policy](#) and applies to all University probationary and covered staff, as defined by the State Employee Grievance Procedure Act, in a classified or unclassified position, in all colleges and divisions and their supervisors. This policy applies to all University faculty who supervise staff as defined in the scope of this policy. Faculty performance management is governed by the *Faculty Manual* and is not covered in this document.

### Defining Performance Management

Performance management is an ongoing process for measuring, documenting and addressing job performance. Performance management uses job functions, objectives and competencies, all of which should align with University, college/division and departmental goals, as evaluation criteria. Performance management is a cyclical process, in which the supervisor sets clear performance expectations, provides regular feedback, supports professional development and documents a formal evaluation. Performance management is successful when each of the process stages is completed in a timely manner. Generally, the performance management process establishes the supervisor's expectations for the staff member for the review period.

The goals of Clemson's Performance Management Program are as follows:

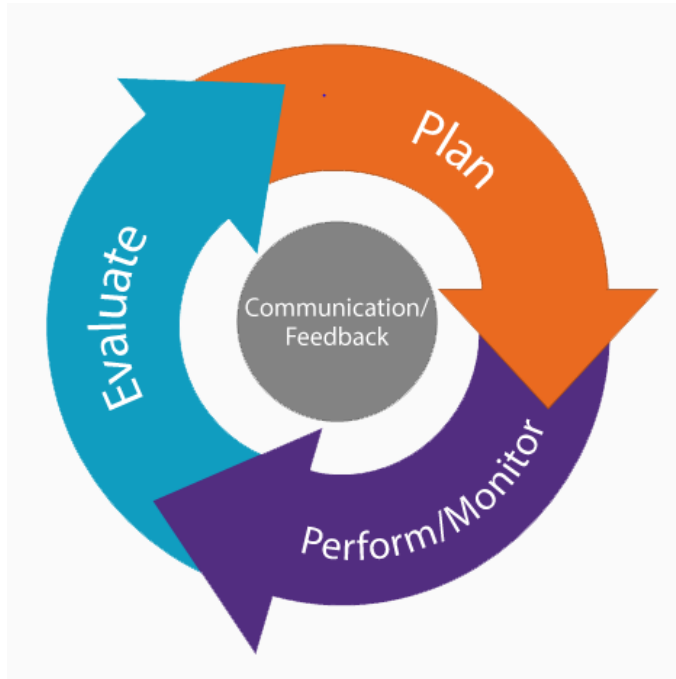
- To establish clear performance expectations between staff members and supervisors
- To align staff member development with the broader institutional context (University strategy and goals) and individual staff member career targets
- To assess actual performance and accomplishments as they compare to established expectations
- To encourage open and ongoing communication, coaching and feedback between staff members and supervisors
- To provide support for employment and salary actions (including, but not limited to merit increases, bonuses, promotion, demotion and termination)

Clemson's approach to performance management as a cycle of integrated activities is summarized in the graphic that follows. The process depends on and is facilitated by ongoing communication and feedback between the staff member and the supervisor. This cycle creates a culture of

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coaching and mentoring and encourages a "no surprises" approach by ensuring that both parties are aware of expectations and how performance compares to those expectations.

### Staff Performance Management Cycle

**Plan:**

Establish and agree on job duties and performance objectives, including success criteria.

**Perform/monitor:**

Perform responsibilities and monitor progress; provide praise and address performance improvement issues.

**Communication/feedback:**

Engage in informal discussions, ensure alignment with expectations, address concerns early and often, and promote growth and professional development.

**Evaluate:**

Conduct annual (required) and mid-year (suggested) performance evaluations.

## Definitions

The following definitions apply throughout this document.

Competency	A set of knowledge, skills or personal/performance characteristics needed to succeed in the job duties and responsibilities.
Goals	Large, complex plans that are established by the University, college/division and the department to guide each unit's work. Departmental goals should directly align with college/divisional goals and college/divisional goals should align with the University's goals. The collective success of these goals allows the University to meet and exceed the expectations put forth by the Board of Trustees.
Job Duties	The tasks or collection of related tasks that a staff member is responsible to effectively complete to be successful in his/her position.
Job Functions	The combination of the job duties as listed on a staff member's position description and the corresponding success factors.

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Objectives	Individual projects and tasks established between staff members and supervisors. Objectives should focus on the achievement of the department's goals.
Performance Evaluation	The formal annual process during which the supervisor and staff member discuss the staff member's performance for the review period. The conversation and assessment are based on the expectations discussed during the planning stage (or as modified and discussed during the review period).
Planning Stage	The initial stage of the performance management process. The planning stage establishes agreed upon annual performance expectations. During the planning stage, the supervisor and the staff member discuss job functions, objectives and competencies and document them on a performance management form.
Rater	The staff member's supervisor who has direct experience or knowledge of the work being performed.
Review Period	The time period over which the staff member's performance is assessed in an evaluation document.
Reviewer	The next higher-level supervisor to whom the rater reports.
Self-Review	Self-review is the initial stage of the performance evaluation process. It is during this part of the process that the staff member assesses his/her own performance for the review period in preparation for the discussion with the supervisor.
SMART Goal	SMART stands for: Specific, Measurable, Achievable, Realistic/Relevant, and Time-bound. This acronym describes the ideal characteristics of an objective in the performance evaluation process.
Staff member	Any person in a non-faculty, non-student position at Clemson University. For the purposes of this document, "staff member" refers to the employee being evaluated through the Staff Performance Management Program.
Supervisor	The person who has direct experience or knowledge of the work being performed by the staff member, assigns work and conducts the performance evaluation.

## Roles and Responsibilities

### Rater (Supervisor)

The supervisor plays a key role throughout all stages of the performance management process. It is the supervisor's responsibility to ensure that performance management, as described in this document, is provided to each direct report. Specifically, supervisors ensure that direct reports have a planning stage and annual performance evaluation discussion and that the appropriate documentation is submitted according to the timeline. Further, supervisors should help to promote

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an environment and culture that supports performance management, coaching and feedback throughout the year.

### Staff Member

The staff member is at the center of the performance management process. The staff member is responsible for actively participating in the completion of the annual planning stage, which establishes the performance expectations for the year. In addition, the staff member is responsible for his or her performance as it relates to the goals and expectations set in the planning stage. During the review period, the staff member monitors actual performance against the expectations and goals that were documented during the planning stage. No more than 90 days prior to the end of the performance review period, the staff member completes a self-review to prepare for the performance evaluation discussion with the supervisor. Staff members are encouraged to seek out informal opportunities for feedback and coaching with the supervisor during the review period.

### Reviewer (Supervisor's Supervisor)

The reviewer (next higher-level supervisor to whom the rater reports) is responsible for reading and understanding the planning stage and the performance evaluation and confirming that both are completed for the staff member. The reviewer discusses the goals of the department/unit with the supervisor prior to the planning stage to help align individual goals with the overall goals for the unit. During the evaluation stage, the reviewer may add comments regarding the staff member's performance and provide edits to the rater's feedback. By policy, if the reviewer disagrees with the staff member's overall rating, they can request the rater to make a change to the rating.

### Office of Human Resources

The Office of Human Resources (OHR) manages the administration of the Staff Performance Management Program. OHR develops and maintains the policies, guidance, forms and tools that govern and support the process. OHR serves as a performance-management resource for the University, providing guidance and training and resolving issues and questions. The HR Service Manager for the college/division is available as a consultant to supervisors on all aspects of the Staff Performance Management Program.

## Performance Management Process

### Review Period

The review period is the timeframe for which the staff member's performance is evaluated. Generally, the review period covers twelve months; however, it may be shortened for a staff member returning to work after an approved term of leave or for a staff member following the completion of his/her probationary year or trial status period in order to align with the established review date for the college/division.

Each college and division selects a review period that best aligns with the appropriate academic or business calendar. The available periods are:

- March 1 to February 28/29
- July 1 to June 30

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- September 1 to August 31

Each college/division provides OHR with their review period selection. If the period has changed, the college or division is asked to notify OHR, who will assist in the transition to the new period. OHR will provide colleges/divisions with options to use OnBase or not and will assist with the short year review process.

### **Mandatory Process for Covered Staff Members in Classified or Unclassified Positions**

The Staff Performance Management Program is required for all covered staff members as well as all probationary staff members. Given the benefits of using the program to set expectations, provide feedback and evaluate performance, Clemson encourages supervisors utilize the process for their TLP, TGP and other temporary staff as well.

### Key Program Activities and Responsibilities

Below is a summary of key activities that occur during each stage of the cycle. For more details on roles and responsibilities, please see the Roles and Responsibilities section of this document.

<b>Key Activities</b>	<b>Staff Member</b>	<b>Supervisor</b>	<b>Reviewer</b>
<b>Plan</b>			
1) Review position description for accuracy	X	X	
2) Determine departmental goals valid for the review period		X	X
3) Review University and college/department strategy and goals	X	X	
4) Review past performance evaluations to help determine areas of focus	X		
5) Discuss goals for performance review period	X	X	
6) Finalize and sign off on planning stage	X	X	Optional
<b>Perform/Monitor</b>			
1) Perform duties of the role	X		
2) Monitor progress against plan	X	X	
<b>Key Activities</b>			
3) Address performance deficiencies	X	X	
<b>Communicate/Feedback</b>			
1) Conduct feedback sessions / informal check-ins	X	X	
2) Provide positive and constructive feedback		X	
3) Identify opportunities for development		X	
<b>Evaluate</b>			
1) Gather information to support evaluation	X	X	
2) Conduct self-review	X		
3) Meet to discuss annual evaluation	X	X	
4) Sign-off and submit evaluation	X	X	X

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### Planning

The planning stage, which is developed collaboratively between the staff member and the supervisor, is the initial stage of the Staff Performance Management Program. The planning stage is critical to the program because it establishes the foundation against which performance is later measured. It provides a road map for performance for the year.

The planning stage occurs within four to six weeks of the start of the review period. The supervisor sets a meeting with each direct report to discuss and document the plan for the year. In advance of these meetings, staff members should prepare for the discussions by reviewing previous performance evaluations; University, college/division and department goals; and personal development goals.

The following considerations apply to the planning stage:

- **Review position description:** Both the staff member and the supervisor should review the position description to ensure that it reflects the true responsibilities of the staff member's current job. If changes to the position description are required, the supervisor submits the changes to the Office of Human Resources (OHR) for review and approval prior to finalizing the planning stage.
- **Agree on performance expectations:**
  - **Job functions:** Based on the up-to-date, approved position description, document job duties and determine the success criteria for demonstrating top and successful performance levels.

**Objectives:** Performance objectives may fall into multiple types of categories. Regardless of type, Clemson utilizes the **SMART** (acronym for Specific, Measurable, Achievable, Realistic/Relevant, Time-bound) format to define the desired results for the given objective. Objective types include:

- **Organizational objectives:** Each staff member should be rated on **at least one** Clemson University 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 [Clemson University Strategic Plan](#)). Administrative and support units may find ways to align with the Clemson University's strategic plan through their responsibilities with one of four key enablers.
- **Performance objectives:** Performance objectives support the department/college and are related to the job duties.
- **Professional development goals:** These goals enhance the skills or knowledge relevant to the current role or help to develop skills for a future role.



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Guidance for Supervisor	Guidance for Staff Member
<ul style="list-style-type: none"><li>• Schedule the planning stage meeting in advance.</li><li>• Review the current position description.</li><li>• Assess the staff member's strengths and development areas.</li><li>• Review University strategy, college/division goals and department goals; translate these goals to individual employee objectives.</li></ul>	<ul style="list-style-type: none"><li>• Review the current position description.</li><li>• Consider professional development and career goals.</li><li>• Review previous performance evaluations.</li><li>• Review University strategy, college/division goals and department goals; translate these goals to individual employee objectives.</li></ul>

### Coaching and Feedback

During the year, the staff member performs his/her job responsibilities with a focus on meeting or exceeding the performance expectations established during the planning stage. The staff member and supervisor are encouraged to meet for informal feedback discussions on performance throughout the period. Having frequent check-ins develops a "no surprises" approach where the staff member and supervisor are aware of performance progress. With coaching and feedback, performance management becomes a part of the culture – not something that is done once a year. This approach supports the basis of the Staff Performance Management Program – the professional development of the staff member.

The following considerations apply to the review period:

- **Monitor progress against plan:** Staff members and supervisors should monitor their progress against the expectations developed in the planning stage to help stay on track and recognize the need to make course corrections.
- **Make adjustments to the plan:** In order to identify the need for change, supervisors and staff members should pay careful attention to the plan throughout the year. The planning stage is a dynamic document and can be updated based on substantial changes that may impact the staff member's priorities and goals. It is important that the supervisor discuss and document any changes to the planning stage with the staff member so that the new expectations are clear.
- **Identify opportunities for development and growth:** Supervisors and staff members identify opportunities to meet or exceed the expectations developed in the planning stages through work assignments, special projects and training/development. See the "Continuing Career Development" section in this document to understand what additional, ongoing development opportunities may be available for the staff member.
- **Provide recognition:** When a supervisor identifies positive behaviors and results, the staff member should be recognized. Staff member recognition is the acknowledgment of an individual or team's behavior, effort and accomplishments that support the organization's goals and values. The intent of acknowledging positive behaviors and actions is to (1) encourage the behavior, (2) increase morale, and (3) express appreciation for the value the staff member or team brings to the University through such performance.

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- **Address performance deficiencies:** Supervisors should address areas of performance deficiencies as they are identified. By recognizing performance deficiencies and discussing them with the staff member, the supervisor provides the staff member the opportunity to improve. The intention at this point is to focus discussion on the development of the individual, such that performance more closely aligns with expectations. However, in cases where an informal process does not achieve the desired results, the supervisor may, when warranted, employ the substandard performance process.

Guidance for Supervisor	Guidance for Staff Member
<ul style="list-style-type: none"><li>• Identify growth / development opportunities.</li><li>• Conduct informal feedback discussions.</li><li>• Remove obstacles / roadblocks.</li><li>• Address performance deficiencies.</li></ul>	<ul style="list-style-type: none"><li>• Develop an action plan.</li><li>• Monitor progress against plan.</li><li>• Document performance.</li><li>• Seek out growth / development opportunities.</li></ul>

## Evaluating Performance

The annual performance evaluation occurs towards the end of the performance review period. At this point in the process, the staff member and his/her supervisor formally evaluate the year's performance. As discussed above, Clemson strongly encourages ongoing communication and feedback between staff member and supervisor throughout the review period. In this model, by the time of the annual performance evaluation, both parties should know how actual performance compares to the expectations documented in the plan. A mid-year review, which can help achieve mutual awareness, is optional but highly encouraged.

The following considerations apply to the annual performance evaluation:

- **Self-review:** Prior to the evaluation, the staff member should conduct his/her own assessment of the year's performance against plan (without providing a rating). This exercise gives the staff member the opportunity to think through areas of accomplishments as well as opportunities for improvement and to be prepared for the discussion with the supervisor. This self-review also provides insight to the supervisor on how the employee regards their performance for the year.
- **Information gathering:** In preparing to discuss the performance evaluation with the staff member, the supervisor should gather performance information from a variety of sources, including:
  - Feedback from others within the University with whom the staff member has a high level of interaction in performing his/her job responsibilities.
  - Performance notes that the supervisor has documented throughout the performance review period.
  - Notes from informal feedback sessions with the staff member.

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- **Scheduling:** The supervisor and staff member should schedule the performance evaluation in advance. Care should be taken to provide sufficient time for a thorough evaluation discussion, the documentation of the evaluation and the submission of the performance evaluation. Remember, performance evaluations must be submitted no later than the last day of the review period.

OHR has prepared checklists for both supervisors and staff members with suggested steps to prepare for the performance evaluation discussion. (Refer to the Help section at the end of this document.)

Guidance for Supervisor	Guidance for Staff Member
<ul style="list-style-type: none"><li>•Gather feedback.</li><li>•Review notes/documentation from informal feedback sessions.</li><li>•Conduct and sign off on performance evaluation.</li></ul>	<ul style="list-style-type: none"><li>•Conduct self-review.</li><li>•Discuss and sign off on performance evaluation.</li></ul>

## Rating Scale

Clemson uses six ratings to evaluate performance: top performance, exceptional performance, successful performance, developing performance, improvement needed and unsuccessful performance. Each rating (and the performance the rating is intended to identify) is outlined in the following table.

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PROPOSED RATING	PERFORMANCE DESCRIPTION
<b>Top Performance</b>	Significantly exceeded expectations; demonstrated competencies at a superior level; made outstanding and significant contributions to the University and is considered a role model; is considered to have the highest potential for ongoing development and advancement. This rating is intended to be reserved for the highest level of performance.
<b>Exceptional Performance</b>	Consistently exceeded expectations; demonstrated competencies at a high level. Performance throughout the review period is consistently "above and beyond," achieving goals with very limited or no supervision.
<b>Successful Performance</b>	Consistently met expectations; demonstrated competencies at the expected level. The performance demonstrates effective prioritization of work and completion of assigned tasks. Viewed as someone who can be relied on to get the job done.
<b>Developing Performance</b>	<p>Partially met expectations and/or inconsistently demonstrated competencies at the expected level; consistent performance monitoring, coaching and training are necessary.</p> <p>This rating is appropriate for staff members who are (1) new to the role and/or (2) new to certain responsibilities within their role and who need to develop skills or receive additional training in order to fully contribute.</p>
<b>Improvement Needed</b>	<p>Did not consistently meet expectations and/or did not consistently demonstrate competencies at the expected level; required frequent supervisory direction and significant improvement is necessary.</p> <p>A Performance Improvement Plan or Warning Notice for Substandard Performance may be required.</p>
<b>Unsuccessful Performance</b>	<p>Performance did not meet expectations and did not demonstrate competencies at the expected level, performance negatively affected team or University success.</p> <p>The staff member is entitled to adequate notice of substandard performance and the opportunity to improve the substandard performance in accordance with SC Employee Performance Management System Model Policy before receiving an overall "unsuccessful performance" rating and being removed from the position.</p>

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In an evaluation, the supervisor rates the performance of each job function and objective using one of the six ratings. The competencies are rated either acceptable or not acceptable and do not use the six ratings. Finally, the supervisor gives the staff member an overall performance rating using one of the six ratings. The overall rating should be supported by the individual ratings on the job functions, the objectives and the competencies. The three performance components (job functions, objectives, and competencies) are weighted evenly. In other words, the duties of the job that are/are not performed and the behaviors related to the performance are deemed equally important in achieving results.

### *Example:*

Job Function 1: Successful Performance  
Job Function 2: Exceptional Performance  
Job Function 3: Improvement Needed  
Competency 1: Acceptable  
Competency 2: Acceptable  
Objective 1: Exceptional Performance  
Objective 2: Successful Performance  
**Overall Rating: Successful Performance**

## Established Review Date

Performance evaluations are due no later than the last day of the college/division's established review period. The completed and signed performance evaluations are to be submitted to the Office of Human Resources by the last day of the review period. As part of their supervisory responsibilities, supervisors are expected to complete the required performance management process in a timely manner. OHR encourages supervisors to plan ahead to ensure that the process is thorough, and that adequate time is allocated for documenting and submitting the annual performance evaluations. Exceptions, such as approved leaves of absence or family/medical emergencies, to the review periods must be approved by OHR.

## Concedes Rating

If OHR does not receive a completed performance evaluation by the last day of the established performance review period, the staff member receives a "Concedes to Successful" rating. In the case where an employee is on a "Warning Notice of Substandard Performance," the review will be entered at the conclusion of the notice period.

All supervisors (raters) will be evaluated on the timeliness of completing their staff member's performance evaluation. Failure to provide a timely review should be taken into consideration when conducting the supervisor's annual performance evaluation.

## Substandard Performance Process for Covered Staff Members

A covered staff member is entitled to adequate notice of substandard performance and the opportunity to improve the substandard performance before receiving an "unsuccessful" rating and being removed from the position. To ensure this occurs, the following procedures must be followed:

1. A rater shall issue a "Warning Notice of Substandard Performance" prior to issuing an "unsuccessful" rating to a covered staff member. If during the performance period a staff member is considered "unsuccessful," in any essential job function or objective which significantly impacts performance, the rater shall provide the staff member with a written "Warning Notice of Substandard Performance." The warning notice shall provide for an improvement period of no less than 30 calendar days and no more than 120 calendar days. The warning notice may be issued at any time during the review period. Ordinarily, the improvement period may not extend beyond the staff member's review date. However, the review date may be advanced to coincide with the "Warning Notice of Substandard Performance" dates. Should this occur, and a satisfactory review is completed, a staff member is to receive a short-year planning stage and review (if necessary) to comply with the established review date. The probationary period review may not be extended.
2. The rater and staff member should participate in drafting a warning notice of substandard performance. The notice should include a list of ways to improve the deficiencies and other appropriate performance-related recommendations. In those instances where the rater and staff member cannot agree upon the content of the notice, the rater's decision shall be final.
3. During the warning notice period, the staff member and the rater shall have regularly scheduled meetings to discuss the staff member's progress. The rater is required to document the counseling sessions to verify that they were held. Copies of this documentation shall be placed in the staff member's official personnel file and given to the staff member.
4. By the end of the warning notice, if the staff member's performance is rated "improvement needed" or above on all essential job functions/objectives that significantly impact performance as noted in the warning notice, employment shall continue. If at the end of the warning period, the staff member is rated "unsuccessful," on any essential job functions/objectives that significantly impact performance, as noted in the warning notice, the staff member shall be removed from the position immediately (i.e., terminated, reassigned or demoted).
5. Once a time frame for improving substandard performance has been established, the staff member must receive a written evaluation prior to the end of the warning notice (improvement period), or the staff member will receive a "concedes to successful."
6. If a staff member has been issued two warning notices of substandard performance within a 365-day period and performance drops to a substandard level on any essential job function/objective, which significantly impacts performance for the third time within a 365 day period, the staff member shall be removed from the position upon the third recurrence of such substandard performance by issuing the "unsuccessful" evaluation. A warning notice is not required on the third occurrence of substandard performance.

## **WARNING NOTICE OF SUBSTANDARD PERFORMANCE**

The requirements of a "Warning Notice of Substandard Performance" are:

1. The notice shall be in writing, addressed to the staff member, labeled as a "Warning Notice of Substandard Performance," and signed by the staff member. When possible, it should be witnessed if the staff member will not sign.
2. The notice shall include the following:
  - a. The job duties, objectives and/or competencies included on the staff member's planning document that are considered to be at an "unsuccessful" or "unacceptable" level
  - b. An explanation of the deficiencies for each job function, objective and/or competency listed in (a) above
  - c. Actions to take to improve the noted deficiencies
3. The notice shall set the time frame for improvement and describe the consequences (i.e., termination, demotion, reassignment) if performance does not improve to an acceptable level.
4. The notice shall include a plan for meetings to discuss the staff member's progress during the warning notice.
5. A copy of the notice shall be given to the staff member and a copy shall be placed in the staff member's official personnel file.

## **Special Circumstances**

### **1. Leave**

A covered staff member on approved leave (with or without pay) for more than 30 consecutive workdays may have the performance review date advanced up to 90 days. After the staff member returns from leave, a short-year planning stage and review is to be completed, if necessary, in order to comply with the established review date.

### **2. Probationary Periods**

Each new staff member in a regular Full-Time Equivalent (FTE) position shall be rated prior to the completion of a twelve-month probationary period. The performance review date marks the beginning of a new review period. If a staff member does not receive a performance evaluation prior to the performance review date, the staff member will receive a "concedes to successful" rating and obtain status as a covered staff member. The probationary period may not be extended. If a staff member is not performing satisfactorily during the probationary period, the staff member shall be terminated before becoming a covered staff member. Until a staff member has completed the probationary period and has an "improvement needed" or higher overall rating on the evaluation, the staff member has no grievance rights under the State Employee Grievance Procedure Act; therefore, Clemson University is not required to follow the Substandard Performance Process to

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terminate a probationary staff member. After satisfactory completion of the probationary period, a staff member is to receive a short-year planning stage and review, if necessary, to comply with the established review date. The "successful performance," "developing performance," and "improvement needed," ratings are equivalent to the "meets" rating referenced in the State Employee Grievance Procedure Act.

### 3. Trial Status Periods

Each covered staff member who has been demoted, promoted or reclassified shall serve a six-month trial status period in the position and shall receive an evaluation prior to the completion of the trial status period. If a staff member does not receive a performance evaluation prior to the end of the trial status period, the staff member will receive a "concedes to successful" rating and obtain permanent status in the new classification. However, if a staff member's class title changes to a class in which the staff member has previously completed a successful trial status period and attained covered status in the class, the staff member does not serve another trial status period. Once a staff member has completed a successful trial status period, the staff member retains regular covered status in the state class throughout continuous service.

The six-month trial status period may be extended up to 90 calendar days upon written notice to the staff member prior to the end of the six-month trial status period. The staff member's performance review date shall be advanced for the period such extension is in effect.

A staff member in a trial status period may not be terminated or demoted to a class in a lower pay band than that from which promoted for performance reasons without following the Substandard Performance Process.

The Substandard Performance Process is not required:

- to demote or reclassify downward a staff member in a trial status period to the same class from which promoted if the demotion or reclassification occurs within the trial status period. The staff member may not grieve the demotion.
- to demote or reclassify downward a staff member in the trial status period to a class in an equal or higher pay band from which promoted if the demotion or reclassification occurs within the trial status period. The staff member may not grieve the demotion.

After satisfactory completion of the trial status period, a staff member is to receive a short year planning stage and review, if necessary, to comply with the established review date or reclassification.

### 4. Requesting entry of a late review

A supervisor must submit a written request to enter a late review after a staff member receives a "concedes to successful" rating by providing written justification to the Dean or Vice President of their area for approval. The written request should be in the form of a memo or email and must bear the approval of the Dean or Vice President and then be forwarded to OHR for final approval.



## Career / Professional Development Goals (optional)

Staff members are often interested in taking extra steps to develop skills and experience that will help them achieve the goals associated with their jobs and provide future career opportunities. Note that, here, we are discussing development opportunities that are over and above the expected development required as a part of the staff member's planning stage.

It is the responsibility of the staff member to plan for and obtain their identified training/development opportunities. In addition, there are no guarantees that, once a staff member completes such training and/or development, additional compensation and/or job opportunities will be available. Rather, this additional training/development should be viewed as better positioning the staff member for future job opportunities.

### Staff Member Development Methods

An individual's career can develop in untold number of ways, but each step of development will likely fit into one of three general categories: experience, exposure or education. Development plans utilizing all three categories are most effective for positive and long-lasting change.

Some staff member development occurs on the job, with the supervisor or an experienced co-worker leading the development activity in the context of the actual work environment. Other development occurs at training facilities or other non-work locations. In addition, many staff members take advantage of the educational benefits Clemson offers for eligible staff members through its Employee Tuition Assistance Program and online training courses.

The following are effective methods to help staff members develop/reinforce new skills:

**Mentoring** - Mentoring matches staff members with more experienced colleagues through formal or informal programs.

**Cross-training** - Cross-training refers to training staff members to perform job duties other than those normally assigned. Cross-training can be a short-term or ad-hoc opportunity, or it can be an ongoing, planned process.

**"Stretch" assignments** - Challenging projects and "stretch assignments" give staff members a chance to learn while doing real work. Developmental assignments allow staff members to develop the new skills, knowledge and competencies necessary for higher-level positions.

**Job enlargement or job enrichment** - Job enlargement involves expanding the staff member's job by adding more tasks and duties, typically at the same level of complexity.

**Job shadowing** - Job shadowing requires more than just having a staff member follow a colleague around all day. Shadowers view the organization from a different perspective and learn firsthand about the challenges facing workers in other departments.

**Job rotation** - Job rotation is the systematic movement of staff members from job to job within an organization.

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**Employee Tuition Assistance Program (ETAP)** – Clemson University is committed to attracting, retaining, rewarding and developing top talent, and the University understands the importance of higher education with respect to career development. The goal of the Employee Tuition Assistance Program (ETAP) is to encourage professional growth, enhance employee performance and support employee career development. Please see the [ETAP web page](#) for additional information and eligibility requirements for the program.

**Online employee development** - Clemson makes online training resources available for all staff members through [Percipio](#) and [Academic Impressions](#).

Several of the above developmental opportunities require support by a supervisor. To explore an ongoing career development opportunity that requires supervisory support, staff members should prepare a proposal to discuss with the supervisor. The proposal should highlight the benefits to the department and college/division as well as the staff member's own career development. A template for Career Development is available as a resource to help create a proposal. Access the template through the link in the Help section at the end of this document. More resources can be found on the [Employee Development Web Page](#). Supervisor-supported plans are typically only available to staff members with a performance rating of "Top Performance" or "Exceptional Performance" or if there is a significant departmental skills gap that needs to be filled.

Again, there is no guarantee that a development plan will be adopted, and, if it is, neither a pay increase nor a career progression should be the expected result of completing an ongoing career development plan.

## Resources

### Office of Human Resources Contacts

- Training, Development and Retention
- College/Division Human Resource Service Managers
- Staff & Faculty Relations

### Forms

- [Position description template](#)
- [Staff Performance Management Planning and Evaluation form](#)  
(If you receive a "Please wait..." message, click [here](#). Form must be downloaded to function.)
- [Temporary-Staff-Performance-Planning-and-Evaluation-form](#)  
(If you receive a "Please wait..." message, click [here](#). Form must be downloaded to function.)
- [Career development planning and worksheet](#)  
(If you receive a "Please wait..." message, click [here](#). Form must be downloaded to function.)

## Staff Performance Management

### Web Pages

- [Staff Performance Management](#)
- [Employee Development](#)

### Other Resources Specifically Mentioned in Document

- [Clemson University Strategic Plan](#)
- [SMART goal worksheet](#)  
(If you receive a "Please wait..." message, click [here](#). Form must be downloaded to function.)
- [Providing Effective Performance Feedback](#)
- [Tips for Difficult Conversations Regarding Performance](#)
- [Supervisor's Planning Stage Checklist](#)
- [Supervisor's Evaluation Stage Checklist](#)
- [Employee's Evaluation Stage Checklist](#)