

Samford University

Performance Management/Merit Pay Program

The Rationale

- We need a more valid and structured performance management process – this performance appraisal is the university's first to be applicable to all staff on a consistent basis.
- We need greater control of the salary increase part of the process – centralizing the raise process will give us precise control of money spent by the university on merit salary increases.
- We must be better able to comply with legislation and court cases that affect performance appraisals and merit pay – The Equal Pay Act, The Lilly Ledbetter Fair Pay Act and various court decisions all have an impact on the design of performance appraisals and merit pay programs. All of these factors influenced the design of this program.

The Concept

- This type of performance appraisal is known as a criteria-based performance appraisal.
- The employee's actual performance measured by individual performance expectations that are based on the employee's actual job duties.
- After the performance appraisal is completed, any merit increase would be linked to the employee's actual performance appraisal score. Employee performance is scored numerically, e.g., 0-400
- All other forms of salary adjustments (such as an increase related to a promotion) are separate and apart from merit increases.
- Performance expectations serve as a foundation for communicating about performance throughout the year. This is the most important aspect of performance management – that supervisors communicate regularly and as-needed about their employees' performance.
- The performance appraisal should be a summary of the conversations held between supervisor and employee during the performance cycle.

Time-frames

- Winter 2010 develop performance expectations
- Winter 2011 performance expectations are communicated to employees
- Spring 2011 managers trained in use of new performance appraisal
- Summer 2011 performance appraisals executed
- September 2011 performance appraisal scores applied to raises
- Submit drafts of performance expectations to Fred Rogan by 2/28/11

Writing Performance Expectations

Performance expectations are the basis for appraising employee performance. Written performance expectations let you compare the employee's performance with mutually understood expectations and provide more accurate performance appraisals.

Having them in writing may be a new concept but performance expectations existed whether or not they were discussed or put in writing. When you observe an employee's performance, you usually make a judgment about whether that performance is acceptable. How do you decide what is acceptable and what is not acceptable performance? The answer to that question is the first step in establishing written performance expectations.

Performance expectations establish a baseline for measuring performance. They are not to be written as ideals but should be written as what is generally acceptable. Based on performance expectations, supervisors can provide specific feedback describing the gap between expected and actual performance.

Performance Expectations should:

- Help employees understand responsibilities
- Provide objective measures against which performance results are assessed
- Provide clear strategic direction for the next appraisal cycle
- Set the foundation for effective performance management
- Enhance staff productivity
- Support organizational goals
- Go beyond the job description
- Describe the condition that must exist before the performance can be rated “Expected”

How to write performance expectations:

- Start with the job description if one exists, if not, write a list of job duties to get started.
- Think of statements of performance expectations that describe how you know the employee is doing a good job. These should be expressed in terms of quantity, quality, time, cost, effect, manner of performance, method of doing
- Write performance expectations that are measurable or observable
- Write performance expectations for each key area of responsibility on the job description, not every task
- Seek assistance for actions/behaviors that are not easy to express in performance expectations
- Be sure to include supervisory expectations if the employee is a supervisor and compliance expectations if compliance is a responsibility
- Employees may/should have input into the performance expectations to ensure accuracy but the final edit must be completed by the supervisor
- Write performance expectations that you can measure or observe and that do not create a bureaucracy (to monitor/measure/record)
- Sub-parts may be written under the performance expectation if necessary for further clarification or for details related to the performance expectation.
- Generally, an employee should not have more than 10 performance expectations.

Terms for expressing performance expectations:

- Quantity: specifies how much work must be completed within a certain period of time, e.g., sets up 30 files per day
- Quality: describes how well the work must be accomplished. Specifies accuracy, precision, appearance, or effectiveness, e.g., 95% of documents submitted are accepted without revision
- Timeliness: answers the questions, By When?, How Soon?, or Within what period?, e.g., all work orders completed within 2 working days of receipt
- Effective Use of Resources: used when performance can be assessed in terms of utilization of resources: money saved, waste reduced, etc., e.g. the student handbook project will be completed using only internal resources
- Effects of Effort: addresses the ultimate effect to be obtained; expands statements of effectiveness by using phrases such as: so that; in order to; or, as shown by, e.g., establish inventory levels for storeroom so that supplies are maintained 100% of the time

- Manner of Performance: describes conditions in which an individual's personal behavior has an effect on performance, e.g., assists other employees in the work unit in accomplishing assignments
- Method of Performing Assignments: describes requirements; used when only the officially-prescribed policy, procedure, or rule for accomplishing the work is acceptable, e.g. 100A Forms are completed in accordance with established office procedures

Job duties versus performance expectations:

- Job duties define what a person does
- Performance expectations define how the job duties are performed when performed in a satisfactory manner
- Performance expectations focus on end results, the how, not the what.

See Example below.

EXAMPLE
Samford University
Performance Expectations

Employee Name:

Job Title: Administrative Assistant

Department: Dean's Office

Rating Period:

Performance Expectations:

- Is flexible and responsible in coordinating phone coverage such that there is not a lapse in phone coverage. (weight = 15%)
- Maintains and organizes the Dean's calendar so that it is accurate, up-to date and seldom do conflicts or drops arise. (weight = 10%)
- Regularly handles visitors to the Dean's Office in a friendly, courteous and professional manner. (weight = 10%)
- Maintains an adequate inventory of all office and hospitality supplies within budget limits such that supplies do not run out and there is not excessive inventory. (weight = 5%)
- Works cordially and cooperatively with other departments ensuring confidentiality, security and expedited handling of paperwork. (weight = 5%)
- Maintain required lists so that they are accurate, up to date and available when needed. (weight = 10%)
- Processes mail so that it is regularly delivered in an accurate and prompt manner. (weight = 10%)
- Maintains filing system so that materials are filed accurately, timely and in accordance with standard office procedures. (weight = 10%)
- Transcription is completed and managed in a timely and accurate manner with the correspondence being routinely dispatched as expected. (weight = 15%)
- All other duties as assigned are completed with a cheerful attitude and in a professional manner with the desired outcome. (weight = 10%)

