



**Performance Management for Employees
(Completing Self-Evaluations and
Preparing for Reviews)**

Participant Guide



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For more professional development opportunities visit our website at:

<https://www.cwu.edu/hr/learning-development>

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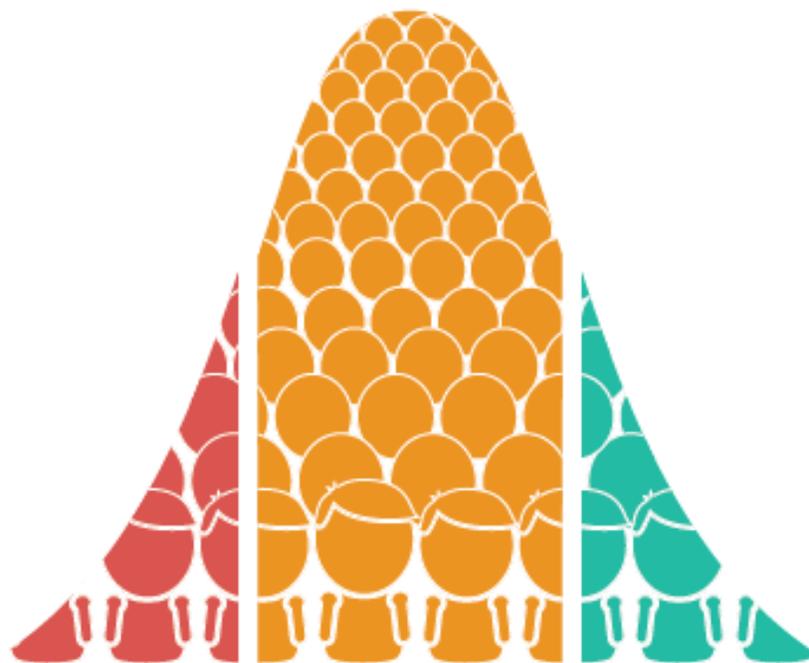
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Purpose

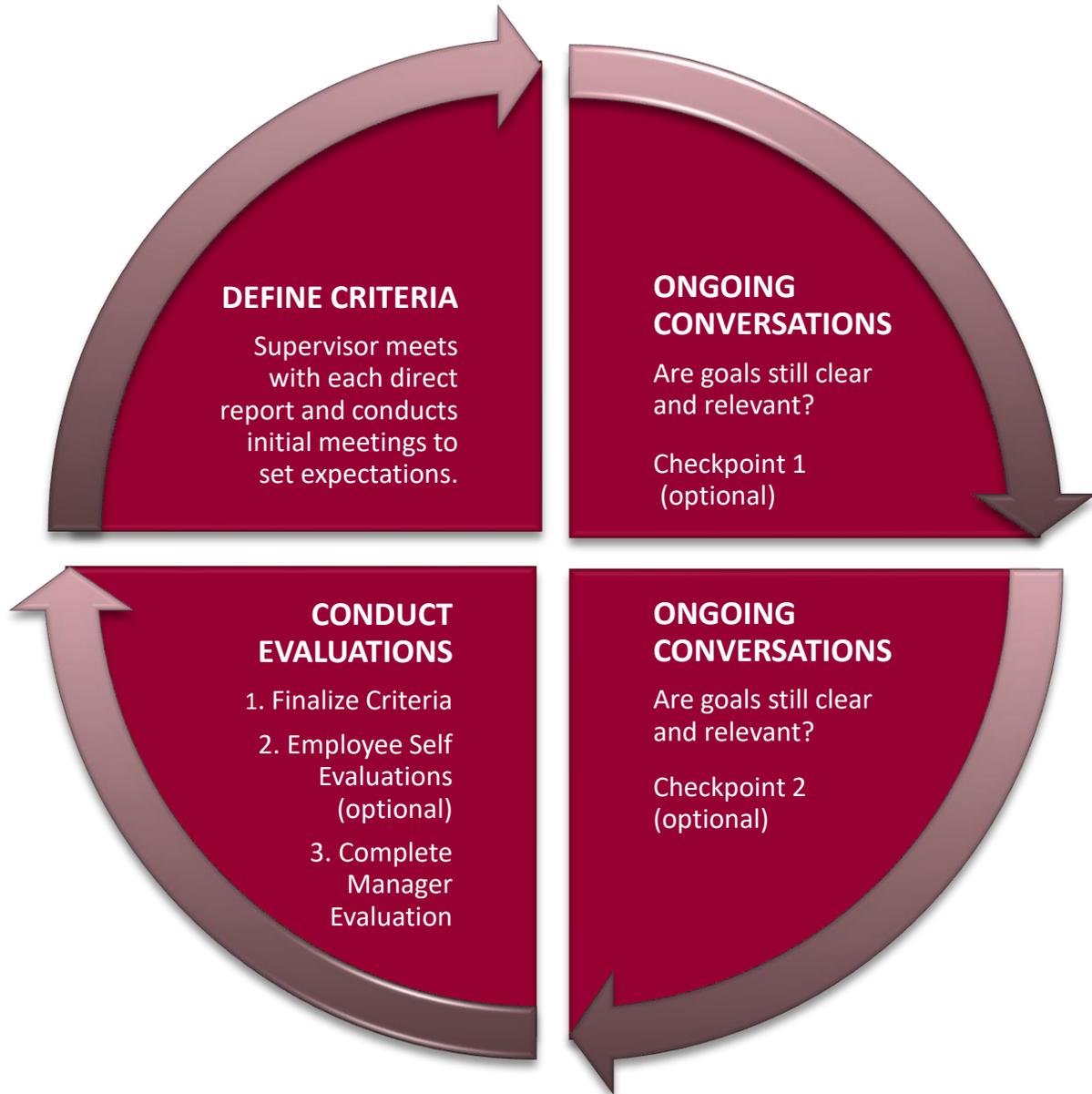
Preparing for performance reviews takes time, but the extra effort can transform a routine bureaucratic chore into a process that helps both employees and supervisors as well as Central Washington University. In this workshop, you'll learn why performance reviews are important. You'll be introduced to the elements that contribute to an employee performance plan. You'll also learn how to monitor ongoing performance, which will help prepare you for future employee reviews.

Learning Objectives

- Recognize benefits of participating in performance reviews
- Explain how Goals and CWU Competencies are used in the performance review process
- Explain where to locate Goals and CWU Competencies in the ePerformance system
- Identify examples of how to monitor your ongoing performance



CWU Performance Review Cycle



The 2017-2018 fiscal year was the first year for the new ePerformance system at CWU. Based on feedback, due dates were modified as well as the timeframe of the Performance Review Cycle. Updates are reflected in the ePerformance system. For more information about Performance Management at CWU, see this web page: <https://www.cwu.edu/hr/performance-management-process>.

Questions? Please check in with your supervisor.

Successful performance management requires commitment and collaboration between employees and supervisors.



Role of Employee

Planning	<ul style="list-style-type: none"> ✓ Meet with your supervisor at the beginning of the performance management year. Be ready to discuss your job duties and how they support CWU’s mission and your departmental objectives. ✓ Let your supervisor know if you are unclear about job duties or expectations. ✓ Ask questions about what success looks like. ✓ Read through CWU Competencies and consider how you can incorporate them into the way you do your job.
Performance	<ul style="list-style-type: none"> ✓ Periodically throughout the year, ask your supervisor for feedback on your performance. ✓ Talk to your supervisor about your progress as well as any obstacles to improvement. Consider solutions and share how your supervisor can help remove barriers to help you succeed. ✓ Write down when you do well or receive accolades so you can make sure your supervisor knows about accomplishments. ✓ Revisit your goals throughout the year to ensure they stay top-of-mind.
Development	<ul style="list-style-type: none"> ✓ Take responsibility for your own continuous performance improvement and development. ✓ Let your supervisor know if you’d like to build a skill. Consider how the new skill will strengthen your ability to do your job and how it will benefit the team and your department objectives.
Review	<ul style="list-style-type: none"> ✓ Monitor your performance by asking others to tell you how you’re doing and by keeping notes on your progress. ✓ Prepare for the review discussion by collecting/reviewing notes on your performance. ✓ Complete the Employee Self-Evaluation in the ePerformance system. ✓ Participate in the review meeting by showing your supervisor any notes you’ve made about your accomplishments and by suggesting things that might help you during the next performance management process year.

Which area do you feel you need to focus on for the next review cycle?

Role of Supervisor

<p>Planning</p>	<ul style="list-style-type: none"> ✓ Explain to employees how they help the department attain goals. ✓ Make sure they understand job duties and expectations. ✓ Explain CWU competencies; what is expected from the employee and why. ✓ Work with employee to create goals and apply a strategy to revisit them. ✓ Let employees know they are responsible for taking an active role in managing and assessing performance throughout the year.
<p>Coaching</p>	<ul style="list-style-type: none"> ✓ Provide frequent informal coaching. ✓ Celebrate exemplary work when it happens. ✓ Identify ways employees can develop and improve, and work with employees to create development plans. Ask employees for suggestions and encourage them to lead the plan and take an active role. ✓ Communicate new opportunities and changes that affect employee work. ✓ Make informal notes (perhaps on a calendar) when employees do a good job, follow through on development plans, or have problems doing so. Notes will help with checkpoints and reviews. ✓ Keep track of praise or complaints from customers regarding employee work.
<p>Review</p>	<ul style="list-style-type: none"> ✓ Put together saved notes about employee performance and assess performance based on job duties, goals, and competencies. ✓ Ask employees for feedback on how they performed during the year. Comments from employees may remind supervisors of particular instances of good or poor performance, as well as any extenuating factors. ✓ Complete final review in ePerformance and discuss competency ratings and comments with employee.

Goals

Performance Document
Finalize Criteria - Update

Long Format

Mission | Objectives | **Goals** | Competencies | Training | Overall Summary

Section 3 - Employee Goals

Employee Goals will be evaluated by: Employee, Manager

Expand | Collapse | Add Goal

Goal 1: Lead effort of organization-wide Training Needs Assessment

Description : Leading the effort to conduct an organization-wide Training Needs Assessment will include the following steps:

- Use Needs Assessment Survey developed in 2014 as starting point for developing 2020 survey and creating project plan timeline.
- Partner with Professional Development Committee to determine best approach for conducting survey (email, focus group, in-person or combination)
- Distribute survey.
- Analyze results and tabulate into useable format.
- Share results w/leadership and key stakeholders

Due Date :
Status :
Percent Complete: 0

Manager Comments: Manager's comments are not shared

Employee Comments: [Rich text editor with yellow background]

Created By: Leah Valverde 12/11/2019 11:25AM
Last Modified By: Leah Valverde 12/12/2019 9:55AM

- ▶ Goal 2: Build connections and training partnership with DES
- ▶ Goal 3: Understand and participate in Enrollment Management process.
- ▶ Goal 4: Develop & document relationships with others in HR field.
- ▶ Goal 5: Attend training around creating "A More Human Workplace".
- ▶ Goal 6: Commit to reduce your carbon footprint at work.
- ▶ Goals Section Summary



CWU Competency Definitions

Competency 1: Adaptability to Change

Description – Consider factors such as ability to respond quickly/effectively to uncertainty, acceptance of changes, etc.

Rating Factors	
Extremely flexible, always responds quickly/effectively to uncertainty and adapts very well to constant change.	5
Very flexible, responds well to uncertainty and constant change.	4
Cooperative, attempts to adapt and be flexible to uncertainty and change.	3
Indifferent, makes little effort to be flexible and/or adapt.	2
Negative and often responds poorly.	1

Competency 2: Initiative

Description – Consider factors such as ability to plan work, ability to take initiative, ability to make constructive suggestions, etc.

Rating Factors	
Displays unusual drive and perseverance, anticipates needed actions, and frequently suggests better ways of doing things.	5
A self-starter, proceeds on own with little or no direction, progressive, makes some suggestions for improvement.	4
Very good performance, shows initiative in completing tasks.	3
Indifferent, makes little effort to be flexible and/or adapt.	2
Lacks initiative, less than satisfactory performance.	1

Competency 3: Judgement

Description – Consider factors such as analysis of options and determination of appropriate course of action, effectiveness of decisions, ability to separate fact from anecdote, ability to evaluate facts and data to make decisions, etc.

Rating Factors	
Uses exceptionally good judgement when analyzing facts and solving problems.	5
Above average judgement, thinking is very mature and sound.	4
Handles most situations very well and makes sound decisions under normal circumstances.	3
Uses questionable judgement at times, room for improvement.	2
Uses poor judgement when dealing with people and situations.	1

Competency 4: Leadership

Description – Takes a long-range view to develop and promote goals, creates environments for success and motivates staff, sets meaningful goals and expectations that are aligned with those of the organization, seeks out and develops initiatives to improve quality, efficiency and effectiveness.

Rating Factors	
Exceptional leader. Performing at expert level.	5
Above average leader. Seldom requires assistance or instruction.	4
Satisfactory leader. Requires occasional assistance or instruction.	3
Limited effectiveness as a leader. Frequently requires intervention or assistance. Additional training required.	2
Ineffective as a leader.	1

Competency 5: Teamwork

Description – Consider factors such as promotes cooperation, acknowledges achievements of team members, encourages participation and mutual support, etc.

Rating Factors	
Extremely cooperative, stimulates teamwork and good attitude in others.	5
Goes out of the way to cooperate and get along.	4
Cooperative, gets along well with others.	3
Indifferent, makes little effort to cooperate or is disruptive to the overall group or department.	2
Negative and hard to get along with.	1

Competency 6: Job Knowledge

Description – Consider factors such as level at which the employee understands and applies laws, rules, policies, and procedures, demonstrated level of expertise and understanding, etc.

Rating Factors	
Demonstrated thorough understanding and application of all phases of job. Performing at expert level.	5
Very well informed, seldom requires assistance with instruction.	4
Demonstrates satisfactory job knowledge; understands and performs most phases of job well. Requires occasional assistance or instruction.	3
Demonstrates limited job knowledge; frequently requires instruction or assistance. Additional training required.	2
Demonstrates insufficient knowledge to perform effectively.	1

Competency 7: Quality of Work

Description – Consider factors such as attention to detail, accuracy of services and information provided, customer feedback, etc.

Rating Factors	
Demonstrates highest quality possible, final job virtually perfect.	5
Quality above average with very few errors and mistakes.	4
Quality very satisfactory, usually produces error-free work.	3
Room for improvement, frequent errors, work requires checking and re-doing.	2
Very poor quality, excessive errors and mistakes.	1

Competency 8: Accountability/Dependability

Description – Consider factors such as timeliness, attendance, accepts responsibility for own work and/or mistakes, etc.

Rating Factors	
Highly effective, always gets the job done on time.	5
Very accountable and/or dependable, above average, usually persists in spite of difficulties.	4
Usually gets the job done on time, works well under pressure.	3
Sometimes undependable, will avoid responsibility, satisfied to do the bare minimum.	2
Usually unaccountable and/or undependable, does not accept responsibility, gives up easy.	1

Competency 9: Supervision – for supervisors and managers only

Description – Consider overall performance of job duties described on position description.

Rating Factors	
Demonstrates thorough understanding and application of all phases of supervision.	5
Very effective supervisor. Seldom requires assistance or instruction.	4
Satisfactory supervisor. Requires occasional assistance or instruction.	3
Limited effectiveness as a supervisor. Frequently requires intervention or assistance. Additional training required.	2
Ineffective as a supervisor.	1

Competency 10: Management – for supervisors and managers only

Description– Effectively oversees and directs resources (staff, facilities, budgets, and equipment) for current and emerging needs.

Rating Factors	
Exceptional manager. Performing at expert level.	5
Above average manager. Seldom requires assistance or instruction.	4
Satisfactory manager. Requires occasional assistance or instruction.	3
Limited effectiveness as a manager. Frequently requires intervention or assistance. Additional training required.	2
Ineffective as a manager.	1

Competency 11: Meets Job Expectations

Description– Consider overall performance of job duties described on position description.

Rating Factors	
Outstanding performer; goes above and beyond required job duties.	5
Exceeds expectations in completing required job duties.	4
Satisfactorily completes assigned job duties.	3
Performance of job duties requires improvement.	2
Unsatisfactory performance of job duties.	1

Performance Document
Finalize Criteria - Update

Mission | Objectives | Go **Competencies** | Summary | Overall Summary

Section 4 - Competencies

Competencies will be evaluated by: Employee, Manager

Expand | Collapse | Add Competency

Competency 1: Adaptability to Change

Description: Consider factors such as:
Ability to respond quickly/effectively to uncertainty
Acceptance of changes

Manager Comments: Manager's comments are not shared

Employee Comments: [Empty text area with rich text editor toolbar]

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- Competency 2: Initiative
- Competency 3: Judgement
- Competency 4: Leadership
- Competency 5: Teamwork
- Competency 6: Job Knowledge
- Competency 7: Quality of Work
- Competency 8: Accountability Dependability

Tracking Accomplishments

Ideally, performance conversations take place all year long, not just at the end of the year. How will you remember all the accomplishments and concerns discussed throughout the year?

Possible ideas:

- ✓ Notes you've kept
- ✓ Wins/Kudos you've filed away
- ✓ Employee Comments you've entered in ePerformance – If you are entering accomplishments/wins/kudos into your Performance Document as they happen or fairly soon thereafter, then your Performance Document is the only place you'll need to look to review/track your accomplishments.

What to record in Employee Comments:

- **Facts** about job performance, attendance, feedback, etc.
- **Kudos**
- **Specific deliverables discussed**

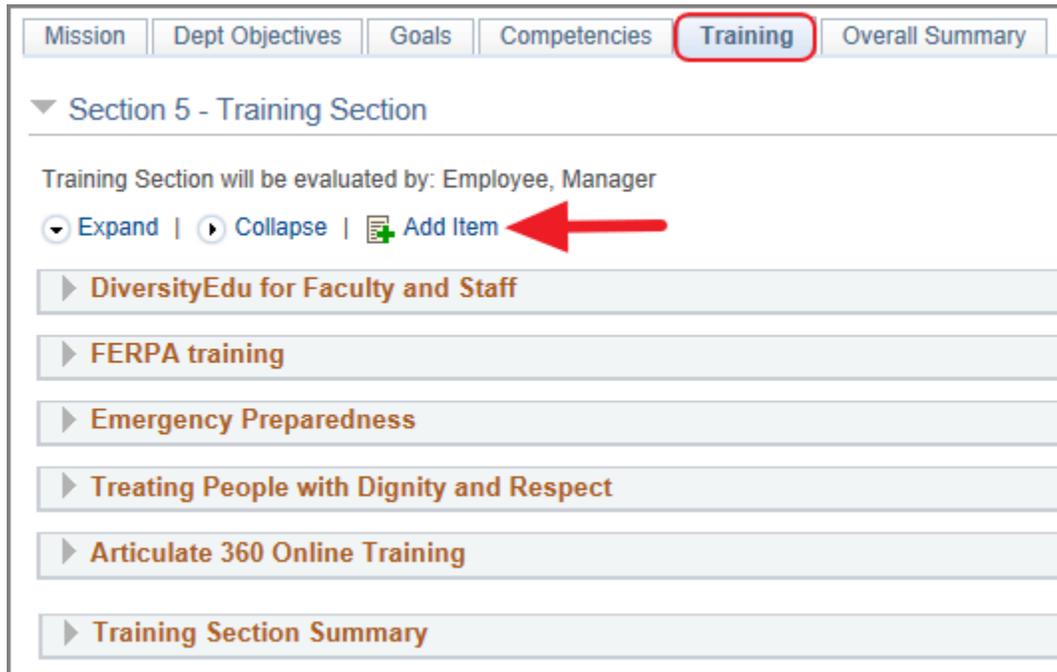
What NOT to record in Employee Comments:

- Opinions or editorial comments
- Derogatory or potentially discriminatory language
- Personal information about yourself. *Stick to work related incidents.*

Bottom line: Do not put anything into a Performance Document you would not want someone else to read.

Tracking Training

Your Performance Document, in addition to providing a venue for keeping track of your Goals and accomplishments, is also an ideal place to track your mandatory training at CWU as well as trainings/workshops you have attended or participated in for your own professional development.



The screenshot shows a navigation bar with tabs for Mission, Dept Objectives, Goals, Competencies, Training (highlighted with a red box), and Overall Summary. Below the tabs is a section titled "Section 5 - Training Section". Under this section, it states "Training Section will be evaluated by: Employee, Manager". There are three interactive options: "Expand" (with a downward arrow), "Collapse" (with a rightward arrow), and "Add Item" (with a document icon and a plus sign). A red arrow points to the "Add Item" link. Below these options is a list of training items, each with a rightward arrow icon: "DiversityEdu for Faculty and Staff", "FERPA training", "Emergency Preparedness", "Treating People with Dignity and Respect", "Articulate 360 Online Training", and "Training Section Summary".

At this time, the ePerformance system does not automatically populate with the dates you completed the mandatory trainings. You will need to physically enter that information into Employee Comments for each of the courses.

In addition, you may add into your Performance Document other trainings/workshops you have completed by clicking  [Add Item](#) .

Annual Self Evaluation

Why complete a Self Evaluation?

An essential element to successful performance management is the annual evaluation process that includes input from the employee. The practice of self-reflection facilitates development and growth. It creates an opportunity for the employee to contribute valuable information related to annual accomplishments and their impact on the department and the university as a whole.

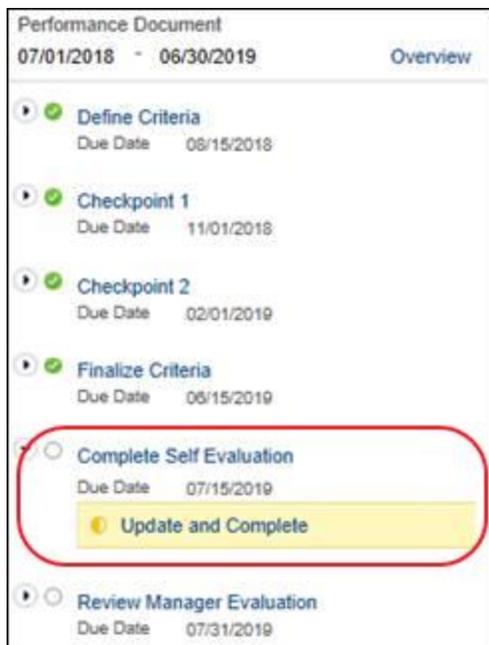
How to complete Self Evaluation

Go to **MyCWU > |Employee| Tab > ePerformance > Current Documents > Performance Document**

****Note**** If your supervisor has completed the “Finalize Criteria” step, you will have access to complete your Self Evaluation. If you do not have access, talk with your supervisor.

ACTION ITEMS

1. Under “Complete Self Evaluation,” click 



2. **GOALS:** Under the |Goals| tab within the Employee Comments box, describe your work and accomplishments for each goal. Consider impact, how it was measured, barriers you overcame, and/or adjustments made.

- COMPETENCIES:** Go to the |Competencies| tab. Using the drop-down menu “Employee Rating,” provide a rating for each competency, and within the Employee Comments box, provide some information related to why you selected the rating.

Self-Evaluation - Update and Complete

mission | Expectations | Goals | **Competencies** | Training | Overall Summary

▼ Section 4 - Competencies

Enter ratings and comments for each competency and behavior listed below, if applicable.

▼ Expand | ► Collapse

▼ **Competency 1: Adaptability to Change**

Description : Consider factors such as:
Ability to respond quickly/effectively to uncertainty
Acceptance of changes

Employee Rating: 0.00

Employee Comments

Writing Tools

1 - Unsatisfactory
2 - Requires Improvement
3 - Satisfactory
4 - Exceeds Expectations
5 - Outstanding Performer

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► **Competency 2: Initiative**

► **Competency 3: Judgement**

► **Competency 4: Leadership**

► **Competency 5: Teamwork**

► **Competency 6: Job Knowledge**

► **Competency 7: Quality of Work**

► **Competency 8: Accountability Dependability**

► **Competency 9: Supervision**

► **Competency 10: Management**

► **Competency 11: Meets Job Expectations**

When you have completed your Self Evaluation, be sure to click the  button and then the “Complete” button.

Preparing for the Discussion

Performance Reviews should be scheduled well in advance to allow time to prepare.

Review

- Performance goals you set with your supervisor
- Manager Comments you see in your Performance Document
- Employee Comments you have entered into your Performance Document
- Accomplishments over the last year (*feedback received, training, etc.*)
- Obstacles encountered or overcome during the evaluation cycle

Reflect

- What are strengths, weaknesses, opportunities for improvement?
- What will be your role in achieving goals?
- What information do you need to share?
- Prepare yourself for the conversation.