



Human Resources

Performance Excellence Process

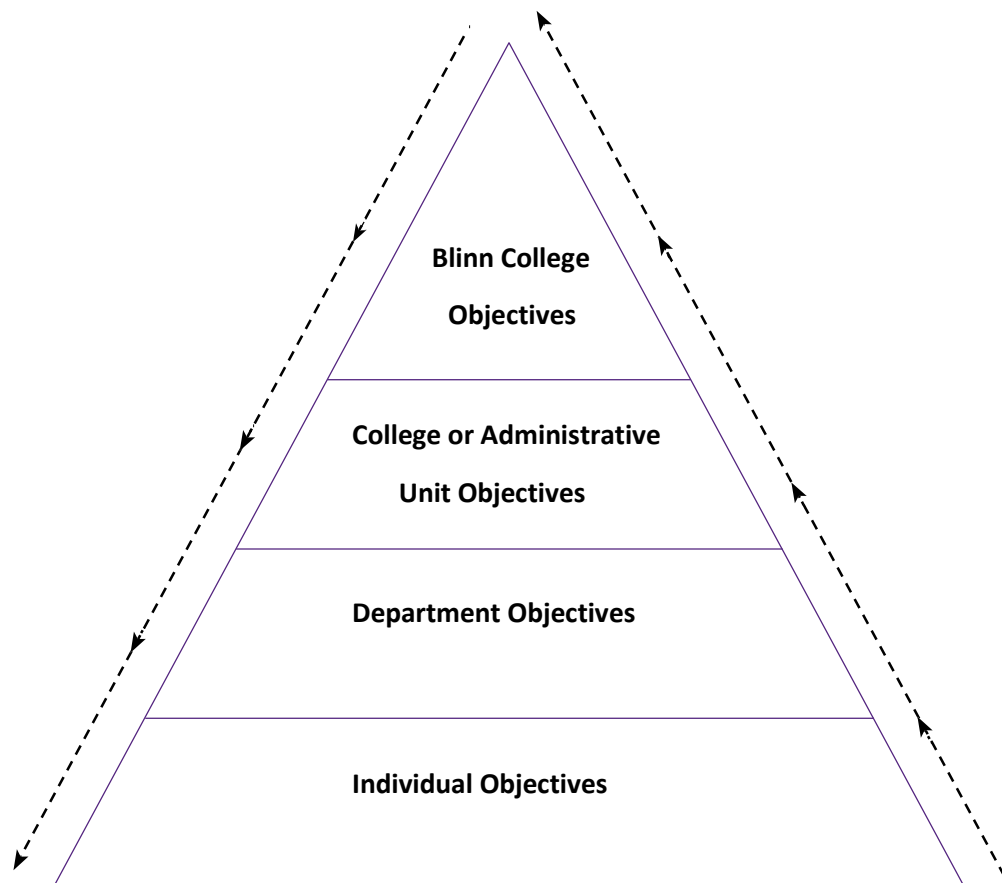
The Performance Excellence Process helps the individuals and organizations of Blinn College accomplish their goals. It encourages leaders and their teams to set priorities for what needs to be accomplished and how things need to be done. This results in greater workplace effectiveness, efficiency, and engagement.

Stage 1:

Set expectations at the beginning of the performance year

- Employee and manager work together to write employee performance objectives, discuss Blinn behaviors, and set development objectives. Individual objectives need to be aligned with those of the department, the school or administrative unit, and the College— and people need to see the connections between them:

The Cascading of Performance Excellence Objectives



Tools:

Setting Performance Objectives
Demonstrating Blinn College Behaviors
Setting Development Objectives
Performance Excellence Annual Plan

Stage 2: Discuss quarterly progress

- Manager and employee meet to discuss quarterly progress, which is recorded and updated by the employee (beforehand) on the Performance Excellence Annual Plan. Manager edits as needed. Objectives and progress reports can be adjusted at any time.
- Manager gives feedback and guidance to help employee accomplish objectives and demonstrate behaviors.

Tool: Giving Effective Feedback

- If performance becomes unsatisfactory any time, manager and employee explore the nature of the situation, its cause, and its result. Manager gives additional feedback and guidance to help employee accomplish objectives and demonstrate behaviors. If performance is not raised and sustained, corrective action may be necessary. Contact your HR consultant if you encounter this situation.

Stage 3:

Review performance at the end of the year

- Manager completes the year-end rating sections of the Performance Excellence Annual Plan.
- When determining the year-end ratings, manager considers the relative importance of all performance objectives, Blinn College behaviors, and development objectives and weighs them accordingly.
- Manager and employee meet to discuss performance for the year.



Human Resources

Setting Performance Objectives

Specific and measurable “performance objectives” clarify the work results for which individuals are accountable. These objectives often can be adapted from a person’s job description.

People need to see the link between their individual objectives and the objectives of the entire organization to which they belong.

Performance objectives describe accomplishments, not activities. The goal should be

“SMART” performance objectives:

S = Specific

M = Measurable

A = Achievable

R = Results-focused

T = Time-bound

Examples

For an organization

Not SMART “Improve our student service.”

SMART “Achieve and maintain an average student service rating of at least 4.5/5.0 on our annual survey by 4-23-14.”

For an exempt employee

Not SMART “Create our 2014 strategic plan.”

SMART “Create our 2014 strategic plan, obtain final approval from the Budget Committee, and discuss it with our department so individuals can begin setting their performance objectives by 8-29-14.”

For a non-exempt employee

Not SMART “Send out welcome letters to our new students.”

SMART “Produce and distribute personalized welcome letters, error free, to all new students in our department by 9-26-14.”



Human Resources

Demonstrating Blinn College Behaviors

Blinn College behaviors are, simply, desired behaviors that are consistent with institutional goals and, if encouraged in and developed by our employees, will help make the College a better place to work and learn.

True success in the workplace depends both on **what** we accomplish and **how** we get things done. In the Performance Excellence Process, *what* we accomplish are **performance objectives** and *how* we accomplish things are **Blinn behaviors**. * Detailed definitions are available in the handout “Recognizing and Rating Blinn Behaviors” available at www.blinn.edu/hr. Employees of the College need to demonstrate the following behaviors in order to successfully accomplish their performance objectives.

Coachability: Being receptive to feedback; willing to learn; embracing continuous improvement.

Collegiality: Being helpful, respectful, approachable, and team oriented; building strong working relationships and a positive work environment.

Communication: Balancing listening and talking; speaking and writing clearly and accurately; influencing others; keeping others informed.

Compliance: Honoring College policies and regulatory requirements.

Customer focus: Striving for high customer satisfaction; going out of the way to be helpful and pleasant; making it as easy as possible for the customer (rather than the department or the College).

Efficiency: Planning ahead; managing time well; being on time; being cost conscious; thinking of better ways to do things.

Initiative: Taking ownership of work; doing what is needed without being asked; following through.

Leadership (as applicable): Setting clear expectations; reviewing progress; providing feedback and guidance; holding people accountable.



Human Resources

Setting Development Objectives

Clear and measurable “development objectives” help people acquire knowledge and build skills they need to accomplish their performance objectives and demonstrate Blinn behaviors.

Effective managers help employees identify their development opportunities and suggest potential solutions (such as special assignments, job shadowing, mentoring, and workshops).

As with the performance objectives, development objectives should be **SMART**.

Examples

For an exempt employee wishing to improve *efficiency*

Development objective:

“Take the Project Management Essentials workshop on 2-5-14, report what I learn to our team by 2-19-14, and apply the relevant concepts while creating and communicating our 2014 strategic plan.”

For an exempt or non-exempt employee wishing to improve *coachability*

Development objective:

“At each quarterly progress meeting with my manager, ask for feedback about what I am doing well and what I can improve. Keep a journal with this information, try my manager’s suggestions, and reflect each week on what worked, what didn’t work, and what I will do the following week.”

For an exempt employee wishing to improve *leadership*

Development objective:

“Find a mentor by 1-1-14, schedule two informal lunch meetings in 2014, and call him/her for guidance as needed.”

For a non-exempt employee wishing to improve *written communication*

Development objective:

“Take the Better Business Writing workshop on 3-12-14, report what I learn to my manager by 3-19-14, and apply the relevant concepts while writing our student welcome letters.”



Human Resources

Giving Effective Feedback

Effective managers give employees feedback to encourage desirable behaviors and results and to change undesirable behaviors and results.

Valuable feedback is delivered objectively. It addresses the result of what someone actually said or did, not what they may have thought or felt. You can use the following formula as a guide:

- 1. Describe what employee actually said or did.**
- 2. Explain the result of employee's words/behaviors.**
- 3. Ask employee to continue (or change) his/her words or behaviors as needed.**

Examples

To reinforce desirable behavior and results

Ineffective feedback:

"You're doing a great job with our monthly budgets. Keep it up!"

Effective feedback:

1. "You've done a great job of reconciling our budget statements by discovering and correcting the occasional error."
2. "This gives us accurate records of *a*) how much money we have to purchase materials and *b*) where we might need to cut back to balance our budget."
3. "Please keep doing this."

To change undesirable behavior and results

Ineffective feedback:

"You know how much I like you, but I've noticed you're coming in late more often, so I have to admit I'm starting to wonder about your attitude."

Effective feedback:

1. "You arrived late for our last two department meetings, which couldn't begin without you."
2. "This forced us to rush through the agenda, and that frustrated our team members who needed more information to do their work."
3. "If you're running late, would you please call so we can make adjustment?"



Human Resources

Performance Excellence Annual Plan

Key to the Performance Excellence Process is the Annual Plan. With this document managers and employees together set performance objectives, review quarterly progress, assess Blinn behaviors, track development objectives, and rate performance for the entire year.

With this document managers and employees together set performance objectives, review quarterly progress, assess Blinn College behaviors, track development objectives, and rate performance for the entire year.

Note: To navigate through this document, use your tab key or mouse. Type in the grey text fields. Use your cursor to click on the appropriate box for the year-end ratings.

Employee: _____ Employee ID number: _____
Manager: _____ Updated: _____
Start – End: _____

Performance Objectives

Objective 1:

Quarterly Progress:

Year-End Rating: 1 2 3 4 5 6 7

Objective 2:

Quarterly Progress:

Year-End Rating: 1 2 3 4 5 6 7

Objective 3:

Quarterly Progress:

Year-End Rating: 1 2 3 4 5 6 7

Objective 4:

Quarterly Progress:

Year-End Rating: 1 2 3 4 5 6 7

Objective 5:

Quarterly Progress:

Year-End Rating: 1 2 3 4 5 6 7

Objective 6:

Quarterly Progress:

Year-End Rating: 1 2 3 4 5 6 7

If you need to add more objectives: Please do not try to add rows or columns to this form. Instead, type additional objectives, quarterly progress, and year-end ratings in the grey text box below. You will end up with running text to be spaced as you wish. Remember to focus on your highest priorities and add objectives only if necessary.

BLINN COLLEGE BEHAVIORS

Coachability

*Being receptive to feedback;
willing to learn; embracing
continuous improvement.*

Quarterly Progress:

Year-End Rating: 1 2 3 4 5 6 7

Collegiality

*Being helpful, respectful,
approachable, and team oriented;
building strong working relationships
and a positive work environment.*

Quarterly Progress:

Year-End Rating: 1 2 3 4 5 6 7

Communication

*Balancing listening and talking;
speaking and writing clearly and
accurately; influencing others;
keeping others informed.*

Quarterly Progress:

Year-End Rating: 1 2 3 4 5 6 7

Compliance

*Honoring College policies and
regulatory requirements.*

Quarterly Progress:

Year-End Rating: 1 2 3 4 5 6 7

Customer Focus

*Striving for high customer satisfaction;
going out of the way to be helpful and
pleasant; making it as easy as possible
for the customer (rather than the
department or the College).*

Quarterly Progress:

Year-End Rating: 1 2 3 4 5 6 7

BLINN COLLEGE BEHAVIORS, continued

Efficiency

*Planning ahead; managing time well;
being on time; being cost conscious;
thinking of better ways to do things.*

Quarterly Progress:

Year-End Rating: 1 2 3 4 5 6 7

Initiative

*Taking ownership of work;
doing what is needed without
being asked; following through.*

Quarterly Progress:

Year-End Rating: 1 2 3 4 5 6 7

Leadership (as applicable)

*Setting clear expectations; reviewing
progress; providing feedback and
guidance; holding people accountable.*

Quarterly Progress:

Year-End Rating: 1 2 3 4 5 6 7

Development Objectives

Objective 1:

Quarterly Progress:

Year-End Rating: 1 2 3 4 5 6 7

Objective 2:

Quarterly Progress:

Year-End Rating: 1 2 3 4 5 6 7

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Overall Year-End Rating

- 1 = Unsatisfactory
- 2 = Needs Improvement
- 3 = Moderately Effective
- 4 = Effective
- 5 = Highly Effective
- 6 = Outstanding
- 7 = Role Model

Comments:

*See definitions and guidelines
on next page.*

Employee's signature: Date:

*This signature indicates that the employee has read, but does not necessarily agree with, the year-end rating.
The employee may attach a response page, if he or she wishes.*

Manager's signature: Date:

Manager's supervisor signature (optional): Date:

YEAR-END RATING DEFINITIONS AND GUIDELINES

1 = Unsatisfactory

- Did not meet expectations.
- Did not accomplish many individual objectives or demonstrate many Blinn College behaviors.
- Made little or no contribution to the department/College.
- Must improve in many ways to keep current position.

Guidelines: Very few staff members at the College should receive this rating; manager should begin corrective action.

2 = Needs Improvement

- Did not meet expectations to some extent.
- Did not accomplish some individual objectives or demonstrate some Blinn College behaviors.
- Made limited contributions to the department/College.
- Must improve to perform effectively in current position.

Guidelines: Very few staff members at the College should receive this rating; manager should consider corrective action.

3 = Moderately Effective,

4 = Effective, or

5 = Highly Effective

- Met expectations.
- Accomplished individual objectives and demonstrated Blinn College behaviors in a consistent manner.
- Made substantial contributions to the department/College.
- Appropriately challenged in current position.

Guidelines: Most staff members at the College should receive one of these ratings. For example, newer employees who have performed well but are still learning their jobs may be “Moderately Effective,” proven performers may be “Effective,” and even stronger performers may be “Highly Effective.”

6 = Outstanding

- Exceeded expectations.
- Accomplished individual objectives and demonstrated Blinn College behaviors in a remarkable manner.
- Made noteworthy contributions to the department/College— beyond what was planned.
- Ready for more independence in current position.

Guidelines: Few staff members of the College should receive this rating; it is reserved for those who can be easily recognized for performing above and beyond the call of duty.

7 = Role Model

- Exceeded expectations to a great extent.
- Accomplished individual objectives and demonstrated Blinn College behaviors in an exemplary manner.
- Made distinguished contributions to the department/College – well beyond what was planned.
- May be ready for a more challenging position or additional responsibility in current position.

Guidelines: Very few staff members at the College should receive this rating; it is reserved for those who have earned the right to be called truly distinguished performers.



Human Resources

Recognizing and Rating

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Coachability

Needs improvement

Effective

Outstanding

Asks for little feedback from others on development needs and progress

Solicits feedback from customers, peers, and superiors, and uses this information to develop know-how and self-awareness

Uses feedback from others to make noticeable and noteworthy changes in his/her skills and productivity

Does not show an interest in learning new skills, technologies, and workplace trends

Displays curiosity and seeks opportunities to master new skills and knowledge

Anticipates learning needs and has a plan in place to meet those needs

Does not share learning resources or expertise with others

Shares learning resources and expertise (articles, web pages, books, professional contacts) with others to strengthen their knowledge

Known for valuing learning; finds time and space for helping others learn

Tries to cover up mistakes

Learns from mistakes

Shows team members how mistakes can be valuable learning opportunities.

Has few or no goals/objectives for professional development

Sets achievable, challenging goals/objectives for professional development

Has a professional development plan to address ongoing short- and long-term learning needs

Needs more awareness of professional information that affects the College and his/her job

Keeps current on professional information that affects the College and his/her job

Anticipates major functional changes that affect his/her job and takes steps to prepare for them

Rarely takes part in developmental activities outside the workplace

Takes steps to improve expertise by joining professional organizations and participating in conferences and training as appropriate

Participates in leadership roles in professional organizations and conferences

Collegiality

Needs improvement

Acts as if own ideas and opinions are “the final word” and minimizes or ignores the team’s contributions

Effective

Values the insights and thinking that can be achieved by a team

Outstanding

Actively supports and implements team decisions and ideas and gives full credit to the team for successful outcomes

Most comfortable with team members who are similar to him/her

Interacts comfortably and effectively with other team members

Makes special efforts to ensure that all team members are respectful of one another and work productively together

Ignores or works against team decisions

Seeks group participation and consensus

Actively supports and implements team decisions

Displays behaviors that create conflict on the team

Displays behaviors that reduce team conflicts

Mediates and helps the team resolve team conflicts

Prefers to work alone and is reluctant to participate in team activities

Participates actively in group meetings and team-building activities

Volunteers enthusiastically to work on intra- and interdepartmental teams

Has difficulty building relationships to accomplish results

Uses formal and informal approaches to develop and build effective working relationships within and outside his/her own group and with multiple levels of the organization

Influences others who are not under his/her direct authority or control to accomplish results

Needs to show more sensitivity to the diversity of coworkers and internal and external customers

Relates well to others in the organization who differ in status, age, race, religion, gender, or disability

Adjusts interpersonal approaches to attend to the needs of diverse groups of people

Tends to get locked into his/her own way of looking at issues

Remains open to others’ points of view, even when they conflict with his/her own

Negotiates with others to reach a win-win outcome

Communication

Needs Improvement

Interrupts others; does not listen attentively; comes across as condescending

Fails to share pertinent information openly and honestly and in a timely and assertive fashion

Speaks unclearly, which prompts recipients to ask for clarification

Written communication often contains errors

People tend to “tune out” this person during discussions

Uses oral communication when written would be more appropriate — and vice versa

Shares confidential information with inappropriate parties

Demonstrates passive or aggressive verbal and/or non-verbal behaviors during conflict

Effective

Demonstrates respect for others by listening actively; demonstrates appropriate nonverbal behaviors; verifies understanding

Shares (accurate) information

Speaks clearly; avoids vagueness, ambiguity, and mixed messages; demonstrates appropriate nonverbal behaviors

Presents facts and ideas accurately and clearly in writing

Proposes ideas persuasively in oral communication

Uses appropriate communication channels and length depending on message and audience

Maintains confidence as appropriate

Demonstrates assertive verbal and/or nonverbal behaviors during conflict

Outstanding

Encourages and values input; shows an interest in others’ needs and concerns even when under pressure

Anticipates communication needs and shares information effectively with all levels of the organization

Promotes and uses candid and open speaking style

Notes and reports are often forwarded and cited

People often enjoy listening to this person talk and are influenced by him/her

Uses exactly the right medium (e-mail, voice mail, in person) at just the right length depending on message and audience

Sought after as a confidant

Resolves conflicts and opens lines of communication

Compliance

Needs Improvement

Cannot explain consequences of noncompliance

Effective

Strives for full compliance

Outstanding

Seeks continual compliance improvements

Does not consider compliance in daily work and decisions

Identifies methods for achieving compliance

Uncovers and corrects causes of Non-compliance

Bends the rules and "asks for forgiveness"

Follows College and regulatory policies/requirements unless exceptions are necessary and preapproved

Sought after by colleagues and "strangers" who want to know the correct way to do things

Does not comply with standardized processes and procedures

Complies with standardized processes and procedures

Has obtained appropriate certifications in work process improvement techniques

Customer Focus

Needs Improvement

Displays less than friendly and helpful behaviors toward customers

Effective

Demonstrates, with both verbal and nonverbal behaviors, a warm and friendly demeanor toward customers

Outstanding

Noted for displaying customer service behaviors that exceed customers' expectations

Rarely listens to or solicits feedback from internal or external customers

Solicits and acts on customer feedback

Visits or calls customers to find out what they are doing and what they need; stays abreast of developments that may be relevant to them

Slow to respond to customer needs

Responds to customer needs while adhering to departmental service-level standards and time frames

Frequently exceeds agreed-upon service levels and time frames

Does not admit to or recover from customer mistakes as quickly as desired

Admits to customer mistakes and corrects them quickly

Learns from customer mistakes so that they are not repeated in future interactions

Has few or no methods in place to track customer satisfaction

Has qualitative and quantitative mechanisms to track customer satisfaction

Works with other team members to find better qualitative and quantitative ways to track customer satisfaction

Sees difficult customers as obstacles beyond his/her control

Views difficult customers as opportunities to improve self, processes, and/or products

Seeks out customer problems and complaints and removes barriers that get in the way of meeting and exceeding customer needs

Efficiency

Needs Improvement

Arrives late and/or unprepared for work

Effective

Begins work on time/prepared; schedules non-work activities outside of work hours

Outstanding

Known for exceptional attendance record

Takes unusually long time or extra effort to complete regular work

Manages time well; delivers expected results with reasonable time and effort

Produces extraordinary results while rarely working overtime and without “working too hard”

Not conscientious about spending or accounting for department funds; does not work within budget

Conscientious about spending and accounting for department funds; works within budget

Conscientious about spending and accounting for department funds — and finds ways to save and recover money

Has a minimal understanding of key work processes in department and/or area

Understands key work processes in department and/or area and uses them effectively

Continuously strives to improve key work processes

Rarely applies quality or process improvement techniques within his/her functional area to improve results

Consistently applies process improvement techniques to work to improve quality and/or efficiency

Identifies benchmarks with others to find process improvement opportunities

Does not consistently measure the effect of process improvements

Measures quality improvements in his/her own work area or process and reports them to management

Helps others to develop measures for quality improvements in their own work areas

Initiative**Needs Improvement****Effective****Outstanding**

Requires close supervision, even on routine assignments

Performs work independently without being asked; takes ownership and follows through

Significantly exceeds expectations by doing more than is required and by initiating and implementing new projects

Operates in reactive mode; often does things only when asked

Anticipates problems; proactively addresses issues

Recognizes and seizes opportunities even if outside of normal job duties

Misses deadlines; often requests extensions

Meets deadlines

Pursues solutions to problems with a sense of urgency; beats deadlines

Adheres to ineffective methods after being asked to change

Generates innovative ideas, approaches, and solutions

Ideas are adopted by the department or the College

Fails to meet basic responsibilities

Fulfills all primary responsibilities

Seeks new challenges and secondary responsibilities

Does not help others beyond regular job responsibilities

Looks for extra ways to help colleagues and customers

Formally recognized for going "above and beyond the call of duty"

Takes little or no action when things go wrong

Offers to help work toward solutions when things go wrong

Takes charge and finds solutions when things go wrong

Cannot always be trusted to follow through

Earns trust by doing what he/she says will be done

Always does what he/she says will be done; is noted for trustworthiness and dependability

Leadership (as applicable)

Needs Improvement

Effective

Outstanding

Has no mission or communicates mission unclearly to team members

Communicates a clear, compelling mission to team members and motivates them to achieve that mission

Motivates others in the organization to achieve mission

Does not use the Performance Excellence Process to enhance employee performance

Uses the Performance Excellence Process to set expectations, coach employees, and conduct annual performance reviews

Champions the Performance Excellence Process and uses it successfully to increase productivity and develop employees

Makes the majority of important team decisions

Encourages and supports team decision making and problem solving

Helps team develop more collaborative and productive ways of problem solving and decision making

Insensitive in dealing with employee mistakes or failures

Motivates others to perform by providing constructive and timely feedback

Encourages employee growth and achievement by emphasizing learning from mistakes and failures and building on successes

Viewed as uncomfortable, closed, or withholding when communicating

Communicates openly, honestly, and comfortably with others

Teaches staff better ways of communicating with customers, peers, and each other

Has a history of not selecting the right candidates for the job and/or not thoroughly orienting them

Selects the right people based on candidate's past experiences, successes, and fit to the area's culture and orients them to their jobs

Assesses talent well; people want to work with him/her