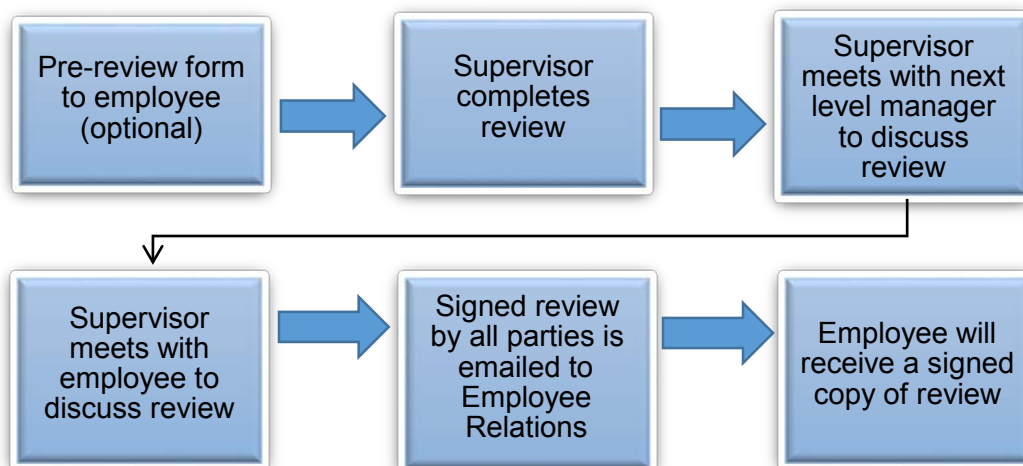




Performance Review Process Guidelines

- Managers are responsible for completing performance reviews on an annual basis
- Prior to the performance review, managers should review the “Performance Review – Best Practices” document found under the “Supplemental Forms” section
- Manager provides employee with pre-review form, found under the “Supplemental Forms” section (optional, but a best practice recommendation)
- Employee completes pre-review form (optional, but a best practice recommendation)
- Employee returns completed pre-review form to manager
- Manager reviews the completed pre-review form, completes performance review form and reviews with the next level manager prior to discussion with the employee
- During review meeting (both employee and manager participate in the following steps):
 - ✓ Review past year's progress on performance standards, goals, objectives, and/or projects, found under the “Supplemental Forms” section (if applicable)
 - ✓ Discuss individual development plan for current review period; formulate an individual development plan for the upcoming year, found under the “Supplemental Forms” section (if applicable)
 - ✓ Discuss specific and overall employee ratings
 - ✓ Establish goals, objectives and performance standards (SMART) for the next year, found under the “Supplemental Forms” section (if applicable)
- Completed form is sent to second level manager for final review/approval. Employee is given a copy of the final signed form(s). Scan original with signatures and attach the form to an email to PerformanceReviews@mail.wvu.edu
- CC: your College or Division HR focal or EBO
- Maintain original or copy for supervisor in a confidential, secure location (some departmental HR offices may maintain originals in their office; please check with your department HR focal regarding specific organizational processes).





Performance Review Process Guidelines

PERFORMANCE DESCRIPTORS

Performance Substantially Exceeds Requirements:

Performance is far above the defined job expectations. Results are consistently excellent. The employee consistently does outstanding work, regularly going far beyond what is expected of employees in this job. Skill level and key behaviors are exemplary. This rating is reserved for those few distinguished performers and requires written justification.

Performance Exceeds Requirements:

Performance meets the defined job expectations and frequently exceeds job expectations. Results are consistently above average. The employee consistently does good work, regularly going beyond what is expected of employees in this job. The employee is generally doing a very good job. Skill level and key behaviors are above average. This rating is reserved for the exceptional performer and requires written justification.

Valuable Performer:

Performance meets the defined job expectations. The employee is doing the job at the level expected for employees in this position and is doing a good job. Skill level is competent. Key behaviors are acceptable. The good performance is due to the employee's own effort and skills. This rating will be used for most employees.

Development Needed:

Performance does not fully meet job expectations. Performance is below average. Skill level indicates need for improvement. Key behaviors are less than acceptable. It requires a written action plan for improvement with specific goals and timeframes.

This rating can also be used for a new employee who is still within his/her probationary period and is still learning certain aspects of the job.

EMPLOYEE CORE PERFORMANCE ELEMENTS

Job Knowledge: *The ability to demonstrate depth of knowledge and skill in a technical area*

- Understands job procedures, policies, and responsibilities.
- Exhibits ability to learn and apply new skills.
- Keeps up-to-date on current developments.
- Effectively applies technical knowledge to solve a range of problems.
- Possesses an in-depth knowledge and skill in a technical area related to job.
- Develops technical solutions to new or highly complex problems that cannot be solved using existing methods or approaches.
- Is sought out as an expert to provide advice or solutions in his/her technical area.



Performance Review Process Guidelines

Customer Service: *Understand the needs of internal and external customers*

- Responds promptly to customers' needs in a courteous manner
- Handles conflicts appropriately
- Maintains University good will at all times
- Commits to doing the best job possible.

Teamwork: *Exhibits flexibility, adaptability, and spirit of cooperation in the work environment; balances team and individual responsibilities; shares information appropriately with others.*

- Shares credit and recognition with others.
- Creates enthusiastic support for the goals of the unit, department, or university.
- Provides coaching and guidance that contribute to effective teamwork.
- Provides specific and frequent feedback that helps improve team performance.

Accountability/Produces Quality Work: Takes responsibility for own actions and demonstrates the ability to get things done.

- Accepts responsibility for making tough decisions.
- Assumes responsibility for own mistakes and avoids careless mistakes.
- Models behavioral expectations.
- Processes high standards for personal conduct.
- Completes assignments and projects on schedule.
- Completes work product thoroughly, accurately and according to specifications
- Displays commitment to process improvement
- Applies feedback to improve performance

Communications: *Effectiveness in dealing with leadership, peers, and subordinates.*

- Communicates in a clear and concise manner both verbally and in writing
- Clearly communicates respectfully with all individuals.
- Skillfully handles conflicts.
- Listens effectively to leadership, peers, and subordinates.
- Asks good questions and probes for answers.

Proactivity/Initiative: *The ability to respond to problems, changes, and obstacles independently.*

- Eager to improve the way things are done.
- Takes action to solve problems and produce results without prompting.
- Seeks increased responsibilities



Performance Review Process Guidelines

Flexibility: *Ability to embrace changes with a positive attitude through modeling appropriate responses and behaviors when changes are made.*

- Open to change and to new information.
- Adapts behavior and work methods in response to new information, changing conditions, or unexpected obstacles.
- Sells the value of change to the workgroup.
- Keeps informed about cutting-edge research in his/her area of expertise.

Goals, Objectives, Projects, and Assignments: If goals, objectives, projects or assignments were assigned to the employee at the beginning of the evaluation period, Managers can evaluate the performance and the results achieved by the employee. Managers should provide an overall rating, whether it was one goal or multiple goals.

Performance Elements for Job Specific Measures: Blank spaces have been provided, and are designed to accommodate department-specific performance elements not covered by one of the performance elements listed on the form (which may be unique to this employee's job) as well as any measures related to compliance such as FERPA, HIPAA, NCAA, ethics, safety, state or federal regulations. This will reinforce accountability for these measures, which should be identified and discussed with the employee at the beginning of the performance review period.

SUPERVISORY/MANAGERIAL/PROJECT LEADERSHIP PERFORMANCE ELEMENTS

Builds a strong team/hires and retains the right people:

Effectiveness in influencing the performance of team members for positive results and supporting team efforts.

- Shares credit and recognition with others.
- Creates enthusiastic support for the goals of the unit, department, or university.
- Provides coaching and guidance that contribute to effective teamwork.
- Provides specific and frequent feedback that helps improve team performance.

Capacity to challenge themselves and their teams to continually improve and deliver distinguished performance.

- Provides a clear sense of direction for the team.
- Aligns goals with the universities' strategic objectives.
- Creates an environment that motivates others to strive to do more than expected.



Performance Review Process Guidelines

Productive/action oriented/sense of urgency/plans ahead:

The ability to demonstrate depth of knowledge and skill in a technical area.

- Effectively applies technical knowledge to solve a range of problems.
- Possesses an in-depth knowledge and skill in a technical area related to job.
- Develops technical solutions to new or highly complex problems that cannot be solved using existing methods or approaches.
- Is sought out as an expert to provide advice or solutions in his/her technical area.

The ability to manage time and keep functioning effectively when under pressure and maintain self-control in the face of hostility or provocation.

- Remains calm under pressure.
- Can effectively handle several problems or tasks at once.
- Can manage time and projects through utilizing time management strategies.
- Manages own behavior to prevent or reduce feelings of stress.

Makes difficult decisions with department or university-wide focus:

The maturity and responsibility demonstrated in management actions. The ability to get things done.

- Accepts responsibility for making tough decisions.
- Assumes responsibility for own mistakes and avoids careless mistakes.
- Models behavioral expectations.
- Processes high standards for personal conduct.

The ability to solve the many complex issues and problems inherent to the role by thinking ahead, planning contingencies, balancing competing interests and taking an analytical approach.

- Quickly attacks difficult problems using sound judgment and commitment.
- Identifies solutions to complex, ambiguous situations.
- Asks good questions and probes for answers.
- Quickly sorts relevant information from irrelevant information.
- Delegates tasks to appropriate personnel with a high degree of confidence when needed.

Ability to perform assigned job according to job description, meeting or exceeding performance standards and expectations.

- Understands and adheres to universities' policies and procedures and other requirements and regulations.
- Makes use of resources, develops networks, gains cooperation from others to obtain information and accomplish goals.
- Sets reasonable expectations and outcomes.
- Uses good judgment about how to prioritize work.



Performance Review Process Guidelines

Provides effective performance management/reviews and develops staff appropriately:

Effectiveness in utilizing strengths to develop all members of the team.

- Identifies developmental moves and assignments.
- Uses multiple methods to develop everyone on the team.
- Gives constructive feedback and follows up to ensure learning occurs.

Effectiveness in dealing with upper management, peers, and subordinates.

- Clearly communicates effectively with all individuals.
- Skillfully handles conflicts.
- Listens effectively to upper management, peers, and subordinates.
- Asks good questions and probes for answers.

Effectiveness in solving conflicts between employees and projects including external vendors and contracts.

- Addresses and resolves conflict in his/her work team.
- Creates a safe environment where employees feel empowered to address concerns and ask questions.
- Maintains a positive working relationship with external vendors.

Seeks continuous improvement/simplify/reduce bureaucracy/embraces change:

Ability to embrace changes with a positive attitude through modeling appropriate responses and behaviors when changes are made.

- Open to change and new information.
- Adapts behavior and work methods in response to new information, changing conditions, or unexpected obstacles.
- Sells the value of change to the workgroup.
- Keeps informed about cutting-edge research in his/her area of expertise.

The ability to respond to problems, changes, and obstacles independently.

- Eager to improve the way things are done.
- Takes action to solve problems and produce results without prompting.

Seeks opportunities for both personal and professional development that will have a positive impact on the university, department, or unit community.

- Considers and responds to opportunities to learn and grow by proposing new approaches, procedures, methods, or technologies.
- Develops better, faster, or less expensive ways to do things.



Performance Review Process Guidelines

Treats others with respect/values diversity of people and ideas/teamwork:

Ability to act and perform according to ethical and integrity standards set by the university and state.

- Acts with integrity and honesty in all business transactions and communications.
- Interacts with others in a polite, positive, and fair manner and forthright with no hidden agenda.
- Projects a positive, professional image.
- Establishes trust among all employees.

Effectiveness in valuing and utilizing the skills of people of culture, ethnic backgrounds, gender, races, and values different from one's own point of view.

- Actively seeks participation and involvement from everyone on the team.
- Actively seeks to understand and utilizes the individual strengths of each employee on the team.