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# Arizona State University Performance Management Program

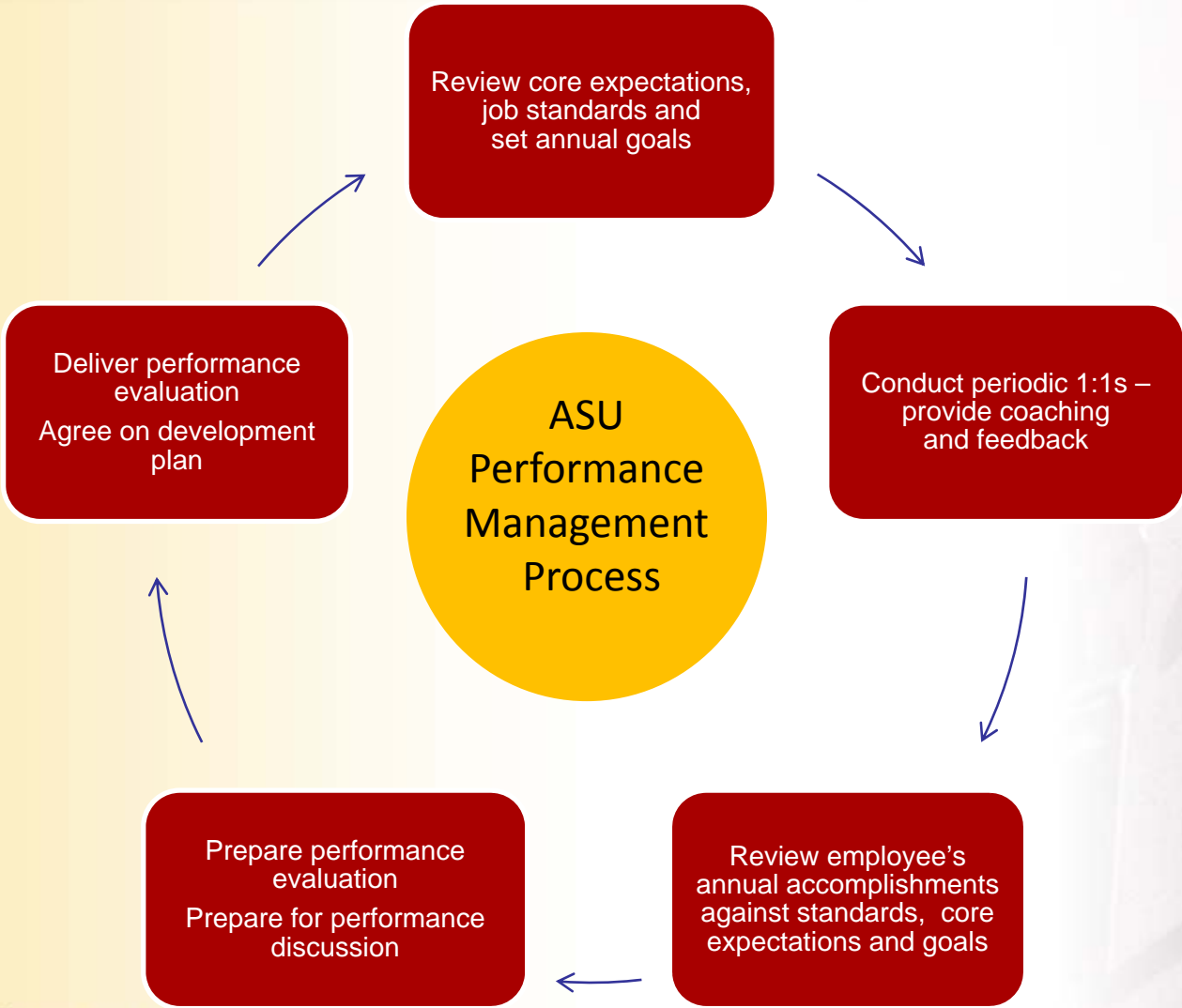
## *Guidelines*

# Objectives

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- To provide an overview of ASU's Performance Management Program
- To review ASU's New American University Design Aspirations
- To introduce the new Core Expectations for staff and management
- To introduce the new Performance Evaluation Templates and Performance Improvement Plan
- To review the revised ASU Performance Evaluation Policy
- To outline the transition process for the new program and tools
- To share tips for conducting the performance discussion

# Overview of the Performance Management Process



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# Performance Management Overview

# What is Performance Management ?

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*Performance management is a process for ensuring that ASU employees (non-faculty) and their leaders....*

- Are serving our students in ways that are consistent with university expectations
- Are having periodic and candid conversations about employees' contributions in the work place
- Are working together to set departmental and individual goals that link back to the President's vision for the New American University
- Are working together to create developmental opportunities for every employee

# Benefits of Performance Management

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*A well executed performance management process results in .....*

- Clarity of roles and responsibilities
- A forum for discussing accomplishments and achievement of agreed upon goals and objectives
- Linkages between individual performance and broader strategic objectives
- Periodic and meaningful discussions around professional development
- The ability of university leaders to make informed and objective decisions around staffing, promotions, resources and compensation

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**New American University  
Design Aspirations  
&  
New Core Expectations for  
Staff and Management**

# Performance Management Starts With Our Vision

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## *The New American University Design Aspirations*

articulate the Vision that President Crow has established for the university. This Vision influences our values, drives the culture of the organization, and provides criterion for everyday decision making



## *The Core Expectations for staff and management*

are the skills, knowledge, abilities or attributes that we must possess to achieve our Vision (the 8 Design Aspirations). Each Core Expectation can be translated into observable and measureable behaviors



## *Performance Management*

starts by establishing the core expectations as the foundation for all measures of performance. This includes goal setting, development planning, coaching and feedback and, evaluation. The Vision, Aspirations, values and culture are realized in the day-to-day work of every employee.

# The New American University Design Aspirations

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01. **Leverage Our Place**: ASU embraces its cultural, socioeconomic and physical setting.
02. **Transform Society**: ASU catalyzes social change by being connected to social needs.
03. **Value Entrepreneurship**: ASU uses its knowledge and encourages innovation.
04. **Conduct Use-Inspired Research**: ASU research has purpose and impact.
05. **Enable Student Success**: ASU is committed to the success of each unique student.
06. **Fuse Intellectual Disciplines**: ASU creates knowledge by transcending academic disciplines.
07. **Be Socially Embedded**: ASU connects with communities through mutually beneficial partnerships.
08. **Engage Globally**: ASU engages with people and issues locally, nationally and internationally.

# ASU Core Expectations

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## *For Staff*

- Service-oriented, Positive Attitude, Helpful
- Trustworthy, Adheres to Ethics and Compliance Standards
- Collaborative, Team-oriented
- Productive , Commitment to ASU
- Flexible, Adaptable
- Respectful Communicator
- Resourceful, Committed to Sustainability

## *For Management*

- Creates a Culture of Service to Students and Colleagues
- Sets the Standard for Trust, Integrity, Transparency
- Develops Staff and Fosters Teamwork
- Executes Strategies to Get Results
- Decision Making and Accountability
- Cultivates Intellectual and Cultural Diversity
- Fiscal Responsibility, Process Improvement, Sustainability

# Core Expectations: Staff

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- **Service-oriented, Positive Attitude, Helpful**
  - Provides exceptional service by distributing accurate, useful information that supports university objectives
  - Holds self and others to a high standard of quality and service
- **Trustworthy, Adheres to Ethics and Compliance Standards**
  - Demonstrates integrity under all circumstances
  - Adheres to university standards of ethics and compliance
- **Collaborative, Team-oriented**
  - Works effectively with others, both inside and outside the university, to accomplish university goals
- **Productive, Commitment to ASU**
  - Improves university effectiveness by finding creative solutions that increase access to educational resources
  - Identifies and resolves problems and otherwise advances university mission
- **Flexible, Adaptable**
  - Welcomes and adjusts quickly to change
  - Remains flexible and productive at all times
- **Respectful Communicator**
  - Expresses ideas clearly and adjusts communications to the intended audience
  - Recognizes the need to communicate effectively with diverse faculty, staff and students throughout the university
- **Resourceful, Committed to Sustainability**
  - Actively seeks, acquires and promptly applies new knowledge and skills to support university goals
  - Is aware of and supports the university's sustainability programs

# Core Expectations: Management

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- **Creates a Culture of Service to Students and Colleagues**
  - Promotes exemplary service and sets a precedent for others
  - Sets high standards for quality and accuracy within department
- **Sets the Standard for Trust, Integrity, Transparency**
  - Acts with integrity to foster trust and build cooperative relationships
  - Takes personal responsibility for one's actions
  - Follows through on commitments and agreements
- **Develops Staff and Fosters Teamwork**
  - Provides coaching and resources to help team members develop their professional skills to fulfill university needs
  - Identifies employees' strengths/weaknesses and provides feedback to improve and enhance team performance
- **Executes Strategies to Get Results**
  - Conducts ongoing strategic analyses to guarantee programs achieve identified goals
  - Is a self-starter who actively sets and achieves goals beyond what is required
- **Decision Making and Accountability**
  - Holds self and others accountable for delivering on commitments/standards through assigning clear authority and decision making
  - Seeks opportunities to achieve results, no matter what roadblocks occur
- **Cultivates Intellectual and Cultural Diversity**
  - Promotes a culture of inclusion by building a diverse team and embracing a variety of perspectives
- **Fiscal Responsibility, Process Improvement, Sustainability**
  - Is accountable for fiscal controls within department
  - Seeks strategies to improve internal processes
  - Participates in and encourages team to support the university's sustainability programs

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# Performance Management Templates

# Performance Evaluation Templates

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- **Performance Evaluation Template for Staff**

University-wide tool available to measure performance on an annual basis for all ASU staff who do not lead people. [Click here for web-based template.](#)

- **Performance Evaluation Template for Management**

University-wide tool available to measure performance on an annual basis for all ASU employees who lead people, a function or otherwise impact university culture. [Click here for web-based template.](#)

**IMPORTANT NOTE:** Units are encouraged to use the template but may develop their own format as long as all required elements are present in the form. [Click here for required elements.](#)

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# Performance Evaluation Template for Staff

Affiliate ID: \_\_\_\_\_ Performance Period: \_\_\_\_\_ Evaluation Date: \_\_\_\_\_  
 Employee Name: \_\_\_\_\_ Position Title: \_\_\_\_\_  
 Supervisor: \_\_\_\_\_ Department: \_\_\_\_\_  
 Type of Review: \_\_\_\_\_ Annual \_\_\_\_\_ Probationary \_\_\_\_\_ Other: \_\_\_\_\_

UNIVERSITY	Core Expectations for Staff		Rating 5 (high)- 1 (low)					Supervisor Comments	
	See "Evaluation Rating Chart" prior to rating		5	4	3	2	1	<i>REQUIRED</i> for Rating 5, 1   <i>Recommended</i> for Rating 4, 3, 2	
	Service-oriented, Positive Attitude, Helpful								
	Trustworthy, Adheres to Ethics and Compliance Standards								
	Collaborative, Team-oriented								
	Productive , Commitment to ASU								
	Flexible, Adaptable								
	Respectful Communicator								
Resourceful, Committed to Sustainability									

DEPARTMENT	Performance Summary	
	Provide a brief narrative (or bullet points) that summarizes the employee's performance, accomplishments or deficiencies in the prior performance period.	

OVERALL RATING				
Fill in overall rating here [5 (high) - 1 (low)]:				
5 – Consistently Exceeds Performance Expectations	4 – Frequently Exceeds Performance Expectations	3 – Performance Expectations Fulfilled	2 – Inconsistently Fulfills Performance Expectations	1 – Fails to Meet Performance Expectations

FOCUS	Performance Goals	Development Plan
	Supervisor to list employee's major areas of focus for next 12 months. List 3-4 major job-related goals.	

Employee Comments		<input type="checkbox"/> Concur	<input type="checkbox"/> Do not concur

Employee Signature: \_\_\_\_\_ Date: \_\_\_\_\_ Date Entered into PeopleSoft: \_\_\_\_\_ See Attached Documentation: \_\_\_\_\_  
 Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_ Management Review: \_\_\_\_\_ Date: \_\_\_\_\_

## PERFORMANCE EVALUATION TEMPLATE – ASU Staff

Evaluation Rating Chart						
5. Consistently Exceeds Performance Expectations	4. Frequently Exceeds Performance Expectations	3. Performance Expectations Fulfilled	2. Inconsistently Fulfills Performance Expectations	1. Fails to Meet Performance Expectations		
<ul style="list-style-type: none"> <li>• Consistently exceeds performance expectations</li> <li>• Demonstrates exceptional quality of work in all essential areas of responsibility</li> <li>• Always makes an exceptional or unique contribution in achievement of unit, department, and university objectives</li> </ul>	<ul style="list-style-type: none"> <li>• Always achieves performance expectations and frequently exceeds them</li> <li>• Demonstrates performance of a very high level of quality</li> <li>• Significantly contributes to the success of the services and projects they support</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently fulfills performance expectations and <i>periodically</i> may exceed them</li> <li>• Work is of high quality in all significant areas of responsibility</li> <li>• Any performance concerns are resolved through coaching, feedback, and self initiative</li> </ul>	<ul style="list-style-type: none"> <li>• The employee's work does not consistently meet the most basic job requirements of the position. While the employee may have performed acceptably in some areas, overall job performance needs to be improved</li> <li>• A performance improvement plan is to be discussed and agreed to by the employee and the supervisor</li> <li>• Failure to demonstrate improvement may result in additional action</li> </ul>	<ul style="list-style-type: none"> <li>• The employee's work is below the basic requirements and immediate and continued improvement is required</li> <li>• A performance improvement plan is to be discussed and agreed to by the employee and the supervisor</li> <li>• Continued failure to show improvement may result in additional action</li> </ul>		
University Core Expectations - ASU Staff						
Service-oriented, Positive Attitude, Helpful	Trustworthy, Adheres to Ethics and Compliance Standards	Collaborative, Team-oriented	Productive, Commitment to ASU	Flexible, Adaptable	Respectful Communicator	Resourceful, Committed to Sustainability
<ul style="list-style-type: none"> <li>• Provides exceptional service by distributing accurate, useful information that supports university objectives</li> <li>• Holds self and others to a high standard of quality and service</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates integrity under all circumstances</li> <li>• Adheres to university standards of ethics and compliance</li> </ul>	<ul style="list-style-type: none"> <li>• Works effectively with others, both inside and outside the university, to accomplish university goals</li> </ul>	<ul style="list-style-type: none"> <li>• Improves university effectiveness by finding creative solutions that increase access to educational resources</li> <li>• Identifies and resolves problems and otherwise advances university mission</li> </ul>	<ul style="list-style-type: none"> <li>• Welcomes and adjusts quickly to change</li> <li>• Remains flexible and productive at all times</li> </ul>	<ul style="list-style-type: none"> <li>• Expresses ideas clearly and adjusts communications to the intended audience</li> <li>• Recognizes the need to communicate effectively with diverse faculty, staff and students throughout the university</li> </ul>	<ul style="list-style-type: none"> <li>• Actively seeks, acquires and promptly applies new knowledge and skills to support university goals</li> <li>• Is aware of and supports the university's sustainability programs</li> </ul>

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# Performance Evaluation Template for Management

Affiliate ID: \_\_\_\_\_ Performance Period: \_\_\_\_\_ Evaluation Date: \_\_\_\_\_  
 Employee Name: \_\_\_\_\_ Position Title: \_\_\_\_\_  
 Supervisor: \_\_\_\_\_ Department: \_\_\_\_\_  
 Type of Review: \_\_\_\_\_ Annual \_\_\_\_\_ Probationary \_\_\_\_\_ Other: \_\_\_\_\_

UNIVERSITY	Core Expectations for Management	Rating 5 (high)- 1 (low)					Supervisor Comments
	See "Evaluation Rating Chart" prior to rating	5	4	3	2	1	<i>REQUIRED</i> for Rating 5, 1   Recommended for Rating 4, 3, 2
	Creates a Culture of Service to Students and Colleagues						
	Sets the Standard for Trust, Integrity, Transparency						
	Develops Staff and Fosters Teamwork						
	Executes Strategies to Get Results						
	Decision Making and Accountability						
	Cultivates Intellectual and Cultural Diversity						
	Fiscal Responsibility, Process Improvement, Sustainability						

DEPARTMENT	Performance Summary

**OVERALL RATING** Fill in overall rating here [5 (high) - 1 (low)]:

5 – Consistently Exceeds Performance Expectations	4 – Frequently Exceeds Performance Expectations	3 – Performance Expectations Fulfilled	2 – Inconsistently Fulfills Performance Expectations	1 – Fails to Meet Performance Expectations
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FOCUS	Performance Goals	Development Plan
		Supervisor to list employee's major areas of focus for next 12 months. List 3-4 major job-related goals.

Employee Comments	<input type="checkbox"/>	Concur	<input type="checkbox"/>	Do not concur

Employee Signature: \_\_\_\_\_ Date: \_\_\_\_\_ Date Entered into PeopleSoft: \_\_\_\_\_ See Attached Documentation: \_\_\_\_\_  
 Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_ Management Review: \_\_\_\_\_ Date: \_\_\_\_\_

## PERFORMANCE EVALUATION TEMPLATE – ASU Management

Evaluation Rating Chart				
5. Consistently Exceeds Performance Expectations	4. Frequently Exceeds Performance Expectations	3. Performance Expectations Fulfilled	2. Inconsistently Fulfills Performance Expectations	1. Fails to Meet Performance Expectations
<ul style="list-style-type: none"> <li>Consistently exceeds performance expectations</li> <li>Demonstrates exceptional quality of work in all essential areas of responsibility</li> <li>Always makes an exceptional or unique contribution in achievement of unit, department, and university objectives</li> </ul>	<ul style="list-style-type: none"> <li>Always achieves performance expectations and frequently exceeds them</li> <li>Demonstrates performance of a very high level of quality</li> <li>Significantly contributes to the success of the services and projects they support</li> </ul>	<ul style="list-style-type: none"> <li>Consistently fulfills performance expectations and <i>periodically</i> may exceed them</li> <li>Work is of high quality in all significant areas of responsibility</li> <li>Any performance concerns are resolved through coaching, feedback, and self initiative</li> </ul>	<ul style="list-style-type: none"> <li>The employee's work does not consistently meet the most basic job requirements of the position. While the employee may have performed acceptably in some areas, overall job performance needs to be improved</li> <li>A performance improvement plan is to be discussed and agreed to by the employee and the supervisor</li> <li>Failure to demonstrate improvement may result in additional action</li> </ul>	<ul style="list-style-type: none"> <li>The employee's work is below the basic requirements and immediate and continued improvement is required</li> <li>A performance improvement plan is to be discussed and agreed to by the employee and the supervisor</li> <li>Continued failure to show improvement may result in additional action</li> </ul>

### University Core Expectations - ASU Management

Creates a Culture of Service to Students and Colleagues	Sets the Standard for Trust, Integrity, Transparency	Develops Staff and Fosters Teamwork	Executes Strategies to Get Results	Decision Making and Accountability	Cultivates Intellectual and Cultural Diversity	Fiscal Responsibility, Process Improvement, Sustainability
<ul style="list-style-type: none"> <li>Promotes exemplary service and sets a precedent for others</li> <li>Sets high standards for quality and accuracy within department</li> </ul>	<ul style="list-style-type: none"> <li>Acts with integrity to foster trust and build cooperative relationships</li> <li>Takes personal responsibility for one's actions</li> <li>Follows through on commitments and agreements</li> </ul>	<ul style="list-style-type: none"> <li>Provides coaching and resources to help team members develop their professional skills to fulfill university needs</li> <li>Identifies employees' strengths/weaknesses and provides feedback to improve and enhance team performance</li> </ul>	<ul style="list-style-type: none"> <li>Conducts ongoing strategic analyses to guarantee programs achieve identified goals</li> <li>Is a self-starter who actively sets and achieves goals beyond what is required</li> </ul>	<ul style="list-style-type: none"> <li>Holds self and others accountable for delivering on commitments/standards through assigning clear authority and decision making</li> <li>Seeks opportunities to achieve results, no matter what roadblocks occur</li> </ul>	<ul style="list-style-type: none"> <li>Promotes a culture of inclusion by building a diverse team and embracing a variety of perspectives</li> </ul>	<ul style="list-style-type: none"> <li>Is accountable for fiscal controls within department</li> <li>Seeks strategies to improve internal processes</li> <li>Participates in and encourages team to support the university's sustainability programs</li> </ul>

# Using the Performance Evaluation Template

- **Core expectations**

- 7 each for Staff and Management
- Employee performance must be rated against every core expectation (ratings for 2008 are informational only)

- **Five-point rating scale**

The ratings are defined on the form, and are labeled as follows:

1. Fails to meet performance expectations
2. Inconsistently fulfills performance expectations
3. Performance expectations fulfilled
4. Frequently exceeds performance expectations
5. Consistently exceeds performance expectations

- **Supervisor comments**

- Document factors pertinent to the rating
- Provide examples as appropriate
- Required for a rating of 1 or 5

# Using the Performance Evaluation Template

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- **Performance Summary**

- A brief narrative (or bullet points) that summarizes an employee's performance, accomplishments and/or deficiencies for the performance period of the evaluation. This summary should include a discussion of performance as it relates to job responsibilities specific to the employee's position.

- **Overall Rating**

- Used to identify the overall rating for the employee's evaluation

- **Rating Definitions**

- Full definitions for the 1 – 5 ratings are found on page 2 of the template

# Using the Performance Evaluation Template

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- **Performance Goals**

- A brief summary (or bullet points) that summarizes an employee's performance goals for the upcoming 12 month performance period. Goals can take the form of completion of projects or the attainment of defined work standards.

- **Development Plan**

- Include recommended areas of development or required areas of improvement for the employee for the upcoming 12 month performance period. It should include objectives, corresponding activities or behaviors, measurements, and time frames for completion.

- **Employee Comments and Signature**

- The employee can comment on the evaluation, the job, resources, or general comments as they so choose
- Both the employee and leader need to sign the evaluation

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# Performance Improvement Plan Template

# Performance Improvement Plan Template

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- The Performance Improvement Plan is a tool available for leaders to use when an employee isn't meeting expectations and a specific, measurable, time-contained plan will assist in closing performance gaps.
- The Performance Improvement Plan should be administered if an employee receives a 2 or 1 on their annual performance evaluation.
- Leaders are strongly encouraged to work with their HR Partner for assistance in developing a plan. [Click here to access your HR Partner's contact information.](#)
- [Click here for web-based template.](#)

Affiliate ID: \_\_\_\_\_ Last Evaluation Date: \_\_\_\_\_ PIP Establishment Date: \_\_\_\_\_  
 Employee Name: \_\_\_\_\_ Position Title: \_\_\_\_\_  
 Supervisor: \_\_\_\_\_ Department: \_\_\_\_\_  
**Follow-Up Review Date:** \_\_\_\_\_

**Instructions:** The Performance Improvement Plan (PIP) should be used when an employee receives a rating of 2 or 1 on their annual performance evaluation. The PIP may also be used any time an employee's performance or conduct fails to meet the supervisor's expectations. Refer to SPP 309-01 (Classified Employee Performance Evaluation), SPP 309-02 (Administrative/Service Professional Employee Performance Evaluation) and SPP 809 (Discipline) for further guidance on the appropriate use of the PIP process and completion of the PIP form.

Performance Improvement Plan	
SECTION 1	a. Summary of performance or behavior(s) to be changed:
	b. Describe expected changes to be made by employee to improve performance or behaviors: <i>(including situations and/or conditions)</i>
	c. List development/learning activities and/or resources, to include supervisor's actions, to assist employee with improving performance:
	d. Additional notes of interim discussions while PIP is in effect: <i>(include dates of discussions)</i>

Results of Performance Plan	
SECTION 2	Follow-Up Review: To be completed by the supervisor within a reasonable amount of time after the initiation of the Performance Improvement Plan (e.g. 60 – 90 days). Please place an 'X' in the appropriate response box and provide comments to support your selection.
	<input type="checkbox"/> Employee has satisfactorily improved behavior or performance as described in Section 1.
	<input type="checkbox"/> Employee has not satisfactorily improved behavior or performance as described in Section 1.
	Supervisor Comments:
	Employee Comments:



**PERFORMANCE IMPROVEMENT PLAN TEMPLATE**

<b>Signatures</b>	
<b>S E C T I O N  3</b>	<b>PIP Establishment:</b> The Performance Improvement Plan has been reviewed and discussed. A signature indicates the employee reviewed and understood the requirements to improve performance.
	Employee Signature: _____ Date: _____ Supervisor Signature: _____ Date: _____
	<b>Follow-Up Review:</b> The completed Performance Improvement Plan has been reviewed and discussed. A signature indicates review occurred; not necessarily agreement with the results and recommendations.
	Employee Signature: _____ Date: _____ Supervisor Signature: _____ Date: _____

# Using the Performance Improvement Plan Template

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## SECTION 1

- **Summary of performance or behavior to be changed**
  - Deficiency statement is placed here. Be specific and clear about what the employee is doing and the affects.
- **Describe expected changes to be made by employee**
  - Define the duties or behaviors where improvement is required.
  - Establish the priorities of the duties.
- **List development/learning activities and/or resources**
  - Create action plan and establish the standards employee will be measured by.
  - Set short and long term development goals.
- **Additional notes of interim discussions**
  - Establish periodic review dates with employee. Measure performance against standards set for the employee.

# Using the Performance Improvement Plan Template

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- **Follow-up review**
  - Manager checks off that employee has either succeeded or failed then takes appropriate next action w/assistance of HR.
- **Supervisor and employee comments**
  - Supervisor & employee comments related to the follow-up review (usually 60-90 days out).

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- **Performance Improvement Plan Establishment**
  - This is the initial acknowledgement of the employee that he/she has reviewed and discussed the Performance Improvement Plan with his/her manager.
- **Follow-up review**
  - This is the 2<sup>nd</sup> signature provided by the employee after the official follow-up has been conducted with his/her manager.

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# Performance Management Policy

# Performance Management: Required Elements

*Click to review revised Policies [SPP 309-01](#) and [309-02](#).*

*Highlights of the revisions include:*

- All ASU administrative, service professional and classified staff **must** receive an annual performance evaluation
- The evaluation **must** include an evaluation of performance against university core expectations, a narrative that describes performance for the prior 12 months, performance goals and a developmental plan for the upcoming 12 months
- Every employee **must** receive an overall rating based on a **5 point** rating scale
- Individuals who supervise employees **are accountable** for understanding and implementing the program
- The **Office of Human Resources is accountable** for maintaining performance evaluation tools and guidelines and for providing training and consultation on their use

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# Transition Guidelines



# Transitioning to the New Program

- **Timing**

*1<sup>st</sup> Quarter 2009:*

- The core expectations for staff and management, new performance management program and accompanying templates (University-wide or Unit specific) will be introduced to all ASU employees
- Leaders will be expected to complete and deliver a performance evaluation for the 2008 calendar year during the 1<sup>st</sup> quarter of the 2009 calendar year (January – March). Refer to policy SPP [309-01](#) and [309-02](#) for alternative timing of the delivery of performance evaluations.
- **A 5-point rating scale will be used for performance year 2008 (calendar year).**
- Each department will be responsible for entering their team member's ratings on-line\*

*1<sup>st</sup> Quarter 2010:*

- Units will be encouraged to use the University-wide template to evaluate performance but may develop their own format as long as all [required elements](#) are present in the form

- **Core Expectations**

- Staff and management will NOT be evaluated for performance year 2008 based on the new core expectations
- During the 1<sup>st</sup> quarter of 2009, leaders will ensure their teams have a full understanding of the new core expectations and how their performance will be measured for 2009

- **Performance Evaluation Template**

- New evaluation templates will be introduced during the delivery of the 2008 performance evaluation. Leaders will be expected to review the new process and template with the employee during this meeting, in preparation for the 2009 performance year.
- Leaders will be able to choose from two approaches for delivering the evaluation for the 2008 performance year:
  - Use the existing departmental form (from previous year) ; or
  - Use the new template for 2009 but do NOT consider the ratings of the newly introduced core expectations in the final ratings

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# Tips for Conducting the Performance Discussion

# Tips for Conducting an Effective Performance Discussion

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- Demonstrate your sincere interest in the employee by being prepared for this discussion (schedule enough time and in advance, private meeting without interruptions, documents prepared, thoughts organized)
- If you have been open and candid through the year about performance concerns, this discussion will be reinforcing vs. Confrontational
- Build trust by talking straight, *celebrating success*, listening with the intent of being influenced, and partnering for performance
- Change the discussion's focus from "telling" the employee what they need to do better/differently to:
  - Focusing first on the value the employee brings to ASU
  - Asking open ended questions with a spirit of inquiry
  - Listening more than you usually do
  - Providing candid, direct, and honest information about what needs to change and the potential consequences of not doing so
- If applicable, agree on course corrections for you and the employee
  - Consider how your leadership style and the amount of coaching and feedback you provide on an ongoing basis has to change to support performance improvement
- Come to a mutual understanding of the employee's accomplishments and development opportunities

# Leader Follow-up Responsibilities

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*After the performance discussion:*

- Send original, signed evaluation to HR for filing
- Retain copy for department file
- Provide the employee a copy
- Record discussion and outcomes
- Ensure employee really understands appeal rights (if applicable)
- Ensure employees have time to take advantage of developmental opportunities and minimize barriers to employee achievement
- Ensure periodic “touch base” sessions with the employee
- Structured coaching process (if applicable)
- Establish a course of action to resolve areas of disagreement

# Resources

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## Policies

- [SPP 309-01: Classified Staff Performance Evaluation](#)
- [SPP 309-02: Administrative/Service Professional Employee Performance Evaluation](#)

## Templates

- [Performance Evaluation Template for Staff](#)
- [Performance Evaluation Template for Management](#)

## Job Aids

- [Performance Rating Job Aid](#)

## Contacts

- [Click here if you need additional assistance](#)