

GUIDE TO PERFORMANCE MANAGEMENT

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PERFORMANCE MANAGEMENT AND EMPLOYEE ENGAGEMENT

Imagine joining a new fitness club. While having a good run on the treadmill, you decide to check your stats. How fast are you going? How many calories have you burned? Do you need to speed up or slow down? You look to the screen only to find that there is no data. Today, it is almost unimaginable that we would not be able to get instant feedback on practically everything we do. Yet, this is what happens often in the workplace when performance management feedback is not provided on a regular basis. Imagine if the fitness club made you wait an entire year to see all of your treadmill results at once!

Similarly, performance management needs to include regular conversations throughout the year so an employee can know what is happening with their performance in ample time to make necessary adjustments.



WHAT EMPLOYEES WANT (ACCORDING TO GALLUP RESEARCH)



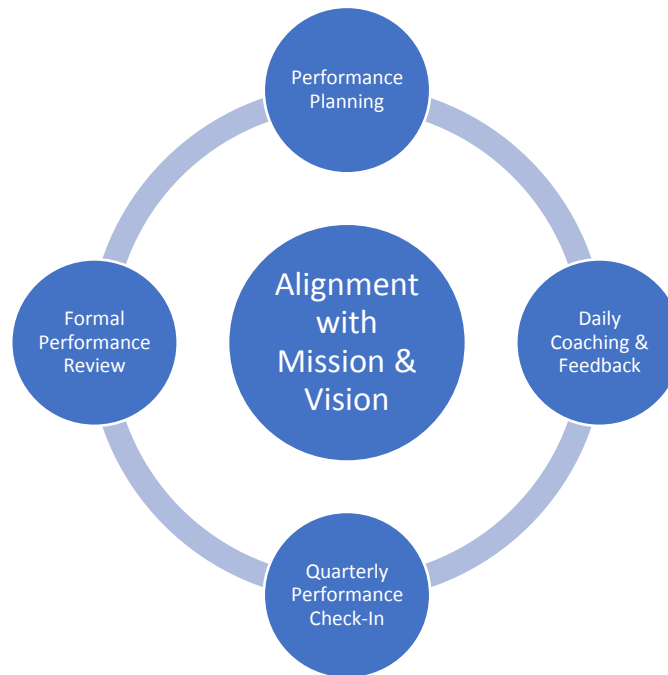
Through research efforts to discover what motivates employee engagement, the Gallup organization identified the following 12 factors. According to these findings, most professionals want:

1. To know what's expected of them
2. To have the tools they need to do their work
3. To have the opportunity to do what they do best every day
4. To receive recognition and praise for doing good work
5. To be seen and valued as people (not just job functions)
6. To have someone encourage their development
7. To have their opinions count
8. To feel that what they do is important and worthwhile
9. To have coworkers who are committed to quality work
10. To have positive work relationships
11. To talk about their progress and receive feedback
12. To have opportunities to learn and develop

At least half of these can be directly achieved through the performance planning and communication process.

BENEFITS OF THE PERFORMANCE MANAGEMENT CYCLE

Performance management is a cycle through which supervisors and those they lead gain a shared understanding of work expectations and goals, exchange feedback, identify learning and development opportunities, and evaluate performance results.



The steps of the performance management cycle should always revolve around the mission and vision of the University. The cycle includes performance planning for the year ahead, daily coaching and feedback, quarterly performance check-ins and the formal performance review. Before we break down these steps, realize that utilizing the entire cycle can make the formal annual review meeting less stressful. Here are several reasons why the year-round cycle is so important.

REASONS TO USE THE YEAR-ROUND CYCLE

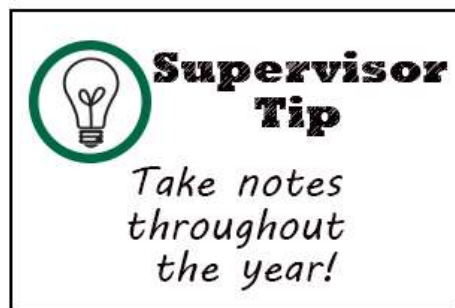
No Surprises: Because conversations will have been ongoing, nothing should be a surprise to either the employee or supervisor at the time of the performance evaluation.

Shared Understanding of What Success Looks Like: If expectations are clarified ahead of time, both the employee and supervisor will have time to address questions and seek further guidance. Discussions throughout the year might include a defined set of ratings with examples for each category. When requirements are shared ahead of time, an employee knows exactly what to do to meet the "achieves, exemplary or commendable" ratings. Likewise, an employee will have an idea of what actions or inactions might be met with an "unsatisfactory" or "needs

improvement" rating. The Division of Human Resources (DHR) provides performance rating guides for both the **staff** and **administration** performance evaluation forms that are available at any time. These rating guides serve as rubrics to follow.

Opportunity for Growth: Waiting until the end of the year to do a "performance review" does not provide the employee a chance to grow and make corrections before it is too late. Periodic check-ins allow the opportunity to see if there are any knowledge or skills gaps. For many different reasons, an employee may not have the adequate knowledge or skills to be successful. Knowledge, skills and competencies can be assessed throughout the year so that training and coaching may be provided for the employee's development. The back of this guide contains a list of **Performance Indicators with Recommended Trainings**.

Focus on the Future: Performance management is not just about the past. It provides the conduit to move forward by identifying opportunity for growth and goal-setting for the upcoming year.



Taking notes throughout the year:

- Helps when looking for trends over time
- Reduces biases such as:
 - *Primacy Bias or Recency Bias* - when we remember the earliest or latest moments in greatest detail.
 - *Horns or Halo Bias* - makes it harder to be objective the more we like or dislike a person.
- Provides backup if action is needed
- Provides a reference throughout the annual review meeting

PHASES OF THE PERFORMANCE MANAGEMENT CYCLE

1. PERFORMANCE PLANNING FOR THE YEAR AHEAD

Clarify the expectations and standards for the job. This is when the performance goals for the year will be set. *What will the employee strive to achieve in the coming year?*

Development goals will need to be set as well. *What knowledge/skills will the employee work to develop or enhance in the coming year?*

Before these goals can be set, consider USF's mission, vision and strategic plan. Additionally, careful review should be given to the employee's position description to make sure that the goals fall within what is written. Consider what is expected of someone in the specific role and what standards must be maintained.

Alignment with Organizational Mission & Vision: Effective performance goals flow from and support the mission, vision, and goals of the team, department, and University. By ensuring that the mission, goals and strategies of the larger organizational unit drive all performance measures and improvement initiatives, supervisors are better able to help employees see how their efforts contribute to the achievements of the team, department and University.



USF's Strategic Plan: Employees at USF should be familiar with the Strategic Plan and understand how their role supports and contributes to the University's vision, mission, values, and goals. These items are listed and linked on the performance evaluation forms. However, employees and supervisors should review the information well in advance to ensure that employee and departmental goals strategically align.

View [USF's Strategic Plan, Mission, Vision and Values](#).

Assignments and Position Descriptions: The employee and supervisor need to have a shared understanding of how well the employee is doing. For this, duties and responsibilities must be clarified to provide a framework. The first step in clarifying understanding of the job is to make sure the position description is accurate and up to date. The employee should see a copy of the position description and have an opportunity to ask any questions. Keep in mind that the same job title will likely have different duties from one department to another.

Clarify Expectations by Using SMART Goals: How do you know if goals are being met? Set specific achievement markers by using SMART goals. Access a [one page example here](#) or view the online LinkedIn Learning training, [Setting Team and Employee Goals](#). (Total run time: 1 hour 9 minutes)

"Employee goals should be driven by the organization's needs—whether it's to cut costs, drive revenue, or build skills - and keep employees motivated to succeed. Mike Figliuolo, managing director of thought LEADERS and former McKinsey consultant, helps you set employee goals that are SMART: specific, measurable, achievable, relevant, and time-bound. Using the SMART framework, he shows you how to develop goals that are achievable and appropriate to your employees' roles." - DESCRIPTION FROM LINKEDIN LEARNING



[Click here for LinkedIn Learning login instructions.](#)

(LinkedIn Learning is formerly Lynda.com)

2. DAILY COACHING & FEEDBACK

Discuss performance often. Effective coaching occurs through conversations. These conversations occur regularly, rather than being reserved for formal reviews. Share feedback about the employee's successes and areas needing improvement. Discuss training needs as they arise. The conversation should be back and forth; seek employee input about the work process and results.

Keep conversations balanced to address strengths as well as concerns. For example:

- How is the employee doing?
- Does the employee need help or motivation?
- Is there something done well that can be recognized?

Provide appreciative feedback and recognize successes. Pay attention between conversations to catch people in the act of doing great work. Thank people in person and attach praise to meaningful results. Instead of just “good job,” try, “The solution you offered helped us to avoid a potential problem and exceeded the client’s expectation.”

Address concerns and solve problems. Be timely and address concerns as the needs arise, but only address a manageable number of concerns at one time. When addressing problems with the employee’s performance:

- Be specific and give examples
- Focus on observable actions and their impact
- Focus on problem resolution rather than blame
- Collaborate to accurately define the problem and brainstorm solutions
- Present your view of the problem. If the problem is a concern you have about the employee’s actions, use the **Action-Impact format** (see sidebar) to present your concern.

THE ACTION-IMPACT FORMAT

Conversation steps when addressing performance concerns or problems:

- State the action (behavior) you observed.
- Describe the impact the action had on results.
- Invite and hear the other’s view of the problem.
- Listen non-defensively and seek to understand the other’s perspective.
- Identify a definition of the problem that is agreeable to both of you.
- Brainstorm possible solutions.
- Agree on a strategy to implement.
- Schedule a follow-up meeting to check the success of the strategy.

3. QUARTERLY PERFORMANCE CHECK-IN



The quarterly check-in is a “progress check” conversation at least once per quarter to review goals, progress and results. It is time to acknowledge successes and identify improvement opportunities. The following should be considered in the quarterly check-in:

- Is the employee meeting expectations and standards?
- Is the employee achieving performance goals?
- Is the employee achieving developmental goals?

If any areas cause concern, make mid-course adjustments where needed and review or clarify any standards not being met.

- What changes would enhance performance or progress toward the goal?
- Are expectations still clear?

The quarterly check-in should be scheduled ahead of time, allowing both the employee and supervisor time to gather all necessary information. DHR provides an optional **Quarterly Performance Check-In Form**. It may be helpful to have the employee complete such a form before the meeting.

4. FORMAL PERFORMANCE REVIEW

Meet annually to review and document feedback from the previous year. Were performance goals achieved? Were professional development goals achieved? This meeting also segues into performance planning for the next year.

During annual performance reviews, supervisors and employees work together to:

- Review the employee’s work achievements and challenges over the past year.
- Establish work expectations and performance goals for the coming year.
- Define the employee’s professional development goals and learning plan for the coming year.

The forms utilized in this process will assist supervisors and employees in preparing for performance review discussions. Although these forms are helpful and necessary tools, the filling out of forms is not the primary goal of a review. Reviews are most effective when forms are used to help prepare for a conversation and document the outcomes, rather than as a *substitute* for the conversation.

Preparing for the Formal Review

- Review the following:
 - The employee’s position description (PD)
 - Standards and expectations
 - Past year’s goals and objectives
 - Other documentation gathered during the review period
- Request the employee complete the **Performance Self-Assessment** and ask the employee to prepare by reflecting on the following:
 - Successes and challenges over the past year
 - Additional support he or she would like from you
 - Additional skills/knowledge he or she would like to develop or enhance
- Complete either the **Staff Performance Evaluation Form** or the **Administration Performance Evaluation Form**. Be prepared to share your perceptions and feedback about the employee’s performance over the past year, including:
 - Key achievements and successes
 - Performance concerns and/or challenges
 - Changes and enhancements that you recommend (or require)
 - Learning opportunities relevant to the employee’s job function that would help enhance current skills or develop new ones
 - Key employee strengths and contributions over the past review period

The *Performance Rating Guides* for both **Staff** and **Administration** found on the Division of Human Resources website are extremely helpful with providing consistent, more accurate ratings and comments.

Conducting the Review

Share your feedback about the employee’s performance, including information about strengths and successes as well as areas needing improvement.

Communicate the rating you’ve assigned for each of the performance indicators. Provide rationale for each rating - include behavioral examples whenever a rating is above or below “achieves.”

BEST PRACTICES

- Schedule evaluation meetings in advance.
- Use a private, interruption-free setting.
- Allow sufficient time for discussion.
- Consider in advance how to present information.
- Set tone for respectful, adult-to-adult interaction.
- Start and end on positive note.

Invite and listen to the employee’s assessment of his/her performance. Ask the employee to share his/her feedback for you, including ideas for improvement.

Re-enter the performance planning phase for the following year.

UNIVERSITY-SPECIFIC CONSIDERATIONS

The items in this section are specific to the University of South Florida. It is important to pay special attention to these.

TYPES OF PERFORMANCE EVALUATIONS



USF has three types of performance evaluations:

- Probationary
- Annual
- Special

PROBATIONARY

The probationary period allows the employee to learn the job and the supervisor to observe progress. The probationary evaluation must be completed within the 30-day period BEFORE the probationary end date. First-time staff employees serve an initial 6-month probation before gaining regular status, while new law enforcement employees serve a 12-month probation. This also applies to Staff employees serving a probationary period in a new job class.

IF the probationary evaluation is NOT done before the end date, the overall performance rating will default to “Achieves” and the employee will gain regular status.

For more information about probationary employees procedures, [visit the Probationary Employees web page](#).

ANNUAL

All Staff and Administration employees on a position are to be evaluated annually. The reviews are due within 30 days following the annual evaluation date.

EVALUATION DATES

Dates of annual performance reviews differ by department. Some departments choose to conduct reviews by the fiscal year, while others abide by anniversary dates. Several areas have designated **annual common performance evaluation dates**. Check with your department to see what date or timing system is used.

SPECIAL

A special evaluation may be completed for several reasons such as:

- At any time the supervisor determines the employee's overall performance has changed from the level reflected on the most recent evaluation.
- During the initial probationary period to address substandard performance.
- In response to a written request for a performance evaluation, provided the employee has not received an evaluation in six months and has not received an evaluation with an overall substandard rating.
- For other reasons, such as when the employee or employee's supervisor leaves a position.

STAFF EMPLOYEES

Staff employees have relevant information that can be found in the [Staff Performance Management Procedure](#) and in the [Staff Progressive Discipline Procedure](#). If you have supervisory duties, you are encouraged to thoroughly review the Staff Progressive Discipline Procedure.

PERFORMANCE IMPROVEMENT PLAN (PIP)

A Performance Improvement Plan ("PIP") will need to be developed following a substandard Staff performance evaluation. At this point, the Supervisor should contact his/her [Service Center HR Manager](#) at the Division of Human Resources or regional HR Office for assistance to ensure required communications to the employee are sent.

The PIP lays out the standards and expectations based on the duties, responsibilities, and requirements of the position that must be met to obtain an overall "Achieves" rating. The minimum duration of a PIP is 60 calendar days; the PIP can be extended to a maximum duration of 6 months. Additionally, supervisors are required to meet weekly or bi-weekly with the employee to discuss progress. Written updates from these meetings must be sent to the Service Center HR Manager.

At the end of the PIP period, a follow-up Special Evaluation is completed and:

- Rating revised upwards or
- Extension of improvement period requested or
- If no improvement, the employee can be demoted to another job or
- The employee's dismissal can be proposed.

See the [PIP form here](#).

DO ADMINISTRATION EMPLOYEES RECEIVE PIPS?

No. Instead, Administration employees receive an action plan for improving performance and ONE performance evaluation either at start or end of improvement period.

COLLECTIVE BARGAINING AGREEMENTS

Collective Bargaining Agreements (CBAs) should be thoroughly considered during the performance management process. For example, a CBA may make provisions for an employee who does not meet performance standards. Each union has their own agreement; review the most up-to-date agreements online via the Division of Human Resources - [Collective Bargaining and Labor Relations site](#).

EMPLOYEE RELATIONS



Employee Relations (ER) provides education, training, mentoring and guidance to individual employees, supervisors, managers and administrators to address questions and workplace issues for non-faculty employees.

Service Center HR Managers work with department administrators and individual employees on effective employee-manager communications and provide individual coaching to improve employee performance and resolve conflicts and problems before the point of formal corrective action and grievance.

Service Center HR Managers advise on and interpret University policies, procedures, regulations, labor contracts, key state statutes and federal laws, and oversee the University layoff, progressive discipline, performance improvement plan, and non-reappointment processes.

Employee Relations services include:

- Performance management
- Complaint resolution and conflict mediation
- Counseling and formal discipline
- Collective bargaining agreement compliance
- Grievance procedures
- Applicable alcohol/drug testing (pre-employment and regulatory)

View the Employee Relations Contact for your [HR Service Center](#).

PERFORMANCE INDICATORS WITH RECOMMENDED TRAINING



The following performance indicators are those that employees will be rated on within the performance evaluation. The recommended trainings that follow are a starting point for employees who may need scaffolding in these areas.

Many of the recommended trainings on this page are provided by LinkedIn Learning (free to USF employees). [Click here for login instructions.](#)

ANALYTICAL SKILLS

Uses a variety of techniques to analyze situations most efficiently; assesses risk or return on investment and makes appropriate decisions.



RECOMMENDED TRAINING FOR ANALYTICAL SKILLS

Critical Thinking (1 hour 6 minutes)

"Critical thinking is the ability to think reflectively and independently in order to make thoughtful decisions. By focusing on root-cause issues, critical thinking helps you avoid future problems that can result from your actions. In this course, leadership trainer and expert Mike Figliuolo outlines a series of techniques to help you develop your critical thinking skills. He reveals how to define the problem you're trying to solve and then provides a number of critical thinking tools, such as blowing up the business, asking the 5 whys, asking the 7 so whats, using the 80/20 rule, and more. He also provides guidance on how to develop this skill across your whole team." - DESCRIPTION FROM LINKEDIN LEARNING

Click here to access [Critical Thinking](#) in LinkedIn Learning.

COMMUNICATION

Shares information effectively in verbal and written form with various audiences (including ability to deliver presentations in a professional, organized, and persuasive manner); listens attentively and openly to the ideas, concerns, and suggestions of others. Communications: Shares information effectively both verbally and in writing (including formal presentations) with various types of audiences; listens attentively and openly to the ideas, concerns, and suggestions of others.



RECOMMENDED TRAINING FOR COMMUNICATION

Communication Foundations (1 hr 24 min)

"Learn how to communicate more effectively. Your communication skills affect your career prospects, the value you bring to your company, and the likelihood of your promotion. This course helps you communicate better in a variety of professional situations, including meetings, email messages, pitches, and presentations. Instructors Tatiana Kolovou and Brenda Bailey-Hughes introduce the four building blocks of communication—people, message, context, and listening—and show how they apply in different circumstances. Through the use of vignettes and applied tools, the course shows how to build this core competency and communicate in a way that effectively and professionally conveys your message." - DESCRIPTION FROM LINKEDIN LEARNING

Click here to access [Communication Foundations](#) in LinkedIn Learning.

Communicating with Diplomacy and Tact (1 hour 5 minutes)

"Diplomacy is a mindset; tact is a strategy. In this course, communications professor Tatiana Kolovou helps you realize the benefits of communicating with tact and diplomacy in workplace situations. She walks you through four scenarios that you might encounter on an average day, and coaches you through appropriate responses to challenging situations at work. She emphasizes core skills, such as authenticity, empathy, and listening, and shows examples, stories, and facts that bring their importance to life. By taking opportunities to practice at work and in your personal life, you can strengthen this delicate balance of skills and build relationships that can survive difficult interactions." - DESCRIPTION FROM LINKEDIN LEARNING

Click here to access [Communicating with Diplomacy and Tact](#) in LinkedIn Learning.

DHR's Learning and Talent Development Department offers an Effective Communication Certificate Series. Participants must complete 5 online courses within one year. For more information, visit the [Effective Communication Series](#) webpage.

COOPERATION AND COLLABORATION | TEAMWORK

Cooperation and Collaboration: Builds strong working relationships with colleagues throughout the organizational unit and the University and seeks opportunities to partner with others to achieve goals and objectives.



Teamwork: Participates in achieving organizational unit goals and objectives and works effectively with other colleagues at the University.

RECOMMENDED TRAINING FOR COOPERATION AND COLLABORATION

Being an Effective Team Member (31 minutes)

"It's easy to call out the qualities that make someone a poor team member. But what makes a person invaluable on a team? In this course, Kelley School of Business professor Dr. Daisy Lovelace highlights the key characteristics of exemplary team members. As she dives into each trait, Daisy shares how—by making subtle changes—you can adopt these behaviors to become a more valuable collaborator. Learn tips that can help you increase your self-awareness, demonstrate that you're a reliable teammate, approach teamwork more collaboratively, and more." - DESCRIPTION FROM LINKEDIN LEARNING

Click here to access [Being an Effective Team Member](#) in LinkedIn Learning.

INITIATIVE AND AUTONOMY

Accepts and carries out current and new responsibilities through resourcefulness and self-reliance.



RECOMMENDED TRAINING FOR INITIATIVE AND AUTONOMY

Developing Resourcefulness (29 minutes)

Being able to do more with less is a highly valued skill in any organization, and not just in down times. In this course, management expert and trainer Todd Dewett helps you assess your resourcefulness by first evaluating your professional resources (personal network, expertise, information, and access to finances) and how to decide when and how to use them. He also provides advice on developing habits to cultivate resourcefulness, such as asking the right questions and building your network across a broad spectrum. - DESCRIPTION FROM LINKEDIN LEARNING

Click here to access [Developing Resourcefulness](#) in LinkedIn Learning.

JOB KNOWLEDGE | QUALITY OF WORK

Job Knowledge: Demonstrates the technical, managerial, and organizational knowledge to successfully execute duties; shows knowledge and understanding of higher education and of the profession.



Job Knowledge: Demonstrates sufficient knowledge, competency, and understanding to perform all aspects of the job efficiently, effectively, and safely.

Quality of Work: Produces work that is comprehensive in scope, complete in detail, and accurate in content

RECOMMENDATIONS TO INCREASE JOB KNOWLEDGE

CareerOneStop is sponsored by the U.S. Department of Labor, Employment and Training Administration. Because requirements for job knowledge vary greatly, CareerOneStop is a rich resource with a wide array of offerings. Enter a specific job category to find multiple training paths and local associations that may help in professional development. Additionally, explore the many **learning resources within USF** that offer specified trainings.

PEOPLE DEVELOPMENT

Manages staff effectively; develops mutual trust and respect in a culturally diverse environment; plans and supports the achievement of professional development goals for direct reports; provides regular and timely feedback to all direct reports.



RECOMMENDED TRAINING FOR PEOPLE DEVELOPMENT

Coaching and Developing Employees (1 hr 5 min)

In this course, business coach Lisa Gates teaches managers to harness the power of coaching in the workplace. Learn the benefits of developing your team and helping employees build their skills in ways that transform and empower them to do more productive and engaging work. Then discover how to build your own leadership and coaching skills and equip yourself with tools that encourage insight and growth. The course wraps with a look at how you can maintain the coaching momentum in the workplace and address common challenges." – DESCRIPTION FROM LINKEDIN LEARNING

Click here to access **Coaching and Developing Employees** in LinkedIn Learning.

PLANNING, ORGANIZING AND TIME MANAGEMENT

Arranges work so that it can be executed in a timely manner within specifications and budget; prioritizes and effectively utilizes resources.



RECOMMENDED TRAINING FOR PLANNING, ORGANIZING AND TIME MANAGEMENT

Time Management Fundamentals (2 hours 51 minutes)

"Effective time management is an indispensable skill. Best-selling author and business coach Dave Crenshaw lays the theoretical and practical foundations for managing your time and becoming more productive.

Learn how to get more done in the shortest time possible and avoid the obstacles and distractions that can get in the way of good time management. Dave gives practical strategies for increasing productivity in three main areas: developing habits to be more organized and reducing clutter in your workspace; staying mentally on task and eliminate the to-dos you have floating in your head; and developing a time budget to get the most done during your workday and focus on your most valuable activities." – DESCRIPTION FROM LINKEDIN LEARNING

Click here to access [Time Management Fundamentals](#) in LinkedIn Learning.

Time Management Tips Weekly This is an ongoing weekly series that compiles short tips for time management. Watch a few minutes to a few hours at a time. The menu can also be browsed for topics.

"Improve your productivity, get things done, and find more time for what's most important with Time Management Tips. This weekly series provides actionable time management techniques to help people better manage their time and ultimately become more productive. Time management expert Dave Crenshaw provides a new tip every Monday, touching on a wide variety of topics. Tune in to learn about everything from managing emails and calendars to setting priorities, collaborating with coworkers, reducing interruptions, crafting a "productivity mindset," and creating a more comfortable and effective work environment." - DESCRIPTION FROM LINKEDIN LEARNING

Click here to access [Time Management Tips Weekly](#) in LinkedIn Learning.

PROBLEM SOLVING AND DECISION MAKING

Understands factors and develops sound, timely, and practical solutions to daily challenges; demonstrates ability to critically evaluate impact of decision making on others.
Problem Solving: Develops sound, timely, and practical solutions to daily challenges and unique conflicts.



RECOMMENDED TRAINING FOR PROBLEM SOLVING AND DECISION MAKING

DHR's Learning and Talent Development Department offers a Problem Solving Certificate Series. Participants must complete the 5 online courses within one year. For more information, visit the [Problem Solving Series](#) webpage.

PRODUCTIVITY

Meets established deadlines and effectively uses work time to achieve goals and objectives; work effort results in the desired outcomes to include quality, quantity, and timeliness.



RECOMMENDED TRAINING FOR PRODUCTIVITY

Boosting Your Team's Productivity (39 minutes)

"Many managers unknowingly make things overly complex for their teams-and this can be a drain on productivity. In this course, Coach Lisa Bodell shows how to boost productivity by letting go of complexity and adopting simplicity. Lisa begins with a quick diagnostic exercise to identify areas of complexity in your workday. Next, she explains how to get simplification started, like auditing how your team spends time and pinpointing redundancies and time-wasting activities. Finally, Lisa provides actionable steps for simplifying everyday work like email, meetings, business processes, decision-making, and more." - DESCRIPTION FROM LINKEDIN LEARNING

Click here to access [Boosting Your Team's Productivity](#) in LinkedIn Learning.

Monday Productivity Pointers Weekly This is an ongoing weekly series that compiles short tips for being productive. Watch a few minutes to a few hours at a time. The menu can also be browsed for topics.

"In this weekly series on being productive with technology, authors Jess Stratton, Garrick Chow, and Nick Brazzi introduce tools and tips to help make today's software and devices work more efficiently and powerfully for you. With everything from pointers on using Microsoft Office and Google platforms to learning social networking skills and discovering

the most useful apps for your iPhone or Android device, there's something for everyone." - DESCRIPTION FROM LINKEDIN LEARNING

Click here to access [Monday Productivity Pointers Weekly](#) in LinkedIn Learning.

STANDARDS OF SERVICE

Demonstrates a commitment to the University's established standards of service; interacts professionally and effectively with various customers in both routine and non-routine situations; establishes and develops collaborative relationships with others in the community.



RECOMMENDED TRAINING FOR STANDARDS OF SERVICE

Customer Service: Problem Solving and Troubleshooting (32 minutes)

"Customer service care costs organizations billions of dollars each year. As a result, it's critical that employees are equipped with the skills needed to handle a variety of different customer service problems. In this course, learn critical problem-solving and troubleshooting processes for common sense customer service in a wide variety of applications. Discover how to effectively deal with issues, while maintaining a positive relationship with your customers (and your own sanity). Plus, learn how to identify and resolve larger systemic issues within your company." - DESCRIPTION FROM LINKEDIN LEARNING

Click here to access [Customer Service: Problem Solving and Troubleshooting](#) in LinkedIn Learning.

Developing a Service Mindset (41 minutes)

"The individuals and organizations that succeed are the ones who are laser focused on the customer. Even if you're not in a customer-facing role, knowing how your job connects to your customers gives you a better frame for strategic decision-making, and helps you feel more connected to the purpose of your job. This makes you feel more motivated and more fulfilled at work. In this course, Lisa Earle McLeod and Elizabeth McLeod help you connect the dots between your job and customer impact, and they provide strategies and behaviors for keeping your customers top of mind. They explain how to determine where you fit in your customer's world, and how to keep the focus on the customer when you talk about wins, goals, and mistakes. They also share strategies for sustaining your service mindset-

even when your organization isn't particularly customer focused." - DESCRIPTION FROM LINKEDIN LEARNING

Click here to access [Developing a Service Mindset](#) in LinkedIn Learning.

PERFORMANCE MANAGEMENT FORMS AND PROCEDURES

Forms:

[Quarterly Performance Check-In Form](#)

[Performance Self-Assessment](#)

[Performance Evaluation Form - Admin Position](#)

[Performance Evaluation Form - Staff Position](#)

[Performance Improvement Plan Format](#)

Procedures:

[Staff Performance Management Procedure](#)

[Common Performance Evaluation Dates](#)

[Administration Performance Rating Guide](#)

[Staff Performance Rating Guide](#)