

Overview

The Supervisor's Guide to Measuring Employee Performance helps SHSU supervisors effectively accomplish the performance management and evaluation cycle for their employees. It is useful for evaluating the performance of both on-campus and telecommuting employees. (See the *Supervisor's Guide to Measuring Telecommuting Employee Performance* [Supervisor's Guide to Measuring Telecommuting Employee Performance](#) for additional information.) Performance management is a cycle that builds on continual feedback and ongoing evaluation – both positive and developmental. The process includes setting clear expectations and performance outcome measures, observing behavior and performance, providing feedback, support, corrective action, and conducting regular performance evaluation meetings.

Key recommendations contained in the guide include:

- Manage and evaluate performance throughout the year, not just once a year
- Communicate often with employees using regular check-ins and continuous feedback
- Set Performance Outcome Measures using SMART (Specific, Measurable, Achievable, Realistic, and Time-bound) performance goals
- Compare an employee's performance to criteria established by the job description
- Be positive but do not ignore problem areas
- Take time for the "teachable moment" when coaching employees
- Give praise when earned and share the glory
- Create a positive atmosphere that motivates and encourages employees to perform
- Deal with performance issues quickly
- Apply progressive discipline techniques and create a Performance Improvement Plan (PIP) for underperforming employees

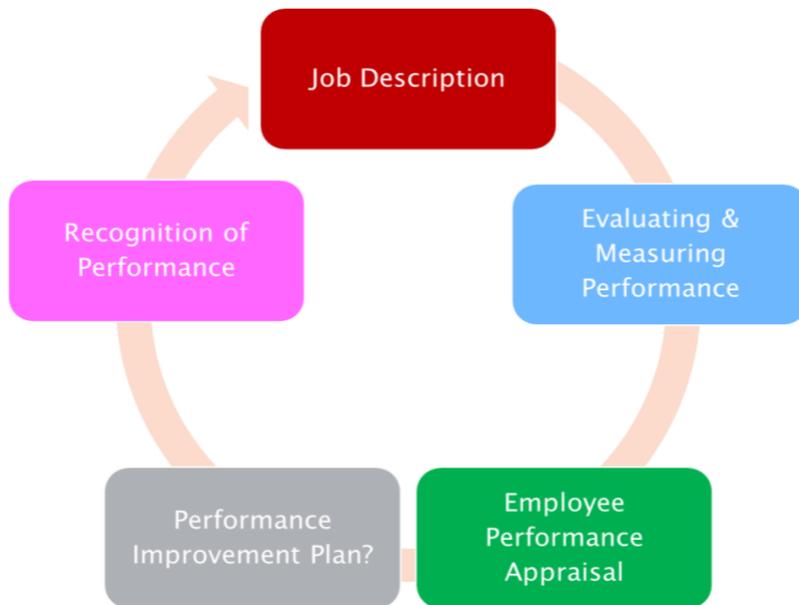
I. Introduction to Performance Management – What it is, Why we do it

“Our individual success is not our primary responsibility; achieving through others is!”

As supervisors, we need to realize that we are limited in what we can accomplish without the support of those who report to us. Even the best supervisors find that certain employees require more managing than others.

Performance management (PM) is a cycle that builds on continual feedback – both positive and developmental. The process includes setting clear expectations and goals, observing behavior, providing feedback, support, corrective action, and at regular intervals, the performance review meeting.

It all begins with the job description. The job description is the standard by which you develop performance outcome measures to evaluate an employee’s performance. The performance appraisal is the formal documentation of your employee’s performance. How do you address performance issues identified either in the yearly review or in real-time? Finally, how do you, as the supervisor, recognize your employee’s performance? This guide helps you through this performance management cycle. If you need additional assistance or have questions, call Human Resources at 936-294-1070 and we will be glad to help.



II. Tips for Managing Performance Throughout the Year

Open communication between supervisors and their employees sets the stage for effective performance management. Consistent interactions are necessary, to include:

- ongoing, informal feedback
- agile goal setting

These methods often have more impact on performance effectiveness than formal PM system steps such as the annual performance appraisal. In fact, research has shown that unlike formal PM processes, effective PM behaviors such as providing informal feedback, setting clear expectations, and working collaboratively with employees to solve problems have significant impacts on driving performance (CEB Corporate Leadership Council, 2014).

Communicating with employees

Schedule regular check-ins

The performance monitoring process should be informal with the supervisor driving it to become an ongoing habit embedded in the functional area's culture. Getting feedback once or twice a year is too infrequent to impact behavior and performance.

Give constructive real-time feedback

It is very important that employees recognize that negative feedback provided with a constructive intent and in real-time serves to help an individual overcome present difficulties and to improve accomplishment of job assignments. Employees are less anxious about criticism and more likely to find it useful when they believe that the appraiser's intentions are helpful and constructive. Give feedback on performance as quickly as it occurs. Some tips to help supervisors provide constructive feedback:

- Be information-specific, issue-focused, and detail what the supervisor observed.
- Be direct when delivering your message and get to the point. Give both negative and positive feedback straightforwardly.
- Avoid "need to" phrases, which send implied messages that something didn't go well. "You need to get your reports turned in on time." This message gives the impression that the employee was late with reports, but doesn't provide exactly what happened. When?
- Explain the impact of the employee's performance. "A late report results in..."
- In positive feedback situations, express appreciation. In negative feedback situations express concern. Be careful of your tone.
- State observations - not interpretations. Observations are what you see occur; interpretations are your analysis or opinion of what you see occur. Tell what you've noticed, not what you think of it.

Be positive but don't ignore problem areas

No one likes difficult conversations. They are uncomfortable, unpleasant, and even painful if not handled well. Unfortunately, it is a part of a supervisor's responsibility. Don't procrastinate. Take ownership over initiating the conversation and addressing problem performance areas. Choose an appropriate time and private place with no interruptions. Remember, this is not a debate. It is a conversation. Always maintain professionalism, dignity, and respect for the employee.

Create a job description that accurately reflects the position

You should have a job description for each employee who reports to you. The employee's classification description or posting is a starting point; however, each employee within a particular classification will have unique responsibilities. The job description should contain the essential and unique functions of that position. It should be detailed, clearly letting the employee know what tasks they are expected to perform. The job description should be reviewed with the employee at least annually. The annual performance meeting is a good time to review the job description with your employee. The employee's job description is the criteria by which a supervisor reviews an employee's performance.

Set clear expectations

At the beginning of each new task or assignment, ensure expectations are clear. Don't assume because you have provided directions that your employee understands the assignment. A simple but effective technique to be sure your employee grasps the details is to ask the employee to repeat the assignment back to you. This method of paraphrasing helps ensure your employee understands your expectations. Stress to the employee that it is all right for them to come back and ask for clarification from you.

Provide specifics of what good performance looks like

Competencies are the skills, technical knowledge and personal attributes that enable a person to be successful in a particular position. At SHSU, we have developed "core competencies" for all employees, but what do those competencies look like regarding performance? Here is the list of those core competencies for your employees, but more importantly, what that performance should look like.

Committed to SHSU's Vision & Mission

- Understand the mission and your place in it
- Understand SHSU's role in the community
- Support the goals of the university
- Work effectively with people from all backgrounds
- Treat others with dignity and respect
- Support diversity in the workplace

Innovative in Thinking

- Think “outside the box” when problem-solving
- Take calculated risks on new and unusual ideas
- Take an interest in new ideas and new ways of doing things
- While respecting traditions, don't be bound by traditional approaches for their own sake
- Actively seek to improve programs or services

Effective in communications

- Speak and write clearly and effectively
- Listen constructively
- Practice appropriate telephone and email protocol
- Ask questions
- Share information with those who need it
- Understand and utilize different communication methods for different audiences
- Understand you are the face of the university and act accordingly

Accountable for ourselves and to others

- Honor commitments
- Take ownership for all assigned responsibilities
- Operate in compliance with university policy and state regulations
- Hold yourself accountable for accomplishing departmental goals and meeting standards
- Hold yourself to a higher standard of public accountability
- Actively engage in teambuilding activities

Dedicated to life-long learning

- Keep abreast of new developments in your own occupation or profession
- Actively seek to develop yourself professionally and personally
- Contribute to learning opportunities for teammates and colleagues
- Show a willingness to learn from others
- Seek feedback for continuous improvement
- Take advantage of Just-in-Time training to improve your skill set

Efficient in Operations

- Deliver on time, within budget, and with the expected quality
- Set goals and prioritize your work
- Be flexible; adjust to changing circumstances
- Use time wisely and efficiently
- Develop clear goals that are consistent with agreed-upon strategies
- Maintain work/life balance
- Manage health and stress, to avoid foreseeable risks which may impact your ability to work

Be intentional about giving praise, sharing the “glory”

As the employee’s work progresses on a project or task, be intentional about giving ongoing praise and acknowledgement for what is going well. Make a habit of giving the employee credit for accomplishments with your superiors. This motivates higher performance and it reinforces the right behaviors and outcomes. Whether it be a publicly acknowledged “thank you” or a Starbucks Latte, your employee will appreciate you sharing the glory of success.

Use competencies to aid in setting specific Performance Outcome Measures for individual employees using SMART performance goals

SMART goals:

Goal setting is one of the most powerful ways to direct energy and focus, measure, and evaluate employee performance. Goal setting is a powerful driver of performance. Goals work best when they are challenging and meaningful to the employee. Setting performance goals can typically be accomplished with the use of a SMART goal:

- Specific
- Measurable
- Achievable
- Realistic *and*
- Time-bound

Goals work best when they are a stretch to meet, but not so difficult that they are unattainable. The more specific and measurable the goal, the more likely it is the employee will achieve the desired results.

Effective Examples of SMART Goals:

- By X date launch the web page advertising the new service to students.
- Handle at least XX service calls per day with fewer than Y callbacks for the same problem.
- Enhance division visibility by publishing an article on X topic by Y date.
- Process travel reimbursements within X business days.
- Publicizing our upcoming event on a variety of social media outlets, resulting in XX event registrations on our website.

How to set performance outcome measures:

As the supervisor, always begin by articulating your strategy. For example, use the SMART (Specific, Measurable, Achievable, Realistic, and Time-bound) performance goal framework, previously discussed in this guide, to set objectives/goals and determine a strategy for achieving them.

In setting performance outcome measures, begin by **clearly describing the intended results**. Meaningful measures require clear intended results. Measurement is specific, so confirming understanding with your employee on definitions and expectations is critical. For example, the objective to “improve customer service” might sound like a specific objective. However, one team member may interpret this to mean that customer calls must be returned within two hours while another team member defines customer service as sending the customer a tutorial on the task in question. Once you confirm the employee understands the intended result, it is easier to define what to measure.

Secondly, **analyze how you can measure the results**, starting with these questions: Can the intended result be measured directly? Is there a clear way to capture the entire intended result in one or more measures? If the answer is yes, identify the most appropriate direct measure. If the answer is no, determine if what you are attempting to measure is, in fact, measurable. As the supervisor, you need to drill-down to create measurement(s) that can be analyzed in order to determine if performance is acceptable or if the employee is underperforming. For example: in the above ‘improve customer service’ objective, you will need to breakdown the objectives into measurable components such as; what is the acceptable amount of time that a customer’s call needs to be returned in or what steps should be taken to assist a customer before escalating the issue to a higher level for assistance? If the intended result of improving customer service is too big of a result to measure by just one object, you will need to create several outcomes to measure exactly what it is that you are trying to improve for the customer. Brainstorm with your employee or your stakeholders on what “success” looks like once the goal is achieved to determine a good way to clarify a measurable result. Be careful to use metrics that are meaningful and relevant. Do not burden your employees with unnecessary data collection.

Finally, **set targets and thresholds**. Describing desired performance levels and determining how data is interpreted is as important as selecting the measure. Performance is based on targets, the desired level of performance for a specific reporting period, and thresholds. Thresholds are the upper and lower limits of desired performance. Thresholds create the exact points where performance exceeds expectations, meets expectations, or does not meet expectations.

It is important to remember that performance outcome measures are not permanent. You and your employee should expect them to change over time.

Performance measures are used to observe progress and to measure actual results compared to expected results. They are usually expressed in quantifiable terms and should be objective and measurable (numeric values, percentages, scores).

Below are examples of Performance Outcome Measures:

Example 1 – Decrease supply costs with timely purchasing of supplies

Overall Goal – Decrease the overall cost associated with the timely purchasing of supplies for the department.

Performance Outcome Measure – Complete the required purchase of supplies for the department in a timely manner, while decreasing the total amount spent by 5% as compared to the previous fiscal year.

Evaluation of Performance Outcome Measure – The timely aspect of this measure will be achieved by making sure the department does not run out of supplies (i.e., never has to borrow paper, etc.). The total cost spent for supplies for the current fiscal year will be compared to the total amount spent for the previous fiscal year to determine if the result was a 5% overall decrease in cost.

Data Collection Plan – The supervisor could request and review supply cost details on a monthly basis as compared to the same months during the previous fiscal year. If the cost for each month of the current fiscal year is not less than the amount spent during the same month the previous fiscal year, the supervisor could include time during team meetings to discuss the employee's strategy to reduce supply cost moving forward in order to achieve the performance outcome measure for the fiscal year. The timely portion of the measure will be achieved if the department does not run out of supplies.

Example 2 – Increase training sessions offered

Overall Goal – Increase the number of training sessions offered by the department.

Performance Outcome Measure – Increase the number of training sessions offered each month to achieve a 5% overall increase in sessions offered as compared to the previous year.

Evaluation of Performance Outcome Measure – The number of training sessions offered during the current year will be compared to the number of sessions offered during the previous year to determine if the result was a 5% overall increase in sessions offered.

Data Collection Plan – The supervisor could request and review the number of training sessions offered each month as compared to the number of sessions offered the same month of the previous year. If the number of sessions is not increasing each month as compared to the same month during the previous year, the supervisor could include time during team meetings to discuss the employee's strategy to increase the number of sessions offered in order to achieve the performance outcome measure for the year.

Performance outcome measures should be closely monitored and adjusted accordingly. Have monthly or even weekly one-on-one meetings with your team members, and talk to them as often as possible about their performance outcome measures.

Compare employee performance to criteria established in the job description

As mentioned earlier, competencies are the skills, technical knowledge and personal attributes that enable a person to be successful in a particular position. When competencies are properly aligned with a job description, you create an opportunity for employee success, but it all has to start with the job description. The performance cycle is complete when the employee evaluation leads back to the job description. What standards did you set in the job description? Were the standards specific enough to enable you to make judgments and evaluations? Did the employee meet or exceed those standards?

Motivating and encouraging employees

You can't make your employees be motivated; however, you can create an environment that lends itself to greater motivation. Motivation is a key management tool that can be used to energize your employee. As a supervisor, take it upon yourself to create a positive atmosphere by making the work environment pleasant and conducive to productive outcomes. When you achieve these conditions, you create a culture in which employees can contribute to their maximum potential. Here are some suggestions to help you create that environment.

- On a regular, periodic basis, tell your employees what your goals are as well as your standard of performance.
- When you can, assign people to the kinds of work they like and can do well – work that the individual regards as valuable.
- Increase employees' confidence that they can do what you expect by training, coaching, mentoring, listening, scheduling, and providing resources.
- Give consistent feedback.
- When employees have done what you asked them to do, reward them. Remember recognition does not need to be monetary.

Help employees understand where their role fits within the university

Performance management requires the establishment of goals. Although SHSU has overall objectives, it's equally important for individual employees to establish goals specific to their role or duties. These goals, when accomplished, should help SHSU achieve its objectives and reinforce its mission.

A couple of ways to promote this are:

- (1) Bring a copy of SHSU's mission and values into a meeting and ask your employees to provide specific examples of how they or their peers have lived those out recently, and
- (2) Point out employee behavior that supports SHSU's mission and values when providing somebody with formal recognition such as kudos or an employee-of-the-month nomination.

Coaching an employee

Provide coaching in the moment or as soon as possible after an event. Treat the event as a teachable moment. The goal is to promote learning and awareness of how to improve. To leverage a teachable moment, don't spend a lot of time discussing what went wrong. Use the opportunity to discuss what could be done differently in the future. Focus on the process instead of the outcome. Coaching is more acceptable when it is focused on process because it provides a way for the employee to understand how to improve and not just what to improve.

Dealing with employee performance issues

When and how should a performance issue be addressed? Deal with performance issues right away. Don't waste time because you are wasting university resources. Don't wait until the six-month review to identify and attempt to correct performance issues with newly hired employees. Continuing employees also need your feedback about performance issues when they occur. Letting time pass without bringing an issue of performance to their attention implies that the employee is doing a satisfactory job. Employees need structure and feedback from supervisors, regardless of working on campus or telecommuting.

Discuss the specifics of the performance issue. Ask the employee how they are going to correct the issue. *It is your responsibility as the supervisor to identify the issues. It is the employee's responsibility to correct the issues.* When performance doesn't improve, use progressive discipline and re-evaluate.

Progressive discipline

Finance & Operations Human Resources Policy ER-2, Employee Relations and Discipline of Staff Employees, sets forth the policy and procedures for the discipline process. Discipline should be progressive – clearly informing the employee that this is serious and their job at the university could be in jeopardy if performance does not come up to an acceptable standard as stated by the supervisor. Managing and supervising employees can require a lot of time. It often takes more time to manage employees than it does to manage a major project.

The steps of progressive discipline are:

1. Have an open dialogue and try to problem-solve with the employee.
2. Give the employee a verbal warning and document your conversation.
3. Give the employee a written warning using the Staff Performance Evaluations (SPE) form. The Human Resources Department should be contacted for assistance in preparing a written warning.

If these steps do not produce an improvement in performance, please contact Human Resources. Human Resources provides guidance on additional progressive discipline steps such as demotion, reduction in pay, suspension without pay, or discharge. Documentation is critical when following

progressive discipline with an employee. Keep all records of performance conversations, formal warnings, SPE forms, etc.

Performance Improvement Plan (PIP):

The purpose of a PIP is to define serious areas of concern, gaps in work performance, reiterate SHSU's expectations, and allow the employee an opportunity to demonstrate improvement and commitment. The PIP plays an integral role in correcting performance discrepancies. It is a tool to monitor and measure employee performance gaps in an effort to improve performance or modify behavior. A PIP enables the supervisor and employee to have a clear written agreement related to the necessary performance improvement. There is no specific, required outline for a PIP, but a simple template has been included in this guide to assist supervisors in creating a PIP for their employee. Regardless of the format used, every PIP should address certain fundamental components:

- Set specific goals
- Confirm Understanding
- Set deadlines and due dates
- Meet frequently to assess progress

Tips for Managing Remote Employees

When you are in the same office as your employee, it is easy to provide feedback and gauge reactions. When your employee is working remotely, supervisors may face different challenges. So how do you manage the performance of remote employees? Please see the [Finance & Operations Human Resources Policy \(ER-12\) Telecommuting Arrangements for Staff Employees](#) for the University's policy on telecommuting. To make the telecommuting relationship beneficial for both the employer and the employee, we've also provided the "*Supervisor's Guide to Measuring Telecommuting Employee Performance*" [Supervisor's Guide to Measuring Telecommuting Employee Performance](#) for your information.

Performance Appraisal Process at SHSU

How the process works at SHSU (Talent Management)

March 1st marks the beginning of the Staff Employee Annual Performance Appraisal (APA) process. During this process, staff employees who began employment on or before February 1 are evaluated for the period from March 1 through February 28. Supervisors will complete the performance appraisals in the Talent Management online system.

There are ten different staff employee Annual Performance Appraisal programs in Talent Management. Employees are assigned the review program that directly relates to the responsibilities associated with their position. A section included in each of the ten Annual Performance Appraisal programs is the Employee Self-Evaluation. This step is **Optional** and supervisors may ask employees to complete it as part of the evaluation process.

SUPERVISOR'S GUIDE TO MEASURING EMPLOYEE PERFORMANCE

Employees and Managers are asked to complete the appraisal tasks in the following order:

March 1 – 8 Employees complete Self-Evaluations in Talent Management if instructed to do so by their managers. Once submitted, the manager will be notified by e-mail that the employee has completed the self-evaluation. Managers may begin rating the appraisal factors in the system during this period, but cannot submit the review until after the employee self-evaluation period closes on March 8. The manager can re-open the self-evaluation step beginning March 9 if the employee is unable to complete his or her inputs by March 8.

March 1 – April 2 Managers complete Performance Appraisal factors for assigned employees in Talent Management. For our managers to understand what each of these ratings “look like” with regards to the employee’s performance, it is recommended they review, and if necessary, edit the employee’s internal department job description in advance of the appraisal period beginning March 1st. The job description, which the department should maintain, is the criteria against which the manager will rate their employee’s performance. Once notification is received that the employee’s self-evaluation, if requested, is complete, the manager completes the inputs for the performance appraisal factors and schedules the Review Meeting with the employee. Supervisors are able to manually select the Overall Rating value for the performance appraisal for subordinates.

April 5 Managers must conduct the review meeting no later than April 5. Once the manager conducts the review meeting with the employee and acknowledges it in Talent Management, the Employee Acknowledgment (the last step in the Annual Performance Appraisal process) opens up.

April 7 The employee completes the Employee Acknowledgment step in Talent Management no later than April 7, by validating receipt of the review. The annual appraisal period ends.

Professional Development Requirement: The employee appraisals include a section regarding the professional development requirement. The Finance and Operations Human Resources Policy B-5, Employee Development, states annual professional development is required of all staff employees, including administrators. Non-supervisory staff employees must complete a minimum of eight (8) hours of job-related professional development training annually. Supervisors, managers, and other executives (administrators) must complete a minimum of twelve (12) hours. If a new employee has been in a position for 1 quarter or less by the end of the period, the requirement may be prorated accordingly (in other words, 12 months per year/ the required credit X number of months employed = total required credits).

SHSU rating scale

All nine appraisal formats use the same “Overall Rating Scale.” This scale goes from 1 to 5, with 1 being the lowest possible score and 5 being the highest possible score.

- 1 = **Does Not Meet** minimum requirements
- 2 = **Below** normal expectations and standards
- 3 = **Acceptable** with what is expected
- 4 = **Above** normal expectations and standards
- 5 = **Exceeds** what is required – meets the highest standards

Explanation of performance calibration

Performance calibration is a process of establishing a standard for measuring employee performance. The goal for performance calibration is to create a consistent standard of evaluation for all employees in similar positions.

Performance calibration is important for several reasons. First, without standard guidelines for evaluation and scoring, reviews could be subjective. The lack of standard guidelines can have a negative impact on employee morale. However, when managers use a consistent and equitable standard, it helps to remove the potential for subjective performance reviews.

Secondly, performance calibration provides an opportunity for managers to learn to use the same language and share an understanding of the core competencies and expectations of employee behavior. Finally, the real value of performance calibration is that it provides context. It tells the employee how good a job they did compared with their peers. It also allows managers to find out who their real “Superstars” are so they can develop and reward them appropriately.

The attached appendices provide additional resources that will assist supervisors in managing the performance of their employees.

Appendix:

- a. List of Skillsoft Resources
- b. Performance Improvement Plan (PIP) template

Appendix A: List of SkillSoft Resources

The following is a list of video courses on performance management that is available through Talent Management in the SkillSoft E-Library. To access a course, go to Talent Management (SHSU Website>Campus Tools>My Sam>Employees tab>Human Resources channel). Click on the Talent Management link. Input any of these titles in the search bar at the upper right section of the page.

General Performance Management Topics

Video Title	Description
Creating a Plan for Performance Management	Do you know if your team's goals are consistently being met or if employees are always performing at their peak? Do you dread difficult conversations when there's a performance problem that needs to be addressed? Effectively managing performance can help avoid termination of employees and boost productivity at all levels of your organization. In this course, you'll learn about the factors involved in successful performance management. You'll explore the phases of the performance management process, critical success factors, and key performance indicators. Finally, you'll learn about identifying key job requirements when creating a role profile.
Managing Performance	To best address performance of individuals and groups, managers must apply a comprehensive approach. This challenge focuses on methods for managing performance.
Managing Goals	Goal setting provides opportunity for both personal and professional development. This challenge focuses on creating effective goals for both managers and their employees.
Performance Appraisal Essentials: Planning for Appraisals	The key to successful performance appraisals is a clear understanding between manager and employee of what is expected. Chances are if there is no such understanding, the manager will assess performance on the basis of what he or she expects of the employee, and this may be very different from what the employee understood to be

	<p>the job duties and responsibilities. To avoid this problem, a manager needs to plan for appraisals by clearly laying out the expectations for employee performance and by providing ongoing feedback during the appraisal period. This course explains why performance appraisals are important, describes how to develop an Employee Performance Plan, and outlines ways to monitor ongoing employee performance. Materials designed to support blended learning activities aligned with this course are available from the Resources Page.</p>
<p>Engaging Top Performers</p>	<p>Engage your top performers – those employees who consistently bring high levels of performance and positively influence the culture of your organization. Managers and leaders need to recognize who their top performers are, how they're different from other employees, and how to ensure they maintain a deep connection with their work. You can keep your top performers committed and engaged by providing challenging work and development opportunities. This course helps you recognize the characteristics of top performers and the benefits they bring to an organization. You'll learn how to improve your workplace so that it both attracts and meets the needs of top performers. Finally, the course discusses four communication styles, including the one typically used by top performers, so that you'll be able to recognize and adjust your own style to effectively communicate with top performers.</p>
<p>Reviewing and Rewarding Performance</p>	<p>Managers often dread employee performance appraisals. However, these appraisals can be a positive experience for both manager and employee if you know the right way to handle them. Good performance needs to be rewarded, and how managers appraise performance and decide on rewards influences employee motivation and</p>

SUPERVISOR'S GUIDE TO MEASURING EMPLOYEE PERFORMANCE

	<p>productivity. It's important to encourage open and positive performance-related discussions that increase employees' acceptance of their appraisal. Also, by matching rewards to performance, you can send powerful messages that your performance appraisal process is fair and meaningful. This course shows you how to rate employee performance objectively by applying a five-category rating scale. It then describes some strategies to prepare yourself and your employee for an annual appraisal meeting. Next, it instructs you in how to conduct such a meeting and gives you an opportunity to practice. Finally, it outlines some principles for developing effective rewards and presents a technique you can use to link compensation to different levels of performance.</p>
<p>Employee Performance Management 1: Identifying Employee Development Needs (Includes Simulation)</p>	<p>When identifying employee training and development needs, it is important to ensure that individual employee development is aligned to an organization's mission, corporate goals, and operational requirements. Systematically planned training and development will help an organization be successful in its mission. In this course, based on the HRD Press book, "The Manager's Pocket Guide to Performance Management," by Sharon G. Fisher, you will learn how to identify employee development needs and performance enhancement strategies, learn to foster a learning organization, analyze employee performance, and identify causes of performance gaps.</p>
<p>Employee Performance Management 2: Managing Employee Training (Includes Simulation)</p>	<p>Every organization wants to select appropriate strategies for enhancing employee performance, focusing on results and continuous improvement, and motivating their workforce to higher levels of quality. Sharon G. Fisher in her book, The Manager's Pocket Guide to Performance Management from HRD Press recommends</p>

SUPERVISOR'S GUIDE TO MEASURING EMPLOYEE PERFORMANCE

	<p>some guidelines for managers to manage employee training in their organization. In this course, you will learn to select non-training and training strategies, manage training resources, promote training transfer, and evaluate training outcomes.</p>
<p>Underperforming Employee – Now What?</p>	<p>Most managers have dealt with underperforming employees at one time or another. This Business Impact examines how to use turnaround agreements effectively.</p>
<p>First Steps for Turning Around a Performance Problem</p>	<p>If not dealt with in a timely manner, minor performance problems can develop into larger issues that affect the success of the whole organization. Understanding how to broach the subject of performance with employees enables you to keep the discussion focused on the real issues and required expectations. When you know how to implement corrective measures both at the situational level and the employee level, you can turn performance problems around and inspire workers to contribute to the best of their ability. This course identifies the benefits of dealing with minor performance problems and explains how to communicate with employees about performance discrepancies. It also demonstrates how you can help employees resolve situational problems in the workplace. And it shows how to put in place corrective measures for performance problems that are the result of the employee's unwillingness or inability to perform.</p>
<p>Using Progressive Discipline to Correct Problem Performance</p>	<p>You've taken positive steps to help your employee turn a performance problem around, but the problem still persists. What do you do next? At this point, you must proceed cautiously but firmly and use a progressive approach to discipline. In progressive discipline, employees are subjected to increasingly severe penalties over time if performance doesn't improve. This approach satisfies the demands of due process, involves the employee in resolving</p>

SUPERVISOR'S GUIDE TO MEASURING EMPLOYEE PERFORMANCE

	<p>the problem, and records the employer's efforts to assist the employee. Documenting each stage of formal disciplinary action ensures that the employee understands future consequences if problem issues aren't improved. This course establishes when it's appropriate to begin progressive discipline with an employee. It also demonstrates how to progress through the verbal and written warnings of the process, with guidelines for each stage.</p>
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SUPERVISOR'S GUIDE TO MEASURING EMPLOYEE PERFORMANCE

Appendix B: Performance Improvement Plan (PIP) Template

EMPLOYEE NAME: _____		Sam ID: _____		Job Title: _____			
Supervisor's Name: _____		Date: _____		Department: _____			
Target Area	Performance Concern	Expected Standard of Performance	Agreed Improvement Actions	Support	Review Date	Review Notes	Date to Achieve Expected Standard
<i>Detail specific area where performance standards have not been met</i>	<i>Detail specific dates and examples of where the standards have not been met</i>	<i>Detail what is expected of the employee in terms of their performance i.e. what does 'good' look like</i>	<i>Detail what actions need to be taken to meet expected standard of performance</i>	<i>Detail what has been agreed in terms of support required to achieve the expected standard of performance</i>		<i>Detail improvement made and any future review dates</i>	