

The Performance Communication Guide for Supervisors at Steinhardt

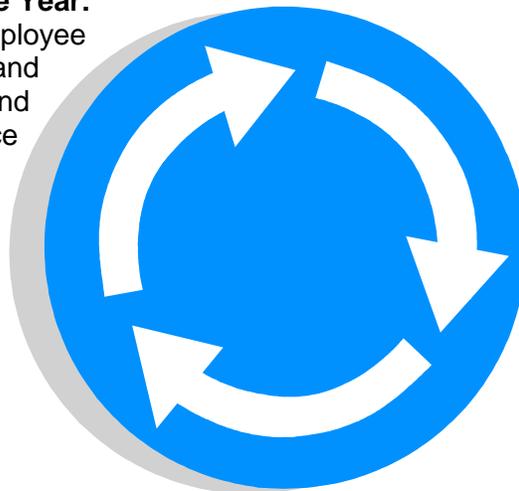
Effective communication and feedback about performance are critical to the success of every employee and the University overall. At the core of this process is an **ongoing dialogue between employees and their supervisors** that provides the following benefits:

- Creates a shared understanding of goals, valued behaviors, and other expectations that are critical for success
- Fosters an environment of continuous feedback and professional development
- Provides employees with the opportunity to assess their own performance
- Helps employees improve what they do and how they do it, thus enabling them to provide greater support to the goals of their school or unit and the University

NYU Performance Communication Cycle

Beginning of the Year:

Manager and employee meet to discuss and establish goals and other performance expectations for the coming year



Throughout the Year:

Manager and employee meet regularly to discuss progress on goals and expectations

End of the Year:

Employee and manager assess, review and discuss the employee's performance

Beginning of the Year

Use the time between June through August to establish up to 3 goals using the employee's Performance Communication Form.

Throughout the Year

Touch base regularly to discuss progress, provide feedback, reassess goals and expectations, use January as a midpoint to discuss any newly established goals and update the Performance Communication Form.

End of the Year

Use April/May as a time to look back over the year, update the employee's Performance Communication Form, and discuss the overall performance and goals.

Submit each employee's completed Performance Communication Form to Stephanie Trombino, Director, Human Resources.

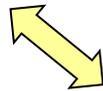
Setting Goals and Expectations

Meet at the beginning of the academic year to discuss and establish goals and priorities along with other performance expectations for the year. Document these discussions on the **Performance Communication Form**.

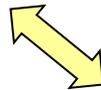
Setting goals and establishing clear performance expectations with employees at the beginning of the year ensures alignment between the employee's goals and the goals of the department, school, and the University, and is an important driver of employee performance and job satisfaction.

Goal setting can be thought of as a “cascading” process from the strategic level to the individual level, with goals getting more narrowly defined as they cascade. It is important for employees to understand how their goals support the goals set for his/her department, and how the departmental goals support the goals of the school/unit and the University overall.

NYU Goals



School / Unit / Dept. Goals



Individual Goals

Writing “**SMART**” Goals:

Well defined goals should always include the following “**SMART**” characteristics:

Specific: Describing in precise terms what will be done

Measurable: Describing how you will know whether or not the goal was met

Achievable: Defining a goal that is challenging but attainable

Relevant: Connecting and aligning the employee's role with the objectives of the school/unit

Time-bound: Specifying the time frame within which the goal should be completed

Before the Goal Setting meeting with your employee:

- Meet with your Chair/Director to discuss the goals of your department and school and how you and your employees will support them.
- Review the employee's previous performance evaluation, the position description, goals of your department and your school/unit.
- Ask the employee to review the same materials.
- Identify the key responsibilities of the employee including critical duties, projects, and goals. Consider what you and your department expect of the employee.
- Familiarize yourself with the Performance Communication Form. Consider how the valued behaviors apply to the employee's roles and responsibilities.

During the Goal Setting meeting:

- Share the department and school goals.
- Share your ideas for goals and explain how they relate to the department's needs and critical projects.
- Encourage active participation; ask open-ended questions to enhance the dialogue:
 - What do you need to meet your goals?
 - How can I support your work toward this goal?
 - What are your career goals and aspirations?
- Be prepared to include goals you may not have initially considered.
- Ensure a common understanding of performance expectations.

After the Goal Setting meeting:

- Input the agreed upon goals and priorities along with any additional comments
- Provide a copy of the completed Performance Communication Form to the employee and keep a copy for your records. (You will need this to document the next steps in the performance communication process.)

Ongoing Feedback and Dialogue

Progress meetings should take place throughout the year, so it's a good idea to schedule several follow-up progress meetings after the initial Goal Setting meeting. These meetings give you a chance to:

- Adjust your task or goal expectations as conditions and priorities change
- Provide coaching and feedback—let the employee know if he or she is “on track”
- Provide positive reinforcement and recognition
- Correct behavior before problems escalate
- Listen to the employee's responses to your feedback on their progress

You should keep notes on progress the employee has achieved and/or improvement needed toward achieving goals and other performance expectations, and how the valued behaviors, were demonstrated during the year.

Note: Progress meetings are a time to formally discuss the employee's performance. They are not a substitute for the regular, day-to-day feedback and guidance that you give to an employee. When a specific problem occurs, or to reinforce desired behavior, it is best to give the feedback as soon as possible after the behavior is demonstrated.

Delivering Feedback Effectively:

Whether you are giving feedback in a progress meeting or on an informal, day-to-day basis, the principles are the same. Remember that employees need both positive and constructive feedback. The process for delivering positive feedback is listed below.

Give positive feedback when you want to *reinforce* and *encourage* a particular behavior or result:

- Identify the specific behavior
- Describe the behavior's positive impact
- Look for ways to build on the behavior
- Emphasize the future and how you can help the employee to reproduce the positive results achieved already
- Encourage the employee to share his or her views

Give constructive feedback when an employee needs to understand when their results or behaviors are having a *negative* impact on their performance

Discussing performance problems can sometimes be challenging, but delivering constructive feedback will improve employee performance. If your employees are used to receiving regular feedback (both positive and constructive), it is much easier to discuss a problem when it arises. It also helps the employee to build and maintain a high level of performance and therefore makes your school/division and the University stronger. The process for delivering constructive feedback is listed below:

- Identify the specific result or behavior that needs to change.
- Focus on the issue, not on the person. Avoid attributing motive to behavior.
- Describe the negative impact of the result or behavior.
- Ask the employee what they think is causing the problem.
- Paraphrase to convey and confirm your understanding of what the employee is saying.
- Ask the employee what they think might work to improve the situation. Evaluate solutions and reach agreement upon the best approach.
- Strive for understanding, not necessarily agreement.
- Agree upon next steps, including a timeline for action and follow up.