

Ongoing Performance Evaluation Procedures for Executives

Goal Setting Conversation Guide	2
Executive Annual Review Competencies and Ratings	4
Executive Midyear Check-In Conversation Guide	6

Goal Setting Conversation Guide

Goal Setting creates the space for UVU staff and executive employees to be thoughtful about what they and their teams do in their roles, as well as consider their individual professional progress.

Through the process, individual employees will collaborate with their leaders to define meaningful goals, and then document those goals in UVU PERFORM to ensure they follow through. ***Leaders' goals must be set and entered in UVU Perform early in the process to allow for goal sharing and timely completion for all employees.**

Types of Goals

Personal/Professional/Project – Goals pertaining to the individual's performance, professional development, and/or individual projects. These could be related to the [Staff Competencies](#), [Leadership Competencies](#), or other professional development opportunities such as continuing education or learning new skills.

Team – Goals set to resolve issues, improve processes, or increase productivity pertaining to a team's area of expertise.

University – Goals cascaded down from the executive level and broken down into bite-sized pieces to those with the talent, skills, and authority to make them happen.

For Leaders: Conversation Recommendations

Open the Floor - Start by asking the employee what goals they already have in mind for their own personal, professional, and project goals. Have a conversation about professional development and discuss options available to them at or outside of UVU.

Cascade Goals - Discuss goals that have been cascaded down by leadership and if/how that will affect the employee's goals. Make sure to explain the 'Why' behind the goal and the role of the other departments and team members who will be working to accomplish it.

Brainstorm – Ask the employee what needs they see in their own team, what processes could be improved, where efficiency could be increased, and where unnecessary burdens could be removed. What opportunities exist in your area? This could be a great time to conduct an analysis of strengths, weaknesses, opportunities, and threats (SWOT) for your area and work together with your employees to set Team goals based on the results.

Discuss Resources - Ask what resources the employee needs to accomplish these goals. This could include time, assistance from other employees/departments, money, new systems or licenses, etc.

Appreciate – Take the opportunity to recognize your employees for what they have accomplished so far. Ask your employees what you can do for them in the upcoming year to recognize and retain them. Use this to set your own leadership or employee engagement goals.

For Employees: Goal Setting Principles

Goals should be defined and structured according to the SMART framework:

Specific – Who is working on and completing the goal? What is going to be done? When is it going to be done? Why is it going to be done? Where is it going to be done? How is it going to be done?

Measurable – What are your indicators of accomplishing the goal and success in achieving the intended outcome? Quantitative measurements, or numbers, are excellent and easy to understand. You can also have indicators that are not purely numbers, but those should be considered thoroughly and defined as much as possible when setting the goal.

Attainable – Setting goals that help us grow and learn is crucial but continuing to fail on unattainable goals is demoralizing and can be a waste of resources. Strike the balance. Think about your resources, workload, and other potential barriers and strive to set challenging but attainable goals.

Relevant – There is an endless number of goals that can be set, but will the goal matter for the work you do or for your individual professional aspirations? Set goals that have value for you, your team, and the University. Underwater basket weaving is awesome, but how does it impact student success? Set relevant goals using the [Vision 2030 Plan](#) and the [Inclusion Plan 2020-24](#).

Timely – Goals must be time-bound. Having a timeframe will help you get things done and know whether you hit or missed your mark. Also, you want to make sure that your goal aligns in a timely way with what is happening around you and the opportunities that are current and upcoming.

For Employees: Questions to Ask Yourself

What is my intended outcome from this goal, and why does it matter?

Do I have any goals that focus on inclusion?

Do I have any goals that tie into department, division and University goals and objectives, including Vision 2030?

Have I set goals for my own professional and personal growth, not just in fulfilling my current role?

Are my goals driving toward innovation and thinking outside of the box?

How do I feel about the number of goals I have set? Is it overwhelming? Underwhelming? (It is better to set just a couple meaningful goals and achieve them than to set many superficial goals that you don't complete.)

Executive Annual Review Competencies and Ratings

Competencies

Developing Others

The executive seeks opportunities to motivate, mentor, and coach individuals professionally. They invest in the success of their employees and willingly share skills, knowledge, and expertise. They listen carefully to others in appropriate decision-making moments. They interact with others in a way that promotes confidence in themselves and the organization.

Creating an Inclusive Culture

The executive treats everyone with respect and fairness. They seek input from diverse individuals and groups while considering the importance of the university's diversity and inclusion goals. They foster interaction among their team and facilitate opportunities for engagement. They genuinely seek to know the interests of their members and create a team culture that respects all members.

Communicating Clearly and Candidly

The executive clearly conveys information, expectations, and ideas to individuals and groups in ways that produce effective collaboration and accountability. They hold crucial conversations when approached with differing opinions, high stakes, and/or high emotions. They actively communicate the facts and encourage other opinions and ideas.

Holding Yourself and Others Accountable

The executive receives and delivers feedback with candor and civility and in a timely manner. They seek to improve themselves as leaders through their own professional development. They show strong emotional intelligence by understanding and managing their own emotions. They exercise disciplined stewardship over university resources.

Delivering Results

The supervisor sets and accomplishes high-quality goals for themselves and the team. They understand and contribute to the university's mission, vision, and long-term objectives through effective project management. They follow through on commitments and make adjustments as necessary. They establish clear roles of team members and delegate assignments based on skills and availability.

Managing Effectively

The supervisor understands how the university operates and the reasoning behind key practices and processes. They apply that knowledge as they make hiring decisions, review employees' performance, and develop their teams. They are aware circumstances will require change and adaptability. They are flexible and understanding of concerns and work with the appropriate resources to provide solutions.

Job Knowledge and Technical Competencies

Extent to which the executive demonstrates knowledge and skills necessary to perform assigned duties and responsibilities; makes sound, well-informed, objective decisions; resolves problems and overcomes obstacles; demonstrates efficiency in completing assignments and appropriately applies available resources.

Productive Work Habits

Extent to which the executive demonstrates an overall work style that is effective, organized, and productive in terms of managing time, setting priorities, and following up on commitments across a variety of work challenges; volume of work produced is at expected levels under normal conditions and in relation to established standards; and quality of work is at expected levels in terms of accuracy, thoroughness, and effectiveness.

Ratings

Did Not Meet Expectations

Employee performance consistently fell well below established standards and performance expectations. Fundamental skills and/or competencies were not demonstrated. Substantial improvement is required.

Met Some Expectations

Employee achieved expectations at times, but improvement is needed to better demonstrate competency and/or to perform more consistently. Continued development is desired.

Met Expectations

Employee consistently met established standards and performance expectations in the essential areas of responsibility. Demonstrated and applied an appropriate level of knowledge and skill.

Exceeded Expectations

Employee consistently demonstrated this competency at a high level. This employee was viewed as a role model and clearly stood out among peers relative to this competency.

Exemplary Performer

Reserved for work that is truly extraordinary across the board. It could have involved unique, one-time initiatives that required the mastery of different skills and a significant time commitment to skill building and completion of a project or event. This rating also indicates work that had a far-reaching influence in moving the team, department, and/or University Objectives ahead on a significant goal.

Executive Midyear Check-In Conversation Guide

Purpose

Conversations between executives and their supervisors should happen regularly throughout the year. The purpose of the Executive Midyear Check-In is to provide a recorded outcome of one of those conversations and offer support, resources, and if necessary, a readjustment of goals. This conversation is meant to build support and not be punitive or interrogative. The Executive Midyear Check-In should be recorded in the UVUPM system only after this conversation has taken place between the executive and their supervisor.

For executives who completed their 2022-2023 Development Plan Goal form, goals have been converted to the UVUPM system and can be accessed [here](#) by clicking on *Past Reviews*. In addition to reviewing goals, we encourage you to use the Executive Midyear Check-In to have a conversation with your direct reports about their overall well-being.

The following topics may be addressed during the Executive Midyear Check-In conversation:

Individual considerations that have impacted the anticipated outcome of the executive's goals.

External considerations that have impacted the anticipated outcome of the executive's goals.

Is the executive on track to meet their goals?

If no:

Any adjustments to the goals so that they may be achieved this year.

Adjustments to the timing of the goals.

Additional resources as needed to accomplish the goals.

Opportunities for contributions or support from leadership.

If yes:

Has the executive already achieved their goals?

Any additional goals that may be added.

Adding additional aspects to existing goals.

Opportunities for contributions or support from leadership.