Supervisor Responsibilities: 

**Best Practices**

- **Plan**
  - Establish unit strategy & goals
  - Align goals of employee & unit
  - Define successful performance

- **Assess**
  - On-going feedback and assessment
  - Gathering and sharing feedback
  - Annual Performance Dialogue
  - Unit Talent Discussion

- **University Mission**
- **Unit Values and Goals**
- **Department Goals**
- **Individual Goals**

- **Recognize**
  - Informal and formal appreciation
  - Opportunities to learn new skills
  - Opportunities for new jobs and promotions
  - Pay raises based on performance

- **Develop**
  - (Job Skills, Professional, Personal, Career)
  - Development discussion
  - Create Individual Development Plan (IDP)
SPA Performance Management 2015

• Performance Management Policy and Procedures

• The PMCA form and Requirements.
  ➢ Career Status form
  ➢ Probationary form
  ➢ Consists:
    ☐ Work plan
    ☐ Performance appraisal
    ☐ Employee competency assessment.
  » 2nd Level Management Review
Resource: Performance Management ToolKit


Performance Management Toolkit

Link to Performance Management Forms

2014-15 Annual Performance Appraisal Data Entry

- Memo to HR Officers (sent 5/26/15), which includes:
  - Timeline for annual review completion
  - Access to InfoPorte for data entry of overall ratings
  - Guidance on determining ratings
  - Converting the three-point rating scale to a five-point rating scale
  - Tips on using the InfoPorte filter fields for performance management

- Memo to Deans, Directors and Department Heads (sent 5/26/15)

- InfoPorte Reference Sheet for Entering Annual Ratings

- Annual Ratings Manual Entry Reporting Form

- InfoPorte Access Request Form

Three-Column Organizational Values Charts

These charts provide general descriptions for each organizational value at the Not Meeting, Meeting, and Exceeding expectation levels.

- SPA three-column organizational values chart
- EPA non-faculty three-column organizational values chart
Annual performance evaluations are completed, signed, and entered by June 30th.

**Best practices:** Complete employee evaluations by June 22\textsuperscript{nd}.


Supervisor rates each employee on the following:

- **Performance Goals:**
  - Set by the supervisor
    - Exceeding Expectations,
    - Meeting Expectations
    - Not Meeting Expectations

- **Organizational Values:**
  - Set by the OHR
    - Exceeding Expectations
    - Meeting Expectations
    - Not Meeting Expectations
SPQA Performance Management 2015
Overall Annual Performance

• **Annual Overall Performance Rating:**
  - Outstanding: consistently performing above expectations
  - Very Good: consistently performing at or above expectations
  - Good: consistently meeting expectations
  - Below Good: consistently performing at or below expectations
  - Unsatisfactory: consistently performing below expectations

  □ **Note:** An employee cannot receive overall Outstanding rating if employee received any “Not Meeting Expectations” rating on their Performance or Organizational Values.

• **Written Overall Comments**
  - Supervisor is required to provide written overall comments on each appraisal explaining the ratings given.
## Performance Review Workflow

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PM FORM</strong></td>
<td>Supervisors complete the Performance Management (Appraisal &amp; Employee Competency Assessment) paper form for employees</td>
</tr>
<tr>
<td><strong>2nd LEVEL SUPERVISOR</strong></td>
<td>2nd Level Supervisor reviews, approves, and signs employee form</td>
</tr>
<tr>
<td><strong>EMPLOYEE MEETING</strong></td>
<td>Supervisor holds one-on-one annual performance management session in-person with employee to discuss the Performance Management Form (Appraisal &amp; ECA)</td>
</tr>
<tr>
<td><strong>SIGN PERFORMANCE MANAGEMENT FORM</strong></td>
<td>Employee &amp; Supervisor sign Performance Management Form</td>
</tr>
<tr>
<td><strong>ENTER OVERALL RATING IN INFOPORTE</strong></td>
<td>Enter the overall rating and ECA within Infoporte AFTER the meeting and signing of the PM form</td>
</tr>
</tbody>
</table>
Performance Appraisal Meeting with Employee

Comprehensive Annual Evaluation

• Supervisors shall meet with each employee individually *in person* to discuss annual appraisal.
  ➢ Ideally no surprises
  ➢ Written overall comments explain the ratings.
  ➢ Supervisor, employee, and second level supervisor sign form
  ➢ Copy of the signed form is maintained by the department.
  ➢ Employee receives a copy of the signed and completed form. (10 calendar days)

• Appeals: Employees may dispute their annual performance appraisal under the SPA Employee Grievance Policy, and the employee may choose to write a response.
  » [http://hr.unc.edu/employee-management-relations/spa-grievance-policy-resources/](http://hr.unc.edu/employee-management-relations/spa-grievance-policy-resources/)
Best Practices Meeting with the Employee and “You said what?!"

- Prepare, prepare, prepare:
  - **Goal is clarification, appreciation, development and improvement communicated, and overall increased employee engagement.**

- This is a **comprehensive evaluation**: Express sincere appreciation for contributions throughout the year.
  - Not “weaknesses,” but “areas for improvement.”
  - Communicate **specific examples**
  - Positive contributions

- **Developmental goals- ways to improve**: Be clear on steps for improvement

- **Surefire Ways to Demotivate your Employees: or You said what?!**
  - Do not focus on recent accomplishments, or recent failures and mistakes. Don’t be careless or cavalier with communications
  - Do **not** offer ways to improve that are not quantifiable, standardized, measureable, or fair
  - Don’t talk about other employees (Bob is so incredible, I wish you would….”)
  - Don’t talk about personality (“You have a bad attitude, and people have noticed”)
  - Do **not** mention age, race, gender, national origin, medical conditions, etc.
  - Don’t ask employee how they feel they performed
  - “I would have given you an outstanding but HR said I couldn’t.”
SPA PM Logistics and InfoPorte

- Paper PMCA forms (Word doc)
  - Written comments.
- Supervisors required to input **overall** performance rating in InfoPorte.
  - Supervisors will automatically receive access to their employee list
- HR Representatives
  - HR Reps will be able to receive access to PM,
    - Must request access from InfoPorte Access Request Coordinator for School or division.
    - Not automatically provided
Appraisals Not Completed- Select “Override”

- Not Completed approved only for the following reasons:
  - Employee on extended paid leave
  - Employee on extended leave without pay, on disability, or worker’s comp leave
  - Employee has been probationary/permanent state employee less than 3 months
  - Employee ended permanent employment with UNC before evaluation process could be completed
SPA Probationary Employees **On or After April 1**

- New Probationary employees began work on or after April 1, 2015
- Select “Override” in InfoPorte
  - Reason: “Employee has been working as probationary/permanent state employee for less than 3 months.”
  - Work performed on or after April 1, considered part of 2015-2016 performance cycle.
  - Supervisors should create a quarterly review required at 90 day competency assessment.
No Self-Reporting of Ratings

- Individuals **cannot** enter their own ratings.
  - The HR Officer for school can enter rating for HR Representative whose supervisor cannot enter their ratings.
  - If HR Officer is SPA employee, then HR Officer’s supervisor must complete the form then
    - Fax (919-962-8658)
    - email as a signed PDF to (emr@unc.edu)
    - Mail to E&MR, CB #1045
  - Must receive forms **no later than June 26, 2015**
# SPA PM Evaluation - IT Services Example

## Annual Review Cycle:

- **From:** 07-01-2014
- **To:** 06-30-2015

**Review Type:**
- [ ] Mid-Cycle
- [ ] Annual

**Date of Review with Employee:** 05-25-2015

### Department:
- Dept. Name: IT Services - VCAARO
- Dept.: 111599
- Supervisor Name: Ellen Ehrlich
- Supervisor Title: AVC for IT Services
- Classification: Tech Support Analyst
- Position #: 7383-33333

### Employee Information:
- Employee Name: Paul Patterson
- Employee PID: 7383-33333
- Position #: 0000009

## Performance Appraisal

For each performance goal and organizational value from the work plan, indicate below a rating:
- N = Not Meeting Expectations
- M = Meeting Expectations
- E = Exceeding Expectations

### Performance Goals

<table>
<thead>
<tr>
<th>#</th>
<th>Performance Goal</th>
<th>N</th>
<th>M</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>GRIP Upgrade Installation &amp; Training</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>2</td>
<td>Revised Remedy Documentation Requirements</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>3</td>
<td>GRIP &amp; Grive Support Analysis</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>4</td>
<td>Project Assignments: Security Update</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

### Organizational Values

<table>
<thead>
<tr>
<th>#</th>
<th>Value</th>
<th>N</th>
<th>M</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Quality of Work</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>2</td>
<td>Task Management</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>3</td>
<td>Work Schedule &amp; Attendance</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>4</td>
<td>Customer-Oriented Communication</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>5</td>
<td>Teamwork &amp; Collegiality</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>6</td>
<td>Policy &amp; Safety Compliance</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>7</td>
<td>Supervisory (if applicable)</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

### Overall Rating (required for Annual Appraisal only)

<table>
<thead>
<tr>
<th>Category</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsatisfactory (consistently not meeting expectations)</td>
<td>[ ]</td>
</tr>
<tr>
<td>Below Good (consistently not meeting or below expectations)</td>
<td>[ ]</td>
</tr>
<tr>
<td>Good (consistently meeting or above expectations)</td>
<td>[ ]</td>
</tr>
<tr>
<td>Very Good (consistently exceeding expectations or above expectations)</td>
<td>[ ]</td>
</tr>
<tr>
<td>Outstanding (consistently achieves or exceeds expectations)</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

### Corrective Action Plan (required for all ratings of not meeting expectations)

I will continue to meet with Paul monthly and as needed in the next cycle to discuss issues and events that contribute to frustration in order to find more productive ways to address the concerns for both Paul and his clients. Paul has already taken two communication training programs since the February incident, and we will pursue some additional training in the next cycle.

### Signatures for Performance Appraisal

- [ ] Date
- [ ] Supervisor
- [ ] Date
- [ ] Employee
- [ ] Date

### Appeal Rights

For information on applicable appeals rights through the University System SPA Employee Grievance Policy, please contact the Grievance Officer in Employee & Management Relations at (919) 962-3404 or emr@unc.edu. You can obtain a copy of the Policy on the Office of Human Resources website at http://hr.unc.edu/
SPA PM Evaluation-IT Services Example

PERFORMANCE MANAGEMENT & COMPETENCY ASSESSMENT
SPA EMPLOYEE COMPETENCY ASSESSMENT

Employees must receive a competency assessment 90 calendar days after starting in the position or after a reclassification; as part of the annual performance appraisal process; or, any other time an assessment is appropriate.

<table>
<thead>
<tr>
<th>Dept. Name:</th>
<th>IT Services VCAAAD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept. #:</td>
<td>111999</td>
</tr>
<tr>
<td>Supervisor Name:</td>
<td>Glen Erlby</td>
</tr>
<tr>
<td>Supervisor Title:</td>
<td>UNC IT Services</td>
</tr>
<tr>
<td>Review Type:</td>
<td>60-day</td>
</tr>
<tr>
<td>Employee Name:</td>
<td>Paul Petterson</td>
</tr>
<tr>
<td>Employee PID:</td>
<td>7555-55555</td>
</tr>
<tr>
<td>Classification:</td>
<td>Technical Support Analyst</td>
</tr>
<tr>
<td>Pos. comp. level:</td>
<td>contributing, journey, advanced</td>
</tr>
<tr>
<td>Date of assessment with employee:</td>
<td>08-25-2015</td>
</tr>
</tbody>
</table>

LIST OF POSITION COMPETENCIES
(For detailed descriptions of the competency standards, please see the Office of Human Resources website.)

<table>
<thead>
<tr>
<th>#</th>
<th>COMPETENCY</th>
<th>DEVELOPING</th>
<th>APPLIED</th>
<th>BROADLY DEMONSTRATED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Planning &amp; Organizing</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>2</td>
<td>Project Management</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Technical Knowledge</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>4</td>
<td>Technical Solution Development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Technical Support</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>6</td>
<td>Consultancy Skills</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>OVERALL COMPETENCY RATING:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

No changes since last assessment

OVERALL COMMENTS
Supervisors must address the specific competencies and ratings that have changed since the last assessment. A development plan must be included for all ratings of developing.

Paul is a technical support analyst in our unit. He can identify technical problems quickly and has been an excellent resource for both technicians and systems engineers. He is particularly talented at understanding the interactions of our systems with each other and with external IT systems at the University. He is strong in providing technical support and documentation, which are essential skills for our unit.

Paul's technical knowledge and insight is invaluable to our team. He can solve complex problems quickly and accurately. He is a great resource for both technicians and systems engineers. He is particularly talented at understanding the interactions of our systems with each other and with external IT systems at the University. He is strong in providing technical support and documentation, which are essential skills for our unit.

Paul's technique for solving client issues is excellent, but he also needs to develop better skills in his interaction delivery to complement other aspects of his work.

SIGNATURES
2nd Level Supervisor:

Signature: Date:

I acknowledge that I have reviewed this competencies assessment. I understand that my signature below does not necessarily imply agreement with the ratings given or the comments included, and that if I disagree, I may write a response to include with this assessment document.
# SPA Expectation Levels of Org Values

## SPA Performance Management Program

### General Comparison of Expectation Levels for Organizational Values

<table>
<thead>
<tr>
<th>NOT MEETING EXPECTATIONS (N)</th>
<th>MEETING EXPECTATIONS (M)</th>
<th>EXCEEDING EXPECTATIONS (E)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance consistently does not meet documented expectations and measurements in this area.</td>
<td>Performance consistently meets documented expectations and measurements in this area.</td>
<td>Performance consistently exceeds documented expectations and measurements in this area.</td>
</tr>
<tr>
<td>The employee often does not perform the job at the level expected for this position in terms of quantity, quality, timeliness, cost, and customer satisfaction due to the employee's lack of effort or skills.</td>
<td>The employee regularly does work at the level expected for this position and consistently meets what is expected in terms of quantity, quality, timeliness, cost, and customer satisfaction due to the employee's own effort and skills.</td>
<td>The employee consistently does work going far beyond the level that is expected for this position in terms of quantity, quality, timeliness, cost, and customer satisfaction due to the employee's own effort and skills.</td>
</tr>
<tr>
<td>An employee performing at this level does not demonstrate sufficient knowledge of the duties and responsibilities or sufficient ability to sustain a level of work or level of the organization.</td>
<td>An employee performing at this level possesses strong core knowledge of the duties and responsibilities and demonstrates general proficiency in the work in order to meet the business needs of the organization.</td>
<td>An employee performing at this level demonstrates a mastery of the duties and responsibilities and repeatedly makes exceptional or unique contributions to the organization beyond what is necessary to meet the business needs of the organization.</td>
</tr>
<tr>
<td>Supervisor frequently finds it necessary to continue to address performance issues with an employee, often requiring additional resources (time, additional staff, etc.) to be allocated in order to meet business needs. Supervisory attempts to encourage performance improvement have been unsuccessful and may have resulted in disciplinary action.</td>
<td>The employee is responsive to guidance and feedback from the supervisor such that only moderate oversight is required to ensure sufficient work is being accomplished.</td>
<td>The employee's work performance is consistently characterized by exceptionally high quality work that leaves little or nothing to be desired. The supervisor has confidence that work will be accomplished exceptionally well with minimal oversight.</td>
</tr>
<tr>
<td>An employee performing at this level may be readily recognized by the organization as struggling or failing to contribute effectively to the organization's mission.</td>
<td>An employee performing at this level should be readily recognized by the organization as generally dependable and making an effective contribution to the organization's mission.</td>
<td>An employee performing at this level is readily recognized by the organization as an outstanding contributor to the organization's mission.</td>
</tr>
</tbody>
</table>
# SPA PM Evaluation - Research Specialist Example

**Annual Performance Appraisal**

## Performance Management & Competency Assessment

### ANNUAL PERFORMANCE APPRAISAL - SPA CAREER EMPLOYEES

**Performance Management & Competency Assessment**

<table>
<thead>
<tr>
<th>Review Topic</th>
<th>Mid-Year</th>
<th>Annual</th>
<th>Date of Review by Employee: 06-25-2015</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Dept. Name:</th>
<th>C-NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept. #:</td>
<td>602099</td>
</tr>
<tr>
<td>Supervisor Name:</td>
<td>Don Draper</td>
</tr>
<tr>
<td>Classification:</td>
<td>Social/Clinical Research Specialist</td>
</tr>
<tr>
<td>Supervisor Title:</td>
<td>Principal Investigator, NCSU Project</td>
</tr>
</tbody>
</table>

### Performance Appraisal

For each performance goal and organizational value from the work plan, indicate below a rating (N=Not Meeting Expectations, M=Meeting Expectations, E=Exceeding Expectations) and provide overall comments.

<table>
<thead>
<tr>
<th>#</th>
<th>Performance Goals</th>
<th>N</th>
<th>M</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Staff Management</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Data Management</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Visibility</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Funding &amp; Growth</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Quality Control</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#</th>
<th>Organizational Values</th>
<th>N</th>
<th>M</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Quality of Work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Task Management</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Work Schedule &amp; Attendance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Customer-Oriented Communication</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Teamwork &amp; Collegiality</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Policy &amp; Safety Compliance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Supervisory (if applicable)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Overall Rating (required for Annual Appraisal only)

- Unsatisfactory: Consistently not meeting expectations
- Below Good: Consistently not at or below expectations
- Good: Consistently meeting expectations
- Very Good: Consistently exceeding expectations
- Outstanding: Consistently exceeds expectations

### Comments

Sam made several excellent hires this year and got the employees up to speed quickly on the project (Goal 1), which has helped tremendously. He has received many excellent comments from the new staff about Sam's reliability, his confidence in him, and the quality of his training for them. The training materials he made for the database enhancements and survey scripts were well-conceived and thorough and serve as a model for future updates in other teams in the department.

Sam's routine database work continues to be exceptional and has been a huge help to his staff and other colleagues that the data is reliable and easily accessible. The database modifications hit a few snags this year and has pushed us back from our original timeline, but the project is close to completion. Some of the snags were outside Sam's control, but we have discussed several times this year that he is not making sufficient milestones to keep him on track for the projects and not updating those projections as new issues arise. This has resulted in some delays that were unavoidable, and he lost some opportunities for communication within the project team to make adjustments. In the end, these did not significantly hinder the project and his is generally ok in this area, but Sam will need to take some extra care going forward to ensure similar events do not occur in the future.

Sam made several key presentations this year, both at the CGS Symposium and the Director's retreat. He deftly responded to some very tough questions from the audience in both presentations and represented the University well.

Sam made some good steps with getting to know the development staff and drafted two strong proposals (we are still awaiting word of approval).

Sam does a good job of ensuring compliance in his team. I would like to see him broaden his knowledge of University policy to strengthen his organizational awareness and apply that broader knowledge to our team.

Sam's analysis and attention to detail have been invaluable during data collection, and he was able to get our response rates to 95% this spring.

Overall, Sam is doing a very good job. He is growing quickly in his skills as a professional in this field and as a leader within our department.

### Corrective Action Plan (required for all ratings of not meeting expectations)

**Signatures for Performance Appraisal**

- 2nd Level Supervisor: [Signature] Date: [Date]
- Supervisor: [Signature] Date: [Date]

I acknowledge that I have received this performance appraisal. I understand that my signature below does not necessarily imply agreement with the ratings given or the comments included, and that if I choose, I may write a response to include with this appraisal document.

**Employee: [Signature] Date: [Date]**

### Appeal Rights

For information on applicable appeal rights through the University System of Florida Employee Grievance Policy, please contact the Grievance Officer in Employee & Management Relations at 800-345-4400 or emr@unc.edu. You can obtain a copy of the policy from the Office of Human Resources website at http://hr.unc.edu.
# SPA PM Evaluation- Research Specialist Example

## Performance Management & Competency Assessment

- **Employee Name:** Sara Smith
- **Department:** C-Notes
- **Employee ID:** 71111111
- **Position:** Social/Climate Research Specialist
- **Review Type:** Weekly
- **Date of Assessment with Employee:** 06-25-2015

### List of Position Competencies

<table>
<thead>
<tr>
<th>#</th>
<th>Competency</th>
<th>Developing</th>
<th>Appropriate</th>
<th>Mastery</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Knowledge, Professional</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>100%</td>
</tr>
<tr>
<td>2</td>
<td>Project Design</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>100%</td>
</tr>
<tr>
<td>3</td>
<td>Program Administration</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>100%</td>
</tr>
<tr>
<td>4</td>
<td>Data/Information</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>100%</td>
</tr>
<tr>
<td>5</td>
<td>Communication</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>100%</td>
</tr>
<tr>
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</table>

### Overall Competency Rating

- No changes since last assessment

### Overall Comments

Supervisor must address the specific competencies and ratings that have changed since the last assessment. A development plan must be included for all ratings of Developing.

Sam is highly proficient at taking complex information and distilling it clearly for his audience and has demonstrated this in conference presentations, internal staff training, and planning sessions. Sam's data management skills are significant, and he is adept at adapting the design to our needs. Sam is still growing as a professional and made great strides this year in learning how to build research relationships outside the University. Sam has a tendency to get caught up in the details, resulting in difficulty meeting some larger projects, as more development is needed in his project management skills to leverage milestones and related methods.

### Signatures

- **3rd Level Supervisor:**
  - Signature:
  - Date:
- **Supervisor:**
  - Signature:
  - Date:
- **I acknowledge that I have received this competency assessment. I understand that my signature below does not necessarily imply agreement with the ratings given or the comments included, and that if I choose, I may write a response to include with this assessment document.**

- **Employee:**
  - Signature:
  - Date:
SPA Probationary PM Evaluation Example

Performance Appraisal Session: March 2015

Employee Name: Simone Cree
Employee PID: 73019999 Position #: 00043567

Performance Goals:
1. Quality of Work
2. Task Management
3. Work Schedule & Attendance
4. Customer-Oriented Communication
5. Teamwork & Collaboration
6. Policy & Safety Compliance

Organizational Values:
1. Quality of Work
2. Task Management
3. Work Schedule & Attendance
4. Customer-Oriented Communication
5. Teamwork & Collaboration
6. Policy & Safety Compliance

Overall Rating: Required for Annual Appraisal

Date: 06-26-2015

Corrective Action Plan (required for all ratings of not meeting expectations)

Simone has adjusted well to the Team Leader role in our Zone. She has developed strong relationships with her building contacts, and I have received many positive comments from them about her responsiveness, courthouse and attention to detail. She quickly got up-to-speed on our team cleaning model, works efficiently, and has done well in spot-training with the staff. When employees are absent, she has been very helpful to me in quickly determining ways to accomplish and assign the work. Although Simone met our attendance goal expectations, she was slow to contact me if she is going to be out, often calling out after the start of her work shift, which doesn't allow as much time to plan for her absence and attend to her duties. This is particularly important in the crew leader position.

Simone is still adjusting to being in a leadership role in the Zone and balancing her relationships with other employees. She is always helpful to her team, but is still learning how to adjust her communication styles to coach other staff. She has had some difficult interactions with several co-workers that resulted from some misunderstandings and misperceptions. I encourage her to find more opportunities to have conversations with coworkers that are not always about work assignments and apply some of her strong customer service skills to her coworker relationships.

Simone is doing a good job learning the University and Facilities policies and procedures, and I encourage her to continue to build her knowledge base so that she can apply it more readily across the Zone.

Corrective Action Plan:

1. Attend additional training sessions.
2. Develop a weekly schedule to ensure coverage.

Date: 06-26-2015
# SPA Probationary PM Evaluation Example

## Performance Management & Competency Assessment

### SPA Employee Competency Assessment

Employees must receive a competency assessment: 90 calendar days after starting in the position or after a reclassification, as part of the annual performance appraisal process or, at any other time an assessment is appropriate.

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<thead>
<tr>
<th>Dept. Name:</th>
<th>Building &amp; Environmental Services</th>
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<tbody>
<tr>
<td>Dept. #:</td>
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<tr>
<td>Supervisor Name:</td>
<td>Ned Nash</td>
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<tr>
<td>Supervisor Title:</td>
<td>Zone Manager</td>
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<td>Pos. Comp. Level:</td>
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<tr>
<td>Classification:</td>
<td>Building &amp; Environmental Services Technician</td>
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<td>Review Type:</td>
<td>Quarterly Annual Other Other</td>
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### List of Position Competencies

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<tr>
<th>#</th>
<th>Position Competencies</th>
<th>Developing</th>
<th>Applied</th>
<th>Broadly Demonstrated</th>
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<td>2</td>
<td>Interpersonal Skills</td>
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<td>3</td>
<td>Customer Service</td>
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<tr>
<td>4</td>
<td>Communication</td>
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<tr>
<td>5</td>
<td>Safety &amp; Health Compliance</td>
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</table>

### Overall Competency Rating:

- No changes since last assessment

### Overall Comments

Supervisors must address the specific competencies and ratings that have changed since the last assessment. A development plan must be included for all ratings of Developing.

Simone has a solid knowledge of cleaning techniques and safety requirements for our work. She demonstrates a strong understanding of how to attend to a customer's needs. I encourage Simone to learn how to apply these good skills to her crew leader duties in her interactions with co-workers and to recognize that in some ways, the Zone staff is a kind of customer for a crew leader. She is still developing her ability to modify her style when talking to different types of employees. Simone and I will continue to discuss her progress in this area, and I would like her to take at least 2 interprofessional communications programs in the next performance cycle offered through the Office of Human Resources.

### Signatures

2nd-level Supervisor: [Name]  Date: [Date]
Supervisor: [Name]  Date: [Date]

I acknowledge that I have received this competency assessment. I understand that my signature below does not necessarily imply agreement with the ratings given or the comments included, and that if I choose, I may write a response to include with this assessment document.

Employee: [Name]  Date: [Date]
EPA Non-Faculty Performance Management

- Annual evaluations are due by June 30th.
- EPA Non-Faculty ratings **not** entered into InfoPorte.
- No standard form is required for EPA Non-Faculty annual performance evaluation.
  - Supervisors may use a suggested form available on the OHR website, may issue a letter to the employee, or may use some comparable way of appraising the employee’s performance.
  - EPA Non-Faculty Forms
    - [http://hr.unc.edu/form-finder/epa-non-faculty-forms/](http://hr.unc.edu/form-finder/epa-non-faculty-forms/)
- EPA Non-Faculty Review and Performance Management Policy and Procedure Webpage:
# EPA NF PM Annual Evaluation Form

**EPA NON-FACULTY PERFORMANCE REVIEW FORM**

**Instructions:** This form provides a template for supervisors to provide the required annual performance review for EPA Non-Faculty employees. Supervisors may use this template or a template or memorandum of their own design. However, University policies require that each EPA Non-Faculty employee receive a written annual performance evaluation covering the immediately preceding July 1 through June 30, and this review should be delivered and discussed with the employee no later than June 30 of each year.

**Employee Name:**

**Job Title:**

**Department Name:**

**Department Number:**

**Review Type:**

- [ ] Interim Review (Optional)
- [ ] Annual Review (Required)

**Date Prepared**

**Period Covered:** (mm/dd/yyyy) to (mm/dd/yyyy)

### Individual Performance Categories – All Employees

**COMMUNICATIONS SKILLS:** The extent to which the employee is able to effectively utilize verbal and/or written expression in communicating with colleagues, clients, supervisory management, and other individuals in the work setting. Satisfactory performance is indicated by an employee who communicates in a manner that clearly and accurately conveys information, is professional and respectful in tone, is suitable for the target audience, and is concise but sufficient in terms of required detail. Forms of communication evaluated in this category may include but are not limited to verbal, written letters or reports, formal presentations, and electronic mail.

- [ ] Exceeds Expectations
- [ ] Satisfactory
- [ ] Needs Improvement
- [ ] Not Satisfactory

**Comments:**

**COLLABORATION AND TEAMWORK:** The extent to which the employee is able to work effectively and productively with colleagues and contribute as a member of a work team or unit. Satisfactory performance is indicated by an employee who establishes good rapport with colleagues, adjusts work style or approaches in a way that encourages or supports productive collaboration, and demonstrates respect for diversity and differing points of view among colleagues.

- [ ] Exceeds Expectations
- [ ] Satisfactory
- [ ] Needs Improvement
- [ ] Not Satisfactory

**Comments:**

---
EPA NF Expectation Levels for Organizational Values

https://hr.unc.edu/files/2015/05/3Col-Org-Values-EPA.pdf

<table>
<thead>
<tr>
<th>NOT MEETING EXPECTATIONS (N)</th>
<th>MEETING EXPECTATIONS (M)</th>
<th>EXCEEDING EXPECTATIONS (E)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance consistently does not meet documented expectations and measurements in this area.</td>
<td>Performance consistently meets documented expectations and measurements in this area.</td>
<td>Performance consistently exceeds documented expectations and measurements in this area.</td>
</tr>
<tr>
<td>The employee often does not perform the job at the level expected for this position in terms of quantity, quality, timeliness, cost, and customer satisfaction due to the employee's lack of effort or skills.</td>
<td>The employee regularly does work at the level expected for this position and consistently meets what is expected in terms of quantity, quality, timeliness, cost, and customer satisfaction due to the employee's own effort and skills.</td>
<td>The employee consistently does work going far beyond the level that is expected for this position in terms of quantity, quality, timeliness, cost, and customer satisfaction due to the employee's own effort and skills.</td>
</tr>
<tr>
<td>An employee performing at this level does not demonstrate sufficient knowledge of the duties and responsibilities or sufficient ability to sustain a level or work to meet the business needs of the organization.</td>
<td>An employee performing at this level possesses strong core knowledge of the duties and responsibilities and demonstrates general proficiency in the work in order to meet the business needs of the organization.</td>
<td>An employee performing at this level demonstrates a mastery of the duties and responsibilities and repeatedly makes exceptional or unique contributions to the organization beyond what is necessary to meet the business needs of the organization.</td>
</tr>
<tr>
<td>Supervisor frequently finds it necessary to continue to address performance issues with an employee, often requiring additional resources (time, additional staff, etc.) to be allocated in order to meet business needs. Supervisory attempts to encourage performance improvement have been unsuccessful and may have resulted in disciplinary action.</td>
<td>The employee is responsive to guidance and feedback from the supervisor such that only moderate oversight is required to ensure sufficient work is being accomplished.</td>
<td>The employee's work performance is consistently characterized by exceptionally high quality work that leaves little or nothing to be desired. The supervisor has confidence that work will be accomplished exceptionally well with minimal oversight.</td>
</tr>
<tr>
<td>An employee performing at this level may be readily recognized by the organization as struggling or failing to contribute effectively to the organization's mission.</td>
<td>An employee performing at this level should be readily recognized by the organization as generally dependable and making an effective contribution to the organization's mission.</td>
<td>An employee performing at this level is readily recognized by the organization as an outstanding contributor to the organization's mission.</td>
</tr>
</tbody>
</table>
What is Infoporte

• Infoporte is an integrated system that continually exchanges data with PeopleSoft and other University systems.
• It is the main point of inquiry for many end users of ConnectCarolina
• Reporting platform for information stored in ConnectCarolina
• Performance Management Platform
• Dynamic project that is continually evolving to meet University business needs
How do I access Infoporte?

• Web Application
  » Internet Explorer
  » Google Chrome
  » Mozilla Firefox

• [http://infoporte.unc.edu](http://infoporte.unc.edu)
  » ONYEN and ONYEN password
  » Single Sign On
  » Infoporte role/access is dictated by your role within the University (Supervisor, PI, HR Consultant, Finance Manager)
Welcome

Welcome to Infoporte. We encourage you to explore Infoporte and the many features provided by the system. You should start your exploration by visiting the FAQ and Help Videos on the Home tab and then visit the Data Dictionary on the Tools tab. The functionality of Infoporte continues to expand and we hope your needs are met by the system. New features are added and improvements to the current services are made continually by the Infoporte team. If you have an idea or recommendation regarding our site please contact us.

In the Works

Recent messages are displayed in the twitter feed, which is accessible in the top bar after you login. Additional information about enhancements can be found by following the link below.

More Info

Training

Every class type has its own procedure for registration. Registration procedures are included in the event details. All participants must be enrolled in a class to attend. Once enrolled in a class, a participant will be informed of the class location.

More Info

Requesting System Access

InfoPorte will now be the University’s main resource for reporting on ConnectCarolina. Existing InfoPorte users will maintain their access, but new users will need to request access through their InfoPorte Access Administrator.

More Info
## Employees

### Base Search

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### BioDemo

- Incumbent

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6/2/2015
### BioDemo

#### Incumbent

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### SPA

- **Job Dept**: 420103
- **Job Title**: Business Officer
- **Working Title**: Business Officer
- **Position Competency**: JRN
- **Action Code**: 
- **Communicable Disease Mand.**: 
- **Probationary Status End**: 07/18/2005
- **Supervisor**: 
- **Time-Limited**: N

### Position Details

- **Position #**: 00004805
- **Position Type**: Regular
- **FTE**: 1
- **Start Date**: 04/19/2005
- **Action Date**: 
- **Severe Weather Essential**: N
- **TIM Approver**: 715287101
- **Term Date**: 
- **Time-Limited End Date**: 
- **Pay Status**: A
- **Pay Cycle**: B
- **Expected Job End Date**: TSSD 05/01/2005
- **Action Reason**: EQT
- **DOB**: 
- **email**: 
- **Probationary End Date**: 07/18/2005
What If I Have Questions?

- **Performance management process:**
  - Contact E&MR and HR Consultants

- **Competency assessment process:**
  - Contact Classification & Compensation Consultant
  - Pete Johnson
    - Peter_johnson@med.unc.edu
    - 919-962-9676
  - Charlene Williams
    - Charlene_williams@med.unc.edu
    - 919-962-6558

- **Technical Difficulties with InfoPorte:**
  - Initiate a web-based Remedy Ticket.
    - (ConnectCarolina reference sheet)

- **Download forms or review sample forms:**
  - Employee & Management Relations section of OHR website:
    - hr.unc.edu/employee-management-relations
  - Performance Management Forms
  - Performance Management Toolkit
Resources Moving Forward


- HR Consultants
- E&MR Consultants
  - Lisa Bjornstad Voss-SOM
    - Lisa_voss@med.unc.edu
    - 919-843-5526
  - Angenette McAdoo-OHR
    - Angenette_mcadoo@unc.edu
    - 919-962-9638
  - Chenise Crump-OHR
    - Chenise_crump@unc.edu
    - 919-537-3411
- Infoporte / Technical Help
  - Matthew Hawkins
    - jmh@ed.unc.edu
    - 919-962-6557