STAFF PERFORMANCE EVALUATION TASK FORCE

PERFORMANCE MANAGEMENT AT MISSISSIPPI STATE UNIVERSITY

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SUMMARY

At the request of Mississippi State University's Executive Vice President and Provost, Dr. David Shaw, MSU staff from different divisions across campus convened to examine the best practices for performance management at Mississippi State University. The Staff Performance Evaluation Task Force began its work in the early fall of 2023, with the culmination of its efforts coming in early fall of 2024.

The result of the tireless efforts of the volunteers on this task force is a series of considerations for future practices in human resource management in the areas of performance appraisal, performance feedback and evaluation, and performance management as a practice. The following report details the findings of the task force and provides decision-makers at MSU with unbiased findings.

Notably, the members of the task force include (In alphabetical order):

- **Joey Bailey**
- **Joseph "Dallas" Breen**
- **Nicole Cobb**
- **Susan Heath**
- **Jamie Larson**
- **Jack McCarty**
- **Jamie Perry**
- **Andrew Rendon**
- **Juli Rester**
- **Susan Seal**
- **Delaney Vampran-Foster**
- **Anna Webb**

TABLE OF CONTENTS

INTRODUCTION

THE CHARGE:

1. Evaluate best practices from other institutions that could be a part of the evaluation process and develop recommendations from these for MSU.
2. Recommend adjustments to any relevant university policies regarding staff performance evaluation.
3. Develop a comprehensive but flexible performance evaluation document that fits the needs of staff across the university. There is value in consistency in process, but the types of jobs across campus vary significantly. Thus, what are the most important competencies we expect of all employees and then how can we allow for reasonable and fair flexibility to address the needs of different jobs and environments.

ABOUT THE TASK FORCE

The Staff Performance Evaluation Task Force (SPETF) at Mississippi State University is comprised of full-time staff members across various departments both on-and-off the main campus location. SPETF members come from athletics, social sciences, human resource management, parking operations, facilities, MSU Foundation, distance education, veteran's affairs, extension, compliance and security, administration, student affairs and research. Each division consists of staff with unique job descriptions, responsibilities, priorities, and needs across MSU's campus. Together, members formed a collaborative effort in providing research and feedback on the needs of each of the divisions along with others with whom they interact.

The survey members, in alphabetical order, are as follows:

- **Joey Bailey**, Deputy Athletics Director for Strategic Initiatives and Administration
- **Joseph "Dallas" Breen**, Committee Chair, Executive Director of the John C. Stennis Institute of Government and Community Development
- **Nicole Cobb**, Research Compliance Officer and Assistant Director for the Office of Research, Compliance, and Security
- **Susan Heath**, Executive Director, Academic Fiscal Affairs
- **Jamie Larson**, Associate Director of Mississippi Agricultural and Forestry Experiment Station (MAFES) Research

- **Jack McCarty**, Executive Director of Development for MSU Foundation
- **Jamie Perry**, Director of Fiscal Affairs for Campus Services
- **Andrew Rendon**, Executive Director for Veteran's and Military Affairs
- **Juli Rester**, Deputy Director for Human Resource Management
- **Susan Seal**, Dean of the College of Professional and Continuing Studies
- **Delaney Vampran-Foster**, Director of the Office of Inclusive Excellence
- **Anna Webb**, Assistant Director of Mississippi State Transportation

The task force met in both face-to-face manners as well as in virtual settings, to provide flexibility for the different availabilities and the types of schedules each possesses. Meetings took place once-a-month to provide time for the findings and discussion of each meeting to be processed, research to be conducted, and new input to be provided at each meeting. The chair of the task force, Dr. Dallas Breen, provided the scheduling, administration, and minutes for each of the meetings through the efforts of he and his staff at the John C. Stennis Institute of Government and Community Development.

TIMELINE

While no specific timeline for deliverables was requested, the task force determined that with its complexity and to ensure a comprehensive review, the process would take approximately one year from onset to deliverables, particularly due to the nature of multiple divisions operating with differing schedules and availabilities.

The following sections will detail the different meetings of the task force, as well as the efforts undertaken throughout the process.

The schedule of meetings was as follows:

- **June 14, 2023**: Kickoff Meeting, Introductions, Timelines
- **July 28, 2023**: Research Kickoff; Best Practices
- **September 20, 2023**: Introduction to MSU Staff Survey
- **November 13, 2023**: MSU Staff Survey Development; Survey Subcommittee Formed
- **November 15, 2024**: Subcommittee Planning
- **December 5, 2024**: Subcommittee Survey Edits
- **February 9, 2024**: Subcommittee Final Edits for Survey
- **February 28, 2024**: Recap on Work, Survey Dissemination
- **March 26 – April 12, 2024**: Survey Live to MSU staff
- **April 13 – May 12, 2024**: Survey Data Analysis and Reporting

- **May 8, 2024**: Survey Findings & Reporting Meeting
- **June 4, 2024**: Critical Components for SPETF Report
- **July 31, 2024**: PageUP Demonstration and Initial Report Development
- **October 16, 2024**: Final Meeting

SPECIAL THANKS

Special thanks to Breana Norton, Project Coordinator at the John C. Stennis Institute of Government and Community Development at MSU for her efforts in compiling this report and her work with the task force administrative efforts. Thank you to Dr. Matthew Peterson, Research Associate II at the John C. Stennis Institute of Government and Community Development at MSU, for his work on this effort as well. And to Leslie Corey, Chief Human Resources Officer at MSU, for her advisory assistance with the task force. Also, a resounding thank you to the various staff across the MSU campus who spent time to respond to the staff survey. The findings were invaluable to the task force efforts to bring forth these recommendations.

CHARGE #1

1. Evaluate best practices from other institutions that could be a part of the evaluation process and develop recommendations from these for MSU.
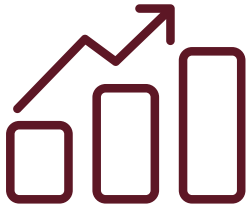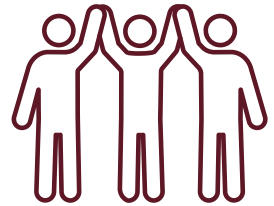
PERFORMANCE INCREASES

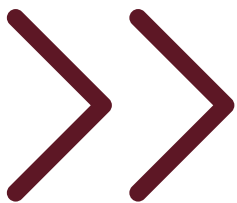- Cohesive components to performance appraisals

COMMON PRIORITIES ACROSS CAMPUS

- Customer service a key component for orgs
- Communication and feedback from outside stakeholders

EMPLOYEE MORALE

- Increased employee morale through appraisal feedback
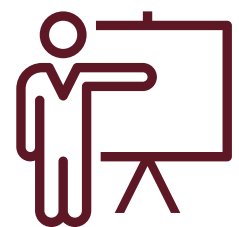- Need to rate the supervisors

MOVING FORWARD

- Possible integration with current HR system
- Increased detail on performance appraisal
- Integrated components to all appraisals

LESSONS LEARNED

- Recommendations on added performance management efforts

TRAINING MODULES

- Learn best practices from current supervisors

CHARGE #1

1. Evaluate best practices from other institutions that could be a part of the evaluation process and develop recommendations from these for MSU.

FINDINGS

A best practices approach in improving functions at an organization can be an informative and invaluable process, particularly in identifying possible changes and adaptations that may improve processes in service delivery. In performance management, the primary function is to provide the employees of an organization with the tools and information necessary for effective performance.

The task force examined the performance management processes of several comparable universities across the United States, private-sector businesses, and a few nonprofit organizations who provided their performance management operations in an online setting.

The consensus of the research found that most organizations operate under a very similar foundation of performance management, focusing on development of goals and then the follow-up and retooling of those goals at different intervals. Most of the differences between organizations can be categorized as a difference in timing of feedback and follow-up efforts as some organizations choose multiple feedback sessions while others choose annual feedback.

Another difference in performance management operations among the different entities was the scoring/grading mechanisms and categories in place. Some organizations choose a 1-5 scale, some 1-3, and some choose not to use a score, but rather qualitative feedback in the form of text-based feedback. From the examination of the different scoring mechanisms, no feedback regarding the effectiveness of one type of scoring over another appeared in the research leading to the assumption that the scoring mechanisms are based on what works best for each organization.

One of the key features detailed in the differences between different types of performance management approaches was the use of a continuous monitoring and feedback process often referred to as "360-degree feedback", which is currently practiced at a few of the different organizations that were studied.

CHARGE #1

1. Evaluate best practices from other institutions that could be a part of the evaluation process and develop recommendations from these for MSU.

FINDINGS, CONTINUED

The 360-degree feedback process is a continuous approach to performance management and requires the active participation of the supervisors, employees, and upper management, all having a role in the process at different times of the evaluation period; typically, a year-by-year process. This process appears to have quite a significant positive impact, at least from the testimonials found online in different venues, however the practicality of this process does leave questions as to the feasibility of full-scale implementation in larger organizations.

RECOMMENDATIONS

MSU's human resource management (HRM) team should consider alternatives in the scoring system of its current appraisal document. No true consensus exists on the best approach to a scoring system, so a one-size fits all approach may not be appropriate given the current MSU system.

Based on the findings from other organizations and from the discussions of the SPETF, tailoring the current staff appraisal form will provide the necessary flexibility for the different requirements and expectations of different units across the MSU landscape. However, certain components of the appraisal form should be consistent across units. These components can be seen in the proposed appraisal form found in Appendix B at the end of this document.

The task force also recommends implementing a training module for all supervisors, and potentially staff, focusing on performance management evaluation processes. Various delivery mechanisms were considered for this training, with the consensus being that an easily accessible, on-demand format would be the most effective, given the varying schedules of managers across different campus divisions. One option discussed was a best practices panel, which would be livestreamed and made available afterward on the HRM website. This panel would feature five successful managers or supervisors from the MSU community in an open discussion about their strategies for fostering a harmonious and productive work environment. Such a "lessons learned" panel would be particularly valuable for supervisors seeking to expand their management skills, while also providing employees with insights into methods that could enhance their own work environments.

CHARGE #1

1. Evaluate best practices from other institutions that could be a part of the evaluation process and develop recommendations from these for MSU.

RECOMMENDATIONS, CONTINUED

Finally, based on the research conducted for Charge #1, the task force recommends providing training on the new evaluation tool, should the university administration decide to implement it or a variation of it. This training would give supervisors the opportunity to grasp the overall purpose of the process, the value of its coaching components, and the importance of conducting evaluations effectively. Additionally, it is critical to emphasize the necessity of annual reviews, as several individuals reported that they have not received an annual review in many years, if ever.
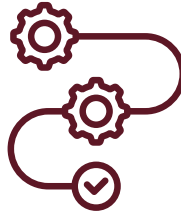
CHARGE #2

2. Recommend adjustments to any relevant university policies regarding staff performance evaluation.

DIGITIZATION

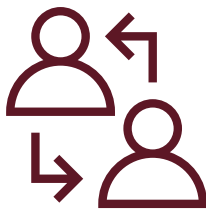- Streamline performance appraisals

INCREASED EFFICIENCY

- Less workload on supervisors and employees

SPECIFICALLY TAILORED

- Includes job descriptions and functions for each employee

INTERACTION

- Increased supervisor and employee interaction

AUTOMATION

- Centralizes integration of unique positions

CURRENT POLICIES

- Reflect MSU Landscape
- Considerations on timing

CHARGE #2

2. Recommend adjustments to any relevant university policies regarding staff performance evaluation.

FINDINGS

Another aspect of the SPETF effort was to examine the current university policies regarding staff performance evaluations and their inclusion in the human resources management functions at MSU.

MSU policy, **HRM 60.503**, specifically deals with performance appraisals at MSU. The policy states,

> "All University employees in executive, administrative, professional, or support staff positions shall have a written performance appraisal form completed annually by their immediate supervisor. Completed and signed forms must be sent to the Department of Human Resources Management for inclusion in the employee's human resources file prior to the preparation of the budget for the upcoming fiscal year."

Following comprehensive task force discussions, consultation with HRM at MSU, and additional research, the most impactful adjustments to this policy would be the streamlining or automation of the procedures which will be detailed in the following recommendations section.

RECOMMENDATIONS

With the digitization and automation of some of the components of the performance management system, MSU would have the ability to centralize the performance appraisal system and would subsequently have the capacity for supervisors and employees to have a more interactive experience. After seeing the current personnel vendor's capabilities to add a performance appraisal block to the system in place, streamlining the performance appraisal process for staff could significantly decrease the time burden for all, long-term.

One of the common responses the task force heard was that the performance appraisal process was burdensome due to the form(s) not applying to different departments/positions and the responsibilities of the supervisors to review these unique positions individually.

CHARGE #2

2. Recommend adjustments to any relevant university policies regarding staff performance evaluation.

RECOMMENDATIONS, CONTINUED

This difficulty often leads to a delay in submitting the proper forms in a timely manner, thereby creating more difficulties in budgeting for the following year(s).

By automating the process, MSU could address the specific policy, **HRM 60.503**, by providing a central repository for supervisors and employees to access in a timely fashion, while also providing the necessary reminders for each to complete their specific tasks and submit to HRM on time.

The automation of the process in a centralized fashion can also provide an integration of key components of the unique positions of some divisions around campus providing the employees and supervisors the ability to address specific needs of each position. For instance, some survey respondents stated they would benefit from the opportunity to have outside clients provide feedback on their job performance during the review period. This integration can be made much more efficient through the integration of an electronic format providing additional attachments/notes/etc. to the appraisal document throughout the course of the year. As it currently operates, this function is left to the individual and requires the individual employee to request this feedback through other means and these additional documents and feedback do not currently have a designated place in the review process at MSU.

The primary goals of performance appraisals are to assess the employee's performance over the course of the review period and to provide coaching, feedback, and communication on expectations moving forward into the upcoming period, as well as assessing progress from the review period. Including components to the current forms utilized across campus while also providing the ability to integrate aspects unique to individual departments across campus can substantially and positively impact the supervisor/employee.

CHARGE #3

3. Develop a comprehensive but flexible performance evaluation document that fits the needs of staff across the university. There is value in consistency in process, but the types of jobs across campus vary significantly. Thus, what are the most important competencies we expect of all employees but then how can we allow for reasonable and fair flexibility to address the needs of different jobs and environments.
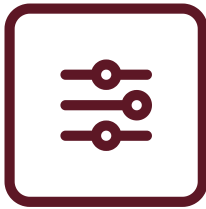
DEPARTMENT CUSTOMIZATION

- Performance appraisal is able to be customized around specific departments

FRESH UPDATE

- Performance appraisal updated to provide relevant methods in performance and planning

SCORING

- Restructured scoring systems to alleviate confusion and streamline appraisal document

FLEXIBILITY WITH CONSISTENCY

- Integrated multi-stream feedback
- Continuous progress monitoring and communication

INTEGRITY

- Adds integrity to university core competencies due to employee feedback

CORE COMPETENCIES

- Integrity
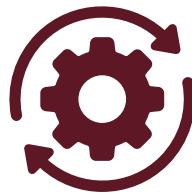- Customer Focus
- Public Service

CHARGE #3

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FINDINGS

Easily, the single largest component of the SPETF charge was to identify potential recommendations and provide sound feedback on the competencies and expectations of all divisions and positions at MSU. As the task force began its efforts, this component of the overall charge garnered the most attention, seeing as the complexity of this type of investigation required the input from all of the members, as well as others in the MSU community.

Discussions around the comprehensive yet customizable evaluation document commanded quite a few of the full task force meetings. It was apparent early on that that departments and divisions would need some custom or unique components to their evaluation procedures. As the task force deliberated on the other components of the charge, the members determined that based on the discussions from the departments represented at the table, feedback from others on campus would be hugely beneficial to efforts in creating a more robust and captive evaluation system at MSU. The task force decided that creating and disseminating a survey to the staff of MSU would provide additional feedback that could prove invaluable in addressing the overall goal of the charge, particularly that of the third component.

At the September meeting of the task force, the concept of a survey was introduced, discussed, and unanimously agreed upon to be created. It was also decided that a subcommittee specifically tasked with creating and fine-tuning the instrument would be paramount to the efforts.

The SPETF subcommittee members included (in alphabetical order):

- **Andrew Rendon**
- **Juli Rester**
- **Delaney Vampran-Foster**

CHARGE #3

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FINDINGS, CONTINUED

Through the volunteer efforts of these members and other MSU personnel, the task force created a survey. After discussions, the task force determined the best time to disseminate the survey was in the late winter/early spring of the 2024 calendar year in order to allow staff ample opportunity to adjust to the new year and to accommodate holiday and early travel that is common with higher education conferences and other activities.

SURVEY INSTRUMENT

The survey instrument was disseminated at the end of March and continued through the month of April. The survey instrument was distributed to all MSU full-time staff, with anonymity being a key to ensuring individuals felt comfortable sharing their opinions. The survey was distributed to approximately 3000 individuals, accounting for a full population survey.

The survey timeline schedule is as follows:

- **March 26, 2024: Survey Opened**
- **April 3, 2024: Follow Up Email Sent**
- **April 9, 2024: Final Reminder Email Sent**
- **April 12, 2024: Survey Closed**

A total of 1293 surveys were initiated, with 1206 being fully completed. The response rate of the survey was approximately 34%, which was much higher than anticipated given the typical online survey response rate of 10-15%. The survey was able to capture responses from virtually all departments across campus. Although some divisions did not return statistically significant samples, those same division respondents did provide valuable qualitative information useful to the overall process.

CHARGE #3

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SURVEY INSTRUMENT, CONTINUED

The survey was created and distributed using the online Qualtrics platform and distributed to MSU personnel via their MSU email addresses. None of the survey respondents contacted the task force with any difficulties accessing the document or requiring any assistance, thereby allowing the task force to analyze the data.

DRAFT EVALUATION DOCUMENT

An additional component for the task force deliverables was the development of a new (or edited) performance appraisal document for the personnel evaluation process. This document works to update the current performance appraisal process while also providing more relevant methods to assessing performance and planning. Several of the task force meetings were focused on determining the best methods to assessing performance while also providing supervisors and employees with a tool for planning and career advancement discussion. The task force gathered examples from a number of higher education human resource management offices as a starting point in discussions on updating, editing, and/or creating a new evaluation document as a recommendation to the University administration. The result of this research can be found in Appendix B at the conclusion of this report.

RECOMMENDATIONS

The included suggested revised performance appraisal form contains a number of edits and suggestions, particularly in the scoring mechanisms, the mid-year guidance form, for those seeking additional planning and review as noted in the survey responses, and a more streamlined process to reduce the burden on administration. The focus is to provide a more streamlined document to allow supervisors and employees the opportunity to focus on performance and planning functions and reduce the confusion some divisions have on expectations.

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RECOMMENDATIONS, CONTINUED

The task force also provided more clarity on the different competencies and expectations of MSU staff, focusing on the core expectations for all MSU staff. There are also components of this appraisal document that allow for the input of department-specific goals and objectives, providing the necessary flexibility given the unique nature of the expectations of departments across campus.

The task force also recommended adding "integrity" to the list of MSU competencies, outlined by MSU Human Resource Management. The current competencies exist to outline desired behaviors for MSU employees. In the staff survey, the following question was asked in a fill in the blank format:

If there is a competency(s) you didn't see listed above that you think should be included, you may add those here:

99 respondents typed the word "integrity." This competency has been added in the following draft document.

In the appraisal form, the task force has suggested the reduction of the scoring procedures from a 1-5 score to a 1-4 score, as there was significant confusion on the differences between an individual receiving a score of one number compared to another. The task force also provided a yes/no component of satisfactory conditions to allow for supervisors and employees to address competencies as well as the areas that need addressing.

Finally, the draft evaluation is geared to be more of a two-way document allowing the employee the opportunity to address mid-period changes in goals and expectations that result in the ever-changing environment. As responsibilities change, the task force felt it important to allow for supervisors and employees to address these changes mid-period rather than at the end of a performance period, allowing for a more productive end-of-period evaluation.

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RECOMMENDATIONS, CONTINUED

While this mid-performance summary may add some administrative burden to supervisors, it is anticipated that this will streamline the end-of-period evaluation, ultimately leading to more productive appraisals with less overall time burdens on employees and supervisors.

Incorporation of the revised document, and possibly the integration of the document, could aid employees, supervisors, administration, and human resources management staff in their goals to provide feedback and evaluation in a timelier manner.

The task force believes it is crucial to emphasize, in this charge as well, the importance of training supervisors on conducting both annual and mid-performance evaluations. As noted in Charge #1, many organizations—both private and public—offer on-demand training through video modules and other methods. While HRM at MSU currently provides training upon request, making these resources available on-demand would further support supervisors and employees, helping HRM streamline its operations and enhance efficiency.

SUMMARY

The task force has spent the better part of a calendar year researching ideas, best practices, and technological improvements to aid in the evaluation, planning, and decision-making for staff across Mississippi State University's campus. In completing this charge, staff from across MSU engaged in several research-heavy tasks including the involvement of staff across MSU to provide a series of potential recommendations and suggestions moving forward.

While these efforts are not a one-size-fits-all for everyone across campus individually, it is our intent that the efforts address the suggestions of staff and administration. The task force put forth this effort through the careful examination of best practices among peer institutions, private sector organizations, staff feedback, and individual discussions throughout the year. We hope that the suggestions and findings are means in which staff may undergo more helpful appraisal processes and provide a more structured and streamlined approach for planning purposes moving forward.

An important consideration that emerged during the process, though not explicitly addressed earlier, is the necessity for supervisors to be mindful of the generational diversity among employees. This encompasses differences related to age, race, socioeconomic background, and environmental factors, all of which contribute to the distinct working environment found within a university setting. Acknowledging and understanding these differences can significantly enhance a supervisor's effectiveness and promote more transparent, productive communication between supervisors and their employees.

Furthermore, there were discussions surrounding the potential for merit-based raises to be linked directly to the evaluation process, contingent upon the availability of funds. Although the task force determined that this topic falls outside the immediate purview of the committee, it is noteworthy that such a conversation could be valuable for the university's future strategic decision-making. As MSU continues to undertake its transformational initiatives, considering how merit raises might be aligned with the evaluation process could prove beneficial for the administration's long-term planning and its efforts to further incentivize performance through structured evaluation metrics.

Mississippi State University continues to be voted as a great place to work by its staff on a yearly basis and it is our hope that this effort will lead to an even greater appreciation for the efforts underway at MSU. We are sincerely grateful for the time and effort spent by the MSU staff and the task force in working diligently throughout this process.

APPENDIX A:
SURVEY INSTRUMENT

Employees - Tell Us What You Think About the Employee Performance Management Process at Mississippi State University

Welcome to Mississippi State University's performance management feedback survey for administrative, professional, and support staff employees. We appreciate your participation. Our goal is to create a best-in-class performance management and review process that is simple to use and helpful in creating a partnership between employees and supervisors. This survey should take no more than 10 minutes and will be anonymous. <u>No individual details or identifying information will be shared with supervisors.</u>

In the summer of 2023, Mississippi State University Provost and Executive Vice President Dr. David Shaw charged a task force with members across various divisions on campus to look into the university's performance management process. The committee was tasked with three directives. First, evaluate best practices from other institutions and secondly, develop recommendations from these for Mississippi State. Last, develop a comprehensive but flexible performance evaluation document that fits the needs of staff across the university.

Q1: Please rank the options below based on the statement: "The most important element of performance management and review process should be … "

Rank the statements in order, from 1 (most important) to 6 (least important).

_____ Coaching and feedback. *For example, "I appreciate when my supervisor acknowledges my work and actions (good and bad) and coaches me in areas where I can grow."*
_____ Development (manager's interest in an employee's overall career goals and their willingness to provide you with the resources and experiences that are aligned with those goals) *For example, "I am encouraged to learn new skills."*
_____ Understanding job responsibilities. *For example, "I know what my job is."*
_____ Performance appraisal. *For example, "I like to know if my boss thinks I am doing a good job."*
_____ Planning and goal setting. *For example, "I like to set goals to accomplish my job."*
_____ Regular communication with my supervisor. *For example, "I like to have regular conversations with my supervisor about my work."*

Q2: Based on the current performance management and review process, to what extent do you agree or disagree with the following statements?

	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
I spend time setting goals and planning with my supervisor.	○	○	○	○	○
I have a good understanding of what is expected of me throughout the performance year.	○	○	○	○	○
I have regular performance related conversations with my supervisor.	○	○	○	○	○
My year-end review mostly aligns with my personal assessment of my performance.	○	○	○	○	○
My supervisor would benefit from additional training in performance management.	○	○	○	○	○

Q3: To what extent do you agree or disagree with the following statements?

	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
My performance should be evaluated based on the essential functions found in my job description.	○	○	○	○	○
In addition to my essential functions, my performance should also be evaluated on my competencies (the how and what you use to perform your job. Ex: accountability)	○	○	○	○	○
The employee self-appraisal should be a part of the year-end review.	○	○	○	○	○
Supervisors should be evaluated on their leadership.	○	○	○	○	○

Performance management system aligns with overall goals and objectives of Mississippi State University.	○	○	○	○	○
Performance appraisals are conducted in a fair and unbiased manner.	○	○	○	○	○
The performance management systems encourages employee development and growth.	○	○	○	○	○

Q4: Rank the following existing Mississippi State University competencies from most important (1) to least important (10).

_____ Customer Focus
_____ Accountability
_____ Adaptability
_____ Occupational Knowledge
_____ Communication
_____ Teamwork
_____ Inclusiveness
_____ Initiative
_____ Work Quality
_____ Leadership

Q5: If there is a competency(s) you didn't see listed above that you think should be included, you may add those in the text box below.

_____

Please respond to as many or as few of the following questions as you like.

Q6: How do you think the current Performance Management and Review process could be improved? Please provide specific examples.

_____

Q7: How frequently do you think performance meetings should be conducted?

○ Weekly

○ Monthly

○ Quarterly

○ Semi-annually

○ Annually

Q8: Should others have the opportunity to provide input to your supervisor about your performance?

	Yes	No
Co-workers	○	○
Peers	○	○
Campus Partners	○	○
Clients	○	○
No one	○	○
Other (please specify)	○	○

Q9: In your current position/time at MSU (if appropriate), have you had an annual evaluation?

○ Yes

○ No

(If yes to Q9) When was your last evaluation? (MM/DD/YYYY)

○ Date: (estimated date is ok) _____

(if yes to Q9) Did you use the official form from your division or something else?

_____

Q10: What other comments would you like to make regarding performance management at Mississippi State University?

_____

_____

_____

_____

Q11: Gender

○ Male

○ Female

Q12: Ethnicity

○ Hispanic or Latino

○ American Indian or Alaska Native

○ Asian

○ Black or African American

○ White

Q13: What is your current job category?

○ Executive, Administrative, and Managerial

○ Professional

○ Technical/Professional

○ Clerical

○ Skilled Crafts

○ Service/Maintenance

○ Don't Know

Q14: Who do you supervise? Click all that apply:

- [ ] Direct Reports

- [ ] Graduate Assistants

- [ ] Undergraduates

- [ ] Supervisors

- [ ] No One

Q15: Job Division

- ○ Academic Affairs

- ○ Access, Opportunity and Success

- ○ Agriculture, Forestry and Veterinary Medicine

- ○ Athletics

- ○ Development and Alumni

- ○ Finance and Administration

- ○ President

- ○ Research

- ○ Strategic Communications

- ○ Student Affairs

No individual details or identifying information will be shared with supervisors.

APPENDIX B:
APPRAISAL FORM DRAFT

Initial MSU Performance Appraisal

Three Steps of Performance Appraisal Process:

1. Planning and Evaluations should begin in January/February.
2. Coaching and Feedback occur throughout the performance year.
3. The review is completed in February or March and submitted to Human Resources Management by April 30. Only the final Performance Appraisal form is required to be submitted to HRM in April following the completion of the performance year.

Name	MSU ID Number	Job Title	Department	Appraisal Date

Core Responsibilities/Objectives

In addition to performing the position responsibilities, areas of focus will be identified for this performance period. Use this section to describe up to five key responsibilities or objectives for the year using the SMART framework that calls for describing plans in ways that are Specific, Measurable, Achievable, Realistic, and Time-based.

My Core Responsibilities/Objectives	
Responsibilities/Objectives	**How Success Will Be Measured**
1. Responsibility/Objective:	
2. Responsibility/Objective:	
3. Responsibility/Objective:	
4. Responsibility/Objective:	
5. Responsibility/Objective:	

Accomplishments

What are you hoping to accomplish this year? Why?

My Accomplishments This Year

Area to Improve

What areas can you improve on this year? Why?

My Areas to Improve On This Year

Professional Development Interests and Plans

Use this section to describe your interests in learning and growing your skillsets during this performance period. This may include special projects, training classes, obtaining a certification, etc.

My Professional Development Interests This Year

	Yes	No
Do you supervise people?	☐	☐
If yes, have you begun the performance evaluation process?	☐	☐

Demonstrating Mississippi State's Competencies

Review the behaviors associated with Mississippi State's Competencies and acknowledge that you understand them. Substitution of unit specific competencies are allowed with prior consent of Mississippi State Human Resource Management Office.

Competencies
Accountability: Accepts responsibility for own actions and decisions and demonstrates commitment to accomplish work in an ethical, efficient and cost-effective manner.
Adaptability: Adjusts planned work by gathering relevant information and applying critical thinking to address multiple demands and competing priorities in a changing environment.
Communication: Effectively conveys information and expresses thoughts and facts. Demonstrates effective use of listening skills and displays openness to other people's ideas and thoughts.
Customer Focus: Anticipates, monitors and meets the needs of customers and responds to them in an appropriate manner. Demonstrates a personal commitment to identify customers' apparent and underlying needs and continually seeks to provide the highest quality service and product to all customers.
Inclusiveness: Demonstrates the ability to work effectively in an environment consisting of diverse individuals from varying backgrounds and cultures.
Initiative: Takes action beyond required or expected effort and proactively originates action rather than only responding to suggestions and directions from others.
Integrity: Pursues unwavering honesty, ethics, and consistency in actions, reflecting fairness and strong moral principles.
Leadership: Influences and inspires others to achieve organizational goals.
Occupational Knowledge: Demonstrates the appropriate level of proficiency in the principles and practices of one's field or profession. Demonstrates a commitment to continuous improvement, to include understanding and application of technology (hardware, software, equipment and processes).
Teamwork: Works cooperatively and effectively with others to achieve common goals. Participates in building a group identity characterized by pride, trust and commitment.
Work Quality: Inspires and strives for excellence in all aspects of work including setting high performance goals for oneself and others.

Additional Workgroup-Specific Standards
Use the space below to identify other established workgroup standards in your work unit that employees are expected to demonstrate, if they exist.

Acknowledgment

I am committed to the following during this review period:
- Performing the duties outlined in my position description.
- Working toward achieving the responsibilities and objectives outlined in my performance appraisal.
- Demonstrating Mississippi State's Competencies in my daily work and interpersonal interactions.

_____   _____

Employee signature   **Date**

I am committed to serving as a guide and mentor in my role as supervisor; I will support this plan to the best of my ability; and I will provide honest feedback and encouragement throughout the review period.

_____   _____

Supervisor signature   **Date**

Mid-Period Check-In

A Mid-Period Check-In is an opportunity to review progress to date and adjust plans and performance. This Check-In is recommended to be completed 6 months from the beginning of your review period.

Core Responsibilities/Objectives

Referencing the core responsibilities/objectives established in the employee performance plan, comment on progress made to date and whether changes are required. If you select "no", or wish to further detail other changes, please explain in the comments below.

Mid-Period Performance Summary

	Yes	No
Performance of position responsibilities is aligned with expectations.	☐	☐
Progress towards core responsibilities/objectives is aligned with expectations.	☐	☐
All competencies are consistently demonstrated in line with expectations.	☐	☐

Supervisor Comments

Acknowledgment
This mid-year check-in was completed through a collaborative dialogue between the supervisor and the employee.

_____   _____

Supervisor signature   **Date**

I acknowledge the feedback above.

_____   _____

Employee signature   **Date**

Performance Period Review

The performance period review process summarizes performance for the review period and recognizes contributions that supported the University's success.

Performance Indicators
Overall performance is determined by reviewing:
- Employee's success in performing the position responsibilities
- Employee's success in achieving core responsibilities/objectives
- How Mississippi State's Competencies were demonstrated

Performance Ratings
Mississippi State has established four performance ratings:

Distinguished Performance	Successful Performance	Developing Performance	Significant Performance Gaps
Highly effective performance. Results exceed standard expectations for many of the more difficult and complex responsibilities for the level of experience in this job. Work is consistently thorough, accurate, timely and efficiently performed. Requires only periodic supervision and follow-up.	Job performance is complete and consistently satisfactory in most key results areas. Results meet and, in some cases exceed expectations for the level of experience in this job. Requires normal supervision and follow-up.	Employee is making progress but is inconsistently meeting responsibilities and expectations appropriate to the level of experience in the position. -or- Employee is not making satisfactory progress in learning and demonstrating the skills necessary to perform this job. Requires frequent coaching, supervision and follow-up.	Performance is significantly below expectations. Immediate improvement is necessary. Performance improvement plan must be documented in the employee action plan found at hrm.msstate.edu/forms.
		Remediation Suggested	Remediation Required
Merit Raises Optional		No Merit Raise	

Core Responsibilities/Objectives

Use this section to review progress and accomplishments toward the established core responsibilities/objectives during this review period. Also note any barriers that made it difficult to make progress.

Summary Supervisor Comments

Accomplishments

If a set of accomplishment plans were established for this review period, use this section to note accomplishments and any barriers that made it difficult to make progress.

Supervisor Comments

Improvement Accomplishments

If a set of improvement plans were established for this review period, use this section to note accomplishments and any barriers that made it difficult to make progress.

Supervisor Comments

Professional Developments Accomplishments

If a set of learning and professional development plans were established for this review period, use this section to note accomplishments and any barriers that made it difficult to make progress.

Supervisor Comments

Demonstrating Competencies

Use this section to summarize how Mississippi State's Competencies were demonstrated during the review period. Refer to definitions in competencies section of this document as needed. For any standards rated lower than "successful performance" please provide the reason for the rating and ideas for improvement.

Competency	Distinguished Performance (4)	Successful Performance (3)	Developing Performance (2)	Significant Performance Gaps (1)
Accountability	☐	☐	☐	☐
Adaptability	☐	☐	☐	☐
Communication	☐	☐	☐	☐
Customer Focus	☐	☐	☐	☐
Inclusiveness	☐	☐	☐	☐
Initiative	☐	☐	☐	☐
Integrity	☐	☐	☐	☐
Initiative	☐	☐	☐	☐
Leadership	☐	☐	☐	☐
Occupational Knowledge	☐	☐	☐	☐
Work Quality	☐	☐	☐	☐

Additional Workgroup-Specific Standards
Use the space below to identify other established workgroup standards in your work unit that employees are expected to demonstrate, if they exist.

Performance Summary for this Review Period

Taking into account all aspects of the employee's work, as documented in this performance plan and review, indicate a performance level for this review period, based on the levels and definitions above.

Distinguished Performance	Successful Performance	Developing Performance	Significant Performance Gaps
☐	☐	☐	☐

***Performance Level for This Review Period*:**

Supervisor Comments
Use this section to provide additional comments on overall performance, acknowledge key contributions and describe areas for further development.

Acknowledgment

This final review was completed through a collaborative dialogue between the supervisor and the employee.

_____ _____

Supervisor signature   **Date**

The next level manager has reviewed this document and does not have concerns about the content and feedback.

_____ _____

Reviewer signature   **Date**

I have read this review document.

_____ _____

Employee signature   **Date**

Employee Comments

STAFF PERFORMANCE EVALUATION TASK FORCE REPORT

MISSISSIPPI STATE UNIVERSITY™