

PERFORMANCE MANAGEMENT PROGRAM

(Nonaligned Professional/Administrative Staff)

PREFACE:

New Jersey Institute of Technology (“university”) demands, expects, depends upon and invests in performance excellence from its professional/administrative employee constituency. Achievement of strategic and operational objectives in fulfillment of the university’s mission demands not only unqualified commitment to performance excellence but effective, efficient performance management methodology and process from and concerning this constituency. In furtherance thereof, the university adopts and directs the responsible operation of the NJIT Performance Management Program as herein outlined.

THE PROGRAM:

The university’s Performance Management Program (“The Program”) is comprised of three essential, fluid components designed to maximize employee performance, consistent with the goals and objectives of the employing department and the mission of the university. In this regard, it facilitates ongoing communication from and participation of employees in the performance management process, provides a tailored method and constructive forum for reviewing both employee performance and the process itself and establishes accountability for performance and its management by linking it directly with the university’s compensation, employment security and employment opportunity programs.

Performance Planning: This component is basic to responsible management and focuses on the identification of departmental responsibilities and opportunities both in a macro sense and as specifically pertinent to the position’s identified competencies and corresponding expectations.

Here employee and supervisor review the established core, functional and, as relevant, leadership competency expectations of the position, setting goals and objectives, with corresponding timetables for the incumbent over the ensuing year or other specifically designated performance review term. Mutual investment is a dual responsibility of employee and supervisor and is highly preferred but accountability for establishing a performance plan is formally assigned to the supervisor.

Performance Coaching: A continual process and program responsibility of all supervisors, Performance Coaching follows performance planning and demands responsible leadership competency and program investment by supervisory personnel, providing continual feedback as to performance; recognizing positive performance, confronting and communicating problem areas, exploring performance adjustment opportunities, providing specific direction as to modalities for positive adjustment, and modifying or reprioritizing goals and objectives as necessary while remaining focused on departmental and positional

responsibilities and concomitant expectancies from the university. It is a primary responsibility of supervisory personnel and will be evaluated as such.

Evaluation: The final component, Evaluation provides a formal, recorded, periodic assessment of performance based upon performance plan, incorporating the position description and the position's defined competencies.

The evaluation process shall involve an opportunity for an employee's self assessment. This is designed to provide the evaluator with a direct indication of the employee's understanding of his/her positional expectations, professional maturity and investment in critical self assessment as a means to performance enhancement and university enrichment. Its purpose is improved communication and notice of the employee's perspective.

The evaluation by the supervisor culminates the planning and performance process for the record, focusing on those core, functional and leadership competencies applicable to the position, along with the translation of those competencies to previously set and position inherent goals, objectives, responsibilities and expectations.

Core and leadership competencies are menued and provided for reference to each evaluator (attached as Appendix A). Functional competencies are position tailored and deal with professional expertise necessary to successful performance by the incumbent (see Appendix A). All established competencies are subject to amendment from time to time and applicability to an individual position may be amended from time to time. Amendments need be approved by the university and noticed to the affected personnel. The Department of Human Resource Development will be available to provide direction as to procedure and guidance as to process.

The format of the evaluation is simplistic and straight forward by design (attached as Appendix B). The evaluator reviews the incumbent's performance relative to necessary, prescribed competencies and the charted and inherent performance agenda over the previous performance period as either having met, exceeded or fallen short of the noticed and inherent expectancies of the position. Where an incumbent has either exceeded or fallen short of performance expectancies, a narrative explanation is mandatory. The evaluation instrument records a summary of performance and serves as but one communication device to enhance performance through a critique of performance criteria. Therefore, while narrative as to satisfactorily met performance competencies is not mandatory it is encouraged.

Finally, a narrative summary concerning position expectancies and incumbent response is necessary.

The evaluation(s) shall be reviewed by the evaluator's supervisor for concurrence, comment or rejection. An approved evaluation, along with recertified match of competencies to position, shall serve as guiding factors in setting applicable goals and objectives for the ensuing performance period. A rejection shall be accompanied with rationale and shall be considered in evaluating the performance management of the evaluator:

Compensation: The approved evaluation shall serve as the dominant guide in determination of annual performance based compensation adjustment based upon the university's Compensation Program.

Timetable: While performance management is a continual process, periodic performance review, amendments, adjustments and revisitation of chartered and inherent goals and objectives is not only sensible it is necessary to ensure focused, quality performance, maintaining the integrity of the university's employment contract policy.

In this regard, performance planning shall generally be annualized although shorter or lengthier terms are appropriate where noticed to the employee and approved by the university. Evaluations are to be conducted at least annually. Evaluations may be conducted more often where certain performance characteristics or aptitudes are determined by the performance manager to be in need of formal, recorded review.

Formal annual evaluation shall be completed and submitted for contractual employment and performance based compensation consideration no earlier than ninety (90) days and no later than forty-five (45) days before the end of the fiscal year.