[](http://businesssolutions.it/wp-content/uploads/2014/07/assessment.jpg) **ASSESSING PERFORMANCE CONCERNS – PLANNING TOOL FOR MANAGERS**

It is important to correctly identify the performance issues and assess at the outset.

Use the checklist below to help establish the ‘true’ position, decide what data you need to gather and then assess the performance issue to make a fair and informed decision on the employee’s performance - the stage and starting point.

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| **Step 1 - Establish the current positon** | [pencil%20clipart%20black%20and%20white](http://www.clipartpanda.com/clipart_images/cartoon-pencil-writing-black-29814628)  **Capture your thoughts here** |
| * Are you satisfied the employee understands the standards required of them? |  |
| * Have you made clear to the employee the performance standards? When & how did you do this? |  |
| * Have the performance issues been discussed before? |  |
| * Have you made clear to the employee the performance standards/level and quantity of the outputs required for the role? |  |
| * What are the required standards and to what extent are they not being met. |  |
| * What are the issues you have observed & for how long? |  |
| * Have you previously discussed performance concerns before in 1:1 discussions? |  |
| * Have you been open and honest with employee about the ‘**true**’ position of their performance |  |
| **Step 2 - Gather documentation - key documents required to be collected and reviewed.** |  |
| *(Note: the document list may vary according to the role.)*   * Role profile / Academic criteria framework |  |
| * Professional services standards, if appropriate. |  |
| * University’s values & behaviours standards |  |
| * PDR and 1:1 notes, training record (formal & informal) and any support provided to date |  |
| * Documents & examples of the poor performance/work output. |  |
| **Step 3 - Consider the following** |  |
| What is the size of the performance gap to be closed – *consider the difference from the actual to the required standard of performance?* |  |
| Re-review the evidence – Ask yourself does it demonstrate the issue and support your conclusion? What stage is the employee at i.e. newly promoted, experienced, just completed induction. Do you need to take this into account? |  |
| Consider if there is any contributing/others factors you need to take into account. Is the dip in performance a one off caused by a particular event or situation? |  |
| How serious is the problem? What is not being delivered and impact on students, service delivery & colleagues? |  |
| Be honest - how long has the issue existed? Has any previous action been taken? What guidance support and training has previously been provided? What would be reasonable to offer to support the employee going forward? |  |
| Are you comfortable that the employee has what they need to perform well & meet expectations? Equipment, resources and workload is reasonable? |  |
| **Step 4 - Review all the information** **and make a final decision** |  |
| Is the performance is unsatisfactory/poor or not?  If after considering all of the above you conclude that poor performance exists then you need to arrange to meet the employee and follow the performance improvement policy. |  |
| **Step 5 – Next Steps - (List the action to be taken and timescale)** | |
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