

## **SUPERVISOR'S GUIDE FOR COMPLETING THE STAFF PERFORMANCE REVIEW**

Individuals want and expect to be kept informed routinely about their performance. This feedback is required of a supervisor and is an integral part of the College compensation process.

### **Summary of the Performance Review Process**

- Read “Tips for Performance Review and Goal Setting” below.
- Complete the Staff Performance Review Form for individuals reporting to you found at <http://www.muskingum.edu/home/hr/downloads/staffreview.doc>. Use the tab key or direction keys to scroll up and down this form.
- If you need to review or change the job description for a person reporting to you contact the Human Resources office for a copy. Pencil in any changes to the job description and return it to the Human Resources office with the Staff Performance Review Form.
- Schedule a meeting with each staff member to discuss his/her performance and to plan goals for the coming year. If available, share any change to wage or salary for the coming year during this discussion.
- Return the Staff Performance Review Forms to the Director of Human Resources by May 14, 2007.
- Both the employee and supervisor are required to sign the Staff Performance Review Form. By signing, a staff member does not indicate agreement nor does the employee forfeit the right for review.
- Make a copy of the completed Performance Review Form for your staff member and a copy for yourself for reference during the year and in preparation for next year's review process.

### **Tips for Performance Review and Goal Setting**

#### **Purpose of this Performance Review Process**

- Provides documentation on which to base any change or adjustment to salary or wage
- Provides an opportunity to share with the employee your assessment of performance
- Provides a clear understanding of development needs and opportunities available for change
- Creates a planning process between supervisor and employee
- Provides specific expectations, goals and objectives for the coming year.

#### **After This Performance Review, What is Next?**

Specific and continuous feedback and recognition should be given “while happening”. Feedback is most effective “while it's hot” as one does not want surprises at annual evaluation time.

Additionally, mark your calendar for dates to periodically meet with each staff member during the year for up-to-date performance assessments.

Monitor goals and objectives. Be a good coach throughout the year. Make sure progress is being made and you are doing your part to help.

Make sure employees continually know what is expected of them in their job.

Provide your time and appropriate budget to get the training, education, equipment and resources for your staff members to do the job.

Give recognition for jobs well done. Say “thanks.”

Learn what motivates each of your staff because what works for one may not motivate another.

### **Conducting a Successful and Comfortable One-On-One Performance Review Discussion With Your Staff. . . .**

Your attitude is critical! Make it clear to your staff that you regard the evaluation review session as important and a process with value.

The best way to conduct a successful performance evaluation discussion is to be thoughtfully prepared. Complete the Staff Performance Evaluation Form. Present examples to illustrate performance issues as they are discussed. Review last year’s evaluation form as the goals and objectives established then will now serve as a basis for the current performance review.

If appropriate, ask the Human Resources Office for job descriptions for your staff. Pencil in changes and return them to the Human Resources Office.

Establish a time to meet with each staff member. Create a relaxed atmosphere for these meetings. The ideal time is mid-morning...and early in the week...leaving the remainder of the day or week to check back and follow-up, as necessary.

Close your office door to ensure privacy and avoid interruptions. **DO NOT TAKE PHONE CALLS.**

Even the seating arrangement in a review session can be important. Often the image of a manager sitting behind a desk is uncomfortably close to that of a judge presiding in court. Instead, arrange two comfortable chairs at a table or sit side by side.

You may wish to begin with a small amount of “chit-chat” and then move quickly to some positive feedback. Research indicates this tends to reduce defensiveness and the employee may be more open for constructive change later in the discussion.

Make sure the staff member understands your concerns with his or her performance. Give examples. Do not quote hearsay; stick to observed behavior. Be sure to discuss the Staff Performance Review Form during the session but it should not dominate.

Concentrate the majority of the performance review session around processes for higher quality performance and establishment of goals; limit the time spent on discussion of poor performance.

When giving examples of poor performance, make sure the examples reflect performance only during the **current review period**. Do not evaluate performance for this year based on examples of poor performance for a prior year.

If necessary, a staff member may attach an addendum to the Staff Performance Review Form.

The supervisor and staff member should both sign the Staff Performance Review Form; however, signature by the staff member does not indicate agreement nor does it forfeit the right to a review.

As part of the assessment program, share any salary or wage change with your employee during this session; however, this should not dominate the discussion.

### **Establishing Goals and Objectives With Your Staff Members. . . .**

The supervisor and staff member should discuss specific objectives, goals, job responsibilities, developmental needs and projects that are critical for success and that represent the employee's work plan for the coming assessment period.

Be sure the staff person understands what is expected during the next assessment period. In developing a plan of action, be specific in identifying steps to improve performance. Include objective, quality, quantity, a time frame and measurable outcomes that will demonstrate achievement of objectives. Include plans for increasing scope of activity and/or level of responsibility both in performance of current responsibilities and in preparation for any future professional action, if appropriate.

Goal Setting as a Motivator Working together to set goals is effective in promoting better performance.

Employees given specific goals work better than employees just told to "do your best."

Employees given difficult but attainable goals or responsibilities accomplish more than employees given easy goals or responsibilities.

Goal Setting Establishes Expectations Establishing goals and objectives makes it clear what a supervisor expects of an employee.

Parameters of Goal-Setting Goals must be specific. Clearly describe the expected outcome.

Goals should be clear. Avoid fuzzy words or statements like "become better at" or "try harder." Clearly state your expectations.

A goal without a time frame is just a wish.

Provide measurable outcomes that will demonstrate achievement of the goals.

Goals should be challenging but attainable.

### **Closing the One-On-One Review Session....**

Make certain the employee understands areas in need of improvement.

Indicate clearly how you intend to help. Get commitment for change.

Summarize your assessment of the employee's performance.

Re-state goals established and the time frame for each.

Close the interview in a positive, supportive way. Let the employee know that you are on his or her side.

### **If You Need to Offer Negative Feedback. . . . .**

Negative feedback should always be specific. Instead of a generalization such as “You’ve got an attitude problem” point out specific examples such as rudeness to students or situations involving excessive complaining. Rather than a generalization such as “You’re not careful” point out specific errors in a report.

Do not make a joke of criticism. Negative feedback given humorously loses its impact, may not be heard at all and may negate the importance of the feedback.

Make sure the act or behavior is criticized, not the person. Avoid judgmental words or statements such as “that was a stupid idea”.

Criticism should be given without comparison. People work harder if competing with themselves. Do not discuss one employee’s work with another.

Don’t expect popularity. A supervisor’s job is not to make friends. It is to be consistent, fair, to facilitate good work and to assist in the progress and development of each staff member and the department. Respect usually follows.

Recognize your own power. Even if you don’t think of yourself as a person with a great deal of power, if you are in a position to evaluate another, you are the most influential person in his or her eyes at that moment.

Be consistent. If you criticize a performance problem of one employee, make sure you address that same behavior with all staff.

Never criticize in front of others and never criticize a supervisor in front of his or her staff.

Never say “never”. Never say “always”. Use of the word “never” or “always” can disrupt a performance discussion. A staff member may become defensive and want to use valuable discussion time to disprove the “never” or “always”. The performance evaluation conversation should not become an argument about words.

### **Tendencies That May Undermine a Performance Evaluation. . . .**

Distorted Evaluation. Giving the employee a more favorable description of performance than deserved simply to avoid conflict.

Negating Praise. Remember that most employees appreciate praise. Individuals want to be told they’ve done well without a warning to “keep it up” or a sarcastic tag line added such as “what a surprise”.

Sandwiching. A supervisor does not need to precede or end every negative comment with a compliment.

## **It May Be Helpful During the Performance Evaluation Process to Also Keep the Following Tendencies in Mind. . . .**

The Halo Effect. Giving a favorable rating to all job duties and job responsibilities based on an impressive performance in just one job function area. For instance, identifying one good aspect of the employee's performance and glossing over poorer aspects of an employee's performance because of it.

The Pitchfork Effect. Conversely, the tendency to take one negative or mediocre aspect of an employee's performance and letting it color all other items in the evaluation. Don't label all job tasks mediocre and label an employee mediocre because one aspect of performance needs improvement.

The Gentleman "C". A tendency to rate all staff as average in all areas.

The Recency Effect. Judging performance for a whole year based on one recent occurrence...regardless if good or bad. If a staff member has done a good job during the year yet made a recent mistake, or, has been an average employee with a recent burst of excellence, be careful that a year's review is not influenced by either recent event.

Length of Service Bias. Assuming that an individual employed for many years must automatically be doing good work; or, conversely, long service automatically means that one has not "kept up."

The Tight Rater. The tendency to establish unrealistic, unobtainable standards or objectives for an employee based on the supervisor's personal self- expectations.

The Prejudiced Rater. Allowing any prejudice against a protected class such as age or race to creep into an assessment.

Day-to-Day Variation. Doing evaluations for your staff at the end of a very bad day!

Selective Perception. Seeing and hearing what we want to see and hear in a staff member's performance.... seeing only good performance because one likes the employee or seeing or hearing only bad performance because one may dislike the individual.