

# EVALUATING YOUR EMPLOYEE

## The Performance and Staff Development Program is designed to:

- Establish or realign individual goals, expectations, and responsibilities for your employees based on the objectives of your department/unit.
- Encourage regular, constructive feedback and discussion with your employees on their performance and progress at meeting the goals and expectations of the job.
- Improve job understanding to better guide efforts and performance outcomes.
- Enhance professional growth and development by identifying areas for change (in performance, approach, skills, or knowledge) and creating a plan to achieve it.
- Promote effective performance by recognizing and rewarding strengths and contributions.
- Give managers the tools they need to cultivate and direct high performing teams.

DIRECTIONS	HELPFUL TIPS
<b>1. Observe and record throughout the year</b>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Pay attention and keep track<sup>1</sup> of results and measurable work toward preset goals (volume, accuracy, deadlines met, etc.) for each employee as the year progresses.</li> <li><input type="checkbox"/> Observe and keep notes on performance – both positive and negative behaviors as they are dealt with or occur all year long.</li> <li><input type="checkbox"/> Note input (complaints, compliments, requests, suggestions, observations, etc) from co-workers, customers, and relevant others as you receive it.</li> </ul>	<p><sup>1</sup>Use a post-it to capture timely information. Then periodically, login to the Bridge and transfer your notes to the employee's evaluation.</p> <p>Try to meet with the employee regularly to discuss performance at least every 3 months.</p>
<b>2. Set a Date for the Annual Performance Review Meeting (Apr 1<sup>st</sup> – Jun 1<sup>st</sup>).</b>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Schedule a one-hour meeting with each of your employees well before the June 13<sup>th</sup> deadline for Final Approvals.<sup>2</sup></li> <li><input type="checkbox"/> Let them know that you are looking forward to having a two-way dialogue and ask them to complete their self-evaluation form online and submit<sup>3</sup> it to you prior to the meeting.</li> <li><input type="checkbox"/> Encourage any questions they may have regarding the performance evaluation process.</li> </ul>	<p><sup>2</sup>Allow 3-4 weeks at the very least for the whole process from start to finish.</p> <p><sup>3</sup>On May 1<sup>st</sup> all self-evaluations will be viewable by the Supervisor whether submitted by the employee or not.</p> <p>Contact HR if there are questions you are not sure how to answer. It is all right to say you are not sure but you will find out.</p>
<b>3. Collect and review all performance documentation for the current appraisal cycle</b>	
<p>This may include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> a copy of the last <i>Employee Evaluation</i> form</li> <li><input type="checkbox"/> your personal notes about the employee's performance</li> <li><input type="checkbox"/> requesting feedback from co-workers or customers<sup>4</sup></li> <li><input type="checkbox"/> commendations and other compliments received</li> <li><input type="checkbox"/> written summaries of discussions about performance and/or probation documents</li> <li><input type="checkbox"/> measurable work toward preset goals (e.g. volume, accuracy, deadlines)</li> </ul>	<p>Keeping notes and adding to a performance file throughout the year will make the performance review less time consuming and difficult – especially if it is already entered online.</p> <p><sup>4</sup>Getting input from those the employee works closely with or for, can provide added insight.</p>

#### 4. Fill in the *Employee Evaluation* form online (Login to the Bridge)

##### A-1 Annual Statement of Achievements and Results

- ☐ This section provides a record of what the employee has accomplished in relation to what they were asked to do. It allows comparisons between productivity each year and among other employees with similar responsibilities.
- ☐ List all the work (responsibilities/duties or projects) assigned<sup>5</sup> for the current cycle as well as any subsequent changes
- ☐ Describe the results<sup>6</sup> achieved (if fitting, quantify - how many, how often, etc.) and assess how well they met the expectations, standards, and priorities that were agreed upon. Lead with the successes and positive outcomes. Note what ratio of time was required to achieve the result.
- ☐ Draw on the employee's current Self-Evaluation form for details if needed but try to offer your own observations on the results.
- ☐ Include any additional achievements or courses
- ☐ Recognize and commend effort and achievement where appropriate.

##### A-2 Discussion Points

- ☐ Answer the questions constructively, providing sufficient information that helps the employee to understand the broader context of their job, what is required from them, what you observe, and what is valued.
- ☐ Read the employee's responses to be aware of and address any concerns or requests they may have during the performance discussion.<sup>7</sup>
- ☐ Document your acknowledgement and response to any concerns or questions raised by the employee in their self-evaluation or review meeting. When recording obstacles encountered or preferred results, provide some insight and guidance.

##### B Performance Factors

- ☐ For each row under the performance factors relevant to the position, check the box where the descriptor most closely depicts their performance over the entire period.<sup>8</sup> If a row is deemed not relevant, leave it blank.
- ☐ Adjust the weight of each row to how important the attribute is to the job where, 3 is high (default), 2 is medium, 1 is low, and 0 is none. Be sure to use the same weights for all your employees in similar positions.
- ☐ In the comments/examples box following each category, build a case for the ratings using facts, specific situations, or actions that demonstrate how (who, what, when, where...) the employee's performance relates to the descriptor and score.

<sup>5</sup>Use last year's *Performance Plan* from section C-3. See samples on the website for how much detail to provide.

<sup>6</sup>Remember this is about what was achieved - the actual results/consequences and not how they achieved it. Save that for Part B *Performance Factors*.

Be as objective, honest, and realistic as possible when you weigh their success. Focus on the employee's achievement and contribution to the outcome and not the team's.

Ensure the recorded results are well-informed and verified – i.e. this is not just something the employee states, but others can attest to the outcome, scope and impact as well.

<sup>7</sup>This section allows you to see the job from the employee's perspective. Be open to what they have to say. Respect their thoughts, ideas, concerns, and aspirations.

Recognize employee improvements, innovations, contributions and express sincere appreciation and thanks.

Instead of saying "You did a great job" consider "You're an asset to the team" and then most importantly explain why.

<sup>8</sup>Start with the middle column "*meets expectations*", if the performance is a bit more than that move to the columns on the right where each descriptor builds on the previous one. If the opposite is true move to the columns on the left. Again, be as objective, honest, and realistic as possible.

Remember you are looking for a match to the descriptors listed not what your personal view, whether more strict or lax, of what "*meets expectations*" may mean.

- ☐ Avoid unsubstantiated statements (*good worker* or *positive attitude*) and personal opinions. (*I feel that* or *I like*) Concrete examples that relate uniquely and credibly to each year under review is more instructive for employees.<sup>9</sup>
- ☐ Review the employee's self-rating and make note of the differences. In cases where the employee's rating appears inappropriately higher, make suggestions on what changes to the specific result or behavior would be needed in order to earn that rating.<sup>10</sup>

## C-2 Development Plan<sup>11</sup>

- ☐ Use your discussions along with the employee's ideas from their self-evaluation for employee development. Investigate their feasibility (options, availability, time, budget etc.) so you can work out and agree on a suitable plan together during the review meeting.
- ☐ After the review, use this section to finalize the development plan. Ensure it is specific, with actions, resources, and dates. Include how the development plan will be monitored. (Every „what“ checked on the form should have a “how”, “when”, and “monitoring plan” entered.)
- ☐ If the individual meets or exceeds expectations consistently and has career interests beyond their current role, think about broader organizational needs and their progression to roles that might better utilize their skills.<sup>12</sup>

## C-3 Performance Plan

- ☐ Document all the work (one-time and continuing) by main area of responsibility that the employee is expected to achieve in the next 12-month period.<sup>13</sup>
- ☐ Specify performance standards and priorities. The clearer the expectations the easier it is for the employee to achieve them.
- ☐ Where outcomes in part A-1 were not successfully met or where performance areas in Section B were rated <2, identify the specific improvements or behavioral changes that the employee is expected to make in order to meet the standards, expectations, or desired results. Work with them to come up with practical solutions.
- ☐ After the review, finalize the performance plan that has been agreed to. Include SMART<sup>14</sup> objectives on what improvements, if any, are to be made.

<sup>9</sup>Instead of „*She is good with customers*“ provide the specific basis for the statement, „*Jessie consistently smiles, uses a pleasant tone and calls customers by name*“ or „*Jo listens carefully to what the customer is saying, which is how he is able to resolve customer issues so effectively*“

<sup>10</sup>Where there is some positive change shown (towards the end of the period) perhaps putting performance between one rating column and the next, check both boxes and go with the midpoint.

<sup>11</sup>Support and guide your staff in a development plan that considers their short and long-term career interests as well as the Department's business needs.

<sup>12</sup>If no particular next role is sought, consider enrichment activities. Think creatively together about what activities will be best based on the skills, knowledge, abilities and behaviors needing development, the opportunities available, time and budget constraints, and how the individual prefers to learn.

<sup>13</sup>Try to split work into main items with no overlap. Simple statements with a noun and verb; e.g. Handle correspondence, Prepare reports, Participate in emergency cleaning, or Improve punctuality, etc.

Where appropriate numeric or measurable goals may be set.

If priorities change often, then perhaps a set of criteria, a series of steps, or person to check with, - anything that will help the employee resolve their priorities.

<sup>14</sup>A tip sheet on setting SMART goals is available on the HR Performance website

## 5. The Performance Review Meeting

- ☐ Go through each section of the forms together; review all responsibilities and results. Discuss your respective assessments of the outcomes, particularly where they differ. <sup>15</sup>
- ☐ Use the discussion points to have a frank and open dialogue. Keep a positive outlook. Ask open-ended questions that encourage the employee to talk freely about their job, performance, and career interests. Listen actively and try not to monopolize the conversation.
- ☐ Help them see the impact of their results and performance on the department and/or the University.

Give the employee your full attention and allow them sufficient time to reflect and speak.

<sup>15</sup> Even though the supervisor's decision is final. Strive to resolve differences or come to a mutual understanding as much as possible, as the goal is to help your employees to succeed.

- ☐ Focus on the most important accomplishments required for success.
- ☐ Where expectations were not met, problem solve with the individual on how improvements can be made.
- ☐ Agree on action steps and time lines, and build them into the performance or development plan.
- ☐ Ensure you have arrived at a common understanding by summarizing your discussion, conclusions and overall rating.
- ☐ End on a positive note by expressing sincere appreciation for their good work and thank them for their participation.

## 6. Conclude the Performance and Development Evaluation

- ☐ Edit the Employee Evaluation form to incorporate any changes that were agreed to in the performance review meeting.
- ☐ Adjust ratings if necessary.
- ☐ Document areas where a mutual consensus could not be reached and reasons why.
- ☐ Submit the finalized version for employee acknowledgement and Executive approval.

Remember performance management does not end with this form. Ensure communication and monitoring of the development and performance plans occurs regularly.

Deal with issues or problems in performance as they arise, do not wait until the performance review. Employees may also request a formal appeal.