



DEPARTMENT OF HUMAN RESOURCES
JACKSONVILLE STATE UNIVERSITY

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Supervisor's Guide: Staff Performance Evaluations



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Introduction

The following guidelines are designed to assist Supervisors in preparing and conducting performance evaluations of their direct reports. It is very important to assess job-related performance and not personality unless it relates directly to the employee's performance. Please keep in mind that you are a role model for those who report to you. There is no substitute for courtesy, sensitivity, and a common sense approach to the performance evaluation process.

This guide has been developed in conjunction with the revision of the Staff Annual Performance Evaluation forms used for staff members. In certain instances, reference is made to the actual forms used including the Self Evaluation section, Staff Annual Performance Evaluation and the Goals and Objectives section, as well as information on developing S.M.A.R.T. goals.

Thank you for your participation.

Benefits of Productive Performance Meetings

A productive performance meeting serves as a collaborative planning session during which both the supervisor and the employee can take an in-depth look at past and current performances and can together set new goals and objectives for the coming year.

The performance meeting helps the supervisor and employee establish a clearer understanding of the employee's job duties, responsibilities, and priorities. It also provides an opportunity for the supervisor to coach the employee on how to become more proficient and productive.

Establishing performance goals provides direction and helps the employee and supervisor in the following ways:

Performance Goals Help Employees:

- Find out how they are doing.
- Know what is expected of them.
- Take responsibility for their performance.
- Learn their performance strengths and weaknesses.
- See where their goals support organizational goals.
- Direct efforts where they can do the most for their own careers and for group and organizational success.
- Feel that they are taken seriously as individuals and that the supervisor is truly concerned about their needs and goals.

Performance Goals Help Supervisors:

- Develop an objective means for evaluation of employees.
- Tie individual tasks, goals, and direction to group and organizational goals.
- Work with employees on career development plans and paths.
- Identify where individuals need coaching and training.
- Provide recognition and motivation to employees.
- Document an employee's progress towards reaching goals.

For further information regarding the performance evaluation process, please contact the Department of Human Resources: 256-782-5007 or HRConfidential@jsu.edu.

Preparing the Employee and Scheduling the Staff Annual Performance Evaluation Meeting

Advise the employee of the performance meeting at least two (2) weeks in advance. Ask the employee to complete the Self Evaluation section of the Evaluation Form and provide a deadline for completing and submitting to you. Ensure to allow time for reviewing the self-evaluation and completing the final evaluation form prior to the Performance Evaluation meeting. The self-evaluation process allows for increased employee involvement in assessing strengths and areas in need of improvement, to identify discrepancies of performance between the employee and supervisor, and to conduct a more constructive evaluation meeting, thus increasing commitment to performance planning. The process is an opportunity for employees to document their accomplishments, performance concerns, and professional development activities for the given review period.

To assist the employee with preparing the Self Evaluation, Supervisors are encouraged to provide the employee with a written list of goals that you both may have previously set. Ask the employee to think about what progress has been made toward those goals and what goals he/she would adjust to priorities that have been set.

The date and time that you schedule the meeting should be mutually convenient for you and the employee. Set aside at least one hour with no interruptions and find a private room for the meeting. When scheduling consecutive performance meetings, ensure there is enough time between meetings so you do not rush the evaluation process.

Completing the Annual Performance Evaluation Form

It all starts with your completion of the Staff Annual Performance Evaluation Form, and obtaining the review and approval of your Supervisor prior to the meeting. The more time and effort you put into completing it, the better prepared you will be for the evaluation meeting. Before sitting down to complete the Staff Annual Performance Evaluation Form for an employee, gather the following information and documents for your review and reference (*if applicable*):

- Employee's position description;
- Date employee began present position;
- Length of time the employee has reported to you;
- Record of employee's attendance during past year;
- Your notes or journal regarding the employee's performance during the past year;
- Current projects the employee is working on and employee's progress;
- Examples of work problems you want to discuss;
- Examples of employee's work over the past year and recent work;
- How employee relates to co-workers, internal and external customers, and others;
- Level of employee's technical skills;
- Employee's educational background and experience;
- List of job and career objectives drawn up during past performance review;

- List of training and development courses attended by employee during past year;
- List of available training courses appropriate for employee for upcoming year.

When completing the evaluation form, consider whether the employee met his/her goals for the period. If not, were there any outside circumstances that limited the employee's ability to meet goals? Did you provide the employee with feedback on progress toward goals during the year? Do you have records of specific examples of successes, improvements, or weaknesses? Do your examples include feedback from internal and external customers, other supervisors, etc.?

When rating an employee on different factors, base the ratings on how well the employee performed his/her job. Be careful of dramatic declines such as "exceeds expectations" to "needs improvement." The supervisor must address all "needs improvement" ratings as well as other issue(s), in the "comments" section of the form. All comments made should be meaningful and consistent with performance rankings.

Keep your evaluation or comments regarding the employee's performance specific, related to the employee's goals, fair and objective, and based on what occurred during the entire review period. The evaluation should be concerned solely with job behaviors and efforts, not personality. Avoid comparing the employee's performance to that of other employees.

Once the evaluation form is completed, you must route electronically to your supervisor for review before meeting with the employee to ensure that both levels of management are in agreement regarding the employee's performance.

Conducting the Staff Performance Evaluation Meeting

The better prepared you are for the performance evaluation meeting, the more productive your discussion will be.

1. Put the employee at ease by creating a sincere and open atmosphere for joint discussion.
2. Establish the purpose of the discussion. Advise the employee what you would like to accomplish during the meeting.
3. Review the employee's overall job requirements and responsibilities. Going over the position description with the employee allows you to discuss:
 - a. the work that the employee does on a daily basis
 - b. if the two of you disagree on the relative importance of specific position aspects
 - c. the opportunity to discuss any problems the employee is having performing the various responsibilities

- d. to determine what changes need to be made to update the position description
- 4. Review the performance goals and objectives established during the last performance meeting with the employee.
 - a. Discuss goals/objectives that have been reached.
 - i How has that improved the employee's skills and performance?
 - b. Discuss goals/objectives that need further work.
 - c. Determine what obstacles, if any, have prevented the employee from reaching any objectives.
 - d. Decide if time frames set for reaching the objectives need to be adjusted.
- 5. Provide recognition for desirable behavior, especially since the last review. Let employee know how much you value and appreciate their work.
- 6. Establish new goals/objectives for the following evaluation period.
 - a. Consider setting S.M.A.R.T goals (please refer to the **SMART Goals Guide** located on the HR Website)
- 7. Outline one or two areas of performance where improvements are needed and ask for the employee's suggestions.
 - a. Keep the meeting as upbeat and positive as possible, but be honest and accurate.
 - b. Avoid using subjective, vague, or overly broad descriptions, such as "poor attitude" or "no initiative." Give specific, objective comments and/or examples:

Examples of Subjective Comments	Examples of Objective Comments
Lacks customer orientation.	Does not greet customers quickly.
Chronically absent.	Absent six days last month.
Does not care about the quality.	Has an error rate of 10%.
Lacks interest in the work.	Missed the due date for assignment.

- c. Be consistent. If an issue (weakness of performance) was mentioned on the previous performance evaluation, it should be mentioned again if it is still an issue. An omission may lead to the assumption that the problem has been resolved. Conversely, if there has been improvement since the last evaluation, acknowledge it.
- 8. Problems that are not related to work performance, such as absenteeism or tardiness, generally should be handled as they occur, not as part of the annual performance evaluation. If it appears that the problem may be related to personal or

family medical issues, refer the employee to Human Resource in order to determine if the employee qualifies for leave under the Family Medical Leave Act or for

9. Participation in the Employee Assistance Program (EAP).
10. Outline and discuss action plans for improvement with the employee. Let the employee know what behavior you expect, whether you desire to reinforce positive behavior or make a change. Encourage the employee to make as many suggestions for self-improvement. Include training or development plans when appropriate. Set a realistic timeline for improvement; if you need assistance, consult with Human Resources.
11. If applicable, discuss whether the employee's ultimate career objective as identified at his/her last performance review remains the same or has changed. If it has changed, how will this affect the objectives that have already been set?
12. If applicable, set new career objectives for the upcoming year. Discuss what the employee needs to learn to reach these objectives and how the employee can obtain the knowledge and experience needed.
 - a. Assign responsibility for reaching these goals. Let the employee know to what extent you will help him/her and what the employee must do independently.
 - b. Decide together on a first step that will start the employee toward reaching a tangible goal.
13. Ask for the employee's views on problems, suggestions for changes, improvements, etc.
 - a. Do not interrupt the employee's commentary. If the employee is upset, let him/her blow off steam. Be a good listener.
 - b. Thank the employee for his/her input. If the meeting has included discussion of major concerns about the quality of the employee's performance, express confidence that the two of you can successfully work through the difficulties together.
14. Be prepared to discuss the employee's concerns regarding wage increases, promotional opportunities, etc. Be as honest as possible and do not set unreachable expectations.
15. Complete the **Supervisor Summary** section with any updates discussed and agreed upon during the meeting.
16. Summarize the evaluating meeting interview, review goals/objectives which have been established for the following evaluation period, and if applicable, review steps for performance improvement. Attempt to obtain an acknowledgment from the employee that indicates there is a clear and mutual understanding and agreement. Bring the interview to a close by:

- a. Commenting on the positive aspects of the employee's performance,
- b. Providing a word of encouragement,
- c. Offering assistance,
- d. An invitation for formal discussions anytime the employee wishes.
- e. Provide instructions that the employee will receive the Evaluation form electronically for final review/comments/signature. Provide a deadline!

Submitting the Staff Annual Performance Evaluation

Upon completion of the Performance Evaluation Meeting, electronically sign and forward the Form to the Employee to obtain his/her signature. Once the employee's signature is obtained, the Supervisor will then receive the evaluation form to review the comments the employee added. The form will be electronically signed and will route to HR.

Guidelines for Handling a Meeting with a Poor Performer

1. Be honest and frank regarding performance deficiencies.
 - a Address areas that the employee has control over and can change.
2. Use tact and sensitivity without getting personal when discussing the employee's work performance.
3. Have documentation available.
 - a Mark entries in your employee notes or journal with paperclips so that you can quickly show examples of problems the employee has had with performance and/or behavior during the past year.
 - b Make sure you have also documented the times you have spoken to the employee about his/her performance. This chronological history will assist you when you discuss specific dates of performance deficiencies.
4. Have written performance standards to show the employee (these standards should be distributed to all employees when they are hired or when a promotion is granted).
5. Show the employee examples of how his/her work do not meet performance standards. Consider and discuss the possible cause of the performance deficiencies.
 - a Set improvement goals. Set short-term goals that are specific and achievable for the employee.
 - b Explicitly state the level of performance you expect for the person's work to be considered acceptable.
 - c Make a "contract" with the employee to improve performance within a certain amount of time.
 - d Set measurable standards for improvement and work together to determine how the performance objectives can be accomplished. Be positive about the employee's ability to improve.
6. Establish an action plan.
 - a Action plans may also include job reassignment or transfer;
 - b Referral to the employee assistance program for counseling;
 - c Lower performance standards for a short time, etc.
7. Schedule a "follow-up on progress" meeting in one or two months to assess the progress that has been made, or establish another way to monitor the worker's progress towards achieving the established goals.

8. Be honest with the employee about his/her future without being patronizing or admonishing.
 - a Spell out exactly what the employee has to do to improve and what the consequences will be if he/she does not change the performance. You may wish to consult with Human Resources for guidance on addressing employee performance issues and to ensure consistency across campus in handling similar situations.
9. If performance does not improve after a reasonable period of time and you believe there is a need to initiate the progressive disciplinary process, contact Human Resources.

Preparing for Next Year's Performance Evaluation

If your performance evaluation process did not go as smoothly as you would have liked this year, consider what steps you can take to improve the process for next year. Here are some possible suggestions:

- Create a system for documenting each of your employee's job performance.
 - Document both good and poor performance, as well as any discussions you have with the employee regarding performance issues. See *Documenting Job Performance* on page #13 of these guidelines for further information.
- Communicate with and "coach" employees throughout the year regarding their job performance and your expectations.
- Improve your listening and coaching skills so that you can better collaborate with your employees on making plans for performance improvement and goal setting.
- Follow up the plans you make with the employee with daily supervision and feedback.
 - Make the evaluation process a continuous one.
 - Monitor the progress an employee is making toward reaching goals and hold follow-up sessions to rethink strategies if goals need to be changed or employee progress is not satisfactory.
- Become a "coach" instead of a boss to your employees. "Coaching" is an ongoing process designed to help the employee gain greater competence and overcome barriers to improving performance.

Ongoing Documentation of Employee Job Performance

Documenting workplace behavior, both positive and negative, for all employees will assist you in the performance evaluation process more than anything else you can do. In addition, documentation provides the examples you need to discuss performance issues or concerns with an employee. In the event an employee's performance does not improve, documentation is critical to the progressive disciplinary process.

1. A performance file should be established by the supervisor for every employee supervised.
 - a. This file should contain both positive and negative information about the employee's performance.
 - b. Documenting observed performance (who, what, where, how) takes the subjective judgment factor out and enables you to base your evaluations on specific, objective, job-related behaviors.
 - c. Documentation will help you to be specific when meeting with an employee to discuss job performance.
 - d. Examples can help the employee focus on past behavior and clarify future expectations.
2. Documentation provides accurate reflections of what a person did or did not do on the job over a period of time. It eliminates the need to remember details for a year or more.
3. Documentation allows you to focus on the issues at hand, including the employee's behaviors and not focus on the employee personally.
4. Documentation of continued poor performance provides support for the progressive disciplinary process.
5. Notes from the Performance File are kept by the supervisor and are not part of the employee's personnel file in Human Resources. That File can, however, be used as documents during the investigation of any subsequent complaints made by the employee.

Coaching Employee Performance

Through coaching, you can actively involve employees in the problem-solving process and encourage them to take responsibility for their own professional development and success on the job. This will not only improve productivity, but will also build job satisfaction and motivation as employees begin to participate in decisions that affect their job performance.

The coaching session process can be broken into three main segments: (1) Planning and Preparation, (2) Conducting the Coaching Session, and (3) Action-planning and Follow-up. Within each segment are a number of individual steps, as defined below.

Planning and Preparation:

Step 1: Clarify your expectations.

- a. State your expectations in terms of behavior-specific, observable actions that can be measured.
- b. Describe specifically what kind of behavior you want or don't want someone in the employee's position to demonstrate.
- c. Make a list of the performance behaviors you hope the employee will change before you begin your session so that you will be ready to discuss.

Step 2: Observe the employee's performance.

- a. Focus on specific behaviors that can be measured and changed.
- b. Don't just make note of what the employee is doing wrong. Keep track of what the employee is doing right so that you can build on his/her strengths during the coaching session.
- c. Determine the priority of the behaviors that the employee needs to improve. Don't try to work on everything at once; select the behaviors that are most important for the employee's success and concentrate on them first. You can work on other behaviors in future coaching sessions.

Step 3: Analyze the problem.

- a. What aspects of the employee's performance are unsatisfactory?
- b. Is it worth my time to coach in this situation?
- c. Does the employee know my expectations?
- d. What obstacles are there to meeting those expectations? Are extenuating circumstances preventing the employee from doing his/her best?
- e. What negative or positive consequences follow performance?
- f. Could the employee change if he/she wanted to?

Conducting the Coaching Session:

Step 1: Create a comfortable coaching environment.

- a. Choose an appropriate time and place for coaching. If possible, select a location where you can sit next to the employee, rather than across the desk.
- b. Establish rapport with the employee and clearly state the purpose for the meeting.

Step 2: Describe the performance problem and your expectations for performance.

- a. Begin by describing the performance problem you identified in your observation of the employee, and compare the employee's current performance to your expectations.
- b. Establish rapport with the employee and clearly state the purpose for the meeting.

Step 3: Encourage employee self-assessment.

- a. Give the employee a chance to evaluate his/her own performance. Employees will be much more willing to participate actively in the coaching session if they have a chance to describe their own side of the situation. Hearing the employee's perspective will also help you determine what extenuating circumstances could be affecting his/her performance.
- b. If employees are hesitant to offer their own ideas about their performance ask open ended questions that start with the words who, what, where, when, and how.
- c. To be fully effective, a coach's open-ended questions must be paired with active listening techniques. Listening involves keeping an open mind and interpreting, evaluating, and reacting to what the employee says.

Step 4: Agree on the nature of the problem and the employee's role in it.

- a. In order for coaching to be successful, and to determine whether it is needed at all, you and the employee must agree on the nature of the performance problem and the employee's role in it.
- b. If you don't agree with the employee's view of the situation, you will need to provide more detailed feedback on performance to help the employee acknowledge the problem and take responsibility.
- c. If you are persuaded that the problem lies outside the employee, then this might be a good time to arrange for further training or some other option.

Step 5: Explore alternative solutions.

- a. After you and the employee have agreed on the nature of the problem, the two of you can collaboratively explore solutions to it.
- b. The employee's involvement in the problem-solving process will lead to a better solution, which in turn will lead to better performance and improved productivity for your entire team.
- c. Encourage the initiative, independence, and self-expression necessary for successful collaboration, through direct influence. Indirect influence consists of four basic techniques: (a) accepting feelings, (b) developing ideas, (3) giving praise and encouragement, and (4) asking open-ended questions.
- d. Provide detailed feedback to the employee regarding your performance observations.

Step 6: Agree on a solution to the problem.

- a. As the employee and you collaborate on a specific solution, keep in mind that the solution must be realistic and workable in order to succeed. State your solution in terms of behaviors that the employee can perform and that you can observe and measure rather than in terms of attitudes or emotions.
- b. You can help your employee choose the best solution by asking open-ended "what if...?" questions to help the employee identify possible barriers to enacting the solution.

Action-planning and Follow-up

Step 1: Create an action plan.

- a. Once you and the employee have agreed on a workable solution, ask the employee to outline a plan for putting the solution into action.
- b. Developing an action plan will not only give the employee direction for making the solution a reality, but it will also help build employee commitment to seeing the solution work.

Step 2: Monitor employee progress.

- a. After you and the employee have agreed on an action plan, schedule time when you can meet and discuss the employee's progress. Schedule your follow-up meeting far enough in the future that the employee will have time to put the solution into practice but not so far off that he/she will begin to think that you've forgotten about the matter.
- b. During the time period between, make note of what you observe, both the behaviors you want to reinforce and the behaviors that need further improvement. Record

specific examples of each that you can share with the employee during the follow-up session.

Step 3: Provide follow-up coaching.

- a. Like your original coaching session, your follow-up coaching session will give you a chance to provide the employee with feedback on what you have observed about the employee's performance and give the employee a chance to describe any barriers he/she may have encountered.
- b. You can also provide the employee with informal follow-up coaching as you observe his/her performance and give the employee a chance to describe any barriers he/she may have encountered.

How Human Resources Can Assist:

Human Resources can assist supervisors in a number of ways with regard to the performance evaluation process and addressing employee performance problems, including:

1. Reviewing a performance evaluation for completeness and proper wording prior to the evaluation meeting.
2. Helping make a decision regarding overall evaluation.
3. Assisting in the counseling effort as it relates to an employee's poor performance.
4. Providing guidance with regard to the progress of the disciplinary process.
5. If a Performance Improvement Plan (PIP) is needed, please contact Human Resources for guidance.