

St. John Fisher College Performance Review Instructions and Procedures – Comprehensive Version

General Instructions:

Please fill out the cover sheet to include the Performance year at the top of the form. In addition complete the "Employee Information" including the employee's name, job title, and supervisor. If applicable check the box () to identify if this is a mid-year or final review.

The Performance Review is divided into five (5) sections. The sections of the Review are as follows:

- Objectives for the Year
- Professional Growth Plan
- Skills and Behaviors
- Additional Accomplishments
- Overall Rating

Objectives for the Year:

The purpose of this section is for the employee and supervisor, at the beginning of the rating period, to collaborate and develop goals and objectives for the upcoming review period. Employees should propose 3 – 6 objectives and discuss these with their supervisor, and the supervisor will either approve or revise them. These objectives should be tied to the College's Strategic Plan, Department Objectives, and/or the individual's Job description. Ensure that each item is S.M.A.R.T. (Specific, Measurable, Achievable, Results-Oriented, Time-Bound).

Examples of S.M.A.R.T. Objectives follow:

Example 1:

Design and develop a new hire orientation program using widely-accepted Human Resources professional standards by the end of December, 20XX. Provide comprehensive implementation/training sessions to supervisors and stakeholders by the end of the third calendar quarter to include (but not limited to, as needed) training sessions, webinars, etc. Ensure customer satisfaction with the program and procedures as measured by new employee survey responses of (on average) of "very/highly satisfied".

Example 2:

Review and make changes to the departmental meeting scheduling system to ensure better ease of use, enhanced procedures to propose new meetings, revisions or cancellations by the end of the end of the calendar year, 20XX. Draft thorough and complete instructions for

all new and existing users, so that virtually no hands-on training is required. Design the procedures and training so that meeting scheduling conflicts or missed sessions are reduced by 50% over the prior year's results.

Professional Growth Plan:

This section is used to formulate a plan which should be a combination of building on strengths and improving areas of weakness. Ensure that each objective has a S.M.A.R.T. description. The employee and supervisor should identify one to three areas or topics to be developed over the coming year.

An example of a Professional Growth Plan objective follows:

Identify no-cost resources and complete training protocol to develop enhanced Microsoft Office applications proficiencies, including basic user skills in Access (database) operations, Excel (pivot table and mail merge), and Word (merge, mailings and track changes) by the end of May 20XX. Demonstrate proficiency by completion of the 20XX mass mailing project, with 99% accuracy of outgoing mailings, based on College data.

Skills and Behaviors:

The purpose of this section is to promote discussion of the performance of our day-to-day duties and also the values and behaviors that we demonstrate as we carry out our responsibilities. High performance is not only "what" we accomplish but the "how". You may add additional sub-categories from the employee's job description or the Leadership section of the Review form, as applicable.

Supervisors may use the "check boxes" () to indicate which of the skills are demonstrated by the employee.

Additional Accomplishments:

List any additional contributions to the College and/or training and development received in the review period. Examples include attendance or participation on professional conferences or seminars, attainment of certifications or professional designations, etc. It may also include projects completed beyond established goals and objectives.

Overall Rating:

Do not assign ratings until the end of the final review period. Mid-year reviews should not include ratings. They are intended to provide feedback on progress against goals, to modify goals as required by changing department needs, to recognize achievements to date, and to discuss areas required for improvement. A mid-year review meeting is strongly recommended and should be initiated by the supervisor. More frequent meetings to discuss progress and achievements/required improvements are encouraged.

Supervisors must use their best judgment to assign an overall rating based upon the entire review, and not any specific objective or skills/behaviors. The overall rating is not formulaic.

Rating Definitions:

The ratings and their associated definitions follow below. It is important to remember that a rating of "Consistently Meets Expectations" is a strong rating. It means that the employee is fully performing their assigned job responsibilities. The rating categories of "Exceeds..." and "Consistently Exceeds..." are to be assigned to employees who achieve results that are above and beyond expectations.

<u>Rating:</u>	<u>Definition:</u>
Consistently Exceeds Expectations	➤ Maintains excellence in consistency; performs as a role model
Exceeds Expectations	➤ Job performance meets and frequently exceeds expectations
Consistently Meets Expectations	➤ Job performance consistently meets expectations
Does Not Consistently Meet Expectations	➤ Expectations are marginally or inconsistently met
Does Not Meet Expectations	➤ Self-explanatory
New To Position	➤ For employees who are in a new position with inadequate time or opportunity to demonstrate or evaluate performance

Procedures:

1. At the beginning of the review year, the employee should prepare draft Objectives and a Professional Growth Plan for the coming year.
2. The employee and supervisor then meet to review and discuss the Objectives and Growth Plan. The supervisor has the final decision on assigning the final Objectives and Growth Plan.
3. It is strongly recommended that the supervisor conduct a mid-term review with the employee to assess status and progress. More frequent reviews/discussions are encouraged.
4. At the end of the review year, the employee should provide comments on their performance against objectives, rate themselves on their performance, and send this in draft form to the supervisor.
5. The supervisor will then provide final comments and ratings and review these with the employee. The employee will be asked to sign the review indicating it has been reviewed with them.
6. After the employee review discussion the supervisor obtain second level manager approvals. The timing of such approvals is after the one-on-one meeting between the

supervisor and the employee. This allows your manager (the second level manager) to be informed of both perspectives after the review meeting is complete.

7. The final signed review should be sent to Human Resources.
8. Schedule a date to document goals for the next performance period, if not yet complete.
9. Monitor goals for possible changing priorities or direction.

Effective Feedback Do's and Don'ts:

Do:

- Be honest with yourself and your employees. Candid feedback is important and overlooking areas for improvement reinforces poor behaviors or skills.
- Be prepared for the time...have a clear mind...don't be distracted by other matters.
- Have a positive mindset (approach) about the meeting.
- Be ready to engage in a dialogue with the employee.
 - Involve the employee in the discussion
 - Listen to them, be empathetic
- Review the entire review period – not just the most recent events.
- Maintain eye contact.
- Provide specific and constructive ideas for improvement.
- Be careful with how you reference absences or medical situations. If behavior (not using the appropriate call-in procedures, patterns of missed time) is the issue, that can be included in your feedback. If you are unsure, just call us in HR. We'll help you with the wording based on the situation.
- Be supportive while maintaining responsibility for performance with the employee.
- Provide balanced feedback that reinforces positive behavior and describes areas that require improvement.
- Maintain the employee's self-esteem when discussing areas for improvement.
- Listen – Listen – Listen to understand your employee's perspective and suggestions.
- Remember the Golden Rule: Treat your employee as you would want to be treated!

Don't:

- Don't rate the employee as "Consistently Exceeds Expectations" in all categories. Everyone at all levels has improvements to be made.
- Don't just give ratings – be sure to include written feedback. Positive feedback is good. If areas need to be improved, write it down. Comments in most, if not all categories are considered constructive feedback and would be appreciated by your employees.
- Don't give feedback that cannot be supported with data or examples.
- Don't argue or become defensive about your actions.
- No surprises! By discussing performance matters with your employees throughout the year, surprises will be unlikely.
- Don't promise or recommend actual salary increase amounts – those discussions should take place after the salary review process is completed and approved.

Recognizing and Avoiding Common Rater Errors:

A key to successful performance appraisal is to recognize common rater errors, and to take steps to avoid them in practice. A list of common errors and their descriptions follow.

Tendency Bias (or Central Tendency): Occurs when a rater rates performance of all people at a certain level, regardless of their actual performance. Some raters are very strict or conservative in their ratings and give lower review scores. Others raters either rate people very high or play safe by giving everyone average ratings.

Recency Bias: Occurs when a rater fails to look at performance for the entire review period and lets recent events overshadow all performance.

Primacy Bias: Occurs when a rater fails to look at performance for the entire review period and lets earlier events overshadow all performance.

Personal Bias: Occurs when personal beliefs, assumptions, preferences, or lack of understanding about the person being rated leads to unfair evaluation.

Competitive Bias: Occurs when a rater rationalizes that no one under his/her supervision should be given performance rating higher than they themselves might receive.

Halo Effect: Occurs when a rater attaches positive significance to a single performance factor and gives similar ratings on other performance elements.

Horns Effect: Is the opposite of the halo effect. It occurs when a rater attaches negative significance to a single performance factor and gives similar, low ratings on other performance elements.

Contrast Effect: Occurs when raters rate people in comparison to one another, rather than the requirements of the position. The rating of an exceptional performer or a very poor performer could affect the subsequent ratings of other individuals.