St. John Fisher College Performance Review Guide for Employees and Supervisors

**Purpose:**
The purpose of the Performance Review process is to:
- Create alignment and focus on annual goals for the upcoming year
- Reinforce the desired culture of the College through feedback on the Fisher Competencies
- Support open discussion and feedback to enable employees to contribute to their fullest ability
- Provide input to support the merit decision-making process

**Process Steps/General Instructions:**
The annual Performance Review process aligns with the College’s Fiscal year (June 1 – May 31).

The Performance Review form is broken into two parts. **Part A** is used to document the final review of the current fiscal year (the year that is ending). Part A is intended to facilitate a discussion of both what was accomplished (outcomes against goals) and the way in which the work was accomplished (the Fisher Competencies). **Part B** is used to create alignment and focus for the upcoming year by facilitating a discussion and documenting agreed-upon goals for the next year.

**Step 1: The supervisor initiates the review by completing the following information on the form and then sending the form to the employee:**
- a. Employee Name, Job Title, and Supervisor Name
- b. The employee’s goals for the current fiscal year (the year that is ending) are entered into Part A of the form. (In years following the Performance Review launch year, these goals will be transferred from Part B of the prior-year form.)
- c. The supervisor may add additional competency definitions within any of the four Fisher Competencies. Added competency definitions are job-specific and should come from the employee’s job description. (Optional)
- d. An initial draft of the upcoming year’s goals are documented in Part B of the form. (The supervisor may instead elect to leave Part B blank and ask the employee to initiate the draft goals.)

**Step 2: The employee completes the following information on the form and returns it to the supervisor:**
- a. On the “Review of Goal” section of Part A, the employee uses the drop-down menu to provide a “Status” for each goal. Status options include “Complete, In Process, Not Started, and Cancelled.” In the “Outcomes” section of each goal, the employee provides a narrative describing what was accomplished relative to each goal.
b. In the “Fisher Competencies” section of the form, the employee documents ways in which they have displayed each competency. Utilizing the competency rating definitions, the employee uses the drop-down box to provide a self-rating for each competency. The Supervisory Skill Competency is only completed if the employee is a supervisor.

c. In the “Additional Employee Accomplishment” section of the form, the employee has the option to share additional contributions during the fiscal year, including contributions to the College overall.

d. Within Part B “Establishment of (upcoming year) Goals”, if the supervisor created the first draft of the upcoming fiscal-year goals the employee should add their thoughts and suggested edits to the goals. If this section comes to the employee blank, the employee should document their proposed goals for the upcoming Fiscal year.

Step 3: **The supervisor reviews the employee inputs and completes their documentation on the Performance Review form. Once complete, the supervisor schedules a Performance Review meeting with the employee.**

a. The supervisor uses the “Supervisor Comments on Outcome” section of the form to comment on the employee’s goal outcomes and uses the drop-down menu to provide a rating for the outcomes in total.

b. The supervisor provides their written feedback on the employee’s demonstration of, and/or opportunities within, each Fisher Competency. The supervisor uses the drop-down menu to rate each competency individually.

c. In the “Supervisor’s Overall Rating & Comments” section of the form, the supervisor provides an overall performance rating for the current fiscal year and may elect to provide additional or summary comments in the “Overall Comment” section.

d. Part B: The supervisor finalizes the upcoming-year goals for discussion and final edits in the one-on-one Performance Review meeting.

Step 4: **The supervisor and employee meet to discuss Part A and Part B of the Performance Review form.**

See the detailed instructions below for suggestions on an effective Performance Review Meeting.

During this meeting, a review of current-year outcomes and Fisher Competencies are discussed. Goals for the upcoming year are finalized in Part B of the form during this discussion.

At the conclusion of the discussion, the employee signs the review and has the opportunity to add additional comments. The supervisor provides a copy of the Performance Review to the employee.

**Step 5: The supervisor sends the original review to the second-level supervisor, who reads and signs the review, sending it to HR for filing in the employee personnel file.**

See detailed instructions below for more on the purpose of the second-level review.
Detailed Instructions:

Part B: Establishment of Goals:
Part B of the form is actually the beginning step of the upcoming year’s Performance Review process. To complete this section, the employee and supervisor, prior to the beginning of the fiscal year, collaborate in the development of goals. Either the supervisor or the employee may initiate the first draft of goals. (See Step 1 from Process Steps above.)

To collaborate on goals, both the employee and the supervisor should review the employee’s job description, department/division objectives, and/or the College’s Strategic Plan as inputs to the goal-setting process. Goals should focus on key deliverables for the coming year. For most staff employees, the majority of goals will relate directly to their job responsibilities. All employees are expected to have one goal focused on keeping current in their profession, building on strengths required in their current position, or improving in an area of opportunity required by their current position.

Goals should be written in a way that describes the intended outcome from the employee’s actions. Goals should not be a listing of the activities or steps required to achieve an outcome. Some goals may be so integral to the position that they are appropriate to repeat each year. Other goals may be one-time initiatives such as the implementation of a new system or a process-improvement initiative.

There are no set number of goals required. Goals should cover the primary outcomes required in the position for the fiscal year. Typically, 4-6 goals are sufficient. Goals do not need to be documented in priority order. To add additional goals to the form, simply copy and paste one of the earlier goal boxes. If not all the goal boxes are used, they can be left blank or deleted.

See Appendix A for examples of goals and a list of action verbs to help you in establishing goals.

Part A: Review of Goals for (current fiscal year).
As indicated in process step 1, the supervisor should transfer the employee’s current year goals to Part A of the Performance Review form. If a mid-year review discussion took place, and at that time goals were added or edited due to changing department priorities, those changes should be incorporated into what is transferred to Part A.

When the employee receives the form from their supervisor, they use the drop-down menu to provide a completion status for each goal ("Complete, In Process, Not Started, or Cancelled"). The employee then uses the “Outcomes” section to describe the outcomes accomplished for each goal. The employee should complete the status and outcome for every goal individually.

Supervisor Comments and Ratings on Goals:
After reviewing the employee’s documented outcomes, the supervisor uses the drop-down menu and the rating definitions to select an overall rating considering the totality of the outcomes.
The supervisor documents their feedback in the “Supervisor Comments on Outcomes” section of the form. The supervisor should not repeat what the employee has documented. The supervisor should include in their comments any outcomes the employee may have omitted. They should indicate if they agree with the employee’s documented outcomes and note any differences regarding the outcomes achieved from their perspective. Supervisors do not need to comment on each goal individually. Rather, they should focus their comments on supplementing employee comments and/or providing feedback that differs from the employee’s summary of outcomes. The supervisor comment may also be used to describe their overall rating decision.

**Fisher Competencies:**
The purpose of this section is to reinforce the desired culture of the College by promoting a discussion of the competencies expected by all Fisher employees in the performance of their work. High performance is not only "what" is accomplished but also “how” the work is accomplished. The descriptions provided describe the types of behaviors expected in the demonstration of the competency. The descriptions are not intended to be an all-inclusive list.

A supervisor may add job-specific competency descriptions to any Fisher Competency from the employee’s job description. (Note: If in reviewing the job description, the supervisor and employee feels the job description needs to be updated, the supervisor should contact Human Resources to initiate an update to the current description on file.) If the supervisor adds job-specific competencies to an individual’s review, those competencies should be included for each person that holds the same position. To add additional competency descriptors, the supervisor should add the additional competency in the “Job-specific competencies” section of the most applicable Fisher Competency box. These additions should be made before the review is initially sent to the employee for their comments. This will allow the employee to consider the job-specific competencies in their narrative. No descriptors should be deleted in the process.

As an example, “conducts persuasive presentations” may be important to a particular position. The supervisor may therefore add that job-specific competency descriptor in the “Job Knowledge and Technical Ability” competency. As another example – The ability to “display a strong attention to detail” may be added to the “Accountable” competency because of the importance of details to delivering high-quality work in a particular position.

Both the employee and the supervisor should note how the employee has or has not demonstrated the competency and both should provide a rating for the employee on each competency. Both supervisor and employee are expected to provide narrative for each of the four Fisher Competencies.

The “Supervisory Skills” competency should be completed only for individuals who have formal supervisory responsibilities. This may include supervision of students or other staff employees. If the employee is not a supervisor, this competency should be left blank or may be deleted from the form.

**Employee Additional Accomplishments - Optional:**
This open-ended section of the review is an optional section for the employee to complete. It provides a place for the employee to document other ways they have contributed to the College beyond the listed goal outcomes. This may include contributions associated with their position, their department, or to the institution overall.

**Overall Supervisor Comments (Optional) and Rating by the Supervisor:**
Ratings are utilized at the end of the review period. (No ratings should be provided for mid-year discussions. See section below on mid-year review). The overall supervisor comment section is an optional section. It provides the supervisor a place to share any additional comments with the employee not reflected elsewhere on the form. It should not replace making comments in the four Fisher Competency areas. Rather, it is a place to capture new information or to summarize and provide greater explanation surrounding the overall rating.

Supervisors use their best judgment to assign an overall rating based upon the entire review period, taking into account outcomes, competencies, and, as appropriate, other accomplishments. The overall rating is not formulaic.

**Rating Definitions:**
The ratings and their associated definitions follow below. If you are a new supervisor, it is recommended that you meet with your second-level manager to share your reviews and ratings so they can provide you with coaching on the process prior to completing your discussions.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role Model</td>
<td>Achieved especially strong outcomes across established goals resulting in a significant positive impact. Serves as a role model in the demonstration of Fisher Competency(ies).</td>
</tr>
<tr>
<td>Exceptional</td>
<td>Outcomes exceeded established goals or achieved outcomes in especially complex circumstances. Consistently demonstrated Fisher Competency(ies) in complex and varied situations</td>
</tr>
<tr>
<td>Commendable</td>
<td>Achieved desired outcomes across established goals. Consistently demonstrated Fisher Competency(ies).</td>
</tr>
<tr>
<td>Inconsistent</td>
<td>Achieved desired outcomes in some goals, but others were marginally, or not achieved. Inconsistently demonstrated Fisher Competency(ies).</td>
</tr>
<tr>
<td>Unacceptable</td>
<td>Did not achieve desired outcomes in established goals. Inadequately demonstrated or in conflict with Fisher Competency(ies).</td>
</tr>
</tbody>
</table>
Insufficient Time in Position

- For employees who are in a new position (or absent during a significant portion of the year) resulting in an insufficient opportunity to demonstrate performance.

**The Performance Review Meeting:**

Once the supervisor completes the review form, they should schedule a meeting with the employee to discuss the final Performance Review. After the meeting is completed, the supervisor should ask the employee to sign and date the review. The employee’s signature confirms they had an opportunity to discuss the review with their supervisor. It does not indicate that the employee is in agreement or disagreement with the contents of the form.

After signing the review, the supervisor provides the employee with the opportunity to add post-review comments. If the employee would like to provide comments, they can add them by hand on the review, or indicate on the form that they intend to send comments in an email, which they would like to have attached to the review. The email should be sent to the supervisor within two business days of the meeting.

**Suggestions for Supervisors for an effective Performance Review Meeting:**

Supervisors should schedule the review meeting in a location that provides for a private, uninterrupted discussion. If this is the first Performance Review meeting a supervisor has had with an employee, they should let the employee know what to expect in terms of how they approach the meeting.

To provide an opportunity to enhance dialog, the supervisor should consider starting the session by asking the employee to comment about how they felt about their outcomes and their demonstration of the Fisher Competencies. For example, ask “What outcomes were you most proud of this year?” The supervisor may follow up with clarifying questions.

The Supervisor can then build off the employee’s comments and identify areas of agreement with their own examples. Supervisors should look to provide feedback that reinforces positive outcomes and behaviors as well as being candid on areas for improvement. The best feedback is specific and constructive. The supervisor should be sure to listen to the employee as they respond to the feedback the supervisor provides. The supervisor should be open to considering changes to the Performance Review document based on the discussion. Changes should only be made if the supervisor agree the changes are appropriate based on the discussion.

Supervisors should think about the following questions as they prepare for the discussion:

- “How can I make this discussion meaningful and helpful?”
- “What impact do I want to have?”
- “What are the core messages I want the employee to take away from our discussion?”

**Suggestions for Employees for an effective Performance Review Meeting:**

Employees should focus on listening to the feedback being provided and ask questions for clarification and understanding. Feedback is intended to support employees so they might
contribute to their fullest. Employees should use this opportunity to share ideas that would allow them to contribute more fully.

While not a documented part of the Performance Review process, this would be an appropriate time for an employee to initiate a discussion regarding their overall professional development with their supervisor.

**Second-level Supervisory Signature:**
Once the Performance Review meeting has taken place, the second-level supervisor receives the Performance Review and signs that they have also read it.

The second-level review has several purposes:
- It broadens the second-level manager’s awareness of the accomplishments of individuals in their organization, the outcomes against goals, and the way in which employees are displaying the Fisher Competencies.
- It provides the second-level supervisor an opportunity to coach the supervisor, or intervene in the Performance Review process if they have any concerns with the completed reviews.
- It provides the second-level supervisor awareness if there is a difference of opinion as to the content of the Performance Review so they can intervene as appropriate.
- It provides an opportunity for the second-level supervisor to recommend modifications to the goals established for the coming fiscal year.

**Purpose of a mid-year review discussion:**
The best feedback happens in a timely fashion throughout the year. Frequent discussions and informal feedback on goal progress, changes in goal prioritization, and display of the Fisher Competencies are encouraged.

Human Resources sends a mid-year review reminder in November to staff employees and supervisors. The reminder serves to prompt the employee and supervisor to have a mid-year check-in meeting. This is especially important when informal discussions have not taken place.

The employee or the supervisor may initiate the mid-year meeting. The purpose of the discussion is to review progress against goals, to modify goals as required by changing department needs, to recognize achievements to date, and to discuss areas requiring improvement. Ratings should not be discussed during a mid-year review discussion.

This is also an opportunity to get a head start on the formal Performance Review meeting in May/June by transferring the current year goals from Part B of last year’s form onto Part A of this year’s form. If changes to the goals are made, they should be noted whether or not they are moved to Part A at this time.

**Questions:**
Should you have any questions regarding the St. John Fisher College Performance Review process or form, please contact Human Resources.
Appendix A

Goal Examples:

Example 1: Improve student-centered infrastructure by expanding the ability to use Cardinal Cash in all dining locations and the library by spring. Enable a hosted application, which allows parents, students and staff to easily deposit funds into a Cardinal Cash account using credit cards via web and Mobile devices in real-time.

Example 2: Manages supervisor’s calendar to enable the supervisor to most efficiently use their time. Supervisor’s calendar is kept up-to-date with accurate times, participants, subjects, locations and sufficient travel time. Provides supervisor relevant background information, files, etc., at the end of the day prior to the meeting.

Example 3: Simplify and improve satisfaction with the time-reporting process for employees, students and supervisors by successfully implementing web time entry in FY 20XX for all employee groups. Reduce the time required by staff, faculty and students to report their time. Eliminate unnecessary printing and filing of paper timecards by providing real-time access to prior time cards for supervisors. Minimize disruption through thoughtful implementation, timely communications, and clearly written tools. Continue same level of accurate payroll processing during and after the transition.

Example 4: Increase applications by 5% and deposits by 2% for the incoming year for territory XYZ.

Example 5: Further develop relationships with six target high schools to build awareness of SJFC with students at those schools.

Example 6: Identify no or low-cost training options and complete training protocol to develop enhanced Microsoft Office 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 Q4, 20XX. Demonstrate proficiency by completion of the 20XX mass-mailing project and by providing accurate monthly pivot table summaries of the department budget spending.
Appendix A (continued)
Action Verbs for use in goal setting:

Accomplish Consolidate Facilitate Organize Summarize
Achieve Construct Finalize Originate Sustain
Acquire Consult Finance Overhaul Synthesize
Activate Contract Forecast Oversee Systematize
Adapt Convey Formulate Perform Test
Administer Coordinate Foster Persuade Teach
Advance Counsel Generate Prevent Troubleshoot
Allocate Create Implement Procure Translate
Analyze Critique Hire Preserve Transcribe
Apply Debate Implement Prevent Update
Approve Debug Initiate Present Validate
Arbitrate Define Improve Produce Write
Arrange Deliberate Incorporate Program
Assess Deliver Increase Reduce
Assess Demonstrate Initiate Rebuild
Assign Design Inspire Provide
Audit Designate Install Purchase
Augment Determine Institute Quantify
Authorize Develop Invent Rebuild
Balance Devise Invert Recommend
Become Diagnose Inventory Reconcile
Build Diagram Invigorate Reduce
Calculate Discover itemize Refine
Calibrate Dispatch Itemize Refresh
Calibrate Dispatch Inventory Register
Categorize Disseminate Lead Reinforce
Centralize Distribute Manage Repair
Change Diversify Measure Repair
Categorize Disseminate Manage Reinforce
Centralize Distribute Manage Research
Classify Edit Mediate Resolve
Coach Elaborate Measure Respond
Collaborate Elicit Merge Restore
Collect Eliminate Modernize Revamp
Communicate Empower Modify Revolutionize
Compare Energize Monitor Salvage
Compile Enforce Motivate Schedule
Complete Engineer Move Secure
Compose Enhance Multiply Select
Compute Enrich Navigate Staff
Conclude Ensure Negotiate Standardize
Condense Establish Obtain Streamline
Confirm Evaluate Operate Structure
Connect Execute Optimize Submit
Conserve Expedite
Appendix A (Continued)

Fisher Competencies

**Student-Centered/Customer Service Focused:** Responds to student and customer requests for information and services promptly, courteously, sensitively, and effectively. Demonstrates a commitment to improving and supporting the student and customer experience.

**Collegial:** Encourages and demonstrates teambuilding, collaboration, and inclusion. Fosters positive relationships by treating others with respect; speaks honestly and listens carefully. Conveys ideas clearly and respectfully to promote understanding. Deals with conflict appropriately and in a professional manner.

**Accountable:** Completes work assignments in a timely manner, delivers high quality work, meets deadlines, and follows established policies and procedures. Demonstrates reliability, delivers on commitments, and takes ownership for actions and results.

**Job Knowledge and Technical Ability:** Continues to improve skills and stays current in profession; uses technology/equipment appropriately and to increase efficiencies; leverages technology and resources in daily work. Demonstrates the knowledge and skills required to perform their responsibilities effectively and independently while displaying sound judgement.

*The following competency should only be completed for an employee with supervisory responsibilities:*

**Supervisory Skills:** Communicates organizational objectives and priorities. Involves employees in setting individual goals, delegates effectively and helps employees develop alternate solutions to overcome challenges. Provides honest, constructive, and timely feedback. Addresses conflicts and performance concerns swiftly and constructively. Trains and coaches appropriately.