Annual Performance Evaluation
Supervisor Guide

FURMAN
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Introduction

The evaluation is an effective way to provide valuable feedback to staff members, discuss and celebrate success, and plan for ongoing professional development. However, it is only one part of a performance management process that is preceded by performance planning and coaching.

Performance management is designed to be a year-round partnership between the supervisor and the staff member in planning, coaching, and reviewing job performance. Performance management takes into consideration “what” the staff member has accomplished over the year and also “how” the staff member went about accomplishing the work. Both the supervisor and the staff member are expected to have ongoing discussions about the knowledge, skills, and abilities required to succeed.

Purpose of Manual

This manual explains the performance management process from setting goals to the completion of the evaluation form. The approach to performance evaluation described in this manual will assist supervisors in evaluating the performance of their staff members by providing both specific performance objectives and standards. These objectives and standards will ensure that all staff are aware of the performance standards which apply to each of their jobs.

Purpose of Performance Evaluation

The supervisor should be diligent in pursuing a year-round performance management system. The annual performance evaluation is an important part of this process with many advantages. The performance evaluation provides the opportunity to define the competencies of the job so that both the supervisor and the staff member have the same understanding of the expectations to successfully complete the job. Additionally, the performance evaluation provides the opportunity to review and discuss both negative and positive aspects of staff member performance and acknowledge meritorious performance. The performance evaluation allows the opportunity to redefine the requirements for the next evaluation period as necessary. Finally, the performance evaluation is a chance for the supervisor and staff member to discuss upward mobility and/or identify training needs.

On-going and open communication between the supervisor and the staff member regarding the job, expectations, performance objectives, performance standards and personal goals are necessary to support the performance evaluation instrument and provide effective performance management. There should be no surprises during the annual performance evaluation meeting. The meeting to discuss the annual performance evaluation should be another meeting between the supervisor and staff member to review and update past goals and tasks, and to develop future performance expectations and standards.

A quality performance evaluation places significant responsibility upon the supervisor. Evaluation requires continuous observation, analysis of staff member actions, and first-hand knowledge of the staff member’s work habits. In other words, performance evaluation is not a once-a-year activity. It must be viewed as a continuous process with observation and frequent feedback, all culminating in the formal performance review.
Performance Evaluation Process

Who Will Conduct the Performance Evaluation

The immediate supervisor is responsible for conducting the performance evaluation.

Supervisory Responsibilities

In conducting the performance evaluation, the supervisor’s goal is to provide administrators and staff members with feedback on their performance and accomplishments for the previous year. This is derived from the discussions the supervisor had with the staff member and the notes the supervisor maintained during the respective performance evaluation period. As a result of this process, specific action plans are to be developed to help direct expected performance for the coming year and allow the staff member to achieve established performance goals.

Frequency of Evaluations

Informal performance evaluations occur almost on a daily basis for most staff members. Every time a supervisor communicates with a staff member regarding their work, an informal evaluation has occurred. It’s important for supervisors to document informal evaluations to assist them in producing the formal evaluation (see Performance Log). This documentation should include information indicating tasks or projects performed and examples demonstrating performance deficiencies (i.e. email communications, notes/letters from internal/external individuals, summaries of interactions, and incidents).

Formal evaluations refer to those times when a written performance evaluation is produced and reviewed with the staff member. Formal reviews occur annually. Supervisors are expected to be aware of their staff members who are due for evaluation. The Office of Human Resources will send reminders as needed. The Performance Evaluation must be completed by the supervisor and acknowledged by the staff member. The staff member should be provided a copy of the completed evaluation form for their records. Additionally, a copy should be kept by the supervisor before sending the completed evaluation form to the Office of Human Resources.

Timelines

April 1 of past year through March 31 of current year – Period to be considered for Performance Evaluation

Prior to September 1 – Supervisors will conduct goal setting meeting to establish competencies to be used during evaluation, set developmental goals, and further improve communication with staff members on goals.

Prior to October 1 – Supervisors will conduct a mid-year meeting and complete an Individual Performance Improvement Plan for any staff member whose overall performance is rated as “Needs Improvement” at any time during the evaluation period
April 1 through May 15* – Supervisors will begin evaluation meetings for the Performance Evaluation period

May 15* – Due date for all Annual Performance Evaluation forms to be sent to The Office of Human Resources

*Should May 15 fall on a weekend, the final deadline for meetings and forms to be turned in will be the subsequent workday.

The Annual Performance Evaluation and companion documents may be found on the Office of Human Resources website under the Performance Review tab.
Overview of Performance Evaluation Components

Instructions on Completing the Performance Evaluation Form

During the annual performance evaluation period, staff member performance is rated for each performance “behavior” from the core competencies (in Section I) on the approved form on the basis of performance expectations determined by the supervisor. All staff members will be evaluated on Part A of Section I – the Furman Core Competencies and the applicable pre-selected competencies in Part B – the Supervisory Core Competencies and/or Part C – the Job Specific Core Competencies. Selection of competencies is required prior to beginning the annual evaluation and should occur during the goal-setting meeting. In the case of a new-hire, at the time of the staff member’s appointment, the supervisor will provide the new-hire with a copy of the job description describing the qualifications, essential functions, duties and responsibilities of the position, and the selected competencies for evaluation.

Explanation of Core Competencies and Behaviors

Staff members are evaluated on a total of 11 core competencies – six (6) Furman Core Competencies and five (5) core competencies from the Supervisory Core Competencies (if applicable) and/or the Job-Specific Core Competencies. Each core competency is comprised of a set of four (4) behaviors which measure the staff member’s skill, knowledge, ability and characteristics needed to successfully perform job responsibilities.

Furman Core Competencies and Behaviors

There are six (6) core competencies which are considered essential for success at Furman. All staff members should demonstrate proficiency in each of these competencies in their day-to-day tasks and responsibilities. They are:

- One Furman;
- Collaboration;
- Communication;
- Institutional Values;
- Professional Growth; and
- Service.

Supervisory Competencies and Behaviors

Staff members with supervisory responsibilities shall be evaluated on a set of supervisory competencies in addition to the Furman Core Competencies. Supervisory competencies are based on several criteria including an individual’s ability to manage and lead staff toward successfully completing performance objectives. They are:

- Development and Training;
- Leadership;
- Performance Management;
Overview of Performance Evaluation Components

- Quality Improvement; and
- Resource Management.

Prior to September 1, the supervisor and the staff member with supervisory responsibilities must identify five (5) additional competencies with a minimum of three (3) Supervisory Core Competencies that relate to the staff member’s supervisory position. Two (2) additional Job-Specific Core Competencies may be identified that relate to the staff member’s specific job responsibilities. However, in the alternative, all five (5) Supervisory Core Competencies may be selected in lieu of the selection of any of the Job-Specific Core Competencies.

Job-Specific Competencies

Staff members shall be evaluated on five (5) Job-Specific Core Competencies in addition to the Furman Core Competencies. They are:

- Accountability;
- Decision Making;
- Flexibility;
- Fiscal Responsibility;
- Initiative and Motivation;
- Job Skills and Knowledge;
- NCAA/Southern Conference Compliance;
- Operation and Maintenance of Equipment;
- Safety;
- Security; and
- Work Productivity (Quality and Quantity).

Prior to September 1, the supervisor and the staff member must identify five (5) core competencies that relate to the staff member’s specific job responsibilities. The supervisor and the staff member should identify these additional competencies during the pre-evaluation conference.

Performance Ratings

A performance rating of 1 (Needs Improvement), 2 (Accomplished Performance), or 3 (Exemplary Performance) is given to assess the staff member on each of the behaviors within each of the Furman core competencies and applicable supervisory and/or job-specific core competencies. A performance rating that best describes how the staff member performs a behavior is assigned. The rating given for a behavior should be an honest, accurate assessment of the staff member’s performance. Any rating of 1 (Needs Improvement) or 3 (Exemplary Performance), the supervisor is required to cite a specific example of the behavior that warranted the particular rating. For an explanation of the performance ratings, please see “Writing the Evaluation” section.

Explanation of Scoring and Overall Rating

Each behavior in the 11 core competencies – the six (6) Furman Competencies, and the five (5) selected Supervisory and/or Job-Specific Competencies, is assigned the same value based on the rating. A rating
of 1 is worth **one point**, a rating of 2 is worth **two points** and a rating of 3 is worth **three points**. The sum of the points determines the overall rating based on the following scale:

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>44-74</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>75-114</td>
<td>Accomplished Performance</td>
</tr>
<tr>
<td>115-132</td>
<td>Exemplary Performance</td>
</tr>
</tbody>
</table>

If the staff member has an overall rating of Needs Improvement, it will be necessary to complete an Individual Performance Development Plan for that staff member and conduct a mid-year assessment meeting. Please see the section “Writing an Individual Performance Development Plan.”

The supervisor and staff member shall meet to review the performance evaluation, make written comments and sign the performance evaluation. Upon completion of the performance evaluation form, the supervisor will keep a copy of the performance evaluation for his/her records, give their staff member a copy, and send a copy to The Office of Human Resources by the announced due date. It is recommended that the supervisor begin the evaluation process as early as possible and not wait to the last minute before the deadline.

An example of a completed performance evaluation is provided in Appendix A.
Planning for the Preliminary Goal Setting Meeting

Goal Setting Process

Goal setting is the foundation for successful performance. It is at this point in the process when the supervisor and the staff member can determine objectives for the staff member that align with the strategic mission of the department, division, and the University, prioritize those objectives, and identify the goals to meet those objectives.

Each staff member has the opportunity to establish strategic and operational goals and/or developmental goals. Strategic and operational goals are those that identify what needs to be planned and accomplished to achieve the desired results. Developmental goals identify how the desired result is accomplished. Developmental goals address skills, abilities, and experiences to reach strategic and operational goals; increase capability in the staff member’s current position; and prepare the staff member for more responsibility in the future.

Prior to September 1, each supervisor must meet with their respective staff members to establish three (3) to five (5) goals for the forthcoming performance review period. The goal setting process involves several steps – a review of the staff member’s job description, review of last year’s goals for the staff member, writing SMART goals, and competency selection.

Review of Job Description

The supervisor and the respective staff member should begin by reviewing the staff member’s job description. In addition to an assessment as to whether responsibilities changed, the relevant competencies and skills for the position should be identified. Changes in responsibilities should be forwarded to the Director of Classification and Compensation in the Office of Human Resources. Upon a review of the job description, share with the staff member the mission and objectives of the department and division so that meaningful individual staff member goals may be collectively identified that place the staff member in a posture to successfully support and contribute to the overall mission of the University.

Review of Last Year’s Goals

Goals from the previous review period should be reviewed to determine if they were met, are in-progress, or still relevant and applicable to strategic mission of the department, division or University. The supervisor along with the staff member, should be able to discern how to build on the previous goals to establish additional strategic, operational, and developmental goals.

Competency Selection Process

Prior to September 1, the supervisor and the staff member shall determine and select jointly five (5) competencies which pertain to the staff member’s specific job responsibilities. As stated previously in the Overview of Evaluation Components section, all staff members will be evaluated on the Furman Core Competencies. For staff members with supervisory responsibilities, a minimum of three (3) competencies must be selected from the Supervisory Core Competencies in Section I Part B of the Annual Performance Evaluation Form. Core competencies for staff members with no supervisory responsibilities shall be
selected only from the Job-Specific Core Competencies in Section I Part C of the Annual Performance Evaluation Form.

**How to Write SMART Goals**

Goals can be an accomplishment of a project, the improvement of a process or individual performance, or professional development. To establish a proper road map for completion, each goal should be a SMART Goal and address the following components:

**Specific:** The goal should be simply written, well-defined and clear. It should identify what the staff member wants to accomplish and the purpose of the goal.

**Measurable:** Goals should be measurable so that there is tangible evidence that the goal can be accomplished. Usually the entire goal statement is a measure for the project, but occasionally there are several short-term or smaller measurements built into the goal.

**Action-Oriented:** The goals should require a specific action and should be measured by a relevant outcome and not just an activity.

**Realistic:** The goal should challenge the staff member; however, it should not be something that cannot be attained. Although one is attempting to improve a knowledge, skill, ability or process, a staff member should have appropriate knowledge, skill or ability to complete the goal.

**Time-Bound:** Goals should be linked to a timeframe that is practical, be clearly defined and can be tracked.

An example of how SMART goals are written is included in the Sample of Completed Staff Member Annual Performance Evaluation (Section II) in Appendix A.
Planning for the Performance Evaluation Meeting

It is important for supervisors to recognize that most staff are apprehensive about being evaluated. Therefore, it is critical that supervisors plan for and conduct the evaluation meeting with great care. Thought needs to be given to what is communicated to staff members and how the message is delivered. If the supervisor and staff member did a good job in goal setting and communication throughout the year, the year-end evaluation meeting should seem like a formality. The evaluation discussion allows both the supervisor and the staff member to acknowledge what took place during the evaluation cycle.

A successful performance evaluation meeting depends on how well the supervisor prepares himself or herself and the staff member. At least several weeks before the meeting, the supervisor should begin preparing by taking these six steps:

1. **Evaluating one’s own performance.** Since the supervisor’s performance can affect the staff member’s performance, it’s important to take this step before evaluating the performance of others. Supervisors should ask themselves, “Have I supported the staff member by providing training, equipment and supplies and encouragement?”

2. **Gathering helpful documentation.** Documenting performance throughout the year helps the supervisor conduct an accurate and effective meeting. Once the supervisor and the staff member have established goals, ongoing written documentation of their achievements and challenges should be maintained.

Without such documentation, a supervisor may tend to emphasize just one example of the staff member performance during the evaluation period. It is better to have too much detail than too little. Relying on memory when it is time to conduct an evaluation meeting could result in one of the common rater errors (Please see the section “Common Rater Errors). Look to the following for positive or negative examples of work:

- Written reports submitted by the staff member;
- Copies of correspondence that the supervisor or the staff member received;
- Personal notes the supervisor has written based on personal observation of the staff member’s results;
- Personal notes that document comments from others who have worked with the staff member;
- Training courses the staff member has taken;
- Notes regarding any disciplinary action that has been taken;
- Successes and/or failures of note; and
- Performance Log.

For each new evaluation period, it is important to start a new file for the coming evaluation period. This will prevent future performance evaluations from being affected by results that were achieved during the previous appraisal periods.

3. **Preparing for the evaluation discussion.** The better prepared the supervisor is, the better the discussion will be. Thoughtful preparation will also keep the meeting focused and ensure
that it achieves the desired results. It is important to remember that a key part of performance evaluation is the opportunity to build on the staff member’s strengths.

4. **Preparing the staff member.** Help the staff member understand the performance appraisal process and benefit from the discussion. Set a specific date, time and place and check with the staff member to find out if he or she will be available at a particular time. Be sure to explain the purpose of the meeting and how the results will be used. Give the staff member the same professional courtesy one would give any business associate. Anticipate possible questions from the staff member and be prepared to respond accordingly to questions regarding the performance ratings.

5. **Assess staff member competencies and behaviors.** Review the selected core competencies and behaviors on which the staff member will be evaluated.

6. **Review the job.** Review the staff member’s job description and be prepared to discuss it with them for accuracy. If the job description is not accurate, contact the Office of Human Resources.

**Staff Member Performance Log**

Effective performance management requires consistent feedback, discussion, and development throughout the year. Proper documentation of the significant moments of that feedback, discussion, and development is critical to maintain a holistic view of the staff member performance throughout an entire evaluation period. This performance log should serve as the supervisor’s tool to document what they consider to be significant achievements throughout the behaviors and events.

Never rely on memory to evaluate a staff member’s performance. Instead, use a simple recording system. Performance logs don’t need to be complicated or sophisticated. Keep it secure to maintain confidentiality.

**Performance Log Tips**

Create a file for each staff member, including a copy of the staff member’s job description, job application and resume. Follow these steps for recording performance:

1. **Include positive and negative behaviors.** Recording only negative incidents will unfairly bias the evaluation. Make a point to note instances of satisfactory or outstanding performances, too. One way to ensure balanced reporting: Regularly update staff member performance logs, instead of waiting for a specific instance to occur.

2. **Date each entry.** Noting times, dates and days of the week may help to identify performance patterns and problems that may cause them.

3. **Write observations, not assumptions.** Comments should only focus on behavior you directly observe. Don’t make assumptions about why the behavior occurred or judgements about a staff member’s character.
4. **Be specific.** *Example of poor documentation:* “Staff member was late three times last month.”  
*Better:* “30 minutes late on Feb. 5; cited traffic. 45 minutes late on Feb 9; cited oversleeping. Hour late on Feb 23; cited car problems.”

5. **Don’t use biased language.** *A good rule of thumb:* Any statement that would be inappropriate in conversation is also inappropriate in a staff member log. That includes references to a staff member’s age, sex, race, disability, medical condition, marital status, religion or sexual orientation.

6. **Be brief, but complete.** Use specific examples, not general comments. Instead of saying, “Megan’s work was excellent,” say, “Megan has reduced the number of data entry errors to less than one per 450 records.”

7. **Track trends.** Note patterns and flag prior incidents of repeated behavior. Bring observations to the staff member’s attention only after defining a specific problem.

8. **Be consistent.** Don’t comment about one person’s behavior if you ignore the same behavior in other staff members.

The optional Performance Log is available on the Office of Human Resources website under the Performance Review tab and provided in Appendix B.
Writing the Evaluation

Supervisors should begin with reviewing the evaluation instrument and also, reviewing competencies and goals selected for the evaluation cycle. Prior to writing the evaluation, documentation collected during the evaluation period should also be reviewed to determine whether goals, training, and applicable action plans were completed.

Guidelines for Writing the Performance Evaluation

There are four areas for consideration when writing the performance evaluation: Evaluation Content, Comment Guidelines, Using the Ratings and Rating Errors.

A. Evaluation Content

Evaluations should consist of factors only for the period under review, from a variety of data, with input from the staff member.

Focus the content of the evaluation on the period under review

The performance evaluation should be focused on the activities, accomplishments, and contributions of the individual staff member for the period that runs from April 1 through March 31.

Do not evaluate on future potential. Do not evaluate on past performance or length of service. Keep in mind that length of service or job grade do not necessarily correlate to better performance.

Additionally, a staff member’s performance may vary from year to year. In one year, a staff member may “meet expectations” while they may “exceed expectations” in another year. In both cases, the supervisor should provide specific feedback.

Write the evaluation using a variety of data

Writing the evaluation should be a process where the supervisor pulls data from various sources. This includes, but is not limited to:

- Reviewing the job description;
- Reviewing the individual’s goals to see what goals have been completed and which are in progress and which goals have been deferred;
- Reviewing what training the staff member has attended during the year and what the impact has been on efficiency and effectiveness; and
- Reviewing the Performance Log.

In crafting the evaluation, it is imperative for supervisors to be specific. Specific examples from the review period to support summaries and conclusions on the staff member’s evaluation shall include narrative details and statistical information as appropriate.
Involve the staff member by asking for input

An important aspect of the process is to seek staff member input regarding their activities and accomplishments and contributions. Any additional information provided by the staff member should be included in the supervisor comments section.

Supervisors who evaluate more than one staff member are responsible for ensuring consistency among the evaluations. Once all are written, they should be compared to determine if there are any inconsistencies. Supervisors should ensure that the work results are compared, NOT the staff members. The spectrum of work and productivity should be reviewed to ensure the ratings are objective and fair.

B. Comment Guidelines for Supervisors

The supervisor is responsible for ensuring that the comments support the rating and that the rating and comments are not inconsistent and contradictory. Comments are required for any behavior that receives a rating of 1 (Needs Improvement) or 3 (Exemplary Performance).

Comments should NOT be a listing of the tasks assigned or completed (i.e., the job description duties) nor should it be a description of the category. The overall rating and supporting comments must also be consistent and must be supported by the individual category ratings and comments.

- Focus comments on factual data and observations. Factual data such as completed projects and assignments and statistics provide the supervisor with clear information on a staff member’s productivity and contribution. Direct observation is most relevant to feedback.
- Focus on specific behaviors, not the individual. In providing feedback on behavior, outline what was seen and heard, not what was interpreted. Compare to the expected behavior.
- Use specific examples. These are more compelling than general statements. Stating that someone goes the extra mile has less impact than a specific example of how the person went the extra mile. Use examples that illustrate the staff member’s consistent behavior or performance, not one-time incidents. Specific accomplishments or projects in context best illustrate organizational contribution.
- Do not base evaluation on past performance OR on potential for future performance. Overrating a poor performer as a motivational tool never works. Underrating a high performer can result in de-motivating a top staff member.

C. Using the Ratings

The supervisor will determine a rating for each selected behavior. The performance evaluation forms used for staff members contain three possible ratings. Supervisors need to understand what each rating signifies in terms of performance.

Needs Improvement – One (1) Point

The rating of “needs improvement” signals necessary action by the supervisor and staff member. When this rating is used, it is critical for the supervisor to discuss what is happening and to document with specific examples. Identifying the reasons for why the staff member does not
meet expectations is vital to correct the problem. It can also indicate inconsistency in behavior or performance, both of which should be addressed. In a situation where the overall rating of “Needs Improvement” is received, an individual improvement plan that clearly outlines what is expected to improve should be included in the evaluation and/or individual’s work plan for the coming year. A written individual improvement plan should also be completed during an evaluation period if a staff member performance is deemed needs improvement. Please see the section “Writing an Individual Performance Development Plan” for instructions.

Accomplished Performance – Two (2) points

This rating is the norm for most staff members! This rating represents quality performance in most situations and circumstances and should be used for a staff member who is meeting articulated expectations in relation to specific duties and overall performance. It indicates that they understand the job and perform it to the expected standards and are active, contributing members of the University. Overall quality and quantity are within articulated standards or expectations. The individual’s performance in most areas was strong and within expected levels. Many of the jobs at the University require specialized knowledge and expertise and are complex. A staff member who is meeting expectations is doing well.

Exemplary Performance – Three (3) Points

This rating is the exception, not the norm! This rating represents performance that is consistently exemplary and excellent even in demanding situations or circumstances. The performance goes beyond the articulated standard or expectation in quality, quantity, efficiency, and effectiveness. The staff member’s performance surpasses expected levels for the review period. Work by this staff member serves as an example for others as the individual demonstrates a thorough and insightful understanding of job responsibilities coupled with superior execution of duties. In many cases, they not only do the assigned task but also suggest innovative methods for improving the operation, thus adding value to the work and enhancing overall organizational effectiveness. Please note if this rating is used for a behavior, the supervisor must provide detailed examples to document that the staff member consistently and significantly surpasses expectations regarding the respective behavior.

D. Common Rater Errors

When assigning a rating to each behavior, the supervisor needs to be aware of the possibility of rater error. In performance evaluations, there are several common errors known as rater errors.

The most common rater errors are:
- Rater gives greater weight to recent occurrences or latest behavior when evaluating performance rather than reviewing performance for the entire period.
- Performance rating is based on first impression and not the entire review period.
- Rater allows past performance evaluation ratings to unjustly influence current ratings. Past performance ratings, whether good or bad, result in a similar rating for the current period even though the demonstrated behavior and performance, whether good or bad, does not deserve the rating.
• Rating patterns may exhibit leniency or strictness. Leniency error occurs when all staff members are rated at the high end or consistently higher than the expected norm or average. Strictness errors occurs when the supervisor rates on the lower end of the scale or consistently lower that the normal or average.
• The tendency to rate all staff members in a narrow band in the middle. For example, even poor performers are rated as average.
• Bias occurs when a rater's values or prejudices distort the rating. This may be unconscious or unintentional.
• The halo effect occurs when a supervisor rates a staff member high or low on all items because of one characteristic. An evaluation where ratings in all categories are the same may be evidence of the halo effect.
• The tendency to rate individuals to other staff members rather than to performance standards.
• The tendency to give slightly higher ratings to individuals who are similar to the supervisor and lower ratings to people who are unlike the supervisor.
• The supervisor rates the staff member as lower than deserved because the person has qualities or characteristics dissimilar to the supervisor.
Conducting the Performance Evaluation Meeting

Much of the success in the evaluation process depends on the supervisor’s skill as a discussion leader. The performance evaluation meeting should be held between April 1 and May 15. To be effective, the supervisor should provide an opportunity for staff to explain his or her views and should work to keep communication open. The performance evaluation discussion will be more successful if these guidelines are followed:

- **Set the Tone:** Schedule the meeting for a time when there will be no interruptions and in a location that will reduce the potential for interruptions. The performance meeting can be integrated into regular scheduled staff member & supervisor meetings.

  Additionally, put the staff member at ease. Acknowledge that these sessions can be stressful. Explain the purpose of the meeting is to help the staff member grow and to improve their performance.

- **Recognize Performance:** It is important for the supervisor to recognize a staff member’s performance in a fair and consistent manner. This includes acknowledging accomplishments, awards or special recognitions.

- **State the Purpose of the Discussion:** If the supervisor has prepared the staff member for the discussion, he or she will already know the purpose. However, reiterating it serves to reinforce for the staff member that there has not been a change in plans.

  It is helpful at this time to talk about the advantages of the performance evaluation process in discussing progress towards goals, identifying ways to improve performance, identifying current or potential problems and to improve communication.

- **Engage the Staff Member in the Evaluation:** Productive dialogue depends on two-way communication. If the staff member is hesitant to share his or her opinions, the supervisor should ask open-ended questions about specific areas and wait for the answers. Please remember that listening is a requirement on the part of the supervisor. Questions to encourage discussion are provided in Appendix C.

- **Present the Evaluation:** It may be tempting to gloss over problems or generalize, but don’t do it. The supervisor must be candid and specific when discussing performance. Also, the supervisor should be prepared to explain how the rating was determined and suggestions and support should be offered for improvement. Positive feedback should also be given at this time.

- **Focus on Performance, Not the Person:** Whether the feedback is positive or corrective feedback, the supervisor should be certain to evaluate the staff member’s performance, not his or her personality. The supervisor should begin with positive feedback and maintain focus on the job description, goals and results.

  Any negative performance should be linked to specific documented behaviors noted on the performance evaluation and measured through the completion of the agreed to Individual Performance Development Plan.
• **Ask for the Staff Member’s Reaction**: Be open to the response. This is another opportunity to show good intentions. The staff member may agree with the supervisor or have a different point of view. Either way, the supervisor must really listen. The staff member may have other documentation or understood the expectations differently. Use this discussion to resolve differences of opinion. When disagreements occur, ask questions to uncover the underlying reasons for this difference of opinion. Acknowledge the staff member’s concern. Seek to understand why the staff member chose the behavior he or she displayed.

• **Set Specific Goals**: The supervisor should complete the goals section with the staff member based on the evaluation and the discussion. This includes setting strategies to improve performance. The supervisor should start the discussion and begin the process of setting goals for the next evaluation cycle. Input should be sought from the staff member as new goals and training opportunities are identified jointly.

• **Close the Discussion**: Summarize and review the point of discussion and action items. Develop a timeline for follow-up discussions and actions. Acknowledge appreciation of the staff member’s efforts. Allow time for the staff member to make comments on the performance evaluation form and sign the form. Be sure to set performance expectations for the next evaluation cycle.

Completing the performance evaluation process in a professional manner, from the preparation to the evaluation discussion, is an important responsibility of every supervisor. Although the process requires time, the results are worthwhile.
Coaching and Feedback

Good management practices will lead a supervisor to provide clear guidance, coaching, and feedback to their staff members throughout the year on job duties and responsibilities, performance goals and expectations, evaluation of performance and future development opportunities. The annual review is the capstone for this process.

Coaching

Through coaching, supervisors can actively involve staff members 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 staff members begin to participate in decisions that affect their job performance. The feedback supervisors provide in this part of the process should be specific. The supervisor should solicit comments and ensure that criticism is constructive. Avoid emphasizing the negative and always find and acknowledge staff member successes.

Coaching is an attempt to overcome performance deficiencies and build on performance strengths.

Poor performance on the part of a staff member can usually be traced to one of the following reasons:

- The staff member does not know what is expected;
- The staff member does not know how he or she is performing;
- The staff member cannot do the job because he or she does not know how;
- The staff member lacks organizational support and help from the supervisor; and
- The supervisor and the staff member have developed a poor working relationship.

Rather than a series of skills to be taught, coaching is actually a set of relationships between a supervisor and a staff member. It can take many forms, including analyzing performance problems, identifying performance that can be improved, correcting improper or dangerous practices, discussing work with a staff member to discover his or her point of view, and providing assistance and encouragement to the staff member.

Generally, coaching:

- Involves face-to-face guidance and instruction;
- Is meant to improve job effectiveness and efficiency;
- Is based on the supervisor’s knowledge or developmental opportunities that he or she can provide;
- Ensures close attention to individual staff member needs;
- Occurs on an on-going basis rather than on infrequent occasions.

Remember, a good coach and counselor:

- Has a sincere interest in helping the staff member to improve;
- Has a thorough knowledge of the position requirements and objectives;
- Arranges for positive and progressive work to be reviewed and rewarded by superiors;
- Operates from the sidelines (i.e., does not try to “play” and “coach” at the same time);
- Recognizes individual differences.

Feedback

As a method of improving performance, feedback is a highly influential method that a supervisor can use. It is important as supervisor to create a feedback-friendly environment so that all staff members can get the information they need to succeed.

The supervisor and staff member can both help to encourage giving and receiving feedback by:
- Using every opportunity to ask for feedback (i.e., at the end of a supervisor facilitated meeting, ask others how it could have been run better);
-Welcoming requests for feedback and doing the best to provide meaningful and constructive insights;
- Providing feedback as soon as possible after observing a particular behavior (Doing so immediately reinforces the positive or gives the staff member a chance to quickly address shortcomings before they are repeated).

When giving feedback, be specific. Do not leave someone wondering exactly what they did wrong or right. Make sure they understand the impact of their actions.

The STAR model can be used when a supervisor is giving feedback:

**ST – Situation or Task.** What was the problem, opportunity, challenge, or task?

**A – Action.** What was said or done to handle the situation or task? Remember to provide developmental feedback and areas for improvement

**R – Result.** What was the impact of the employee’s efforts, and how did their actions influence the end result?

At times it’s necessary to provide feedback in order to guide a person toward a more effective approach. When using the STAR model to provide developmental feedback, the supervisor should also describe an alternative action – something the person could have done differently – and the result that the alternative action might have produced.

**Tips on providing developmental feedback:**

- Focus on facts, not the person. Choose positively phrased statements, such as "Forgetting to do that caused a delay," rather than saying "You’re completely disorganized."
- Share possible alternative approaches while remembering to seek the other person’s ideas.
- Provide the staff member with the necessary support in terms of time, resources or coaching to act upon feedback given.

Examples of how to use the STAR model to provide both positive and developmental feedback are provided in Appendix D.
Writing an Individual Performance Improvement Plan

The purpose of the Individual Performance Improvement Plan is to identify performance deficiencies and to provide a clear and concise mechanism for improving performance standards. Any staff member whose overall performance is rated as “Needs Improvement” at any time during the evaluation period must be placed on an improvement plan. The supervisor must outline specific remedial actions in order for the staff member to fulfill expectations of the respective competency/competencies and move to Accomplished Performance in a specified period of time. The supervisor is expected to provide the staff member with adequate time to correct the deficiencies outlined in the improvement plan.

As supervisors prepare to draft the Individual Performance Improvement Plan, they should involve the respective staff member in identifying the necessary improvement actions, the appropriate learning methods and resources needed, if applicable, to allow maximum time for the deficiency to be corrected. The Individual Performance Improvement Plan should be written before October 1. The steps for writing an individual Performance Development Plan are as follows:

- **Draft a deficiency statement.** The deficiency statement identifies the crux of the problem. The purpose of the statement is to define the nature of the problem as performance-related (the staff member has not been able to demonstrate competency in knowledge, skill, or ability) or behavioral (actions of the staff member are disruptive to the workplace).

- **Set forth improvements required.** It is important for the supervisor to inform the staff member of the necessary improvements required to become accomplished in a particular competency or behavior.

- **Establish priorities.** The supervisor should apprise the staff member of the importance of improvement in competency or behavior, its relation to other staff member responsibilities and the consequences if there is no correction.

- **Develop an action plan.** It is insufficient to inform a staff member that he or she must improve in an area without the development of an action plan. This is the roadmap to facilitate the staff member’s improvement toward becoming accomplished in the respective performance competency or behavior.

- **Identify measurement standards.** The supervisor should spell out how the performance development will be measured. These measurement standards should be reasonable and attainable.

- **Communicate timetable for review.** The supervisor must share the timeframe of expected improvement and commit time to visit with the staff member about his or her progress. For example, the improvement steps may be required on a daily basis, but the supervisor dedicates meeting time with the staff member on a weekly basis with a larger follow up within 30 to 60 days to discern if the improvements have been successfully achieved.

- **Maintain Individual Performance Development Plan with Staff Member Performance Log.** The performance improvement plan should be in writing, shared with the staff member, signed by
both the staff member, and the supervisor and maintained with the supervisor’s performance log for that staff member.

The objective is for every staff member to be successful at his or her respective position. It is important for the supervisor to assist the staff member with this objective. The Individual Performance Development Plan is available on the Office of Human Resources website under the Performance Review tab. A sample Individual Performance Improvement Plan is provided in Appendix E.
Frequently Asked Questions

Q: Why is the performance evaluation process being conducted?
A: The performance evaluation process has been developed to objectively evaluate the performance of staff members. The evaluation serves as a formal process to inform staff members of how well they are performing their job duties, set new developmental goals, and establish procedure for improving performance.

Q: Who will be evaluated during the performance evaluation process?
A: All full-time and part-time staff members who were hired before March 1 of the period under review should be evaluated. The Office of Academic Affairs (the Dean of Faculty) will determine if faculty serving in an administrative position will be evaluated using the staff Annual Performance Evaluation instrument.

Q: Who should evaluate the staff member?
A: The staff member who is responsible for the daily supervision of the staff member is the ideal person to perform the evaluation. Remember, these appraisals must be based on objective observations of job performance.

Q: What period of time should these evaluations cover?
A: The supervisors should base the evaluation on the staff member’s job performance from April 1 of the prior year until March 31 of the current year.

Q: Are all staff members reviewed at the same time?
A: Yes, all staff members, regardless of department needs, are to be evaluated during the review period.

Q: Can key staff members in my department give input on the performance evaluation of my direct reports?
A: It is appropriate to solicit input from staff that are knowledgeable of the staff member’s work performance. How this input is represented on the Annual Performance Evaluation form is at the discretion of the supervisor.

Q: Are staff members required to complete the self-evaluation form?
A: Although not necessary, the staff member can complete a self-evaluation form prior to the supervisor completing the Annual Performance Evaluation form. The self-evaluation allows staff members to summarize major accomplishments within the review period, list any educational activities accomplished during the review period, state goals/objectives, and provide an opportunity to address other issues.

Q: I have only been supervising my staff member for a short time. Should I still complete the Annual Performance Evaluation?
A: Yes. Consult with the previous supervisor or next level supervisor in completing the evaluation.
Q: *Does the staff member have to sign the Annual Performance Evaluation?*
A: The staff member should sign the evaluation. The staff member’s signature does not necessarily denote agreement or disagreement with the official review and means only that he/she was given the opportunity to discuss and review the evaluation with his/her supervisor.

Q: *If a staff member receives an overall rating of “Needs Improvement”, is the performance evaluation process handled differently?*
A: Typically, when a staff member’s performance has been evaluated and rated on the performance evaluation as “Needs Improvement” overall, a Performance Improvement Plan will need to be completed before October 1. If the staff member’s performance continues to be “Needs Improvement,” the supervisor should consider alternative actions available under the Personnel Policies and consult the Office of Human Resources.

Q: *As part of the evaluation process, the Office of Human Resources will review staff member evaluations. Why and what will the Office of Human Resources look for as part of this step?*
A: The Office of Human Resources will review and look to provide feedback on the following items:
- Feedback is constructive and ratings are substantiated through concrete examples of performance;
- Supervisor includes a minimum of 3 developmental goals; and
- All sections of the evaluation are complete.

Q: *What is a core competency?*
A: A core competency is a measurable pattern of skills, knowledge, abilities, behaviors and other characteristics needed for a staff member to successfully perform and fulfill the job responsibilities successfully. Core competencies measure job responsibilities and organizational citizenship behaviors such as: communication, teamwork, and collaboration.

Q: *What are Furman’s Core Competencies?*
A: Furman University has identified six core competencies that speak to the behaviors necessary for personal and professional success at Furman. All staff members should demonstrate each of the following competencies in their day-to-day tasks and job responsibilities: Build One Furman, Collaboration, Communication, Institutional Values, Professional Growth, and Service.

Q: *What if the staff member reports to two different supervisors?*
A: The two supervisors should coordinate their feedback and come to agreement on the final ratings. The supervisor that is considered the primary supervisor on record should complete the form on behalf of both supervisors to be turned into the Office of Human Resources.

Q: *When is the best time to give a staff member feedback/coaching about behavior that isn’t exactly “a problem” yet, but has the potential to become one?*
A: To be effective, feedback has to be given on an ongoing basis and in a timely manner. However, timely does not necessarily mean immediately. It means providing feedback as soon after a “triggering event” as practical, and not waiting for the annual performance evaluation.
Q: How can a supervisor constructively communicate a difficult issue to a staff member without negatively affecting performance or morale?

A: Constructive feedback is appropriate to deliver a message regarding behavior that needs to be corrected. In addition to needing to be ongoing and timely, feedback also needs to be specific. Be clear about the action, use a specific example and communicate what the results will be if the action continues. Always treat the staff member with respect and offer positive feedback when the behavior has been corrected so that the staff member knows that his/her efforts are recognized.

Q: How can I use feedback and coaching to motivate a staff member’s personal growth and expansion of responsibility when they are already doing their job well?

A: Staff members should be coached on all opportunities where it is possible for them to grow at Furman. This includes growth within their current role as well as the possibility of moving into another role within the University. If staff members are doing their job well, positive feedback will encourage them to continue the existing behaviors that are responsible for their successful performance. Too often, constructive feedback is only given to encourage staff members to change their behavior, but positive feedback is just as important.
Purpose of Evaluation

The Performance Evaluation is a comprehensive tool for supervisors to evaluate a staff member’s performance during a review period and identify objectives for personal development. It is intended to facilitate meaningful communication between a supervisor and a staff member regarding the supervisor’s performance expectations and the staff member’s work, individual and departmental goals, and the staff member/supervisor relationship. Additionally, it is intended to identify individual and departmental goals, as well as professional development objectives of the staff member.

Instructions for Completing the Form

Below are explanations of each of the five (5) sections of the performance evaluation and instructions for completing each. For more detailed information regarding the sections and in particular, Sections I and II, please refer to the Performance Evaluation Manual.

Section I – Core Competencies

A core competency is a measurable pattern of skills, knowledge, abilities, behaviors and other characteristics staff members need in order to successfully perform and fulfill their job responsibilities. Each competency is comprised by a set of behaviors. As the supervisor considers each competency, he/she should determine how well the staff member’s performance matches the desired behavior.

Part A – Furman Core Competencies

There are six (6) core competencies which are considered essential for success at Furman. All staff members should demonstrate proficiency in each of these competencies in their day-to-day tasks and responsibilities. All staff members will be evaluated on all Furman core competencies in Part A. Please select the appropriate rating for each behavior in the competencies. The ratings are described below.

Part B – Supervisory Core Competencies

In addition to the Furman core competencies and job-specific core competencies, staff members with supervisory responsibilities shall be evaluated on a set of supervisory competencies. Supervisory competencies are based on several criteria including an individual’s ability to manage and lead staff toward successfully completing performance objectives. Prior to September 1, the supervisor and the staff member with supervisory responsibilities must identify three (3) supervisory core competencies and two (2) additional competencies from Part C that relate to the staff member’s specific job responsibilities. In the alternative, the supervisor and the staff member with supervisory responsibilities may elect the five (5) supervisory competencies in lieu of any of the additional competencies from Part C. Please mark the selected competencies with a check ✓ and select the appropriate rating for each behavior in the respective competency. The ratings are described below.

Part C – Job-Specific Core Competencies

Prior to September 1, the supervisor and the staff member must identify five (5) core competencies that relate to the staff member’s specific job responsibilities. The supervisor and the staff member should identify these additional competencies during the pre-evaluation conference. Please mark the selected competencies with a check ✓ and select the appropriate rating for each behavior in the respective competency. The ratings are described below.

Performance Ratings

Section I utilizes a performance rating to assess the staff member on each of the Furman core competencies and applicable job-specific core competencies. A performance rating that best describes how the staff member performs a competency is assigned. The rating given for a competency should be an honest, accurate assessment of the staff member’s performance.

Each competency will be evaluated based on the following criteria:

1. Needs Improvement – Indicates performance is below standards. The staff member’s performance did not meet the objective. If this rating is used, the supervisor must provide detailed examples to document the staff member’s inability or unwillingness to meet expectations regarding the respective competency. Further, any staff member whose overall performance is rated at this level should be placed on an improvement plan and the supervisor must outline specific remedial actions in order for the staff member to fulfill expectations of the respective competency/competencies and move to Accomplished Performance in a specified period of time. This rating is worth one (1) point.

2. Accomplished Performance – Indicates performance that consistently meets the requirements of the position. The staff member’s performance fully met the objective. This is a rating that is used to describe performance of quality. This rating is worth two (2) points.

3. Exemplary Performance – Indicates excellent performance wherein the staff member consistently and significantly excels. The staff member’s performance exceeded the objective. If this rating is used, the supervisor must provide detailed examples to document that the staff member consistently and significantly surpasses expectations regarding the respective competency. This rating is worth three (3) points.
Section II – Staff Member Development Goals

Prior to September 1, supervisors and staff members shall identify three (3) to five (5) developmental goals. Each development goal must follow the SMART criteria:

Specific  Measurable  Action-oriented  Realistic  Time-bound

Goals must be designed to expand the staff member’s job-related skills, knowledge and abilities. Career goals may also be included in this section. Please note that although Section II is not used to compute the overall score, it is a part of the evaluation and as such must be completed.

Section III – Scoring and Overall Rating

Each staff member will be evaluated on the six (6) Furman Competencies and five (5) Job-Specific and/or Supervisory Competencies for a total of eleven (11) competencies. There are four (4) behaviors per competency for a total of forty-four (44) behaviors on which each staff member will be evaluated. Each behavior in the Furman Competencies, the Job-Specific Competencies, and the Supervisory Competencies is assigned a the same value based on the rating. A rating of 1 is worth one point, a rating of 2 is worth two points and a rating of 3 is worth three points. The sum of the points determines the overall rating based on the following scale:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>44-74</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>75-114</td>
<td>Accomplished Performance</td>
</tr>
<tr>
<td>115-132</td>
<td>Exemplary Performance</td>
</tr>
</tbody>
</table>

Section IV – Staff Member and Supervisor Comments

Both the staff member and the supervisor may make comments regarding the performance evaluation.

Section V – Staff Member and Supervisor Signatures

The staff member and the supervisor sign the performance evaluation. The staff member’s signature does not denote agreement or disagreement with the evaluation, rating and overall score, but that he or she was given the opportunity to review the evaluation with the supervisor. The supervisor’s signature denotes that 1) he/she met with the staff member prior to September 1 to determine the Job-Specific Competencies on which the staff member was to be evaluated and 2) he/she reviewed the performance evaluation, rating and overall score with the staff member.

What to do with the Completed Performance Evaluation Form

Upon completing the performance evaluation, please print copies for the staff member, the supervisor and the Office of Human Resources and distribute accordingly. Finally, the supervisor shall click submit to submit the rating to Human Resources.
### Section I – Core Competencies

#### Part A – Furman Core Competencies

*Please rate all competencies by selecting the appropriate rating for each behavior in the respective competency.*

<table>
<thead>
<tr>
<th>Performance Ratings:</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FURMAN CORE COMPETENCIES</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Build One Furman</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acts as an ambassador for the University with internal and external community</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Applies what is learned to positively impact the University</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Actively participates as a member of the campus community</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Appreciates and acknowledges the efforts and achievements of others</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td><strong>Collaboration</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Builds teamwork, respect, honesty, integrity and fairness to all staff members</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Contributes to positive, cooperative, and productive workplace relationships</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Cooperates with colleagues to achieve results in alignment with the operations and mission of Furman University</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Seeks to understand the perspective and opinion of others</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presents information clearly and concisely and communicates effectively in all situations</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Communicates verbally and in writing at a level appropriate for his/her position</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Actively listens to suggestions and feedback from others and responds appropriately</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Maintains confidentiality and exercises good judgment in what is shared with others</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td><strong>Institutional Values</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Embraces the University’s commitment to cultivate and accept a diverse and inclusive work environment</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Works to build mutual respect, trust and civility</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Through adherence to University policies and procedures, demonstrates commitment to the University’s mission and strategic priorities</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Assumes responsibility for regular and punctual attendance</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td><strong>Professional Growth</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asks for and uses feedback to improve performance</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Seeks and acquires new competencies, work methods, ideas, and information that will improve own efficiency and effectiveness on the job</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Takes on new challenges, projects, and short term assignments</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Participates in a professional growth or development opportunity</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Stan failed to attend two training opportunities related to floor care,. He was registered to attend two conferences (October and May) but forgot the dates for both. Stan needs to take advantage of opportunities to grow in his position.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Service</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strives to provide exceptional customer service through accessibility, assistance and support for internal and external constituents</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Responds in a timely and helpful manner</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Demonstrates commitment to service excellence and the creation of a service-oriented culture</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>To improve service, evaluates stakeholder satisfaction and uses data, feedback and observation</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
</tbody>
</table>
### Part B – Supervisory Core Competencies

This part is for evaluation of supervisors only. Please mark a minimum of three (3) competencies with a check ✓ and select the appropriate rating for each behavior in the respective competency. If staff member does not have supervisory responsibilities, please go to Part C.

**Performance Rating:**
- **1** Needs Improvement
- **2** Accomplished Performance
- **3** Exemplary Performance

<table>
<thead>
<tr>
<th>SUPERVISORY CORE COMPETENCIES</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Development and Training</strong></td>
<td>CLEAR</td>
</tr>
<tr>
<td>Enables staff members to grow and succeed through constructive feedback, appraisals, instruction, and encouragement</td>
<td>1</td>
</tr>
<tr>
<td>Builds relationships with staff members so that coaching efforts are received positively</td>
<td>1</td>
</tr>
<tr>
<td>Identifies and evaluates training programs to ensure content meets staff needs</td>
<td>1</td>
</tr>
<tr>
<td>Champions staff member development for career growth and mobility</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Leadership</strong></th>
<th>CLEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manages conflicts between staff members effectively</td>
<td>1</td>
</tr>
<tr>
<td>Engages people, organizations, and partners in developing goals, executing plans, and delivering results</td>
<td>1</td>
</tr>
<tr>
<td>Models the use of sound judgement and integrity to make clear, transparent decisions regarding complex and/or sensitive issues or materials</td>
<td>1</td>
</tr>
<tr>
<td>Inspires and encourages others to adapt to institutional objectives</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Performance Management</strong></th>
<th>CLEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sets clear and realistic performance expectations and goals for staff</td>
<td>1</td>
</tr>
<tr>
<td>Uses tact and diplomacy when dealing with others</td>
<td>1</td>
</tr>
<tr>
<td>Delegates tasks and responsibilities for specific outcomes or achievements appropriately and fairly</td>
<td>1</td>
</tr>
<tr>
<td>Takes appropriate corrective action to address performance and conduct issues</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Quality Improvement</strong></th>
<th>CLEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strives for high quality performance and takes initiative to make improvements and deliver results</td>
<td>1</td>
</tr>
<tr>
<td>Takes initiative and evaluates University best practices to improve efficiency and effectiveness resulting in high quality performance in self and in the organization</td>
<td>1</td>
</tr>
<tr>
<td>Builds effective teams across divisions and departments</td>
<td>1</td>
</tr>
<tr>
<td>Develops departmental goals which enhance and improve productivity</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Resource Management</strong></th>
<th>CLEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Displays stewardship and demonstrates accountability, discretion and sound judgment in managing University resources</td>
<td>1</td>
</tr>
<tr>
<td>Anticipates challenges and problems and responds in a timely manner</td>
<td>1</td>
</tr>
<tr>
<td>Holds staff members accountable for their effective stewardship of University resources</td>
<td>1</td>
</tr>
<tr>
<td>Identifies appropriate staff resources, material, and vendor needs required to complete projects</td>
<td>1</td>
</tr>
</tbody>
</table>
**Part B – Job-Specific Core Competencies**

Please mark the required five (5) competencies with a check ✔ and select the appropriate rating for each behavior in the respective competency. For the evaluation of supervisors, no more than two (2) additional competencies shall be selected.

**Performance Ratings:**

1. Needs Improvement
2. Accomplished Performance
3. Exemplary Performance

<table>
<thead>
<tr>
<th>JOB-SPECIFIC CORE COMPETENCIES</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accountability</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Takes ownership of all responsibilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follows through on responsibilities and tasks in an effective manner</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acknowledges and corrects mistakes; does not make excuses or shift blame</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completes tasks in a timely and efficient manner</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Decision Making               |   |   |   |
| Identifies problem areas from fact-based, non-emotional perspective |   |   |   |
| Considers realistic alternative solutions and considers consequences of each |   |   |   |
| Willing to make hard decisions after appropriate evaluation |   |   |   |
| Uses sound judgment and integrity to make decisions |   |   |   |

| Flexibility                   |   | ✔ |   |
| Demonstrates ability to maintain composure under stressful or uncertain situations |   |   |   |
| Adapts to changes in work duties quickly and efficiently |   | ✔ |   |
| Views new challenges as opportunities for improvement |   |   |   |
| Accurately assesses situational demands and respond appropriately |   |   |   |

Stan’s work duties can change from week to week. He quickly adjusts to new assignments and completes tasks efficiently. He approaches each day with a positive attitude and embraces change.

| Fiscal Responsibility          |   |   |   |
| Proactively initiates resource savings and reductions, weighing alternatives and their benefits |   |   |   |
| Safeguards fiscal resources and adheres to all internal control procedures designed to prevent and detect theft or misuse of funds |   |   |   |
| Keeps current on fiscal procedures, principles, standards, rates, etc. |   |   |   |
| Ensures all data is properly calculated and reported |   |   |   |

| Initiative and Motivation      |   |   |   |
| Sees opportunities for creative problem solving while staying within the parameters of good practice |   |   |   |
| Seeks new and improved techniques, solutions and approaches to completing assignments |   |   |   |
| Takes appropriate independent action to address, improve or resolve a situation with little supervision |   |   |   |
| Encourages self and others to meet performance objectives |   |   |   |
### JOB-SPECIFIC CORE COMPETENCIES, CONTINUED

#### Performance Ratings:

1. Needs Improvement  
2. Accomplished Performance  
3. Exemplary Performance

<table>
<thead>
<tr>
<th>JOB-SPECIFIC CORE COMPETENCIES, CONTINUED</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Job Skills and Knowledge</strong></td>
<td>CLEAR</td>
</tr>
<tr>
<td>Demonstrates the appropriate level of proficiency in the principles and practices of one’s position</td>
<td>✔️  ✔️  ✔️</td>
</tr>
<tr>
<td>Utilizes functional and technological advancements to facilitate mastery of occupational skills</td>
<td>✔️  ✔️  ✔️</td>
</tr>
<tr>
<td>Applies background, technical knowledge, education and prior job experiences to current and new job situations</td>
<td>✔️  ✔️  ✔️</td>
</tr>
<tr>
<td>Performs job duties and responsibilities with awareness and consideration for other departments within the University</td>
<td>✔️  ✔️  ✔️</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>NCAA/Southern Conference Compliance</strong></th>
<th>CLEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respectfully participates in rules education programs</td>
<td>✔️  ✔️  ✔️</td>
</tr>
<tr>
<td>Abides by all NCAA and Southern Conference legislation including recruiting, eligibility, financial aid, benefits, and playing and practice legislation</td>
<td>✔️  ✔️  ✔️</td>
</tr>
<tr>
<td>Seeks interpretive assistance of NCAA and Southern Conference legislation as needed</td>
<td>✔️  ✔️  ✔️</td>
</tr>
<tr>
<td>Reports inadvertent and other rules violations upon learning of infraction(s)</td>
<td>✔️  ✔️  ✔️</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Operation and Maintenance of Equipment</strong></th>
<th>CLEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Routinely inspects equipment, and adheres to the proper maintenance schedule</td>
<td>✔️  ✔️  ✔️</td>
</tr>
<tr>
<td>Uses equipment for its intended purpose only, protecting it from damage and misuse</td>
<td>✔️  ✔️  ✔️</td>
</tr>
<tr>
<td>Responds quickly to malfunctions, seeking assistance as needed and ensuring equipment is fully operational prior to using it again</td>
<td>✔️  ✔️  ✔️</td>
</tr>
<tr>
<td>Prior to use, learns the functions, purposes and limitations of new equipment</td>
<td>✔️  ✔️  ✔️</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Safety</strong></th>
<th>CLEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follows safety and other regulations when handling and operating equipment</td>
<td>✔️  ✔️  ✔️</td>
</tr>
<tr>
<td>Performs assigned tasks using safe practices and maintains a safe work environment</td>
<td>✔️  ✔️  ✔️</td>
</tr>
<tr>
<td>Identifies and reports any unsafe conditions, incidents, and injuries in a timely manner</td>
<td>✔️  ✔️  ✔️</td>
</tr>
<tr>
<td>Responds positively to safety-oriented feedback</td>
<td>✔️  ✔️  ✔️</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Security</strong></th>
<th>CLEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates maturity and discretion when handling difficult and/or sensitive issues and information</td>
<td>✔️  ✔️  ✔️</td>
</tr>
<tr>
<td>Properly controls, maintains and secures Furman University-owned equipment, information and data</td>
<td>✔️  ✔️  ✔️</td>
</tr>
<tr>
<td>Checks and reports potential hazards or breaches of security plans while in the workplace or in the field</td>
<td>✔️  ✔️  ✔️</td>
</tr>
<tr>
<td>Actively supports a culture of safety, security and privacy</td>
<td>✔️  ✔️  ✔️</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Work Productivity (Quality and Quantity)</strong></th>
<th>CLEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates accuracy and thoroughness when completing assigned tasks and projects</td>
<td>✔️  ✔️  ✔️</td>
</tr>
<tr>
<td>Consistently produces quality work</td>
<td>✔️  ✔️  ✔️</td>
</tr>
<tr>
<td>Prioritizes responsibilities and manages time wisely</td>
<td>✔️  ✔️  ✔️</td>
</tr>
<tr>
<td>Uses resources effectively</td>
<td>✔️  ✔️  ✔️</td>
</tr>
<tr>
<td>Goal/Objective</td>
<td>To become more proficient in Microsoft Excel in order to create charts and graphs from data.</td>
</tr>
<tr>
<td>----------------</td>
<td>------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Performance Activities</strong></td>
<td>Complete Intermediate Excel course offered by ITS.</td>
</tr>
<tr>
<td><strong>Manager Support</strong></td>
<td>Provide release time of three hours.</td>
</tr>
<tr>
<td><strong>Success Measures</strong></td>
<td>Successful completion of training class with the ability to take develop charts and graphs for the purpose of creating visual presentation of selected data.</td>
</tr>
<tr>
<td><strong>Target Completion Dates</strong></td>
<td>November 1, 2016</td>
</tr>
<tr>
<td><strong>Status</strong></td>
<td>Not-Started</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal/Objective</th>
<th>To serve as a hearing board member in the Student Conduct process</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance Activities</strong></td>
<td>Participate in Hearing Board training; serve on hearings as needed by the Dean of Students.</td>
</tr>
<tr>
<td><strong>Manager Support</strong></td>
<td>Provide release time of one full work day for training and as needed to hear cases.</td>
</tr>
<tr>
<td><strong>Success Measures</strong></td>
<td>Successful completion of training class and participation in at least one student conduct hearing.</td>
</tr>
<tr>
<td><strong>Target Completion Dates</strong></td>
<td>Training – July 15. Hearings – May 1, 2017</td>
</tr>
<tr>
<td><strong>Status</strong></td>
<td>On Going</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal/Objective</th>
<th>To improve custodial techniques in order to provide healthy and safe environment in buildings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance Activities</strong></td>
<td>Participate in a Custodian Technician Training Program offered at XXX University.</td>
</tr>
<tr>
<td><strong>Manager Support</strong></td>
<td>Provide registration costs of $XXX and release time of four hours a month to participate in the course.</td>
</tr>
<tr>
<td><strong>Success Measures</strong></td>
<td>Successful completion of the program including passing the multiple choice exam at the end of the course.</td>
</tr>
<tr>
<td><strong>Target Completion Dates</strong></td>
<td>March 1, 2017</td>
</tr>
<tr>
<td><strong>Status</strong></td>
<td>On Going</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal/Objective</th>
<th>Deliver clear and appropriate written correspondence in all of written communications.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance Activities</strong></td>
<td>Enroll in training course “Written Communication” offered by UES.</td>
</tr>
<tr>
<td><strong>Manager Support</strong></td>
<td>Provide cost of course registration of $XXX and release time of two hours a week for 10 weeks. Review written correspondence with supervisor and others to validate the written communication delivery is clear and appropriate.</td>
</tr>
<tr>
<td><strong>Success Measures</strong></td>
<td>Successful completion of training course. 100% of communication by the end of the review period is clear and appropriate.</td>
</tr>
<tr>
<td><strong>Target Completion Dates</strong></td>
<td>March 31, 2017</td>
</tr>
<tr>
<td><strong>Status</strong></td>
<td>Not started</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal/Objective</th>
<th>Set new internal budget request standards for needs not previously addressed. Communicate the established standards on behalf of VP to all directors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance Activities</strong></td>
<td>Meet with the VP in November to discuss drafted standards and communication document prior to finalizing. Meet with Directors in January to communicate and implement new standards.</td>
</tr>
<tr>
<td><strong>Manager Support</strong></td>
<td>Make arrangements for staff member to meet with VP</td>
</tr>
<tr>
<td><strong>Success Measures</strong></td>
<td>Meetings with VP and Directors along with successful implementation of new standards.</td>
</tr>
<tr>
<td><strong>Status</strong></td>
<td>On Going.</td>
</tr>
</tbody>
</table>
Section III – Scoring and Overall Rating

Please double-check that all selected Job-Specific Competencies and/or Supervisory Competencies are checked accordingly and the rating for each behavior in those selected competencies is also checked.

Sum score of points: 88

Overall Performance Rating: Accomplished Performance

Section IV – Supervisor and Staff Member Comments

Supervisor Comments (Examples may include accomplishments, awards or special recognitions):

Stan is commended for his positive adjustment to daily changes associated with his work duties. When staff are absent, Stan fills in and completes their work duties. Throughout the year, he has demonstrated the ability to perform quality work in a variety of positions.

Staff Member Comments:

I enjoy working at Furman University.

Section V – Supervisor and Staff Member Signatures

Both the staff member and the supervisor shall sign the performance evaluation in the space provided below.

The staff member’s signature does not necessarily denote agreement or disagreement with the official review and means only that he/she was given the opportunity to discuss and review the evaluation with his/her supervisor.

I have reviewed this performance evaluation with my supervisor and was given an opportunity to provide comments in Section IV above.

Staff Member: Stan Staff Date: 5/17/2016

Supervisor/Reviewer: Bill Super Date: 5/17/2016
Staff Member Performance Log- ________________ (year)

Capture events, activities, conversations that occur throughout the year as a reminder of achievements, acknowledgements and areas for improvement. Use this log to provide feedback during the year, and in the annual performance review.

<table>
<thead>
<tr>
<th>Month</th>
<th>Date Spoke w/Staff Member</th>
<th>Comments/Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>April</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May</td>
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<tr>
<td>June</td>
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<td>July</td>
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<td>August</td>
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<td>September</td>
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<td>October</td>
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<td>November</td>
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<tr>
<td>December</td>
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<tr>
<td>January</td>
<td></td>
<td></td>
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<tr>
<td>February</td>
<td></td>
<td></td>
</tr>
<tr>
<td>March</td>
<td></td>
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</tr>
</tbody>
</table>
Questions to Encourage Discussion

Below is a non-exhaustive list of conversation starter questions to facilitate discussion with staff members during the performance evaluation meeting. Again, it is important to wait for the responses of the staff member. Listening is a requirement on the part of the supervisor.

- Over the past six to 12 months, what do you think your most outstanding accomplishment was and why?
- Which of your duties did you improve the most at over this evaluation period?
- Were there any significant problems or obstacles that you overcame? Explain.
- Over the past six to 12 months, what duties could you have performed better? What affected your performance?
- If you did not achieve your goals, what obstacles did you encounter that did not allow you to achieve those goals?
- In what areas could have used more training or experience?
- What could I have done as your supervisor to have helped you be more effective?
- What suggestions or ideas do you have for the department that would help you do your job more effectively?
- Do you have skills that you are not using, are being underutilized, or that you would like to use more? If so, what are they and how can we assist you in being able to utilize those more?
- Are there any skills that you do not have now that you would like to develop?
- What are your long-range plans (3 years)? How can I as your supervisor assist you in achieving your goals?
Examples of the STAR Method for Feedback

**ST - Situation or Task.** What was the problem, opportunity, challenge, or task?

**A – Action.** What was said or done to handle the situation or task? Remember to provide developmental feedback and areas for improvement

**R – Result.** What was the impact of the employee’s efforts, and how did their actions influence the end result?

This is an example of using the STAR model to provide positive feedback.

**ST –** "Thanks for completing the spreadsheet on resource allocation I requested."

**A –** "You provided all of the data I asked for and got it to me on time."

**R –** "I was able to bring the data to a planning meeting with our director, where we used it to create a strong resource plan for next term."

Using the STAR Model to Provide Developmental Feedback

This is an example of using the STAR model to provide developmental feedback.

**ST –** "Last week I asked you to complete a spreadsheet on resource allocation."

**A –** "While you provided all of the data I asked for, I received it two days after I requested, because other priorities came up."

**R –** "Because the report was late, I had to delay a resource planning meeting with our director, and we weren't able to complete our resource plan for next term."

**A –** "The next time you're faced with competing priorities, feel free to come to me for further direction."

**R –** "That way I'll know if you're having challenges completing a request and can help you prioritize your assignments."
For any staff member whose overall performance is rated unacceptable on the Performance Evaluation Form or at any time during the evaluation period, the supervisor should complete this form to address the performance area deficiency referenced on the Performance Evaluation Form. Supervisors shall list the identified deficiency and define an action plan in order for the staff member to fulfill expectations of the respective competency and move to Accomplished Performance in a specified period of time.

**Performance Deficiency**
Timeliness of accurately completing task assigned by supervisor.

**Improvements Required**
Prioritization of work and service to supervisor and others that the department serves must be balanced with daily demands, accuracy, and meeting deadlines.

**Priority and Consequences**
This is imperative as missing deadlines may lead to missed funding opportunity or failure to receive grant renewal. Further, errors in written work and calculations are a poor reflection on the Department.

**Action Plan**
Weekly meetings with supervisor to understand what projects are forthcoming and establish an order for completion.
Supervisor and staff member will devise a work log for use by staff member in logging work to be done, identifying time and date received, the number of the priority, date completed and name of person generating the work. The work log will be reviewed by supervisor and staff member during the weekly meeting to identify where problems are occurring and to devise alternative plans when necessary.
Draft of written work and calculations will be submitted to supervisor for review. If possible, written work should be submitted to supervisor at least one day in advance of deadline if it is produced for purposes external to the department (i.e. letters, proposals, campus-wide electronic communication).
Attend a half-day workshop on time management offered by XXX Department on August 15, 2016. Release time will be granted for purposes of attending workshop.

**Measurement Standards**
Improvement shall be immediate, significant and on-going. Immediate means that this plan is effective as of this meeting and improvements need to occur from this point forward. Significant means the improvements must be marked and noticeable, different from previous performance, and must meet the performance levels described. Ongoing means that changes and improvements that are not sustained, even if immediate and significant, are unacceptable.

**Completion Date**
At the weekly meeting at the 30-day mark, we will discuss these requirements and discern whether any additional adjustments should be made. At the weekly meeting at the 60-day mark, we will discuss whether the requirements have been successfully and consistently achieved. Overall target date is October 1, 2016.

**Staff Member Comments:**

---

**Supervisor and Staff Member Signatures**

Staff Member: ________________ Date: ________________

Supervisor: ________________ Date: ________________
Supervisor Performance Evaluation Checklist

Supervisors can use the checklist to ensure that the required steps are taken:

**At the Beginning of the Performance Evaluation Period:**
- Make Sure that the staff member understands how the evaluation process and rating system works
- Define the duties, discuss required staff member contributions to goals and objectives
- Provide the staff member with a copy of the job description and discuss performance standards for each core performance value and overall rating

**During the Evaluation Period:**
- Observe staff member performance
- Maintain documentation of examples of staff member’s good and bad performance
- Communicate on a continuing basis through informal evaluation
- Monitor progress toward established goals or individual development plan

**Before the Review Session:**
- Set appointment with the staff member several days in advance
- Ask staff member to complete self-assessment form
- Review documentation and other notes related to staff member performance
- Review selected competencies and goals
- Arrange a private setting
- Prepare preliminary staff member future goals for the new review period
- Plan for specific performance improvement notice and/or performance action if applicable

**During the Initial Review Session:**
- Be businesslike but pleasant and informal
- Involve employee and solicit employee comments – encourage discussion
- Discuss future goals for the next review period
  - Establish a clear understanding of competencies and rating values – share specific overall ratings.
- Communication of the overall ratings should not be shared until the evaluation has been approved by management
- Agree on individual development plan (IDP) if applicable
- Close on a positive note

**Completing the Evaluation and Sharing the Ratings with the Employee:**
- Provide a copy of the evaluation to the employee
- Send a copy of the evaluation to HR for the employee’s personnel file

**Preparing for the Next Evaluation Review Period:**
- Ensure that the job description accurately describes the employee’s job duties. If an employee’s job description needs to be updated, work with HR to ensure that all revisions remain within the job specifications for the position
- Follow up to ensure that approved training/professional development is being pursued by the staff member