

MANAGERIAL PERFORMANCE EVALUATION GUIDE

Purpose

The purposes of the annual performance evaluation process are to provide useful feedback about job performance, to facilitate better working relationships, to provide a historical record of performance, and to contribute to professional development.

Continuous feedback of employee performance is an important aspect of the supervisor's job. By providing constructive feedback on a regular basis, the supervisor is giving the employee information about work performance and, if needed, allowing appropriate time to make corrections in performance and/or behavior. Regular feedback, through one-on-ones or other methods, avoids "blindsiding" the employee at evaluation time with an unsatisfactory review.

Preparation

To facilitate communication, it is important that both supervisors and employees prepare for the review session. The job description, which interfaces with the evaluation form, should accurately reflect the employee's job responsibilities and must be included as an attachment to the evaluation itself. Accordingly, the supervisor should review the employee's job description for accuracy prior to the completion of the evaluation. A copy of an employee's job description should be kept on file within the department. In the event that a supervisor does not have a copy of the employee's job description, a copy may be requested from Human Resources.

Supervisors should plan the communication surrounding the evaluation. They can prepare questions that will be asked and try to anticipate concerns. Conversations should begin on a positive note - emphasizing what is valued and appreciated about the employee. From there, move to discussing those areas that require improvement. Provide specific suggestions for improvement and examples of why improvement is needed. If the employee receives an overall rating of "Needs Development" or "Unsatisfactory," the supervisor must develop and implement a Performance Improvement Plan (PIP). It should be noted, however, that a PIP can be implemented at any point in the performance cycle.

While it is important to discuss past performance, significant time should be spent discussing the future – including more effective ways to accomplish essential job functions and goals/results, as well as continued professional development. If the evaluation form is to provide an accurate track record of employee performance, changes in performance must be noted. Prior to the supervisor completing the review, the supervisor may consult others who also have knowledge of the employee's job performance because of interaction and collaboration. Though not a matter of formal record, the employee may complete the managerial evaluation form independently as a self-evaluation in order to reflect on his or her performance and to contribute to the overall process.

New Hire OR Promotion to New Position

Employees hired or promoted after **January 1** of the current evaluation year will **not** be eligible for a salary increase until the next performance cycle.

RATING SCALE & COMPETENCY DEFINITIONS

MANAGERIAL EVALUATION RATING SCALE

RATING	CRITERIA
Satisfactory	Fulfills position requirements. Consistently achieves established goals and meets expectations. Performance results in contributions to department and University goals.
Needs Development	Does not consistently achieve desired results or significant position requirements. Requires improvement in areas noted. A Performance Improvement Plan (PIP) must be implemented for an overall "Needs Development" rating.
Unsatisfactory	Fails to achieve desired results and does not fulfill position requirements. A Performance Improvement Plan (PIP) must be developed and monitored.

COMPETENCY DEFINITIONS

Competency areas upon which employees will be rated are defined below. Questions are provided for reference when completing the evaluation.

SECTION 1. GENERAL MANAGEMENT ABILITIES & PRACTICES

COMPETENCY	DEFINITION
Planning	How well does this person establish goals, set priorities, anticipate problems, and otherwise plan work in his/her areas of responsibility?
Organization & Administration	How well does this person allocate, balance and integrate work? How well does he/she arrange and facilitate the accomplishment of tasks? How accurate and timely are reports? How well are administrative systems utilized and procedures followed?
Delegation	How well does this person delegate? Is work delegated to each subordinate on the basis of his/her capability? Are subordinates provided with the appropriate authority to complete the work delegated to them?
Follow-up & Control	How well does this person check and review work both, while it is being done, and after its completion? Is work accomplished with thorough and effective direction? Does this person pay appropriate attention to details?

SECTION 2. INTERPERSONAL ABILITIES & RELATIONSHIPS

COMPETENCY	DEFINITION
Supervision & Motivation of Subordinates	How well does this person relate to subordinates? How hard does he/she work to establish relationships with subordinates and motivate them? Does he/she delegate and monitor work properly? Does this person commit time and effort to train and develop others? Does he/she provide the guidance to others that will help to build a stronger workforce for the University?
Holding Subordinates Accountable to Performance Standards	How well does this person establish job related standards and communicate them to subordinates? Does the person hold subordinates to the established standards? Does the person work with subordinates to identify areas that need improvement and develop improvement plans? Does the person address performance problems with subordinates, including discipline when appropriate?
Stimulation & Motivation of Others	How effectively is this person able to stimulate others to motivate themselves to higher levels of performance? How effectively is this person able to handle mistakes in a way which will help people learn and grow?
Relationships with Superiors	How well does this person relate with superiors? How hard does he/she work to establish relationships with superiors? Does he/she work to establish trust in dealing with superiors?
Relationships with Peers	How well does this person relate with peers? How hard does he/she work to establish relationships with peers? Does he/she work to establish trust in dealing with peers?
Relationships with Students (if applicable)	How well does this person relate to students? Does he/she work to establish trust in dealing with students? Are student interactions friendly and courteous? Is this employee sensitive to student needs?
Innovations in Productivity & Fiscal Management	Is the person creative in finding methods that improve the effectiveness and efficiency of the work unit? Does the person stay current in their particular field and bring modern business practices to the work unit? Is the person responsible in their use of resources?
Communication	How well does this person get his/her meaning across to others? Are verbal instructions and reports clear and concise? Are memos, letters, and other written communications accurate and well-constructed? Does this person speak and write with some sensitivity to how his or her words might be taken by others? Does this person have good listening skills?

SECTION 3. JOB SPECIFIC ABILITIES & ACCOMPLISHMENTS

COMPETENCY	DEFINITION
Problem Solving	How well does this person solve problems? Are proper goals established? Are alternative solutions considered and weighted? Are attempted solutions evaluated?
Decision Making	How well does this person make decisions? Are “reversible” decisions made quickly? Are “irreversible” decisions made on a timely basis but given proper and careful consideration? Does the person seek opinions, ideas, and suggestions of others?
Goal Setting & Achievement	Does this person commit to challenging, yet realistic, goals and subsequently pursue her or his achievement in an aggressive manner? Does the person set and meet realistic deadlines?
Job Knowledge	How aware is this person of the methods, techniques, and skills in his or her functional areas which are necessary for satisfactory performance?
Management of Resources	How well does this person utilize finances, budgets, facilities, equipment, supplies, and materials for the overall benefit of the University?
Standards & Quality of Work	What is the quality or lack of quality by which the manager performs management tasks? Does the person make expectations clear? Are standards set high enough to stimulate people to meet the challenge, but not so high as to discourage an attempt?

INSTRUCTIONS FOR COMPLETING THE MANAGERIAL EVALUATION

Step	Action	Responsible
1. Competency Ratings	a) Start on page 1. Enter employee name and other relevant information. b) Complete Sections 1-3 by checking the appropriate box. <i>Note: Use Rating Scale & Competency Definitions outlined in the Managerial Evaluation Guide for reference as needed.</i> c) Provide comments for ratings below <i>Satisfactory</i> .	Supervisor
2. Overall Rating & Job Description	a) Continue to page 3. b) Complete Overall Rating & Salary Recommendation. c) Attach copy of CURRENT job description.	Supervisor
3. Performance Improvement Plan AND/OR Signatures	a) In cases of an overall rating of <i>Needs Development</i> or <i>Unsatisfactory</i> , the supervisor shall develop a Performance Improvement Plan (see PIP, page 4) . a) The Supervisor shall conduct a face-to-face meeting with the employee and review performance justifications and Performance Improvement Plan, if applicable. b) Supervisor and Employee sign off and date. Employee receives copy of evaluation. c) Supervisor forwards complete evaluation packet, including Performance Improvement Plan & current job description up the chain of command for signature. <i>Note: It is the Supervisor's responsibility to ensure all evaluations are complete and submitted to HR BY OR BEFORE THE DUE DATE.</i>	Supervisor