



Staff Performance Management Guide

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Performance Management Philosophy

Claremont McKenna College (CMC) recognizes all employees as essential to the overall success of the College. This success is achieved by fostering a work environment in which employees are inspired to perform to the best of their abilities. CMC's performance management cycle and processes allow supervisors to set expectations for the year and to discuss each employee's potential contributions toward the achievement of departmental and College goals and objectives. To facilitate such an environment, CMC is committed to a performance management program for all employees that:

- Creates a positive and supportive work environment and culture that attracts and retains the highest caliber staff.
- Recognizes the accomplishments of staff in job performance that rewards employees based on their performance to the College.
- Affords employees the opportunity for professional growth through skill development.
- Recognizes planning and performance is a two-way process that encourages consistent and transparent performance communication between supervisors and employees.
- Promotes accountability in performance evaluations through objective, job related criteria developed and understood in advance by both supervisor and employee.

Performance Management Objectives

CMC will strive to use its performance management program to accomplish the following objectives:

- Promote two-way performance related communications between supervisors and employees that clarify expectations about the roles, goals, and behavioral accountabilities.
- Promote professional growth for employees by helping them in acquiring the desired knowledge and skills.
- Identify the barriers to effective performance and resolve those barriers through constant coaching and development support.

Performance Management Policies

Performance Appraisal

Performance appraisals are an important part of Claremont McKenna College's two-way communication process between an Employee and a supervisor. The performance appraisal is a systematic review and discussion of an Employee's performance of assigned duties in relation to the position and the progress toward established goals. It also provides the opportunity to set goals for the next review period. The appraisal is based on the results of the Employee's performance of assigned duties during the relevant review period.

Initial Review Period

All new, transferred, promoted, and rehired Employees are subject to an Initial Review Period for the first 180 calendar days after their date of hire or placement into a position. This "getting acquainted" or Initial Review Period gives the supervisor the opportunity to determine the Employee's ability to perform the job duties and provide ongoing feedback regarding performance. It also provides the Employee with an opportunity to decide if the Employee is satisfied with the position. An Employee will receive an Initial Performance Review at the end of this 180-day period. The supervisor will provide the Employee with feedback about the Employee's performance in the new job. Claremont McKenna College reserves the right to extend the duration of the initial review period when such an extension is determined appropriate in Claremont McKenna College's sole and absolute discretion.

Annual Performance Review

Annual performance evaluations provide an objective, consistent, and fair way to gauge each Employee's on-the-job effectiveness. The evaluation process is also a time when work standards, areas for improvement, career development, and possible opportunities and goals are discussed. Each Employee's job performance will be reviewed with the Employee by the immediate supervisor at the beginning of each calendar year or as soon as administratively possible thereafter. Employees who are still in the initial review period or who have been reviewed within the past six months will not receive an annual performance review for this timeframe.

Supervisors review each Employee's job performance in accordance with the policies and procedures of Claremont McKenna College. The supervisor will let an Employee know work performance strengths and offer suggestions for improvement and development. In addition, an Employee will be asked to conduct a self-evaluation of performance and suggest goals and objectives. Employees will be allowed to see the evaluation, sign the forms, and receive a copy. A copy of the forms will also be included in the Employee's personnel file. Performance reviews do not assure an "automatic" wage increase; rather, reviews are conducted to evaluate the Employee's performance and contribution to Claremont McKenna College.

Despite the performance management process outlined herein, employment with Claremont McKenna College both during the Initial Review Period and thereafter is at-will and may be terminated at any time, for any reason, with or without cause, and with or without notice by either party.

Five Key Components of Performance Management

There are five key components of performance management: process, goal setting, competencies, feedback and coaching, and ratings.

Process

- The series of actions and steps that define the performance appraisal process.

Goal Setting

- The identification of goals involving both employee and supervisor.

Competencies

- The knowledge, skills, and attributes required in the pursuit of performance goals.

Feedback and Coaching

- Conversations between a supervisor and an employee used to support the employee.

Ratings and Evaluations

- The classification system used in defining and evaluating performance.

Performance Management Steps

There are seven general steps of the College's performance management process, which are performed within the Workday HRIS system.

Step #1:

Employee completes self-assessment in Workday.

Step #2:

Supervisor completes performance evaluation for each direct report in Workday.

Step #3:

Next level Manager reviews and approves the performance evaluation.

Step #4:

Human Resources reviews and approves the performance evaluation.

Step #5:

Supervisor conducts in-person performance review meeting with each Employee.

Note: If the Employee's job has changed, the best practice is to review and provide an updated job description at this step.

Step #6:

Supervisor confirms they met with the Employee and submits the review in Workday.

Step #7:

Employee and Supervisor electronically acknowledge the review in Workday.

CMC Template Sections

Below is the CMC performance Management Template for All Staff:

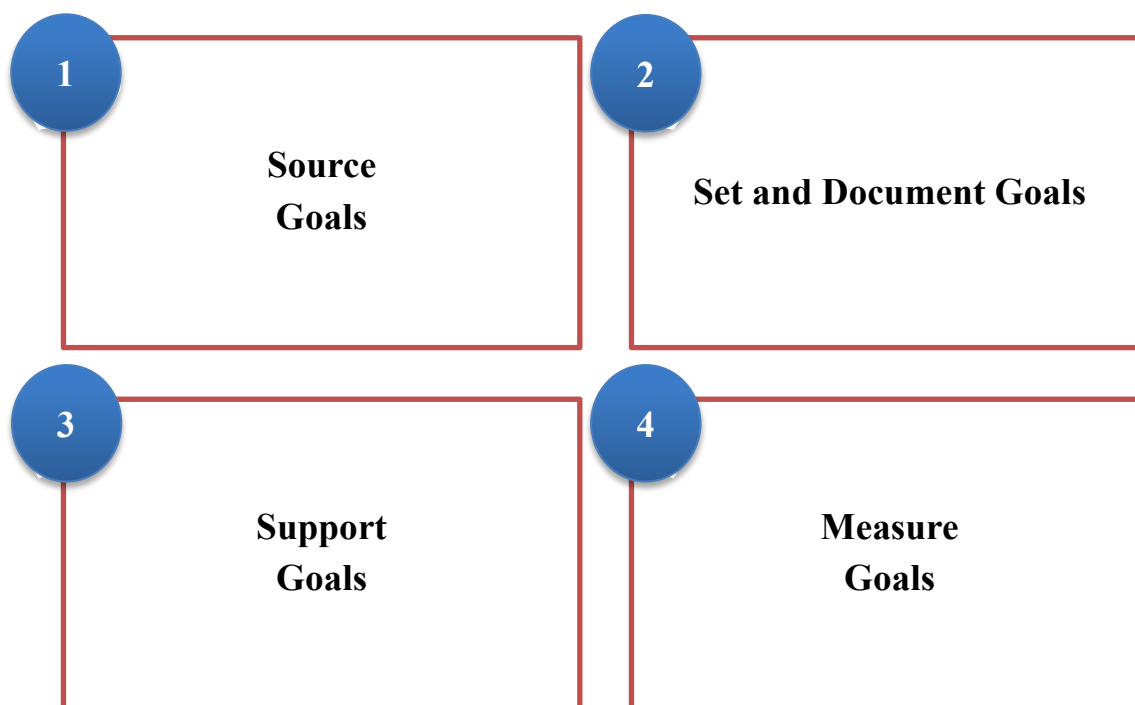
Section	Area	Definition
I	Goals	Summarize performance of goals and identify proposed goals.
II	Competencies	Summarize performance of job responsibilities and accomplishments related to college competencies.
III	Management Competencies	Summarize performance of job responsibilities and accomplishments related to college management competencies.
IV	Summary of Performance Evaluation	Provide an overall performance rating for the review period along with any comments.
V	Contribution to the College (NEW - Unrated)	Open-ended question to respond to how the employee contributed to the College.

Below is the CMC performance Management Template for Service Staff:

Section	Area	Definition
I	Competencies	Summarize performance of job responsibilities and accomplishments related to service staff competencies.
II	Overall Performance Question	Summarize performance of job responsibilities and accomplishments for the year.
III	Overall Performance Rating	Provide an overall performance rating for the review period along with any comments.
IV	Contribution to the College (NEW – Unrated)	Open-ended question to respond to how the employee contributed to the College.

Goal Setting

Supervisors are responsible for ensuring employees have a clear understanding of goals and expectations, how they align to the College and/or department.



Source Goals:

- College Goals: Evaluate how the actions of your employee/team drives college-wide goals.
- Department/Team Goals: Identity how the actions of the team impact department goals.
- Past Performance Appraisals: Review opportunities to build on pat performance conversations.
- Development goals: Asses pat check-in notes or talk to the employee – how and when do they want to develop?

Set and Document Goals:

- SMART Goals: Devise goals that are specific, measurable, Attainable relevant and time bound.
- Focus Goals: Set four to five goals so that the employee understands where and how to focus.
- Document: House goals in Workday.

Support Goals:

- Set up regular check-ins to review progress toward goals with employees.
- Create an individual development plan to define how you will support the employee's development
- Provide ongoing feedback.

Measure Goals:

- Identify how frequently goals will be measured.
- Record Progress of goals.

Competencies

Goals define “what” an employee should do, and competencies define “how” an employee should do it. A competency is a measurable pattern of knowledge, skills, and attributes observable through behaviors that an individual needs to perform their work successfully.

Competencies play a role in reinforcing culture and values. While goals might adequately assess technical skills, competencies can include essential interpersonal skills such as communication and teamwork. Goals and competencies must be evaluated together to accurately assess overall performance.

Competencies come in many forms:

Core	Functional	Management
<ul style="list-style-type: none">• Apply to every role and include select competencies that are tied to the achievement of the college mission, strategy and goals.	<ul style="list-style-type: none">• Apply to only one job family or functional area (e.g., Finance, IT, etc.)	<ul style="list-style-type: none">• Apply to all management from supervisors, directors, assistant/associate vice presidents, to Vice Presidents.

CMC's Competency Framework

The following competencies apply to the four types of performance review templates at CMC.

Competencies	Initial Review	CMC Staff Review (Additional Management Competencies Noted in Red)	CMC Service Staff Review
Accountability	X		
Attendance			X
Collaboration		X	
Communication	X	X	
Dependability	X	X	
Development of Staff		X	
Functional Knowledge & Skills	X	X	
Initiative	X	X	
Interpersonal Relations		X	
Job Knowledge			X
Leadership		X	
Planning & Organizing		X	
Problem Solving and Decision Making	X	X	
Safety			X
Safety Awareness	X	X	
Service Focus		X	X
Teamwork		X	X
Technical Skills	X		

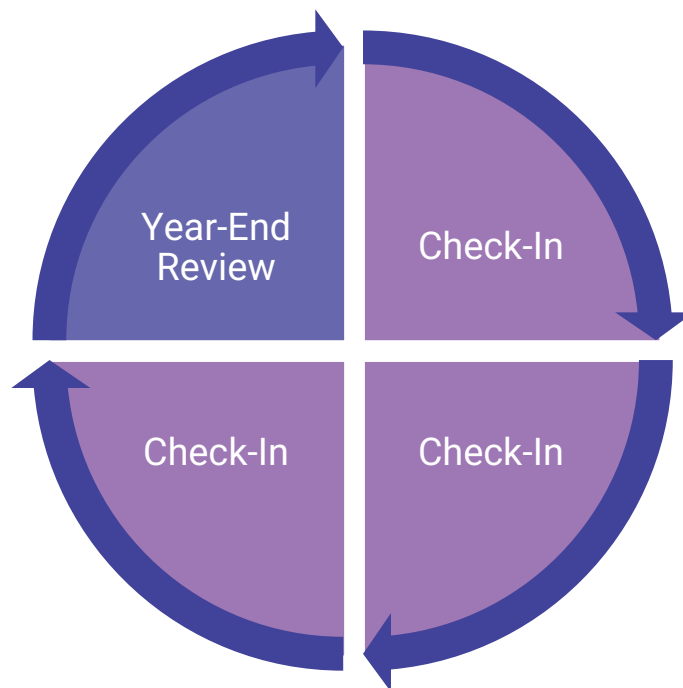
CMC's Competency Definitions

Accountability Defines objectives and strategies to meet customer requirements and organizational goals and objectives. Manages performance to achieve expected results. Keeps informed of performance through face-to-face meetings, written communications, analytical reports, and performance measures. Keeps supervisor informed of progress, issues, and potential problems. Maintains a cost/effective balance of controls and risk-taking to ensure effective and efficient operation within budget. Identifies and addresses areas of weakness that may affect organizational performance. Takes full responsibility for results.
Attendance Meets acceptable attendance practices.
Collaboration Works cooperatively with others, inside and outside the organization, to accomplish objectives to build and maintain mutually beneficial partnerships, leverage information, and achieve results.
Communication Demonstrates effective and cordial communication both orally and in writing; shares appropriate information with employees and management in a timely manner; conducts timely meetings or participates productively; listens receptively to others' input; demonstrates openness to different viewpoints; communicates in a manner which demonstrates sensitivity to diverse backgrounds.
Dependability Is consistently present at work on time and as scheduled, carries out instructions, follows department and institutional policies, adheres to established timelines, meets deadlines, and satisfies workload expectations. Completes work assignments accurately, thoroughly, and efficiently
Development of Staff Uses appropriate methods and a flexible interpersonal style to help others develop their capabilities. Provides helpful, behaviorally specific feedback to others. Shares information, advice, and suggestions to help others be more successful. Provides effective coaching and maintains documentation. Collaboratively works with direct reports to set meaningful performance objectives. Recognizes and reinforces people's developmental efforts and improvements. Regularly meets with employees to review their development progress.
Functional Knowledge & Skills Demonstrates skills and knowledge relevant to one's own function or work group. Applies current best practices in discipline or specialty area. Stays aware of major developments in discipline or specialty area. Recognized by customers and team members for functional knowledge and skills.
Initiative Responds appropriately on own to improve outcomes, processes, or measurements. Assumes responsibility and leadership when asked. Accomplishes goals independently, with little need for supervision. Takes ownership and accountability for own performance. Seeks out and/or accepts additional responsibilities in the context of the job.

<p>Interpersonal Relations</p> <p>Respects and values the contributions of staff, stakeholders, and customers. Builds positive and respectful working relationships within and outside of the department. Creates an environment that fosters a high level of interaction and exchange of ideas. Promotes a team environment and sense of community. Demonstrates sensitivity and appreciation for diverse backgrounds. Handles conflict resolution and crises without losing efficiency or composure.</p>
<p>Job Knowledge</p> <p>Understands and applies processes and technical skills required for the position; stays up to date on best practices and trends as applicable to the department and/or position.</p>
<p>Leadership</p> <p>Models excellence in behavior and performance as expected from peers and staff; assumes personal ownership and accountability; manages and applies change in College priorities and goals; may include service on College or intercollegiate committees.</p>
<p>Planning & Organizing</p> <p>Identifies and develops departmental goals and objectives, the strategies needed to achieve those goals and objectives, and the plans to achieve them; executes, monitors, and evaluates progress towards meeting goals and re-strategizes as necessary; sets priorities and deadlines; delegates; flexible in changing goals, objectives, and plans as necessary.</p>
<p>Problem Solving and Decision Making</p> <p>Identifies and responds to problems quickly; anticipates potential problems and takes corrective action; conducts thorough examination of the problem and identifies and evaluates the most appropriate solutions; develops tools to measure outcomes; evaluates outcomes and solves problems; reports problems to management when necessary; makes decisions in a timely manner; decisions are consistent and clear.</p>
<p>Safety</p> <p>Demonstrates a working knowledge of safe work practices; promotes and practices safety policies and procedures to staff; trains and updates staff on safety policies and procedures.</p>
<p>Safety Awareness</p> <p>Demonstrates a working knowledge of safe work practices; promotes and practices safety policies and procedures; if applicable, trains and updates staff on safety policies and procedures.</p>
<p>Service Focus</p> <p>Identifies clients' needs; reviews internal processes and implements improvements to continuously provide high quality of service; develops goals, objectives, and plans for satisfying internal/external client needs.</p>
<p>Teamwork</p> <p>Values the input and know-how of other team members; asks for help, when needed; offers help to other team members, when needed; builds trust and respect among fellow team members; takes actions that demonstrate consideration for the feelings and needs of others.</p>
<p>Technical Skills</p> <p>Effectively uses technology and/or equipment to perform and improve duties. Demonstrates willingness and ability to learn and adapt to new technology and/or equipment. Incorporates advances in resources to improve services and outcomes.</p>

Feedback and Coaching

It's important to conduct frequent performance check-ins with employees. This is one of the most powerful ways that you can impact the performance of your team. There are several benefits to conducting regular check-ins. First, it allows you to keep a finger on the pulse of employee performance. Providing employees with regular feedback means that they will be able to learn and improve quickly. It also helps you to provide more meaningful feedback and requires less preparation before each meeting because you are doing a little bit frequently, rather than a lot at once. This means it will be less challenging to provide specific examples and feedback.



Here are some potential ways to structure check-ins. Modify this structure as appropriate for your team.

Every Check In

- Discuss job expectations
- Performance against goals
- Update/adjust goals
- Challenges
- Any feedback?

Regularly

- Performance metrics
- Development plan
- Recognition
- Feedback/Coaching

Every Couple of Months

- Career aspirations

Feedback and Coaching

Giving effective feedback can be hard. We are going to use the 3C model – contextualize, communicate, confirm – to help you frame feedback to make sure the message is clearly planned, communicated, and understood.

Contextualize

- Plan the message you want to convey.
- Provide feedback as quickly as possible.
- Ensure that the recipient is not preoccupied.

Communicate

- Be specific and give a recent example.
- Be descriptive, not evaluative.
- Relate feedback to changeable behavior.
- Suggest an alternative, positive behavior.

Confirm

- Solicit recipient's thoughts on the feedback.
- Clarify if not understood. Try another example.
- Confirm understanding of the feedback.

Evaluation Ratings

For each competency, you must provide a numeric rating of the employee's performance. More than one level may be checked. The College utilizes the following 5-point rating scale:

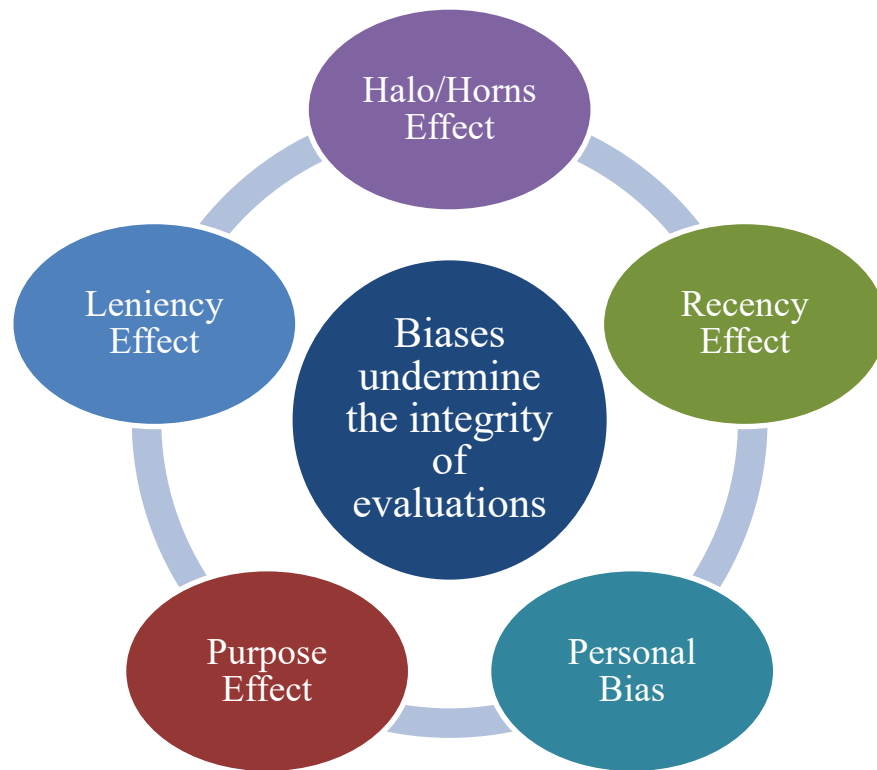
Scale	Ratings	Definitions
5	Exceptional Performance	Performance represents an extraordinary level of achievement and commitment. This rating should be reserved for truly outstanding performance.
4	Exceeds Expectations	Strong performance that consistently met and frequently exceeded expectations. All goals, objectives, and targets were achieved above the established standards.
3	Meets Expectations	Capable and satisfactory performance that met expectations and occasionally exceeded job requirements.
2	Needs Improvement	Performance did not consistently meet expectations, performance failed to meet expectations in one or more essential areas of responsibility, and/or one or more of the critical goals was not met.
1	Does Not Meet Expectations	Performance was consistently below expectations in most essential areas of responsibility, and/or reasonable progress toward critical goals was not achieved. Significant improvement is needed in one or more important areas. A performance improvement plan is required.
0	Does Not Apply	Competency rating is not applicable.

Use specific examples and facts, not judgments or assumptions. It is best practice to provide quantitative feedback for each competency so employees can understand the behaviors that lead to successful job performance or that do not meet the expectations of performance.

Comments are recommended for all ratings of a 1 or 2, so that employees will be provided with information and clarity on how to achieve effective performance expectations.

Rating Biases

It is important that we are aware of biases so that we can be sure they are not impacting our decisions with respect to ratings. Ultimately, it's critical to keep these biases in mind as you are working through the performance appraisal cycle and critically assess if they could be impacting the ratings you are assigning.

**Halo/Horns Effect**

Occurs when an employee performs particularly well (or poorly) in one area and is then rated correspondingly high or low in all other areas.

Recency Effect

Occurs when a rater weights an employee's recent behavior too heavily, as opposed to assessing the employee's average behavior over the entire evaluation period.

Personal Bias

The more characteristics a rater shares with an employee, the more favorably the rater will tend to assess that employee's behavior.

Purpose Effect

Occurs when the rater believes a specific rating or ratings will lead to a desired outcome, positive or negative, for the employee.

Leniency Effect

Occurs when a rater wants to avoid being negative or fears repercussions, so they score employees higher than is realistic.

Tracking Performance Milestones

Effective tracking of performance milestones allows for timely information to be provided to the employee on both successful performance and any needed performance improvement. An easy way to track and provide specific feedback is to use the STAR approach:

Situation/Task	What was the task, problem, opportunity, or challenge?
Action	What did the employee specifically say or do to handle the situation/task?
Result	What changed, for better or worse, because of the employee's actions and what was the impact or consequences of that result?

When you need to provide feedback for improvement, you will also need to describe an alternative action and the alternative result desired.

Situation/Task	What was the task, problem, opportunity, or challenge?
Alternative Action	What did the employee specifically say or do to handle the situation/task that was less than effective? What is something the employee could have said or done differently?
Alternative Result	What changed, for better or worse, because of the employee's actions and what was the impact or consequences of that result? What is the enhanced result that the alternative action could have produced?

Remember to provide feedback on any performance events that you document. An employee should never be surprised with feedback at the end of the performance cycle.

Conducting Performance Management Discussions

The goal of the performance evaluation meeting is to meet both the professional and practical needs of the employee. Strive to ensure the employee is understood and involved in the discussion in order to reach a productive outcome. The following meeting structure is a best practice approach to follow:

1. **OPEN** with purpose and importance
 - State the purpose of the discussion is to discuss the employee's performance over the past year and the job expectations
 - Identify importance (impact on/benefits to person, team, College)
2. **CLARIFY** the meeting process
 - To review past performance and allow the employee to share ideas they have for development
 - To allow the supervisor to share their evaluation ratings and rationale
 - To reach a common understanding, alignment, and agreement on performance
3. **DELIVER** the performance evaluation
 - Provide your ratings and rationale for performance goals and results
 - Provide your ratings and rationale for each competency
 - Share your recommendations on future goals
 - Provide your feedback on the employee's strengths and development targets
 - Provide any overall comments
4. **DEVELOP** expectations for future development
 - Seek and discuss ideas for developmental plans and activities that should be conducted during the next performance period
 - Explore needed resources/support
5. **AGREE** on each expectation, including tracking methods
 - Specify actions to be taken and by when
 - Confirm how to measure progress
 - If there is disagreement on expectations, a discussion should continue involving the next level manager and/or a facilitated meeting with Human Resources.
6. **CLOSE** by summarizing and confirming confidence in the employee
 - Acknowledge your appreciation of the employee's efforts
 - Address any questions the employee has at that time

Upon delivery of the performance evaluation with the employee, both the supervisor and employee are required to sign the performance review. The employee is also provided the opportunity to add any comments to the review.

In addition, five process skills are effective to keep the discussion moving forward and to ensure that everyone understands the discussion:

Process Skill	Definition	Tips for Using
Maintain or Enhance Self- Esteem	Discussions about what people are expected to achieve are personal interactions that can increase or diminish people's self-worth. When discussing areas for development, focus on the facts and share specific examples; don't attack people, generalize, or guess at motives	<ul style="list-style-type: none"> • Express confidence in future achievements • Acknowledge preparation and participation • Encourage innovative thinking
Listen and Respond with Empathy	When you listen and respond with empathy, people are more likely to share their feelings about the expectations, helping you to understand their concerns and to recognize where they feel confident.	<ul style="list-style-type: none"> • Clarify and address concerns and issues • Listen to others' feelings
Ask for Help and Encourage Involvement	Involvement is the best way to build buy-in to expectations and commitment to achieving them. You, as the leader, need to shift the focus from directing others to energizing and guiding them toward success.	<ul style="list-style-type: none"> • Balance "telling" and "seeking" • Give people a say in the action • Encourage others to prepare
Share Thoughts, Feelings and Rationale	It is critical in discussions that everyone be open, honest, and collaborative. One way to ensure this is by sharing your thoughts, feelings, and rationale. You can use information that you have to explain the rationale for an expectation being higher than anticipated or for a behavior being more important.	<ul style="list-style-type: none"> • Make links to the bigger picture • Share feelings and concerns
Provide Support Without Removing Responsibility	People often need the supervisor's support in developing a solid plan and implementing it successfully. However, identifying and committing to expectations is the individual's responsibility. If the goals are a big stretch, offer to provide support, such as coaching, obtaining resources, increasing authority, or removing barriers.	<ul style="list-style-type: none"> • Prompt their thinking by asking questions • Make commitments you can keep

Performance Improvement Plan

Every performance improvement plan (PIP) should address certain fundamental facts.

Supervisors are required to consult with the Office of Human Resources before giving a performance improvement plan to an employee.

The following items should be addressed in every performance improvement plan.

Describe why the plan is necessary

This is a clear summary statement that performance is not meeting the requirements or the expectations of the supervisor. It identifies the performance gaps and/or behavioral issues that are a problem and emphasizes the need for improved performance and/or corrected behavior.

Identify the problem to be corrected

Identify or list specific facts (i.e., names, dates, places, persons affected, etc.) that demonstrate the performance or behavioral problem. Some of the problems may already have a history of informal or formal counseling and coaching behind them. Such history should be described and enumerated. Some issues may be connected to a progressive disciplinary process that is in the works. Such information also needs to be included in the PIP.

Regardless, the PIP needs to be specific and factual (i.e., not hearsay, opinions, generalized or vague references). This is the place to talk about the importance of the work and link it to the success of the employee, the department, and the mission of the College. Talk about the importance of the issue as a part of a bigger picture and its impact on others. In other words, discuss the business impact of the problem.

Explain what must happen and how performance will be measured.

Establish specific, measurable objectives and timelines for making progress.

Expectations must be clearly described and communicated. This should include how the employee's performance will be measured. Performance standards should have face value, be reasonable, and attainable. This piece is the central part of the supervisor's action plan. It defines and details the supervisor's expectations and works to ensure the employee understands what is expected in order for them to meet those expectations.

Describe what resources are available to assist the employee

The PIP should not be limited only to the things the employee must do. It should also identify what resources, materials, training, and etc. will be made available to help the employee meet the performance expectations. This could take many forms that include things like:

- training, assigned books to read, or classes to attend mentoring by supervisor or other staff
- job shadowing another employee who has good command of the skills or behaviors in question
- periodic meetings with the supervisor or staff who will train/assist the employee.

Identify how long the PIP will be in effect

Any employee placed on a PIP needs to understand that the PIP is time sensitive. The PIP must explicitly identify the period of time after which some level of improvement is expected.

Depending on the nature of the performance or behavior issues being addressed, the amount of time allotted may vary. Generally, a PIP will be established for 90-days. If the issue is easily remedied, the time frame can be short. Supervisors may also include a renewal clause for the PIP. This would be something that indicates if satisfactory performance is not achieved during the designated time frame, the PIP will be extended.

Whatever the timeline, it should be clearly understood by the employee that changes in performance and/or behavior is expected by the specified date. Supervisors must maintain active contact with the employee throughout the duration of the PIP and document this. As such, the supervisor should schedule and conduct frequent review meetings to discuss employee progress while the PIP is in effect.

Describe the consequences if performance is not improved.

The employee should clearly understand what the consequences are if the standards described in the PIP are not met. Options may include extending the PIP for another specified period or moving to one of the formal steps in the disciplinary process, such as a written warning, etc.

Frequently Asked Questions

1. Is the performance evaluation process required for all employees?

All regular part-time and full-time staff members, including those in Interim roles, are required to be evaluated annually. This excludes temporary staff.

2. Are all staff employees reviewed at the same time?

Yes, all staff eligible to receive an annual performance evaluation must receive the completed evaluation by May each year, unless they are in their introductory period.

3. How long must an employee be on the job prior to having an annual performance evaluation?

Employees should complete their introductory period before receiving the annual performance evaluation.

4. What if there is a change in supervisors during the review period? Who conducts the review?

If an employee is new to a position but has worked in another department, both the current and the previous supervisors are encouraged to work together to complete the performance evaluation. If the previous supervisor does not contribute, the current supervisor is ultimately responsible for completing the performance evaluation.

5. Can staff members in my department give input on the performance evaluation of my direct reports?

It is appropriate to solicit input from staff that are knowledgeable of the employee's work performance. How this input is represented on the performance evaluation should be agreed upon by the employee's supervisor and next-level supervisor.

6. Are employees required to complete the self-assessment form?

No, employees are encouraged to complete a self-assessment prior to the supervisor completing the performance evaluation. The self-assessment form allows employees to summarize major accomplishments within the review period, list any activities accomplished during the review period, state goals/objectives, and provide an opportunity to address other issues. The supervisor should not delay the performance evaluation if the self-assessment has not been completed by the specified deadline.

7. I have only been supervising my staff for a short time, should I still complete the performance evaluations?

Yes. Consult with the next level supervisor in completing the appraisal or Human Resources. The current supervisor is ultimately responsible for completing the performance evaluation.

8. Does the employee have to sign the performance evaluation?

There is no requirement that an employee sign the evaluation so if the employee refuses to do so, the supervisor should note that the evaluation was presented to the employee and that he/she refused to sign and indicate the date on which it took place. The employee may wish to add comments concerning the appraisal, which should be provided electronically.

9. If an employee's Overall rating is "Does Not Meet Expectations", is the performance evaluation process handled differently?

Typically, when an employee's overall performance has been appraised and rated on the performance evaluation form as "does not meet expectations", the supervisor and department Vice President should contact the Office of Human Resources to discuss and determine further appropriate next steps.