



# **PERFORMANCE EVALUATION GUIDELINES**

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## **INTRODUCTION**

Performance Evaluation is a great time for you and your staff members to work on clarifying and discussing roles and responsibilities. The process serves to help us become clear about the goals of our position, our department and Marymount Manhattan College.

Effective performance management is an ongoing process that creates a productive work environment. This handbook focuses on the end of the performance appraisal cycle, which is the actual performance appraisal meeting.

This year employees will be asked to provide supervisors with a self-evaluation. The self-evaluation will give employees the opportunity to evaluate their performance against their own personal standards. It will also give them a chance to consider and assess their needs for ongoing professional development.

Employees will be evaluated on a 5-level scale. A “5” rating means performance that consistently meets job standards in all areas, often exceeding them, and sometimes by a wide margin. A “4” rating means performance that consistently meets job standards in most areas, frequently exceeding some, and seldom falling below any. A “3” rating means performance that consistently meets job standards in most areas, performing above in some and needing some improvement in some. A “2” rating means performance that often fails to meet job standards and a “1” rating means performance that consistently fails to meet job standards.

We hope this process gives you an opportunity to recognize and applaud the contributions and accomplishments of your staff members.

## Performance Appraisal Form Overview

The “Performance Appraisal Rating Definitions” should be carefully understood so that there is a common understanding of what is meant by the categories of Outstanding, Exceeds Requirements, Meets Requirements, Needs Improvement, and Unsatisfactory.

When the individual is doing a full, complete and satisfactory job, a rating of “Meets Requirements” is an accurate and fair rating.

### **Performance Factors:**

Not all positions require or allow an individual to demonstrate ability in all of the 17 Job Elements:

Job Knowledge	Professionalism
Quality of Work	Organization of Work
Quantity of Work	Budget
Initiative	Self Development
Adaptability	Supervisory Responsibilities
Attitude	Leadership
Communications	Decision Making
Judgment	Personnel Utilization
Responsibility	

Only those factors, which are relevant to the position, should be evaluated. If necessary, there is space at the bottom of the form to add additional factors if evaluating specific jobs require it. Comments on performance should cite specific accomplishments relating to each responsibility. Examples should be objective and specific rather than general.

### **Average Points**

Average point value of the performance factors is to be computed for each employee’s rating . To compute the average points, simply add the total number of points given for each Job Element and divide by the number of elements.

### **Summary**

The summary of the individual’s overall performance is incomplete if it does not address the individual’s 1) strengths 2) areas needing development or improvement 3) performance goals for next year.

## **Performance Appraisal Rating Definitions**

### **Rating 5 - Clearly Outstanding**

Use of this performance rating implies:

- ❑ The employee is the “Best of the Best” and whose accomplishments have made a particularly notable contribution to the college with significant impact.
- ❑ Demonstrates a knowledge that normally can be gained only through extensive experience in this particular type of work.
- ❑ Shows exceptional understanding and knowledge of the subject area.
- ❑ Is a recognized expert in their field.
- ❑ The employee is a number one candidate for promotion when a higher level position becomes available
- ❑ The employee’s actions show an understanding of more than their own work
- ❑ Outsiders seek advice because of the knowledge of the many facets of the individual’s work.

### **Rating 4- Exceeds Expectations**

Use of this performance rating implies:

- ❑ The employee exceeds position requirements even on some of the most difficult and complex parts of the job.
- ❑ The employee seizes the initiative in development and in implementation of challenging work goals.
- ❑ The employee will be accomplishing more than expected.
- ❑ The employee is able to take on extra projects and tasks without defaulting in any other activities and responsibilities.
- ❑ Each project or job is done thoroughly and completely.

- ❑ Their decisions and actions have paid off to a higher degree than expected.
- ❑ Requires practically no direction and supervision.
- ❑ Demonstrates a strong ability to identify, analyze and solve potential problems.
- ❑ Clearly understands purposes, objectives, practices and procedures of the department.

### **3- Meets Expectations**

Use of this performance rating implies:

- ❑ The employee is doing a full, complete and satisfactory job.
- ❑ Performance is what is expected of a fully qualified and experienced person in the assigned position.
- ❑ You get few, if any, complaints from those with whom employee's work integrates.
- ❑ Errors are few and seldom repeated.
- ❑ The employee does not spend undue time on unimportant items, neglecting problems or projects that should have priority.

### **2- Needs Improvement**

Use of this rating implies:

- ❑ The employee is doing well enough for being relatively new on the job and you are fairly sure the employee will qualify for "meets Expectations", however you would like to see whether it's a learning stage or normal performance level.
- ❑ Programs have to be planned and assignments have to be established on a step-by-step basis in order to get the job properly accomplished.
- ❑ Constantly seeking direction from other employees, thus disrupting their work.

There is a level of apprehension when assigning projects or daily work,

## **1- Unsatisfactory**

- ❑ The employee has been on the job long enough to show better performance, creating a bit of a morale problem with those who have to help carry this employee's workload.
- ❑ The employee doesn't have the drive or the knowledge to do the job properly. This employee's work consistently holds up others, thus slowing down productivity.
- ❑ No matter how many times you explain things, the employee does not seem to grasp the situation.
- ❑ Their work continues to fall behind the others. Their performance is creating a loss of credibility for your department.
- ❑ You have had negative comments from others outside the department concerning the employee's job performance.
- ❑ Makes too many mistakes, occasionally repeating the same errors.
- ❑ Does not qualify for the position assigned.
- ❑ Immediate performance improvement is necessary in order to remain in current position. Demotion or termination should be considered for this individual.

## **Preparing For The Meeting**

- Before you meet with your staff member, prepare!
- Advise staff members that Performance Appraisals are being completed. Encourage staff members to complete the Self –Appraisal and submit it to you prior to your meeting. Tell each staff member which Job Elements will be addressed in the appraisal before the staff member completes the appraisal. This will give the staff member the opportunity to self-assess the same areas which will be addressed in the appraisal.
- Provide staff members with an outline of when you plan on meeting with them and how you will handle the process.
- Review the staff member’s departmental personnel file, including:
  - Documentation or notes on previous performance discussions
  - Performance expectations and job description
  - Goals and objectives for the performance cycle
  - Letters of commendation (or complaints)
  - Sample work products
- Review the staff member’s performance during the entire cycle and not just recent performance events.
  - compare staff member’s actual performance to established expectations.
  - view staff members as individuals.
  - determine strengths and weaknesses.
- Discuss the draft performance appraisal with your supervisor as appropriate.
- Finalize the appraisal, including goals, projects, and responsibilities for the next performance cycle. If a member of your staff has an overall rating of 2- “Performance Needs Improvement”, arrange a follow-up meeting in three months to determine if any progress has been made. You may want to discuss strategies with the Department of Human Resources prior to scheduling your appraisal meeting.

## **Steps for Completing the Performance Appraisal**

- Keep an open mind.
- Meet with staff members at a scheduled time.
- Establish a comfortable environment. Do not allow outside interruptions.
- Review job expectations and position description, as needed.
- Discuss self appraisal with staff member.
- Discuss your performance assessment (from appraisal form), with staff member.
- Discuss accomplishments, areas of strength and areas where improvement is needed.
- Encourage and allow staff members to comment.
- Be willing to change your assessment, if appropriate.
- Set goals for next appraisal cycle.
- Discuss any training or resources a staff member may need to meet established goals or further develop competencies.
- Plan and schedule follow-up activities.
- Provide staff member opportunity to make verbal and/or written comments.

## Steps After The Performance Appraisal

- After discussion with staff member, make any necessary changes to the appraisal.
- Obtain signatures from staff member, supervisor, Dean or Vice President.
- Give staff member a copy of the Performance Appraisal.
- Return the appraisal to Human Resources.
- Conduct follow-up activities as needed.
- Communicate regularly with staff member about any revisions in goals.
- If staff member's overall performance requires improvement, ensure that the follow-up review is conducted at the designated time.