

GBAS Workshop: “Making Performance Appraisals Work for my Unit”



Housing & Residence Education
Division of Student Affairs

Unit: Financial & IT Services

Presenter: Sue Beebe – Associate Director of Housing for Human Resources

Process

- Over 9,000 resident students live in undergraduate and graduate & family on-campus housing.
- 350 full-time employees and 350-400 student staff.
- Division of Student Affairs uses a different performance appraisal form.
- Topic of performance appraisal process starts in January at departmental Supervisor Leadership Assembly.
- After Leadership Assembly, there’s a follow-up email with due dates, training class date, and appraisal forms and link.
- Goals and accomplishments are reviewed and discussed throughout year and during appraisal conversation.
- New goals and continuing goals are discussed and document during the appraisal conversation.
- In February, Housing’s HR team trains staff and new supervisors on the performance appraisal process. We also provide business writing classes on a yearly basis.

Cultural Impact

- There is a departmental expectation that performance appraisals are conducted and 100% of the appraisals are turned in.
- Departmental staff understand performance appraisals are important.
- Goals setting is important to motivate staff. Many goals will list attending training opportunities through department or UF HR.
- Department utilizes weekly/monthly reports and quarterly records of discussions as documentation of performance, goal updates, and tasks/projects in process.
- Team meetings occur weekly, bi-weekly, or monthly with supervisors and staff. These meetings can be information sharing, training related, discussion oriented, task/project-oriented, or any combination. These meetings can assist with preparing performance appraisals.
- Performance appraisals may be used in the employee discipline process.

Notes:

Best Practices

- When preparing for appraisals: request self-appraisal, use facts, and provide examples. Remember feedback is on-going and prompt.
- Have employees leave appraisal meeting with dignity.
- Throughout the year maintain good documentation on employees and meetings.
- Provide coaching and training to supervisors on how to write a performance appraisal, particularly new supervisors.
- Provide supervisors with timelines. For example, to complete 1-3 appraisals per week.
- Create a central review point to ensure all appraisals are thoroughly completed (outside activities, signatures). For example, Housing's performance appraisals are due one week prior to the University due date to Housing's HR Administrative Assistants. This provides time to follow-up with outstanding appraisals. Some of Housing's unit heads request an earlier deadline for them to review, date, and sign.

Challenges

- With challenging/difficult employees, provide specific examples on appraisal; set goals; review expectations, and ensure that feedback is on-going.
- Have employee identify and develop skills and behaviors needed to be successful.
- Develop resolutions and goals for performance improvement.
- Goals are to be SMART – specific, measurable, achievable, realistic/relevant, and time-framed.
- Goals will vary depending on staff.

Additional Benefits/Uses of Performance Appraisals

- Use performance appraisals to build achievement/accomplishments.
- Follow-up with goals on a monthly or quarterly basis (update goals).
- Utilize performance appraisals during the hiring process of transferring UF employees.

Notes:

GBAS Workshop: “Making Performance Appraisals Work for my Unit”



Office of the University Registrar

Division of Enrollment Management

Transcending expectations through collaborative synergy and solutions.

Our Mission and Values

Presenter: Aigi Adesogan – Associate University Registrar

Process

- The department begins having conversations mid- to end of January. Staff begins working on their self-assessments in February. Beginning early allows staff sufficient time to do self-evaluations while reducing the stress of the performance appraisal process.
- All supervisors, especially newly promoted are encouraged to attend training through UF’s T&OD supervisory challenge.
- I conduct a yearly performance appraisal presentation that covers performance management as a concept, writing evaluations, setting goals, rating employees and UF’s processes.
- A shorter internal deadline is set to ensure the department meets the March 31st university deadline.
 - Shorter internal deadline gives supervisors a week to a few days to meet with employees.
 - All evaluations are reviewed before they are presented to employees. To review all forms, I establish a deadline 2 weeks earlier than the week selected for supervisors/staff to meet. For example, my deadline to review for this year is March 12.
 - The department has been very responsive to this process and we track and follow-up with all supervisors.
- We have created a standard self-evaluation form to help exempt TEAMS employees who struggle with format and content – the self-evaluation form helps guide the employee’s narrative.
- All evaluations are reviewed by the department’s HR administrator before they are presented to the employee to verify:
 - Form is complete
 - Ratings are supported with remarks and specific examples
 - Feedback is constructive instead of fluff or judgmental statements (a balanced document)

- Potential concerns such as attendance issues due to FMLA are reviewed and addressed through appropriate university procedures
- Goals are established using the SMART goal method
 - Using SMART goals
 - **Specific** – Make them as specific as possible
 - **Measurable** – How will I know when it is accomplished?
 - **Aggressive and Achievable** – Make them challenging but achievable
 - **Relevant** – Make sure they focus on the outcomes you really care about
 - **Time-bound** – By when?

Cultural Impact

- The Office of the University Registrar’s goal is to apply performance management principles beyond just conducting appraisals. This means:
 - Identifying, coaching, developing, recognizing, and rewarding talent. We are constantly looking to develop leaders in our unit.
 - Aligning our staff performance with organizational goals and values. For example, customer service is critical to our organization so we emphasize its importance on an ongoing basis and it is part of our evaluation.
- Promote a culture where feedback is continuously and consistently communicated.
 - Supervisors are being continually trained by attending UF classes, webinars, conferences (if budget allows for it) and mentoring from more seasoned supervisors.
 - Our department has a large number of student assistants (usually around 50 student assistants or more) and providing evaluation to these students is a major priority.

Best Practices

- Keep in mind, the purpose of appraisals is to provide feedback with the goal of reinforcing or redirecting behavior.
- When providing feedback:
 - Do not make it personal
 - Do not judge the employee
 - Directly tie the behavior with impact on the work
 - Be specific, direct, and use examples
 - Use the “Sandwich” rule: begin and end on positive
 - Describe the behavior and workplace impact instead of attacking or judging the person, be careful how you phrase for e.g. “you are not flexible” vs. “you can be more flexible by...”
- Assist your supervisors by having coaching conversations, being available to discuss challenging situations and follow-through.

Notes:

Challenges

- To avoid:
 - Lack of clear expectations: be direct and specific, don't talk around it
 - Issues of bias: use the same criteria/standards to maintain consistency across employees

Additional Benefits/Uses of Performance Appraisals

- Performance appraisals can help with day-to-day coaching
- Using evaluations during the hiring process
- Reward e.g. merit-based pay

Notes:

The intent of this evaluation is to provide the student assistant with feedback they can use to further develop and enhance their skills and abilities, and when necessary redirect behavior. Please choose a rating that best matches the student assistant's level of performance in each category. If applicable, provide comments with specific examples in the comments section.

Name:	UFID:
Area Assignment:	Supervisor's name:
Number of Semesters Employed by OUR:	Term of current evaluation:
Date of Evaluation	Will the student be returning: __ Yes __ No

The descriptions below have been provided to assist you with rating your student assistant.

Score	Rating	Description	Total score**
5	<i>Exceeds Performance Standards</i>	<i>Consistently and substantially exceeds job expectations. Innovative, resourceful, demonstrates leadership skills.</i>	24-25
4	<i>High Achieves Performance Standards</i>	<i>Often exceeds general expectations. Able to work independently.</i>	20-23
3	<i>Meets Performance Standards</i>	<i>Generally meets expectations. Seldom exceeds or falls short of expectations. Able to work independently, but sometimes requires directions.</i>	15-19
2	<i>Minimally Achieves Performance Standards</i>	<i>Meets expectations sometimes, but not consistent. Requires frequent instruction and supervision.</i>	10-14
1	<i>Unsatisfactory Performance</i>	<i>Fails to meet minimal expectations on a consistent basis, and does not improve with instruction and counseling.</i>	5-9

Please rate the following work attributes.

Work attributes	Score
Attendance Punctual; reports to work as scheduled; makes arrangements in advance for scheduled time off; follows call in procedure and communicates unplanned absence in a timely manner.	
Quality of work Follows instructions; work output demonstrates an understanding of processes; pays attention to detail; completes tasks thoroughly and accurately; able to work independently.	
Initiative Seeks additional tasks when assigned work is completed; creative; resourceful; contributes to improving process; shows interest in learning new tasks.	
Time Management Organized; uses time in a productive manner; plans and prioritizes work to ensure assigned tasks are completed in a timely and efficient manner.	
Team Work/Interpersonal Skills Demonstrates positive and cooperative relationships with coworkers and supervisors; contributes positively to team efforts, shares responsibilities and works towards common goal; responds well to feedback.	
Total score** (if total score is less than 15, please discuss with Aigi prior to issuing)	

Overall rating based on total scores (please see Total Scores** in table above): _____

Additional remarks (note achievements and areas of improvement if applicable, include examples, expand this box if needed):
Goals for next semester:

Student Assistant's Signature: _____

Date: _____

Supervisor's Signature: _____

Date: _____

GBAS Workshop: “Making Performance Appraisals Work for my Unit”



Presenter: Robin Bielling – Human Resource Manager

Process

- In the February monthly meeting a reminder and discussion of the performance appraisals process takes place.
- Emails are sent to the appropriate departmental contact and college supervisors about the process with dates and deadlines and reminders of the purpose of the appraisal.
 - Useful tool for career and growth development of staff
 - An opportunity to recognize great performance
 - An opportunity to address concerns and redirect employees (should be doing throughout the year not just once a year)
 - Supervisors are encouraged to help staff set goals for the upcoming year
 - A tool for workplace feedback
- Supervisors who may have employees with performance concerns seek advice for the appropriate way to handle the appraisal process.
- Completed PA forms are reviewed at the College level prior to sending them to Employee Relations for accuracy and appropriate feedback.
- Position descriptions are reviewed for accuracy.

Notes:

Cultural Impact

- Communicate proactively throughout the year. If you do so, the anxiety of the performance appraisal process will be less for supervisors and staff.
- Follow-up in writing (email) on conversations that have taken place. This helps employees understand expectations and helps the supervisor when preparing an appraisal. These follow-ups are informal types of documentation.
- Seek guidance from the appropriate resource if you have an employee with performance/behavioral problems.
- The performance appraisal is a useful tool for the employee and supervisor
 - Feedback to staff on a job “well done”
 - Provides an opportunity to be honest and give constructive feedback regarding areas where improvement is needed.

Best Practices

- Meet with staff throughout the year, do not wait to provide an entire year’s worth of feedback during performance appraisals.
 - Quarterly or biannual meetings provide staff with feedback on their performance and if redirection is needed it allows the employee the opportunity to do so and be more successful.
 - Allows the employee to share concerns or challenges they may have about their work assignments to determine if redirection is needed.
- Maintain a folder for each employee
 - Doing so, helps you see a balanced picture of the employee’s performance throughout the year and not just the last month or two.
 - If employee was given constructive feedback, saving emails can help you track his/her progress.
- Prior to writing a performance appraisal
 - Review job description
 - Analyze the expectations communicated to the employee
 - Assess your follow-up with the employee
- Appraisal Session
 - Schedule
 - Prepare
 - If possible don’t use the supervisor’s office, choose an area that provides privacy and is away from the work area
 - Inform employee of the purpose
 - Begin and end the session with positive feedback
 - Encourage open discussion
 - Discuss growth and development

- Refrain from joking, keep it professional

Challenges

- When performance appraisals are done incorrectly or are inflated
 - Can affect the employee being appraised; prevents the employee from receiving a true assessment on the quality of their work
 - Negative impact on other employees
 - The department does not utilize the full potential of its employees
 - The university as a whole can be affected by lack of documentation of challenging employees

Additional Benefits/Uses of Performance Appraisals

- At the college of Engineering, it is customary to review past performance appraisals when hiring.
 - Vague appraisals are detrimental to this process

Notes:

Writing Performance Evaluations: Six Steps to Success

#1 – Prepare for the Task

- Review job description
- Gather performance documentation
- Obtain attendance record
- Make notes on each *Performance Appraisal Part B Category* (Work Performance, Attendance/Reliability, Customer Service, Initiative/Productivity, Teamwork & Interpersonal Skills) and *Goals*
 - Think about the entire appraisal period
 - Don't start writing from just a mental outline!

#2 – Avoid Major Evaluator Errors

- Overly positive evaluations
- Overly negative evaluations
- Uniformly neutral evaluations: an evaluation that does not show the strengths and weaknesses of the employee. When the employee is assessed by “central tendency,” he/she is just a straight “3” in every performance category. This may not be accurate and may show a lack of attention to the evaluation by the supervisor. (If this should accurately reflect performance, make sure your evaluation remarks support that.)
- Single event evaluations
 - Halo/pitchfork effect: meaning that the employee is evaluated for the whole year based on one “very good” or “very bad” deed or accomplishment.
- Most recent event evaluations: an evaluation is written in terms of the most recent performance rather than reflecting performance throughout the assessment year. Again, making sure the evaluation covers the entire year this is another reason for preparing notes before you begin.
- Other Common Rating Errors
 - Carry-over: an evaluation is written in terms of the most recent performance rather than reflecting performance throughout the assessment year. Again, making sure the evaluation covers the entire year this is another reason for preparing notes before you begin.
 - Incentive: ratings higher or lower than deserved with the purpose of making the employee work harder in the future.
 - Central tendency: rates everyone the same.
 - Guilt by association: ratings based on group affiliation rather than individual performance.
 - Compatibility: ratings based on friendship or lack of friendship with the employee.

- Caution: Inflated Appraisals Can Affect
 - Appraised employee
 - Other employees
 - The organization

#3 – Write with Concentration and Focus

- Make writing the priority task
- Start with a clear head
- Limit interruptions
- Avoid procrastination
 - Waiting until the last minute makes meeting the deadline the priority task

#4 - Start Anywhere on the Evaluation

- Start with what you know
- Start with the section that inspires your greatest confidence
- Skip around – It's not against the rules!
- Write to evaluation completion

#5 – Be Specific and Focus on Behavior

- Describe specific challenges and actions taken
 - Name a specific problem or goal
 - Tell what was done and accomplished
 - Identify the individuals or groups with whom or for whom the work was accomplished
- Describe recent education and training completed
- Include special assignments
 - Work details, task forces, and committees
- Avoid “laundry lists” of responsibilities, duties, and activities
- Exclude statements of beliefs and philosophies
- Use examples, but not the same ones repeatedly
 - Vary examples in different categories
- Provide context
 - Describe climate or environment surrounding the situation, problem, or goal
- Include outcomes and results
 - Add numerical data, if possible
- Use clear, direct language

#6 – Read, Revise, and Edit

- Refine ideas, streamline wordiness, and delete redundancies
- Check for accuracy in spelling and grammar
- Check for alignment of assigned evaluation score and narrative
 - Does the narrative support the rating?
- Get a second opinion

The Appraisal “Interview”

- Before the Session
- Talk to your employees about
 - The UF Performance Appraisal Form
 - Appraisal time frame
 - Five evaluative performance categories
 - Five ratings
 - Self-evaluation and supervisor evaluation
- Before the Session
- Provide employee with Self-Assessment page to be completed before appraisal session.
 - Ask the employee to return it to you before the appraisal session or to bring it to the session—your choice.

The Appraisal Session

- Choose a convenient time
- Choose an appropriate location
 - Provides privacy
 - Is away from the immediate work area
- Inform employee of the purpose
- Plan your meeting
- Begin and end with a positive
- Emphasize growth and development
- Encourage open discussion
- Avoid joking

Training

- UF Training & Organizational Development offers the course **SCS012 Writing Performance Appraisals**. This session focuses on specific strategies to help improve a supervisor’s writing of evaluations.