

PERFORMANCE EVALUATION: Supervisor Guide

University Values

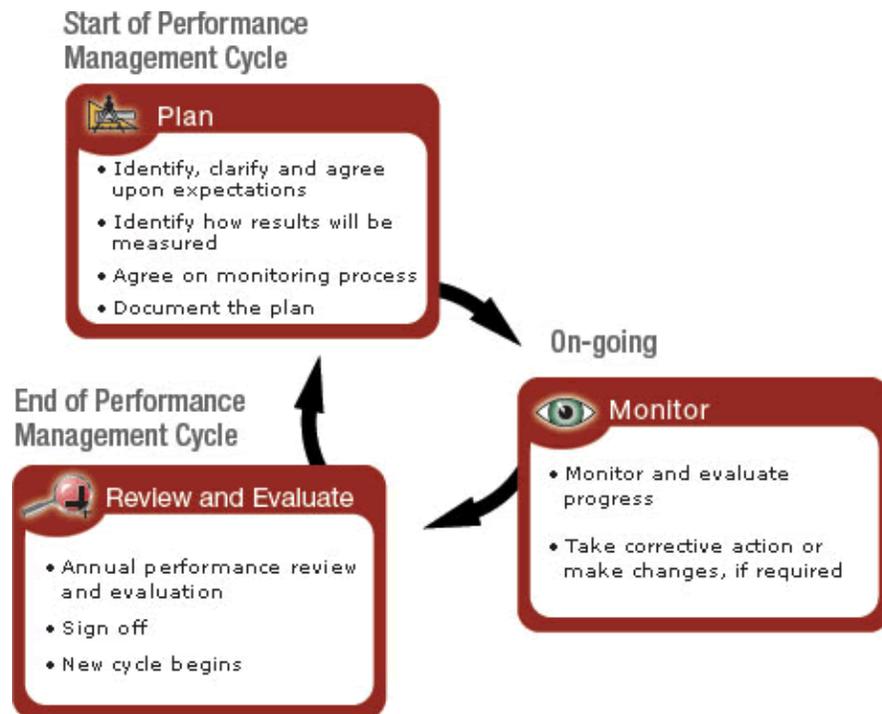
- Excellence
- Collaborating as one university
- Acting with integrity and personal accountability
- Openness and trust
- Diversity in people and ideas
- Change and innovation
- Simplicity in our work

The Ohio State University at Lima Vision Statement (June 2014)

The Ohio State University at Lima will continue to be both the destination of choice for some students and a gateway for others to the opportunities on the Columbus campus. Upon graduation, students will be well-prepared for the workforce and ready to serve as leaders in their professions and communities. The campus will serve as a catalyst for economic development, the arts, and lifelong learning. By exceptional research, teaching, and service, faculty will encourage innovation while preserving the best of a traditional campus-centered experience. Together, faculty and staff will foster a culture of excellence. The campus community will meet the diverse needs of our students and provide them with a sound foundation for success, extending the global recognition that equates Ohio State with distinction and quality.

OVERVIEW

Performance management involves much more than just assigning ratings. It is a continuous process of planning, monitoring, reviewing, and evaluating employee performance.



PLANNING

"Planning" is a collaborative effort involving both supervisors and employees during which they should:

- Review and update the employee's job description to reflect the work that the employee is currently doing
- Identify and review the links between the employee's job description, work plan and the organization's mission, values and strategic plan
- Develop a work plan that outlines the tasks or deliverables to be completed, expected results and measures or standards that will be used to evaluate performance
- Identify three to five areas that will be key performance objectives for the year. The choice of areas may be determined by the organization's strategic plan, by the employee's desire to improve outcomes in a certain part of their job, or by a need to emphasize a particular aspect of the job at this time. These are objectives that are critical to the overall success of the position. If the employee does not meet his/her critical objectives then overall performance will be evaluated as unsatisfactory
- Identify training objectives that will help the employee grow his or her skills, knowledge, and competencies related to their work
- Identify career development objectives that can be part of longer-term career planning

Example of writing SMART objectives (Specific, Measurable, Attainable, Realistic, Time-bound):

*Example: For an employee who is responsible for supervising volunteers at a center for youth.
SMART Objective 1: Conduct monitoring visits to the center on a monthly basis to assess the performance of the 5 volunteers against the plans and objectives that were developed with them.*

SMART Objective 2: Provide written updates on the work of the volunteers to the Program Supervisor on a quarterly basis.

Not SMART: Visit the center and see how the volunteers are doing.

MONITORING

During this phase the employee and the supervisor should meet regularly to:

- Assess progress towards meeting performance objectives
- Identify barriers that prevents employee from accomplishing performance objectives, find solutions to overcome them
- Share feedback on progress
- Identify changes that may be needed to the planned objectives due to a shift in organization's priorities
- Determine if additional support is needed from the supervisor or others to assist employee in achieving his/ her objectives

This phase requires supervisors to coach employees and provide feedback on an ongoing basis. Coaching efforts can encourage and strengthen good performance and help employees keep up with the changes in the workplace. Coaching should also be used to address performance gaps.

Note: Feedback collected from multiple sources/ stakeholders will ensure a more accurate and complete picture of performance when it's time for the annual performance evaluation.

REVIEWING AND EVALUATING

At this stage employees and supervisors should summarize work accomplished in relation to the goals that were set, capture results, accomplishments and document shortfalls. This process identifies gaps between employees' self-perceptions and the views of the supervisor and allows a more in depth discussion on performance points. Supervisors should recognize good performance as well as address performance concerns here and take disciplinary action. The documentation done at this stage serves as a record that over time can become a useful tool for analyzing performance trends, negative or positive.

PERFORMANCE MANAGEMENT PROCESS

The performance management process is meant to be an ongoing process of communication that gives employees and their supervisors an opportunity to review work that has been done and to plan for the future. The performance management process also provides an opportunity for the employee and the supervisor to discuss development goals and to jointly create a plan for achieving those goals.

An effective performance management plan will address the following objectives:

1. Supervisor communicates expectations and priorities clearly
2. Position responsibilities should be aligned with the competencies required to perform the job functions
3. Employee receives regular feedback on their performance
4. Goals for the next review period should be established
5. Reward employees based on performance

An effective performance management plan should contribute to organizational goals and the professional growth of the employee, and should involve the following steps:

1. Align organizational values and goals
2. Set and communicate performance standards
3. Measure results and provide feedback

COMMON MISTAKES TO AVOID WHEN EVALUATING PERFORMANCE

Following are common mistakes that you need to be aware of and try to avoid:

Halo/horn effect

A halo effect may occur when an employee is extremely competent in one area and is therefore rated high in all categories. Conversely, the horn effect may occur when one weakness results in an overall low rating.

Recency

The recency error occurs when an appraiser gives more weight to recent events and ignores the employee's earlier performance during the evaluation period.

Bias

Bias occurs when an appraiser's values, beliefs, or prejudices distort ratings (consciously or unconsciously).

Strictness/Leniency

In the case of strictness, supervisors are reluctant to give someone a high rating. In their mind, nobody is outstanding and always can improve. Leniency involves supervisors who do not like giving low scores to anyone, resulting in little differentiation for performance.

Contrast

The contrast error occurs when one employee's performance is compared to that of another employee instead of the objective performance standards.

DEVELOP AN ACTION PLAN

Once each skill area as listed in the job description has been reviewed, work with the employee to create an action plan that will help the employee meet organization, departmental, and individual goals. Complete the following steps:

- Set specific objectives that the employee is to achieve before the next evaluation period— provide direction in a positive way and state your commitment to help him/her strengthen developmental areas.
- Create a plan for how the employee will meet the objectives
- Discuss a follow-up plan and meeting schedule to track progress toward completion of the goals