CCNY HUMAN RESOURCES
EMPLOYEE PERFORMANCE EVALUATION
(CLASSIFIED STAFF & HEO SERIES)
TRAINING SERIES
OVERVIEW

1. Brief discussion on performance evaluations –
   a. Higher Education Officer (HEO) Series
   b. Classified Staff

1. Performance Management

2. Review of the HEO and Classified Staff Performance Evaluation Forms

3. Professional Development

4. Next Steps
OVERVIEW: HEO SERIES EVALUATIONS

1. Pursuant to Article 18.3(b) of the PSC/CUNY Contract

2. Preferably once each semester but at least annually

3. Applicable to all HEO Series employees including those w/13.3b status

4. Separate from HEO Series Reappointment process

5. However, the HEO Series performance evaluations informs the HEO Series Reappointment Process
OVERVIEW: CLASSIFIED STAFF EVALUATIONS

1. Pursuant to the various Collective Bargaining Agreements applicable to all Classified Staff titles

2. Employees in their first year of service evaluated quarterly

3. After one year of service, employees are evaluated annually

4. Employees rated less than satisfactory re-evaluated after 3 months

5. **NEW:** Section to indicate employee Goals and Professional Development Plan
SOME BASICS ABOUT THE PERFORMANCE EVALUATION

A Performance Evaluation is an assessment of an employee’s work over a specific period of time – typically annually.

Why do Employers use Performance Evaluations?

1. To reinforce departmental expectations
2. Recognize employee contributions, as well as, discuss areas for improvement
3. Identify opportunities for training and professional development
4. Provide the basis for advancement opportunities.
A Performance Evaluation is also part of a system of PERFORMANCE MANAGEMENT.
OVERVIEW OF THE PERFORMANCE MANAGEMENT PROCESS

Performance Planning: Goals (Results/Behaviors) and Developmental Activities

Provide Consistent Feedback During Rating Period

Administering the Performance Evaluation

Preparing for Performance Evaluation: Appraise Performance

Preparing for Performance Evaluation: Employee Input
Performance Management is essential for an organization’s success and one of a manager’s most important responsibilities.

Performance Management can be a highly personal and uncomfortable process for supervisors and employees.
POTENTIAL OUTCOMES OF EFFECTIVE PERFORMANCE MANAGEMENT

1. Employees are clear about their job responsibilities and expectations

2. Increased individual and group productivity

3. Communication between employees and supervisors is optimized

4. Employee development is enhanced through effective feedback and coaching
5. Performance goals and behaviors are aligned with the College’s and departments’ goals and strategic plans.

6. Supports operational decisions, (e.g., promotions, merit increases).

7. Provides documentation of performance for corrective measures.

8. Serves as a basis for separation.
Performance Planning:
Goals (Results/Behaviors) and Developmental Activities
PERFORMANCE PLANNING...

1. Performance Expectations
2. Goals / Behavioral Expectations
3. Professional Development
When determining Performance Expectations consider the following –

1. **Departmental Goals**

2. **Employee’s job description (JD)**

3. Review day to day work [should be consistent with the JD and the departmental goals]

4. **Review Performance Evaluation Objectives**
   a. Competency Categories
   b. Rating Period: Annual, Semester, Quarterly (Classified only)
Goals / Behavioral Expectations –

1. Goals – work to be achieved within the rating period

2. Behavioral Expectations – how an employee is expected to go about performing their job within the rating period
PERFORMANCE PLANNING...(CONTINUED)

Some guidelines for ESTABLISHING Goals/Behavioral Expectations with your employee:

1. **Goals must clearly define the end results to be accomplished**

2. **To the extent possible, goals should have a direct and obvious link to organizational success factors or goals**

3. **Goals should be difficult, but achievable, to motivate performance**

4. **Goals should be set in no more than three areas – too many different goals at once will impede success**

5. **Goals should be S.M.A.R.T. [Specific, Measurable, Achievable, Relevant & Time-Bound]**
Examples of Goals & Behavioral Expectations –

Goals –

1. Decrease student attrition by 10% in the school year
2. Increase student participation in workshops by 10% in the Fall semester and an additional 10% in the Spring semester
3. Present data on the end of semester reports in Excel format
4. Improve work order completion rate to a minimum of one work order per day
Examples of Goals & Behavioral Expectations –

Behavioral Expectations –

1. Connect with stakeholders (i.e., students, peers, senior administration, etc.) by listening patiently for their needs and clearly and effectively sharing information;

2. Avoid confrontational interactions with direct reports /supervisors

3. Respond timely (within 24 hours) to communications from internal and external stakeholders
Professional Development

1. Hard and soft skills developmental activities planned for the employee during the rating period;

2. Requirements and developmental areas to pursue in preparation for advancement.

3. Professional Development may occur through experiential activities at work and/or opportunities outside of work (e.g., training classes)
Professional Development (continued)

Some Resources for Training Classes:

1. City College’s Continuing and Professional Studies (CPS)  
   https://www.ccny.cuny.edu/cps;

2. CUNY’s Office for Professional Development and Learning Management (PDLM)  
   https://www.cuny.edu/about/administration/offices/hr/professional-development-learning-management/;

3. NYC Department of Citywide Administrative Services (DCAS)  
   https://www1.nyc.gov/site/dcas/agencies/citywide-training-and-development.page;
Examples of Professional Development Plans –

1. To assist you with improving in the performance areas identified, weekly one-on-one meetings w/supervisor will be scheduled. The meetings will allow your supervisor to monitor your work more closely and provide you with more immediate feedback when issues arise.

2. To help address CUNY Central’s new requirement that the department submit its reports in MS Excel format and to provide you an opportunity to take on more Data management responsibilities, we agreed that you will attend CPS’s intensive MS Excel training in the summer semester. Upon completion of the training you will responsible for generating reports for the department and preparing them in accordance with CUNY Central’s specifications.
Examples of Professional Development Plans –

3. Your performance continues to be exceptional. In response to your request to take on more management responsibilities, it was agreed that for 6-months, you will assume responsibility for managing the assignments and the review and signing of timesheets for the department’s college assistants and work-study students. During the 6-month period we will hold one-on-one meetings bi-weekly to assess your progress and provide any needed support.
Goals, Behavioral Expectations and Professional Development activities should be aligned with the needs of the department.

Goals, Behavioral Expectations and Professional Development should be prepared in consultation with the employee to ensure their commitment to achieving them.
BRIEF REVIEW OF OUR DISCUSSION THUS FAR...

1. What are the five (5) steps in the Performance Management process?

2. During Performance Planning what three (3) areas are you (the supervisor) addressing with the employee?

3. Define the acronym S.M.A.R.T. as it relates to goal setting?

4. Fill in the blanks: Performance Management can be _____ and _____ process for supervisors and employees.
PROVIDING CONSISTENT FEEDBACK

Performance Planning: Goals (Results/Behaviors) and Developmental Activities

Provide Consistent Feedback During Rating Period
PROVIDING CONSISTENT FEEDBACK...

1. Employees are subject to day to day supervision

2. When providing feedback about performance it should be:
   a. Provided on an on-going basis *(Daily)*
   b. Timely *(Critical for Immediate Improvement)*
   c. Done in private *(Counseling)*
   d. Non-adversarial *(Coaching)*
PROVIDING CONSISTENT FEEDBACK...(CONTINUED)

3. On-going feedback is more effective when there is two-way communication between the supervisor and employee –

a. Supervisors provide constructive and timely feedback; feedback is objective never personal

b. Employees seek feedback to ensure that they understand how they are performing

c. Collaboratively plan steps to address development needs
On-going feedback can be provided in a variety of ways:

1. Verbal
2. Email
3. Letter / Memorandum
Examples of On-Going Feedback – VERBAL/EMAIL

Subject: Job Well Done

“I am pleased to inform you that the Vice President was pleased with the way you handled student registration this week. Additionally, several students remarked about your attentiveness and professionalism when addressing their needs. Thank you and keep up the good work.”
Examples of On-Going Feedback – EMAIL

Subject: Concerns with Annual Report

“I have finished my review of the annual report that you submitted yesterday and it is rife with typographical errors and incorrect information. Please see my edits and make the appropriate corrections immediately as it is due to the Vice President tomorrow morning. I note that this is not the first time that I have had to bring this issue to your attention. Also troubling is that you were given the correct information to include in the current report last week. We will discuss this matter at our next one-on-one meeting. Please come prepared with ideas on how you can address this issue in the future.”
Examples of On-Going Feedback – Letter / Memorandum

RE: Lateness

“This letter summarizes our discussion about your lateness to work. Today you were 15 minutes late to work. Additionally over the past 3 weeks you reported late to work 8 times. I advised you that your lateness creates coverage issues within the department. You informed me that you have had some unanticipated child care issues and that you hope to have them worked out by next week. I advised you that in the future you must communicate these matters to me in advance. Doing so gives us an opportunity to troubleshoot ways to help you and help us minimize the impact your lateness has on the operation.

I also suggested that you consult with HR about child care support options. We agreed that I would follow-up with you in 2 weeks to assess your improvement in this area.”
On-going feedback during the rating period generally equates to fewer surprises for the employee and minimizes the possibility of an uncomfortable discussion between the supervisor and employee when the performance evaluation is administered.
PREPARING FOR PERFORMANCE EVALUATION: EMPLOYEE INPUT

Performance Planning: Goals (Results/Behaviors) and Developmental Activities

Provide Consistent Feedback During Rating Period

Preparing for Performance Evaluation: Employee Input
PREPARING FOR PERFORMANCE EVALUATION

EMPLOYEE INPUT

In preparation for the performance evaluation, collecting the employee’s input about their performance involves them in the process of assessing their work. This enhances ownership and acceptance by the employee.
**Methods for collecting EMPLOYEE INPUT – Self Evaluation vs. Statements about Accomplishments**

<table>
<thead>
<tr>
<th>SELF EVALUATION</th>
<th>STATEMENTS ABOUT ACCOMPLISHMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee asked to self-rate based on evaluation competency categories</td>
<td>Employee provides a situation, the actions they took to achieve desired results and the impact of their accomplishment on the organization</td>
</tr>
<tr>
<td>Typically employee’s ratings are compared to supervisor’s ratings</td>
<td>Supervisors are reminded about the employee’s accomplishments and how they were achieved</td>
</tr>
<tr>
<td>Defensiveness and disagreements may result if supervisor rates employee less favorably than the employee rated them self (employee)</td>
<td>Fewer disconnects (and disagreements) between the supervisor’s and employee’s views of the employee’s contributions</td>
</tr>
</tbody>
</table>
BRIEF REVIEW OF OUR DISCUSSION THUS FAR...

1. What are two (2) methods for collecting employee input for the performance appraisal process?

2. When providing feedback about performance it should be:
   a. Provided on an on-going basis *(Daily)*
   b. Timely *(Critical for Immediate Improvement)*
   c. Done in private *(Counseling)*
   d. Non-adversarial *(Coaching)*
   e. All of the Above

3. On-going feedback is more effective when there is ________ communication between the ________ and ________.
PREPARING FOR PERFORMANCE EVALUATION: APPRAISE PERFORMANCE

Performance Planning: Goals (Results/Behaviors) and Developmental Activities

Provide Consistent Feedback During Rating Period

Preparing for Performance Evaluation: Appraise Performance

Preparing for Performance Evaluation: Employee Input
APPRAISE PERFORMANCE

When appraising an employee’s performance over a rating period, you want to include the total overall performance. To help ensure that this occurs the following items should be considered:

1. **Performance Planning Objectives reviewed** at the beginning of the rating period (i.e., Performance Expectations, Goals/Behavioral Expectations, Professional Development)

2. **On-going feedback that was provided**

3. **Employee Input received**
✓ You have done the work!
✓ You have the information!

Now What?

It’s time to Administer the Performance Evaluation!
ADMINISTERING THE PERFORMANCE EVALUATION

- Performance Planning: Goals (Results/Behaviors) and Developmental Activities
- Administering the Performance Evaluation
- Provide Consistent Feedback During Rating Period
- Preparing for Performance Evaluation: Appraise Performance
- Preparing for Performance Evaluation: Employee Input
ADMINISTERING THE **HEO** PERFORMANCE EVALUATION

Administering the HEO Performance Evaluation is a Two Step Process*:

1. Evaluation Conference

2. Conference Memorandum (i.e., Performance Evaluation)

* The Two-Step Process is pursuant to the PSC/CUNY Agreement.
ADMINISTERING THE HEO PERFORMANCE EVALUATION...(CONTINUED)

1) Evaluation Conference

a. Meeting between only the supervisor and employee

b. The supervisor may bring notes to inform the discussion

c. Important that supervisor elicit the employee’s feedback

d. Important that total performance for the rating period is discussed
1) Evaluation Conference (continued)

e. Desirable performance noted

f. Areas of improvement identified

g. Goals and Developmental Plans established
2) Performance Evaluation

a. Prepared after the Evaluation Conference

b. Summarizes the Evaluation Conference discussion inclusive of the employee’s comments

c. Given to the employee within 10 working days following the Evaluation Conference

d. The employee provided 10 days to review, sign and return to their supervisor.

e. The employee may submit comments regarding the performance evaluation at any time
**HEO Evaluation Basics**

- Preferably once each semester but at least once each year
- Applicable to HEO series w/13.3b status
- Meeting between only supervisor and employee
- Evaluation document issued to employee w/in 10 days of meeting
- Rebuttal permitted

---

**Supervisors' Instructions**

Preferably once each semester, but at least once each year, employees in the HEO series are required to have an evaluation conference with the chairperson or supervisor to be designated by the appropriate dean or President. Please note that no parties other than the evaluator and the employee are permitted to attend the conference. At the conference, the employee’s total performance and professional progress shall be reviewed for that year. Following this conference, the evaluator shall prepare a record of the evaluation discussion in memorandum form for inclusion in the employee’s personnel file. The evaluation memorandum should reflect both the employee’s and the supervisor’s input at the conference. A copy of the memorandum shall be given to the employee within ten (10) working days following the conference.

While effective evaluation of job performance is an on-going process, this form is to be used only for evaluations conducted pursuant to Article 18.3(b) of the PSC/CUNY collective bargaining agreement. A performance evaluation is intended to encourage the improvement of individual professional performance and to provide a basis for future personnel decisions.

**Step 1: Core Competencies**

A competency is the capability to apply or use a set of related knowledge, skills, and abilities required to successfully perform critical work functions or tasks in a defined work setting.

Identify and comment upon core competencies that relate to the key responsibilities of the employee's job. (Attach employee's job description, if available.) You may use some or all of the competencies listed on the form. If the listed competency is not appropriate, either replace it with an appropriate job competency or enter “not applicable.” Comments should reference examples of the employee's work on specific assignments.

**Step 2: Goals and Objectives**

Rate and discuss the employee's performance on his or her prior year's goals and set goals for the upcoming year.

**Step 3: Professional Development Plan**

Indicate actions that will be taken by the employee or supervisor to support the goals indicated in Step 2 above or to address any weaknesses identified in Step 1.

**Step 4: Overall Performance Rating**

Place an X in the box or circle the rating that indicates your assessment of the employee's overall performance during the applicable period. The following rating definitions have been established to provide an equitable evaluation process, improve communication, define performance expectations, improve job productivity, and summarize job performance.

<table>
<thead>
<tr>
<th>Rating Scale/Standards</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 4/SE Surpasses Expectations</td>
<td>Work performance is consistently superior to the standards of performance. Employee surpasses expectations due to exceptionally high quality of work performed in all essential areas of responsibility, resulting in overall quality of work that was superior and either 1) completed major goal or project, or 2) made an exceptional or unique contribution in support of unit, department, or University objectives.</td>
</tr>
<tr>
<td>Level 3/S Satisfactory</td>
<td>Work performance consistently meets the standards of performance. Employee achieves expectations in all essential areas of responsibility, and the quality of work overall was commendable.</td>
</tr>
<tr>
<td>Level 2/NI Needs Improvement</td>
<td>Work performance does not consistently meet the standards of performance. Serious effort is needed to improve performance. A professional development plan to improve performance, including timelines, should be outlined.</td>
</tr>
<tr>
<td>Level 1/U Unsatisfactory</td>
<td>Work performance is inadequate and inferior to the standards of performance. Performance at this level cannot be allowed to continue. Significant improvement is needed in one or more important areas. A professional development plan to correct performance, including timelines, should be outlined.</td>
</tr>
</tbody>
</table>
HEO form Page 2 review:

1. Employee and Supervisor Data must be completed

2. An evaluation period must be provided

3. Indicate the dates that the Conference was held and the Evaluation given to employee

4. Section A – Competency categories 1-6 applicable to all HEO titles

5. Section A – However, competencies 9-11 are applicable only to HEA and HEO titles
**HEO form Page 3 review:**

1. Competency 7 is applicable to all HEO titles

2. Item 8 allows for department specific competency (Additional competencies may be included)

3. As previously indicated competencies 9-11 are only applicable to HEA and HEO titles

4. **Section B** – provides additional opportunity to include employee comments. However, employee feedback should be indicated throughout the evaluation.
CUNY Evaluation Memorandum - HEO Series

HEO form Page 4 review:

1. **Section C** – provides for prior period’s goals/behavioral expectations; how they were rated and relevant comments by supervisor and employee

2. **Section D** – provides for new goals/behavioral expectations

3. **Section E** – supervisor may include additional comments in narrative format
HEO form Page 5 review:

1. **Section F**
   
   **PROFESSIONAL DEVELOPMENT PLAN**
   
   Employee growth and development benefits the department and College. Supervisors and employees are expected to engage in discussions that promote opportunities in this area.

2. **Section G** – Do not forget to include an Overall Rating.

3. **Section H** – Supervisors must sign the document before it is issued to the employee.
CHALLENGES IN THE HEO PERFORMANCE EVALUATION PROCESS

1. Failure to provide on-going feedback
2. Total performance is not evaluated
3. Failure to indicate the employee’s input in the performance evaluation
4. Supervisor fails to consult with appropriate college resource (i.e., HR, General Counsel, Dean, VP, etc.)
5. The supervisor prepares the performance evaluation prior to the conference and gives it to the employee at the conference
6. Evaluations are only done for poor performers
7. Employee receives their first unsatisfactory evaluation in 13.3b year
## Employee’s Profile

**Name:** Amanda  
**Title:** Program Advisor (HEa)  
**Duties:** Designs and implements recruitment activities and retention initiatives

### Competency Categories

<table>
<thead>
<tr>
<th>Competency</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Professional/Technical Competence</strong></td>
<td>Amanda understands student support programs and what is required to make them successful. Amanda has good ideas and writes well. Amanda’s contributions to the dept’s mid-year report were invaluable. During our meeting, we discussed options for Amanda taking a greater role in managing the department’s data needs. Amanda expressed interest in taking an advanced MS Excel course which would benefit the department. We agreed to seek training options.</td>
</tr>
<tr>
<td><strong>2. Problem Solving / Decision-Making</strong></td>
<td>Amanda thinks critically and works hard to resolve the problems that arise within the program. Amanda missed some important deadlines during the past year, which negatively impacted the department. Amanda stated that she struggled with prioritization. Amanda was advised to bring these issues to her supervisor for assistance.</td>
</tr>
<tr>
<td><strong>3. Communication</strong></td>
<td>Amanda has good communication skills and presents effectively and professionally. Early in the rating period there were some concerns with Amanda not responding timely to internal and external stakeholders. The matter was addressed with her and I am pleased to state that she improved in this area.</td>
</tr>
<tr>
<td><strong>4. Quality of Work Product</strong></td>
<td>The quality and accuracy of Amanda’s work has been good. As previously indicated delivering critical projects on time was an issue. During our discussion, Amanda acknowledged that improvement was needed in this area.</td>
</tr>
<tr>
<td><strong>5. Teamwork</strong></td>
<td>Amanda has been commended by colleagues for her efforts at helping them resolve their issues.</td>
</tr>
<tr>
<td><strong>6. Customer Service</strong></td>
<td>It was reported that on a few occasions Amanda was impatient and rude to students. Amanda was counseled about the issue. During our discussion Amanda reiterated that she was misunderstood. I will more closely monitor her interactions to see what, if any, support is needed.</td>
</tr>
</tbody>
</table>
BRIEF CHECK-IN ON WHAT WE HAVE DISCUSSED THUS FAR...

1. What are the two (2) steps in the HEO Performance Evaluation process?

2. **True or False** – A third person may attend the HEO evaluation conference in addition to the supervisor and employee.

3. **True or False** – Employees have 10 days to file a rebuttal to their performance evaluation.

4. **True or False** – The HEO evaluation document must be prepared prior to the evaluation conference.
ADMINISTERING THE **CLASSIFIED STAFF** PERFORMANCE EVALUATION

1. Performance Evaluation is prepared by supervisor (Evaluator)

2. The supervisor’s manager (Reviewer) reviews the Performance Evaluation prior to it being issued to the employee

3. Upon approval by the Reviewer, the Performance Evaluation is issued to the employee.

4. More than one supervisor may attend a meeting to issue an evaluation to employee

5. Employee rebuttal permitted
Classified form page 1:

- All information on form is required and should be completed.
- The employee’s status should be indicated as Permanent, Probationary, or Provisional.
- Probationary employees are evaluated quarterly.
- Employees with one year of service are evaluated annually.
- An employee who receives a Does Not Meet Expectations (DNME), should be re-evaluated after three months.
1. Competency categories 1-3

2. Comments represent important feedback for the employee and should be provided for each competency category
1. Competency categories 4-6

2. Comments represent important feedback for the employee and should be provided for each competency category
1. Competency categories 7-9

2. Competency 9 – Attendance and Punctuality information should be verified with HR
Important update to the Classified Staff Performance Evaluation form:

❖ New section added in response to recommendation made by the President’s Sub-Working Group on Personnel Equity and Fairness

❖ New section facilitates supervisor and employee discussions about Goals and Professional Development Plans
1. **Section 10** - **GOALS**

Provides prior period’s goals/behavioral expectations, how they were rated and relevant comments by supervisor and employee.

2. **Section 11** – provides new Goals/Behavioral Expectations

3. **Section 12** - **PROFESSIONAL DEVELOPMENT PLAN**

Employee growth and development benefits the department and College. Supervisors and employees are expected to engage in discussions that promote opportunities in this area.
1. **Section 13** – Do not forget to indicate an overall rating

2. Signatures must be provided by the Evaluator, Reviewer and Employee

3. Employee may indicate their comments on the evaluation form or submit them on a separate document
ADMINISTERING THE CLASSIFIED STAFF PERFORMANCE EVALUATION...(CONTINUED)

PERFORMANCE RATING DEFINITIONS

DOES NOT MEET EXPECTATIONS (DNME)
The employee's performance did not meet one or more of the attainable standards of the task and consistently fails to perform the duties and responsibilities of the job description. The employee's own lack of effort or of required knowledge, skills and abilities was responsible; but also was not compliant with CUNY attendance and lateness policies. Performance has been consistently at this level despite sufficient and adequate attempts by the supervisor to correct performance. This level of performance cannot be of long duration. A re-evaluation is required after three months.

MEETS EXPECTATIONS (ME)
The employee's work performance satisfies all the standards of the job tasks; the employee is dependable and consistent in performing all assigned duties and responsibilities. The employee is compliant with CUNY attendance and lateness policies.

EXCEEDS EXPECTATIONS (EE)
The employee's work performance is consistently at a high standard and is better than that required by the job tasks; or has merely attained the standards but the circumstances under which the employee carried out the task were so difficult that superior effort, knowledge, skills or abilities were needed to attain the normal standards.

OUTSTANDING (O)
The employee's work performance excels well above the standards of the job tasks; or the circumstances under which the employee carried out the tasks were so extraordinarily difficult to make attainment of the normal standards an outstanding achievement.

FORM INSTRUCTIONS

- To save a copy of the form on your computer:
  - Click the “Save Form/Ad” button
  - Delete the default file name in the File Name field
  - Type the employee’s name and the evaluation period or year in the File Name field
  - Select a drive and a folder on your computer and click the “Save” button next to the File Name field.

Classified form page 7:
Performance rating definitions.
CHALLENGES WITH THE CLASSIFIED STAFF PERFORMANCE EVALUATION PROCESS

1. Failure to provide on-going feedback

2. Total performance is not evaluated

3. Insufficient feedback/comments are provided to support competency rating

4. Supervisor fails to consult with appropriate college resource (i.e., HR, General Counsel, Dean, VP, etc.)

5. Evaluations are only done for poor performers
Employee Profile

Name: Richard

Title: Administrative Assistant (CUNY Office Assistant – COA)

Duties: Responsible for maintaining front desk coverage; answering telephone calls; coordinating the work of College Assistants and work study students
PERFORMANCE EVALUATION

Practical Tips:

✓ Total performance should be discussed
✓ Should be **private and constructive**
✓ Ask questions, elicit responses;
✓ **Seek opportunities to professionally develop employees**
✓ Supervisor should show that they are invested in the employee’s success.
✓ **Encourage employee to invest in the department’s success, as well as, their own.**
✓ Offer simple, practical advice
TO CONCLUDE...

✓ Seek opportunities to develop employees

✓ Provide consistent feedback

✓ Be diligent in documenting performance

✓ Consult with Human Resources
***QUESTIONS??***