This guide applies to employees who are not covered by a collective bargaining agreement or for whom the agreement contains no provision regarding this subject. The terms of a collective bargaining agreement generally supersede conflicting policies and rules.
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Performance Management at UC

Introduction

The Performance Management Guide was designed to assist managers and employees in communicating about performance. Continuous application of these guidelines will ensure that employees know what is expected of them, how they are performing and what can be done to strengthen performance. Regular feedback combined with yearly performance appraisals is an effective tool for discussing performance issues objectively and specifically with employees. In addition, performance appraisals focus upon coaching and developing employees, helping them to reach their full potential.

Mission

The University of Cincinnati serves the people of Ohio, the nation, and the world as a premier, public, urban research university dedicated to undergraduate, graduate, and professional education, experience-based learning, and research. We are committed to excellence and diversity in our students, faculty, staff, and all of our activities. We provide an inclusive environment where innovation and freedom of intellectual inquiry flourish. Through scholarship, service, partnerships, and leadership, we create opportunity, develop educated and engaged citizens, enhance the economy and enrich our University, city, state and global community.

Human Resources

The role of the Office of Human Resources is to be a strategic business partner with all members of the University. Human Resources’ mission, therefore, is embodied in our definition of “Strategic Business Partner”.

**Strategic**
- HR will be a significant contributor in establishing the strategic direction of the university
- HR will take a leadership role in developing policies, procedures and programs which support the mission of UC and further the implementation of the strategic plan

**Business**
- HR will understand UC’s key success factors and endeavor to recruit, retain, train and reward employees who possess the qualities necessary to realize those factors
- HR will create, by example and by policy, an atmosphere which promotes value, advancement of learning, diversity, cost effectiveness and responsiveness to change

**Partner**
- HR will provide value-added service, exceeding the needs of its customers throughout the university
- HR will dedicate itself to soliciting input, open communication, proactive/innovative solutions to problems, timely response and shared ownership of agreements.
Objectives

To realize the university’s mission, we all must strive to continually improve individual, team and university performance. The four primary objectives of performance management include: *Increased Communication, Improved Performance, Employee Development and Human Resource Management.*

**Increased Communication**
- Improving communication between managers and employees
- Clarifying job responsibilities and standards
- Giving employees feedback on their performance

**Improved Performance**
- Establishing challenging and mutually agreed-upon performance goals in support of organizational objectives
- Encouraging individuals and work teams to strive for continuous improvement and quality
- Identifying and eliminating obstacles to performance

**Employee Development**
- Focusing upon and addressing employee growth and career development
- Recognizing individual and team performance
- Optimizing employee skills, abilities and interests for mutual benefit

**Human Resource Management**
- Justifying employment actions such as promotions, transfers, increases, work assignments, training, discipline and termination
- Planning for staffing, training, resources and other issues
The Performance Management and Appraisal Process

Phases of the Performance Management Process

Performance Planning
At the beginning of the appraisal period, the manager and employee review the principal responsibilities of the job, identify university objectives and team objectives, decide upon projects and discuss standards of performance.

After reviewing university and team objectives for the coming year, the manager and employee work together to define performance expectations that align with team and university objectives. Based on the performance expectations, the employee and manager create SMART goals to address the employee’s personal and professional development. They then create a detailed action plan with interim milestones to help monitor the employee’s progress toward achieving those goals.

Performance Check In
Throughout the performance year, the manager and employee monitor the employee’s overall performance related to the documented job responsibilities and performance expectations and use the action plan to monitor their progress toward achieving the defined performance goals. If performance expectations change throughout the year, the manager and employee redefine expectations and update the goals and action plan to reflect that change.

Performance Review
At the end of the performance year, the manager completes a performance appraisal of the employee’s performance related to the documented performance expectations and goals. Each assessment should be supported by specific results and objective examples of performance throughout the year. The manager and employee then meet to discuss the employee’s performance, identifying key areas of strength and accomplishment and areas for improvement.

Ongoing Coaching and Feedback
Throughout the performance year, the manager provides ongoing feedback on the employee’s performance and the employee proactively solicits feedback to ensure that performance is in line with expectations. Both the employee and manager provide objective information to identify areas of strength and areas for improvement throughout the year. Effective coaching and feedback stems from open, ongoing communication between the manager and employee based on honesty, objectivity and continuous improvement.
Performance Planning

Performance planning is the first step in the performance management cycle and begins at the employee’s annual performance appraisal meeting. In addition to reviewing the previous year's performance, the manager and employee spend time planning for the coming year.

However, performance planning does not end in the performance appraisal meeting. It continues until the manager and employee gain agreement on what is expected of the employee.

Performance planning includes a review of university and department/ team objectives to ensure that the employee’s individual performance aligns with the university’s objectives and needs. In addition, the employee and manager review principal responsibilities, determine projects and milestones to be achieved in the coming year and discuss standards of performance.

If the employee is new, performance planning should take place during their first month of employment.

Principal Responsibilities

Manager and Employee

- Review and agree upon the principal responsibilities of the job
- Identify university objectives and team objectives
- Decide upon projects
- Discuss standards of performance

Layers of Performance

Performance within any organization starts with each individual employee. The performance of an individual contributor ripples outward and directly impacts the performance of the team, department and organization as a whole.

A major goal of performance planning is for the manager and employee to explicitly identify the link between the employee’s job responsibilities and performance and the objectives and mission of the department/ team and university.

This alignment helps the manager and employee prioritize work and establish measurements and performance standards that will be monitored throughout the performance cycle.
Goal Setting and Action Planning

After the manager and employee review the job responsibilities, establish performance standards and align the employee’s performance objectives to the mission and objectives of the university and department/team, the next step is to establish specific, measurable performance goals.

During the Goal Setting and Action Planning step, the employee writes performance goals that align with university and team objectives and address both their personal and professional development needs. These are then reviewed and approved by the manager. Finally, the employee and manager work to create an action plan with specific milestones to monitor the employee’s progress throughout the year toward achieving each documented goal.

Principal Responsibilities

Manager and Employee
- Review university and team objectives for the coming year
- Define performance expectations that align with team and university objectives

Employee
- Create SMART goals to address both personal and professional development
- Create a detailed action plan with interim milestones to help monitor progress toward achieving the goals

Manager
- Review and approve SMART goals and action plan
- Work with employee to refine goals and action plan

Writing SMART Goals

Writing performance goals helps the employee to think them through and take action on them. It makes the employee accountable with the manager’s support for achieving the goals to the best of their ability. For goals to be effective, they need to be clear, specific, realistic and measurable.

Characteristics of Effective Performance Goals

Effective performance goals …
- Show clear alignment with the university’s mission and values and with university-wide and departmental goals/objectives
- May require the performer to “stretch”, but are definitely achievable
- Further the performer’s professional and/or personal development
- Are SMART:
  - **Specific**: explicit, clear and concise
  - **Measurable**: results based; quantifiable (quantity, quality, time or cost)
  - **Achievable**: challenging, yet attainable
  - **Relevant**: scope appropriate given job responsibilities
  - **Time-Bound**: include milestones/checkpoints and target completion date
**Non-SMART Goals vs. SMART Goals**

SMART goals place an emphasis on the *result* rather than the task. This makes it easier to demonstrate effective performance and makes the performance objective clear to both you and your manager. Below is a comparison of non-SMART goals and SMART goals. The key distinction is in the explicit description of milestones and measurements tied to each goal.

<table>
<thead>
<tr>
<th>Non-SMART Goal</th>
<th>SMART</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain department website</td>
<td>Ensure accuracy of the department website by conducting a comprehensive audit of the department’s website every two weeks. Work with managers, staff and faculty in the department to edit information provided on the website. Make requested edits within two workdays.</td>
</tr>
<tr>
<td>Respond to all email and phone inquiries</td>
<td>Improve customer service by responding to all email and phone inquiries within 24 hours. Create a quarterly report detailing the number and types of inquiries received by the department.</td>
</tr>
<tr>
<td>Write department handbook</td>
<td>Create a departmental orientation for new employees, introducing them to the technology, resources and policies and procedures of the department. Develop a departmental employee handbook and checklist for on-boarding new employees to our department. Present new materials to the department at the February staff meeting. Implement department orientation beginning March 1.</td>
</tr>
<tr>
<td>Database project</td>
<td>Improve the efficiency of logging and reporting inquiries to the department by creating a tracking system using Excel spreadsheets. Complete the tracking system by August 1. Train all front desk staff in how to use the system by September 1. Monitor and maintain the system and begin using it to generate quarterly reports by December 31.</td>
</tr>
</tbody>
</table>

Some objectives may be subject to change and should be revisited throughout the review period. Whenever there are revisions or additions to projects and objectives, they must be incorporated into the written performance appraisal.
Creating an Action Plan

Action planning helps ensure that the employee and manager properly plan for the effort you will put into completing your goals. The action plan acts as a living document that you and your manager can use to monitor your performance throughout the year and assess your progress toward achieving your goals.

Elements of an Action Plan

When documenting your action plan, there are several elements that you should capture, including:

- **SMART Goal Description**: include the entire goal description in your action plan. Doing this will help ensure that you and your manager will not lose sight of the original intent of the goal, but will focus on the measures you agreed upon at the outset.

- **Measures of Success**: while these may be included in the SMART goal description, it is helpful to list the measures separately. These will ultimately determine how your performance is assessed at year end.

- **Barriers and Obstacles**: including potential barriers and obstacles to the achievement of your goals will help you and your manager to identify these and ways to overcome these early.

- **Interim Milestones and Due Dates**: all of your goals should include interim milestones of achievement so that you can strive for those dates throughout the year and work toward achieving your goal results by year end.

- **Target Completion Date**: list your intended completion date for each goal. This will help you and your manager to monitor your progress and will provide an additional criterion for measuring your achievement related to the goal.
# Sample Action Plan

<table>
<thead>
<tr>
<th>SMART GOAL</th>
<th>Measures of Success</th>
<th>Barriers/Obstacles</th>
<th>Interim Milestones &amp; Due Dates</th>
<th>Target Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure accuracy of the department website by conducting a comprehensive</td>
<td>• Reduction in complaints from visitors to website</td>
<td>• Content providers may not notify of necessary changes</td>
<td>• Brief update to manager at weekly staff meeting; report on obstacles to timely updates</td>
<td>• Ongoing</td>
</tr>
<tr>
<td>audit of the department’s website every two weeks. Work with managers,</td>
<td>• Monthly report of updates to manager</td>
<td></td>
<td></td>
<td>• Website audit: Every other Friday</td>
</tr>
<tr>
<td>staff and faculty in the department to edit information provided on the</td>
<td></td>
<td></td>
<td></td>
<td>• Edits: Within two days of request</td>
</tr>
<tr>
<td>website. Make requested edits within two workdays.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improve customer service by responding to all email and phone inquiries</td>
<td>• Reduction in complaints from those who contact the department</td>
<td>• Some requests may require getting information from others, both inside and outside</td>
<td>• Due dates for quarterly reports: December 31, March 31, June 30, September 30</td>
<td>• Ongoing</td>
</tr>
<tr>
<td>within 24 hours. Create a quarterly report detailing the number and types</td>
<td>• Quarterly reports</td>
<td>the department, may be difficult to schedule time for this</td>
<td></td>
<td></td>
</tr>
<tr>
<td>of inquiries received by the department.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Create a departmental orientation for new employees, introducing them to</td>
<td>• Completed Employee Handbook • Completed on-boarding checklist</td>
<td>• Requires time commitment from managers and staff in department, may be difficult</td>
<td>• Meet with department managers and staff in October • Prepare first draft of handbook for</td>
<td>• Presentation of materials to staff: February staff meeting • Implement department</td>
</tr>
<tr>
<td>the technology, resources and policies and procedures of the department.</td>
<td></td>
<td>to schedule time for this</td>
<td>review by November 15 • Prepare first draft of on-boarding checklist by December 1 • Final</td>
<td>orientation: March 1</td>
</tr>
<tr>
<td>Develop a departmental employee handbook and checklist for onboarding</td>
<td></td>
<td></td>
<td>draft of materials due January 1</td>
<td></td>
</tr>
<tr>
<td>new employees to our department. Present new materials to the department</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>at the February staff meeting. Implement department orientation beginning</td>
<td></td>
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<td></td>
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<tr>
<td>March 1.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Improve the efficiency of logging and reporting inquiries to the</td>
<td>• Completed tracking system by August 1. • Accurate and consistent use of system</td>
<td>• Requires training in how to use Excel to create tracking system</td>
<td>• Attend ITD training on Excel in July • Build database by September 1 • Train desk staff by</td>
<td>• Tracking system: September 1 • Monitoring, maintenance and reporting: Ongoing</td>
</tr>
<tr>
<td>department by creating a tracking system using Excel spreadsheets by</td>
<td>• Quarterly reports</td>
<td></td>
<td>October 1 • Due dates for quarterly reports: December 31, March 31, June 30, September 30</td>
<td></td>
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<tr>
<td>August 1. Train all front desk staff in how to use the system by</td>
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<tr>
<td>September 1. Monitor and maintain the system and begin using it to</td>
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<tr>
<td>generate quarterly reports by December 31.</td>
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</tr>
</tbody>
</table>

## Measures of Success
- Reduction in complaints from visitors to website
- Monthly report of updates to manager

## Barriers/Obstacles
- Content providers may not notify of necessary changes
- Some requests may require getting information from others, both inside and outside the department
- Time to log inquiries

## Interim Milestones & Due Dates
- Due dates for quarterly reports: December 31, March 31, June 30, September 30
- Attend ITD training on Excel in July
- Build database by September 1
- Train desk staff by October 1
- Due dates for quarterly reports: December 31, March 31, June 30, September 30

## Target Completion Date
- Ongoing
- Website audit: Every other Friday
- Edits: Within two days of request
- Ongoing
- Presentation of materials to staff: February staff meeting
- Implement department orientation: March 1
- Tracking system: September 1
- Monitoring, maintenance and reporting: Ongoing
Sample Action Plan Template

<table>
<thead>
<tr>
<th>SMART GOAL</th>
<th>Measures of Success</th>
<th>Barriers/Obstacles</th>
<th>Interim Milestones &amp; Due Dates</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>3.</td>
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<td>4.</td>
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</tbody>
</table>
Monitoring Performance

Monitoring performance is an ongoing effort throughout the review period and a responsibility of both the manager and employee. It is through effective and consistent two-way communication that performance management links the activities of planning and appraisal.

Principal Responsibilities

Manager and Employee

- Throughout the performance year, monitor the employee’s overall performance related to the documented job responsibilities and performance goals
- Use the action plan to monitor the employee’s progress toward achieving the defined performance goals
- If performance expectations change throughout the year, redefine expectations and update the goals and action plan to reflect the change

Information Management

Communication between the manager and employee during the performance appraisal period must be open, honest and ongoing. Employees can and should initiate the communication, particularly when any significant changes or obstacles occur that management should be aware of. Oftentimes responsibilities, projects, objectives and performance plans need to be modified as a result of changing circumstances and shifting priorities. Managers and employees are expected to keep each other apprised and current.

Self-Monitoring

Since employees are aware of their own responsibilities, projects, objectives and skills, they are expected to monitor their own performance. Each employee is best able to measure their own performance against expectations and is encouraged to periodically keep their manager informed of progress and/or problems. Employees should keep track of their performance by documenting major activities and results whenever possible.

When employees have trouble making progress toward the achievement of objectives or responsibilities, they are responsible for taking suitable action to remedy the situation and close performance gaps. They may take action on their own or they may need assistance from their manager. It is incumbent upon each employee to keep focused on their effectiveness.

Monitoring by Manager

Throughout the appraisal period, the manager monitors performance by reviewing and documenting work activities, milestones, costs, obstacles and results. They are aware if adjustments are necessary. Consistent and accurate documentation during the appraisal period facilitates regular feedback and annual performance appraisals.

Monitoring performance can be accomplished through formal and informal approaches. Some formal methods might include:

- Periodic written reports
• Manager-employee meetings
• Group or team meetings

When deciding your approach, you will want to consider factors that impact effectiveness, such as frequency of meetings; quality, quantity and format of information to be shared; and the desired outcomes. Formal conversations are not the only option to monitoring performance. Some situations might make informal conversations such as hallway chats appropriate for addressing very current work tasks and performance.

Management Assistance

While self-development tends to be the most beneficial and effective, at times even superior performers need some assistance. Employees are encouraged to seek out opportunities for discussion of their performance, including regular feedback and coaching from their managers. Development is a shared responsibility best initiated by the employee and supported by the manager. Managers can use their experience, knowledge and skills to help track employee performance and provide the necessary support and opportunities for development.
Coaching and Feedback

Throughout the appraisal period, both the manager and employee monitor the employee’s progress. Each has information regarding the performance to date. The coaching process provides a forum for the mutual exchange of this information. A manager’s role is similar to that of a coach in sports. An effective coach motivates, provides feedback, offers encouragement toward the achievement of goals and helps players to focus on the game plan.

Coaching involves two key managerial activities:
• Providing constructive feedback to change or improve performance
• Recognizing and encouraging excellence

For an employee to improve, develop or take on more responsibility, they need regular feedback on how they are doing. In addition, when they are performing well, their efforts should be acknowledged and supported. Coaching may be either formal or informal. Formal coaching involves setting aside time to meet privately, free from interruptions. Informal coaching is usually provided on a day-to-day basis as situations arise.

Principal Responsibilities

Manager
• Throughout the performance year, provide ongoing feedback on the employee’s performance
• Establish open, ongoing communication channels

Employee
• Proactively solicit feedback to ensure that performance is in line with expectations
• Recognize the value of feedback and receive it in a spirit of openness and collaboration.

Manager and Employee
• Provide objective information and examples of performance to identify areas of strength and areas for improvement throughout the year

Effective Coaching

Successful coaching takes place when the manager and employee:
• Are prepared and informed
• Cite specific examples
• Focus on behavior, not personality
• Listen to each other
• Ask clarifying questions
• Reach agreement
• Develop an action plan
• Follow up
Principal Responsibilities

Employee
• Provides feedback to manager and asks for assistance when obstacles arise.
• At the end of the performance year, articulates how goals were accomplished and provides input on performance appraisal.

Manager
• Provides on-going feedback and coaching throughout the year.
• At the end of the performance year, completes the appraisal form related to the employee’s performance expectations and objectives.

Manager and Employee
• During the year, documents accomplishments and progress toward meeting expectations and goals.
• Support each assessment with specific results and objective examples of performance throughout the year
• Meet to discuss the employee’s performance, identifying key areas of strength and accomplishment and areas for improvement

Preparation Leads to Outcomes

Input
• Job description
• Performance Expectations
• SMART Goals
• Performance Results
• Specific Examples of Performance

Output
• Objective Assessment
• Clear Performance Expectations
• Objectives for Next Performance Period

Performance Appraisal
Performance Appraisal Form

Among the final stages of the performance management process are the written performance appraisal and the performance appraisal discussion. Human Resources recommends that all new employees receive an introductory performance appraisal prior to the conclusion of their first six months; thereafter, written performance appraisals are required annually. The Performance Appraisal Form may be used for both the introductory review and the annual review.

To assist in this part of the process, Human Resources designed a comprehensive performance appraisal tool in partnership with management and staff. For simplicity, a single performance appraisal form is used for all employees. It incorporates both the manager’s and employee’s assessment. The performance appraisal instrument is tailored to assess performance with respect to position requirements, performance objectives and behaviors in support of the university’s mission and strategic initiatives.

How We Measure Performance

- Objective measurement begins with documented performance expectations and goals
- Well-written goals document the expected results of an action and the associated measures
- Performance measurement should start with an assessment of the results tied to each performance goal and then include objective observation of on-the-job behavior (with specific examples and outcomes)

The Key to Measurement = Measurable Goals

- **Specific**: explicit, clear and concise
- **Measurable**: results based; quantifiable (quantity, quality, time or cost)
- **Achievable**: challenging, yet attainable; employee has skills and experience necessary
- **Relevant**: scope appropriate given job responsibilities
- **Time-Bound**: include milestones/checkpoints and target completion date

Ratings

The primary goals of formal performance appraisal are improved communication, planning and employee development.
No Surprises

Employees may not always appreciate or agree with what they hear during the performance appraisal process, but if the manager and employee have communicated consistently and continuously throughout the appraisal period, there will not be any surprises. Appraisal and discussion should simply be a culmination of previous communications. Surprises occur when there has been little or no specific communication regarding performance during the review period, a practice that is unproductive and contrary to organizational objectives.

**TIP:** The annual performance appraisal should not be the first discussion of poor performance. For training and coaching regarding performance management, contact Workplace Learning and Performance. For performance improvement planning, resources and coaching, contact Employee Relations.

Preparation

Toward the end of the appraisal period, the manager and employee should carefully review their notes, reports, observations and other documentation to prepare an accurate assessment. Performance throughout the entire year must be considered rather than just recent activities.

Manager’s Appraisal of Employee’s Performance

After consolidating their own observations, notes, reports and other documentation, the manager evaluates the employee’s performance by completing a performance appraisal form.

**TIP:** To conduct a thorough and meaningful performance evaluation, managers/reviewers should set aside sufficient time to complete each employee’s performance appraisal prior to the scheduled performance appraisal meeting.
Performance Appraisal Discussion

Stress
The performance appraisal discussion is often an anxiety-ridden event. It is a particularly anxious time when manager and staff have not engaged in two-way communication about performance throughout the review cycle. The stress leading up to performance discussions can be eased by following the guidelines set forth in this handbook. Those who actively manage performance (their own and/or others’) tend to have constructive appraisal discussions that are clear and candid – and less stressful.

Preparation
Prior to the actual performance appraisal discussion (see timeline on page 19), the manager is expected to give a copy of the completed appraisal form to the employee. This gives the employee an opportunity to plan for the meeting and facilitates two-way communication. For the discussion to be productive, the manager and employee need to:

• Set aside at least an hour of uninterrupted time to meet
• Prepare a list of questions
• Anticipate possible questions
• Bring a copy of the completed Performance Appraisal Form to the meeting
• Focus on actual behaviors and skills
• Actively listen to each other

**TIP: Schedule meetings at least two weeks in advance. This gives the manager and employee time to make final preparations for the discussion. Additionally, if a manager has multiple direct reports, setting appointments in advance helps to manage the demand on everyone’s schedule.**

Performance Appraisal Meeting
The performance appraisal meeting should be a two-way conversation in which a manager and employee:

• Review and discuss responsibilities, results, progress toward objectives and core behaviors
• Identify strengths, citing specific examples
• Identify development needs, citing specific examples
• Acknowledge and discuss differences
• Reach an understanding on results
• Make any necessary adjustments to final ratings
• Develop an action plan which includes development goals, projects and objectives for the coming year
Signatures and Record Keeping

At the conclusion of the meeting, the manager and employee sign the first page of the appraisal form, signifying discussion of the performance appraisal, and each receives a copy for their records. The original appraisal is then forwarded to the second-level reviewer (the reviewer’s manager) for approval. A second-level reviewer signature is required to:

- Ensure that annual performance appraisals are conducted in a timely manner
- Check for possible rater bias on the part of managers (harshness and/or leniency)
- “Red flag” any continued performance problems for further review
- Remain informed of progress and successes

Finally, the original Performance Appraisal Form is returned to Human Resources and placed in the employee’s personnel file.

Performance Appraisal and Discussion General Timeline

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Weeks Prior to</td>
<td>Manager and employee schedule review meeting</td>
</tr>
<tr>
<td>Discussion</td>
<td></td>
</tr>
<tr>
<td>2-3 Weeks Prior to</td>
<td>Manager completes employee appraisal and returns completed appraisal to</td>
</tr>
<tr>
<td>Appraisal Discussion</td>
<td>employee</td>
</tr>
<tr>
<td>1 Week Prior to</td>
<td>Manager and employee plan for performance appraisal discussion:</td>
</tr>
<tr>
<td>Appraisal Discussion</td>
<td>- Agenda</td>
</tr>
<tr>
<td></td>
<td>- Key Strengths</td>
</tr>
<tr>
<td></td>
<td>- Areas for Improvement</td>
</tr>
<tr>
<td></td>
<td>- Specific and Objective Examples</td>
</tr>
<tr>
<td>The Appraisal</td>
<td>Manager and employee review completed form and ratings</td>
</tr>
<tr>
<td>Discussion</td>
<td>Manager provides specific examples of performance to highlight both</td>
</tr>
<tr>
<td></td>
<td>strengths and areas for improvement</td>
</tr>
<tr>
<td></td>
<td>Employee asks clarifying questions and provides specific examples of</td>
</tr>
<tr>
<td></td>
<td>performance from their</td>
</tr>
<tr>
<td>Immediately After</td>
<td>Manager submits final recommendations and signed forms to Human</td>
</tr>
<tr>
<td>Appraisal Discussion</td>
<td>Resources</td>
</tr>
<tr>
<td>2-3 Weeks After</td>
<td>Manager and employee begin new performance cycle</td>
</tr>
<tr>
<td>Appraisal Discussion</td>
<td></td>
</tr>
</tbody>
</table>