



**PLANNING FOR PERFORMANCE MANAGEMENT SUCCESS:  
A GUIDE FOR SUPERVISORS**

**PMP TRAINING**

**2007**

**UNIVERSITY OF MARYLAND, BALTIMORE COUNTY**

**DEPARTMENT OF HUMAN RESOURCES**

# Overview of the Performance Management Process

The Performance Management Process or PMP is a two-way conversation between the employee and supervisor; this communication process includes clarifying and setting expectations, identifying goals and special projects, providing on-going feedback, and evaluating results. The five major components of the PMP are: (1) Expectation-Setting Meeting, (2) Midway Feedback Session, (3) Employee Self-Assessment, (4) Ongoing Feedback throughout the rating period, and (5) Performance Review.

## **I. EXPECTATION - SETTING MEETING**

The rating period is from April 1st thru March 31st. Sometime in early April, the supervisor will hold an Expectation-Setting meeting with the employee. Prior to this meeting, the supervisor should be prepared with what he/she believes are the expectations of the job (this is determined by looking at an updated job description that describes the functions/tasks and responsibilities of the job). Utilizing the essential or major functions/tasks and responsibilities of the position, relevant expectations are set. Although the final decision of performance expectations lies with the immediate supervisor, the employee's input should be given careful consideration during the establishment of expectations. Both the supervisor and the employee should discuss the importance and priorities of each of the expectations to determine (if applicable) which expectations should have a greater weight assigned to them. At the end of the Expectation-Setting meeting, the supervisor should review with the employee, the standards for each of the relevant performance factors; that is what is considered an "effective" rating (formerly "meets expectations") for the position. In addition, it is at this time both the supervisor and employee set goals if applicable. The supervisor should record these standards, summarize the meeting, and have the employee sign the cover sheet of the PMP form.

## **II. ONGOING FEEDBACK**

Throughout the Performance Management Process, the supervisor should provide the employee with ongoing feedback regarding performance. The feedback includes giving both positive and corrective feedback. The feedback, when applicable, should be documented.

## **III. EMPLOYEE SELF-ASSESSMENT (Optional)**

The Employee Self-Assessment is an employee's evaluation of his/her own performance during the rating period. The Self-Assessment is performed by the employee in preparation for the Midway Feedback session and the final

Performance Review meeting. The purpose of the Self-Assessment is to have the employee think about and give serious consideration to how he/she has performed in being effective in meeting expectations. To prepare for the Self-Assessment, the employee uses a copy of the original expectations and goals that were set by the employee and supervisor during the beginning of the PMP cycle.

#### **IV. MIDWAY FEEDBACK SESSION**

Between the fifth and seventh month of the rating period, the supervisor and employee have a formal meeting to conduct a Midway Feedback Session. The purpose of this meeting is to review the employee's performance through the first six months of the review period. During this meeting, no formal evaluation is made on the employee and the form is not completed. However, the supervisor will advise the employee of what the final appraisal would be if the employee was given the evaluation that day. The supervisor should discuss both positive and corrective feedback and make any adjustment/changes to expectations or goals as needed. The supervisor should summarize the meeting, follow-up in writing or make notes, and have the employee sign the cover sheet of the PMP form.

#### **V. THE PERFORMANCE REVIEW**

At the end of the review/rating period, the supervisor and employee discuss the employee's performance for the entire rating period. The supervisor will have documentation to support the final rating. Using the relevant factors that were discussed during the initial expectation-setting meeting, the supervisor will rate the employee's performance as either "Exceptional," "Highly Effective," "Effective," "Improvement Required," or "Unsatisfactory." The employee will discuss his/her final Self-Assessment with his/her supervisor. Subsequent to hearing the employee's input, evaluating each of the performance factors, and assigning an overall rating the supervisor and employee shall discuss development plans (if applicable).

Both the supervisor and employee will review the performance factor ratings to identify major strengths, areas for improvement, and development plans. Specific focus should be given to those areas that were identified as "Improvement Required" or "Unsatisfactory" to assure that those areas are strengthened and that an effort is made to develop the employee in these areas.

After summarizing the meeting, the supervisor and employee shall sign the cover sheet of the PMP form acknowledging that the performance review was held. The employee should check off that he/she is either in agreement or not in agreement with the performance appraisal results. The employee may note as an addendum to the PMP form the areas in which he/she is not in agreement with the final ratings. Next, the rater's supervisor should sign the completed PMP

form. The raters should let their immediate supervisors know in advance how they intend to rate their employees.

Once the Performance Appraisal review is completed, the PMP cycle starts again and an Expectation-Setting meeting should be conducted. This meeting can be done at the same time the final appraisal is being completed. New development plans and goals should be also be established. However, if during the appraisal the employee is rated as "Improvement Required" or "Unsatisfactory" it is recommended that the Expectation-Setting meeting be held at a later date.

**Note:** Performance management is a *process* and not an *event*. In addition, the PMP is not a disciplinary tool. Should you have problem employees who could benefit from counseling and corrective feedback, please contact Human Resources for technical assistance.

## Setting Expectations

An updated job description will serve as a good starting point for the development of performance expectations. Job descriptions typically are very general in their definition of job duties, and thus do not provide specific measures of performance. The supervisor and employee should read over the tasks and duties that are outlined in the job description and then use those functions to further define expectations using the SMART criteria.

**Specific** – Expectations must describe specific behaviors that are required for job performance.

**Measurable** – Expectations should have a quantitative value to allow for objective monitoring and measurement.

**Attainable** – All expectations must be realistic for the employee to achieve and accomplish within the stated guidelines.

**Relevant** – All expectations must be relevant to the requirements of the current position. If new duties or tasks arise (through the natural evolution of the position), the supervisor and employee must devise a development plan to allow the employee an opportunity to acquire the “new” relevant skill.

**Timely/Trackable** – Expectations should be, through measurement, trackable by either the supervisor or employee. This would allow for the monitoring and evaluation of current performance levels.

# How to Write Performance Expectations

Because of the differing nature of job duties and tasks, various means of expressing performance standards are necessary. Not all of the means, however, are pertinent to each task. The degree of importance to be attached to each may vary from position to position even though the task may appear to be the same.

Some of the more prevalent means of expressing performance standards are as follows:

## 1. Result/Effect Obtained

This method of expressing performance standards is used when the performance can best be measured or expressed in terms of the ultimate result/effect to be obtained. In writing this type of standard, such conjunctive phrases as the following are often helpful:

- **so that**
- **in order that**
- **in order to**
- **as shown by**

Example: Schedules will be developed so that they reach the printer in time for printing the next semester's catalogue.

## 2. Manner-of-Performance

Manner-of-Performance standards are used when there is a required procedure or method for accomplishing a task. These are usually set forth in memos, regulations, etc. They can be used to address coordination issues, working relationships, etc.

Example: The telephone must be answered using the following procedure:

1. Answer by the third ring
2. Give greeting "Good (morning/afternoon)"
3. State name of department
4. State your name
5. Ask "How may I help you?"

## 3. Cost Effectiveness

This dimension of measurement may be used when the performance can be assessed in terms of **the amount of money saved, earned, or expended** in the accomplishment of the work being performed.

Example: Expenditures will not exceed the amount allocated for the budget year.

#### **4. Quantity of Work**

This method of expressing performance standards states how many work units must be completed within a specified time period for this aspect of the work. Quantity standards must be definite. They **must state specific numbers, how many, how fast, etc.**

Example: All the trash containers in Building 105 will be emptied no later than 10:00 am each day.

#### **5. Time**

Time standards are used where the quantity cannot be measured, but time limits can be set as a definite requirement of work. Time standards answer questions such as:

- **When?**
- **How soon?**
- **Within what period of time?**

Example: The morning mail will be distributed by 12 noon.

#### **6. Quality of Work**

Quality standards exist for almost every task. Quality is generally expressed in terms of accuracy, appearance of work, thoroughness, or general results achieved.

Example: Reports will be written and typed so that they are not returned more than once for corrections.

## USING PERFORMANCE FACTORS

ESSENTIAL FUNCTIONS	PERFORMANCE FACTORS (OPTIONAL)	“EFFECTIVE”
Provide administrative assistance and support to Dr. Jones	Customer Service Quality of Work Job Knowledge	<ul style="list-style-type: none"> <li>★ Type, spell check, and proofread program paperwork so that less than one per week needs to be redone.</li> <li>★ All incoming mail should be opened and distributed less than two hours after it is received in the department. All memos and letters will conform to the standards of departmental format.</li> <li>★ No memo or letter shall be submitted more than once for corrections.</li> <li>★ Response to all inquiries about the program within twenty four hours of receipt.</li> <li>★ Submit an updated monthly budget report by the fifth working day of each month</li> <li>★ Maintain the Director’s calendar by scheduling and coordinating meetings and appointments.</li> <li>★ Submit a weekly calendar (for the following week) by the end of the business week. Submit an updated daily schedule for the next day by the end of each business day.</li> </ul>
Coordinate the annual grant conference	Customer Service Quantity of Work Quality of Work	<ul style="list-style-type: none"> <li>★ Schedule the date and send out all invitations by March 31<sup>st</sup>.</li> <li>★ Schedule rooms and make copies of any handouts and programs.</li> <li>★ Coordinate with catering for food and drinks.</li> <li>★ Make sure certificates are prepared and guest list is updated.</li> </ul>
Use database to track student applications	Quantity of Work Customer Service Quantity of Work	<ul style="list-style-type: none"> <li>★ Ensure database is updated within three working days of receipt of application.</li> </ul>
Coordinate grant proposals and submittals	Quality of Work Job Knowledge	<ul style="list-style-type: none"> <li>★ Double-check all paperwork for posting to accounts.</li> <li>★ Submit updated budget to Director.</li> <li>★ Submit tally sheet for all upcoming “known” expenditures.</li> <li>★ Update inventory for all supplies with current counts (including overhead/auxiliary supplies).</li> <li>★ Collect and tabulate results. Submit to Director.</li> </ul>
Manage student workers	Management Staffing Leadership and Motivation	<ul style="list-style-type: none"> <li>★ All student work schedules are posted two weeks prior to the beginning of the workweek.</li> <li>★ Weekly work schedules are completed and submitted to supervisor for approval one week before posting.</li> </ul>

**NOTE:** Expectations for the performance of different employees with the same job title should be very similar, and when possible, the same. (Some specifies duties or tasks may differ.) Where desirable, a “group” Expectation-Setting meeting may be held.

## Giving Corrective Feedback

When giving corrective feedback, it is important to be sensitive to an employee's situation; there could be a myriad of reasons why the employee is not meeting performance standards.

Supervisors should take the following into consideration when providing corrective feedback:

- Describe the specific job behaviors that need to be improved.
- Focus on the problem performance and not the individual. For example, don't say, "Joe you are slowing down the billing for the department." Instead say, "Joe, the billing unit is two weeks behind; I appreciate your input on how to bring it up to date."
- Explain how the behavior negatively impacts the unit and department.
- Ask the employee for help in resolving the problem and discuss the ideas being offered for solution.
- Review the standards of performance; discuss and agree on a plan to meet the standards.
- Ask how you can help the employee meet standards in the future.
- Reach an agreement on specific actions that each person will take to solve the problem. Confirm this agreement by restating it and by assigning a specific time frame or deadline to complete action.
- Express your support and confidence in the employee's ability to meet and maintain the level of performance.
- Schedule a follow-up meeting to review progress of the actions.
- Never threaten the employee with ambiguous actions if the behavior does not change, for example "Shape up or you will be sorry." The purpose is to motivate change for positive reasons. Note: Stronger steps should be taken through the disciplinary process if behavior does not change.
- Attempt to leave the person motivated to perform better; never use feedback to put the person down or embarrass the person.
- Document the meeting in writing and both the supervisor and employee should sign the document.

# Sample Counseling Memo

## Memorandum

**Date:** October 31, 2006  
**To:** John Jones, Library Technician I  
**From:** Kate Smith, Librarian  
**Re:** Counseling Session for lateness

During the last four weeks you have been late four times:

<u>Date</u>	<u>Arrival Time</u>	<u>Reason(s)</u>
September 28, 2006	20 minutes late	overslept and needed to feed the dog
October 5, 2006	35 minutes late	lost car keys to both cars
October 14, 2006	50 minutes late	running late, alarm clock went off early, went back to sleep
October 27, 2006	45 minutes late	missed the bus

Your library position in the Reference Department requires that you be at work on time to provide assistance to students and faculty. Because of your frequent tardiness, students waited longer than necessary and other employees had to perform your work. Consequently, your tardiness is causing a disruption to the office. The reasons that you have told me for your tardiness are not acceptable. Because of the nature of your position, you are required to report to work on time.

During your Performance review on March 10, 2006, I discussed with you (see attached PMP) my concerns regarding your frequent lateness. During your twelve month rating period (April 1, 2005 through March 31, 2006), you were late 19 times. Also, on October 14, 2006, I verbally counseled you regarding your lateness and the importance of reporting to work on time.

### Corrective Action Expected:

1. You are to report to work on time.
2. This memorandum serves as a counseling memorandum, should the above behavior continue, disciplinary action may be taken to include written reprimand, suspension, and/or termination.

\_\_\_\_\_  
Employee's Name                      Date                      Supervisor's Name                      Date  
Signature indicates receipt not necessarily concurrence.

cc: Department of Human Resources

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# Self-Assessment

A **self-assessment** is an employee's evaluation of his or her performance during the rating period. It should be completed by the employee prior to the midterm feedback and final appraisal meetings.

The **purpose** of the self-assessment is to have the employee think about and give serious consideration to how he/she has performed during the rating period.

- The employee should already have a copy of their expectations from the initial expectation-setting meeting

In an effort to do a self-assessment, an employee should ask his/herself some of the following questions:

1. What direction do I need to understand my job with regards to my duties and responsibilities?

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2. What have been my significant accomplishments over the past rating period?

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3. What are my strengths?

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4. What are the areas in which I need improvement?

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5. What would help me enhance my performance?

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6. How would I rate my overall performance for this review period?

Exceptional \_\_\_\_ Highly Effective \_\_\_\_ Effective \_\_\_\_  
Improvement Required \_\_\_\_ Unsatisfactory \_\_\_\_

## How to Conduct the Performance Review

THE SUPERVISOR AND EMPLOYEE MUST COMMUNICATE EFFECTIVELY, not defensively, during the review session. Both should remember that the goal of the session is to help the employee focus on performance and productivity, enhance performance strengths and are areas for improvement. The tone of the meeting and quality of communication is critical for a successful review meeting.

### Conducting the Performance Review

**Create a Comfortable Climate** Try to put the employee at ease before starting. Arrange the seating without desks or “barriers” between the supervisor and employee. Avoid interruptions by not taking phone calls or visitors during the session.

**Explain the Purpose of the Review Session** Emphasize the benefits of the review to the employee. Review the topics to be discussed.

**Review the Evaluation of Each Performance Factor** Discuss the performance areas in order. Give examples that have been documented of good and poor performance. Allow equal time to discuss needs for improvement and strengths.

**Encourage the Employee to Participate** Ask about his or her Self-Assessment. Ask if there are extenuating circumstances that may not have been taken into account.

**Listen to Responses** Consider whether the response justifies changing the evaluation. Be open to changing the rating if new information suggests a re-evaluation. If it doesn't, provide an explanation of the rating without arguing.

**Come to a Mutual Agreement** There should be a mutual agreement or at least a shared awareness of the ratings. If at all possible, by the end of the Performance Review session, the supervisor and employee should agree on the ratings. If not possible, the final decision is the supervisor's, but the employee should be given a clear explanation of the rating and the rationale behind it.

**Assign an overall Rating** The supervisor shall assign an overall rating to the employee's cumulative performance throughout the review cycle. The determination of the overall rating shall be consistent with the rating scale defined on the PMP form.

**Discuss How to Improve Performance** The supervisor and employee shall decide on a course of action for the upcoming review period. If an

employee's performance is high, they should discuss ways to further develop skills.

**Summarize** The supervisor must give the employee an opportunity to make any additional comments. Also, he or she should be sure to set dates for follow-up meetings when appropriate. The supervisor should end by expressing confidence in the employee's ability to meet objectives.

**Schedule Another Meeting** The supervisor must schedule a meeting to set performance expectations for the employee for the upcoming review cycle.

## Suggestions for Communication

**Use "I" Statements** "I" statements describe the supervisor's own feelings, thoughts, behaviors, and reactions rather than "you" statements, which are often interpreted as blaming and cause defensiveness.

"I sense some uneasiness with some of the ratings," **NOT** "You act as though you don't like any of the ratings I gave you."

**Avoid Judgmental Language** Judgmental language will often upset the other person. Value statements and name-calling are examples of judgmental language. The supervisor should try not to use extreme language involving words such as "always," "never," and "only."

"I have confidence that you can handle this," **NOT** "It's simple enough; any child could do this job."

**Clarity before Reacting** Before responding or reacting to any comment or discussion, the supervisor should clarify the information given, especially if the information is upsetting. Taking the time to clarify can often prevent an angry misunderstanding.

"Did I understand you say that you feel my supervision on the insurance project was inadequate?"

**Explain** If there are changes or differences in any procedures or processes, the supervisor should always explain why the change was necessary. In addition, if there is negligent performance, the supervisor has the responsibility to explain the impact upon the unit or department.

"When you submit the work for a big project three days later than the other team members, there are many effects. They all have to wait before

revisions can be made. The other team members become frustrated and angry. The report may be late to the council, and I am frustrated as well. We need to talk about time management.”

**Actively Listen** The supervisor must carefully and actively listen to the other’s point of view. The supervisor may use phrases such as, “That’s interesting; tell me more,” or “Give me more detail on that idea,” which will encourage the employee to speak openly.

**Pay Attention** The supervisor should maintain eye contact when the employee speaks, to show that the employee is receiving undivided attention. If the supervisor maintains a pleasant expression and a relaxed body posture, the employee will be relaxed as well.

**Present a Positive Attitude** The supervisor should be sure to present positive information enthusiastically and negative information as constructively as possible. For negative information, the goal is to help the employee change his or her behavior by explaining what needs to be changed and how it can be changed. For positive information, the supervisor should be specific and give examples to show the comment is sincere. The measure of good feedback is how motivated the employee is after receiving it.

**Avoid “Loaded” Questions** Loaded questions create defensiveness and presume guilt. (“Why are you always late?”, “Can’t you organize your time better?”, “Did you really think that approach would work?”) Open-ended questions allow for explanation and fact-finding.

**Solicit Input** By soliciting employee input the supervisor builds trust and communication into the review process. Ask open-ended questions. (“How do you think we can improve things?”, “How can I help you develop professionally?”, and “What do you think about that idea?”)

**Empathize** The supervisor, who also functions as an employee to his or her own supervisor, should be able to empathize with the employee. Saying “I understand how you feel” does not necessarily mean “I agree with what you did.” The employee is more likely to attempt to change if he or she perceives that the supervisor understands his or her strengths and needs for improvement and is attempting to help.

## Performance Enhancement Discussion

Discussion with:

Date:

1. What do you think are your strengths? Particular areas of knowledge, skill, competencies?
2. What are your desired outcomes for the coming year?
3. What would be the benefits of those outcomes? To our customers? To the organization? To our department? To you?
4. What could you do more of, better, or differently to achieve those outcomes? (this discussion leads to goals for the coming year, and items for their Development Plan)
5. How can I support you?
6. How will we measure progress?

Any specific follow-up actions from this meeting? (Who will do what? By when?)

# **THINGS TO THINK ABOUT BEFORE DOING PERFORMANCE DEVELOPMENT PLANS**

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## **Organizational Structure and Goals**

- How well do the structure and reporting relationships fit the organizational strategy?
- How appropriate is the role and the design of the job?
- How clearly and effectively have goals been communicated?

## **Climate**

- How effectively has management established a high-performance climate in which individuals can perform competently?

## **Priorities, Standards, and Procedures**

- How clearly have priorities been established and communicated?
- How clearly have work standards and expectations been formulated and communicated?
- How has the person been involved in setting priorities, establishing work standards or expectations, and clarifying procedures?

## **Tools and Resources**

- How well are people equipped with appropriate tools to do the work?
- How well is the equipment/machinery supporting the work?
- How well does available time link to important work?
- How well are materials matched to work requirements?
- Are there helpful written procedures, checklists, and other job aids?

## **Feedback**

- How often and how well are performance expectations communicated?
- How often and how well do individuals receive developmental feedback?
- How often and how well is competent and/or exemplary performance acknowledged?
- How supportive is the work group or team culture of performance enhancement?

## **Individual Competencies, Knowledge, and Skills**

- Does the person have the physical, emotional, and intellectual capacity required to perform?
- What technical ability is required to perform?
- What knowledge and skills are required for performance?
- What competencies lead to exceptional performance?
- What experience is required for performance?

# STRATEGIES FOR PROFESSIONAL DEVELOPMENT

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There are many ways to do professional development, and it is important to do a blend of approaches and also take the person's learning style into consideration.

It is best when the supervisor is aware of the learning goals, talks with the employee about what is being learned, and actively supports practice and application of new knowledge and skills on the job.

## **Training Programs**

For learning new knowledge and skills. Best when they include opportunity for conversation, activities for practice and planning how participants will apply what they are learning.

## **Conferences**

Informational and provide the benefit of learning and getting creative ideas from colleagues in your field and from other places.

## **e-Learning**

In addition to full educational modules, SkillSoft has simulations, Job Aids and Skill Briefs.

## **Job Shadowing**

Observing and sitting "side-saddle" with a more experienced person.

## **Coaching and Mentoring**

Can take different forms: one-on-one coaching from the supervisor, from others in the department, from others doing similar work; coaching/mentoring can also be from someone outside of the department.

## **Special Projects**

Projects that provide "stretch" opportunities to learn and practice new skills, or to have new ways of being.

## **Small Group Discussion**

People with common challenges share learnings and best practices.



## E-LEARNING AGREEMENT

**To:**           **Manager's Name**

**From:**       **<<enter your name>>**

**Date:**       **<<enter the date>>**

**Subject:**     **Learning and Development Commitment**

Please acknowledge that I am scheduled to participate in the following Professional Development e-Learning course(s):

Course Title	Development Area	Scheduled Completion Date

THE OBJECTIVES OF THIS COURSE(S) SUPPORT THE LEARNING AND DEVELOPMENT GOALS WE HAVE AGREED UPON. I UNDERSTAND THAT EACH COURSE TAKES APPROXIMATELY 2-4 HOURS TO COMPLETE AND CAN BE DIVIDED INTO SEVERAL SESSIONS. I WILL ENSURE THAT I COORDINATE MY TRAINING TIME SO THAT IT DOESN'T INTERFERE WITH MY OTHER RESPONSIBILITIES; HOWEVER, YOUR COOPERATION IN KEEPING INTERRUPTIONS TO A MINIMUM DURING THIS TIME IS APPRECIATED AND WILL HELP IN MAKING THIS A SUCCESSFUL LEARNING EXPERIENCE.

I ALSO UNDERSTAND THAT SKILLSOFT IS AVAILABLE 24/7 AND EMPLOYEES ARE FREE TO TAKE ANY COURSE OF INTEREST DURING NON-WORK TIME.

\_\_\_\_\_  
Participant's Signature

\_\_\_\_\_  
Manager's Signature

# PERSONAL DEVELOPMENT PLAN

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**Specific Goal** (stated in clear assessable terms)

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**Time line for completion**

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**Action steps:**

1. Modifying behavior – what I will do differently:

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2. Modeling others – who I will observe and when I will observe them:

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3. Practice – how I will use new or modified behaviors on the job:

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4. Collecting ongoing feedback – how I will monitor my progress through others:

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5. Reading/classes – how I will add to my knowledge base:

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**Expected outcomes:**

1. When I achieve this goal, I will know I have been successful because:

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2. The other people who will notice and be impacted by this are:

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3. The difference they will notice is:

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## Common Mistakes Supervisors Make When Conducting Performance Appraisals

**Mistake# 1: Spending more time on performance appraisal than performance *planning* or ongoing performance communication.** Performance appraisal is the end of a process that goes on all the time—a process that is based on good communication between manager and employee. So, more time should be spent preventing performance problems than evaluating at the end of the year. When supervisors give ongoing feedback during the year, the appraisal is easy to do and comfortable because there aren't any surprises. **Remember Performance Management is a process and not an event.**

**Mistake # 2: Forgetting appraisal is about improvement, not blame.** We do evaluations to improve and acknowledge performance, not to assign blame. Supervisors who forget this end up developing staff who don't trust them, or even dislike them. Good performance management is the supervisor and employee working together so that everyone is successful.

**Mistake # 3: Thinking a rating form is an objective, impartial tool.** There is no ideal rating form or perfect, objective rating system. A performance evaluation system is unavoidably subjective, to some degree. **The rating form should be used as a tool and not as a handcuff.**

**Mistake # 4: Stopping performance appraisal when a person's salary is no longer tied to the appraisals.** Some supervisors conduct appraisals only when they have to, to justify or withhold a pay increase. When staff hit their salary ceiling, supervisors may not bother. Everyone needs ongoing feedback on their performance whether there is money involved or not.

**Mistake # 5: Cancelling or postponing appraisal meetings.** Because appraisal conversations can be uncomfortable and people are busy, it's tempting to postpone them. This sends the message to employees that the process is not important. Supervisors must commit to the process and make it a priority.

**Mistake # 6: Measuring or appraising the trivial.** Sometimes supervisors measure things that are easy to measure, but aren't the most important things in respect to the job. For example, defining customer service as "answering the phone within three rings" rather than measuring the overall quality of service that will get and keep customers.

**Mistake # 7: Surprising employees during appraisal.** Some supervisors don't deal with issues as they come up, but save it all year and dump it in the employee's lap at the appraisal meeting. This often creates mistrust and decreases motivation. Good feedback is timely, specific, and ongoing.

# Glossary

**Benchmark Effect** –

a rater error in which the supervisor uses the rating which he/she earned from his/her supervisor as a benchmark to rate their employees. For example, suppose a supervisor's rating was "effective" and the supervisor felt his/her rating should have been "exceptional," the supervisor may conclude that none of his/her employees should receive a higher rating than what he/she received and consequently those employees performing at a higher level would be rated as "effective."

**Central Tendency Effect** –

a rater error made by a supervisor during a performance review in which the supervisor tends to rate all employees in the middle of the performance rating scale (i.e. as "effective").

**Constructive Feedback** –

provides direction when employees need to change some aspect of their performance.

**Corrective Feedback** –

provides feedback to an employee who has not done something well and who requires corrective action to improve performance. Generally, corrective feedback would be in the form of counseling, written reprimand, and/or suspension.

**Dissimilarity Effect** -

a form of rating error which involves the tendency of a supervisor to pull away from people who are different from them, causing the supervisor to be subjective in their ratings rather than being objective.

**Halo or Angel Effect** –

a rating error in which the supervisor allows the employee's positive performance on one aspect of the job to influence an overall evaluation. For example, she always comes to work on time, so she should get "exceptional" in all areas.

<b><u>Horn or Devil Effect</u></b> –	a rating error in which a single negative component of performance effects the entire evaluation. For example the supervisor says, “of course I gave him ‘unsatisfactory’ in ‘Job Knowledge;’ he never comes to work on time.”
<b><u>Ongoing Communication</u></b> –	the process by which the supervisor and employee work together to share information about work progress, potential barriers, possible solutions to problems including how the supervisor can help the employee.
<b><u>Performance Management</u></b> –	it is the ongoing communication process between the supervisor and the employee for the purpose of praising, enhancing, and/or correcting job performance.
<b><u>Performance Rating Period</u></b> –	the twelve month rating period, which at UMBC is from April 1 <sup>st</sup> through March 31 <sup>st</sup> .
<b><u>Performance Review</u></b> –	a face to face meeting between the supervisor and the employee to discuss the employee’s performance for the entire rating period (sometimes referred to as Performance Appraisal or Performance Evaluation). This is the final component of the rating process.
<b><u>PMP</u></b> –	Performance Management Process.
<b><u>Positive Feedback</u></b> –	involves giving praise and letting the employee know that they are on track.
<b><u>Recency Effect</u></b> –	involves allowing an employee’s recent behavior to shape how their evaluation will be for the entire rating period. Some employees believe that managers are paying closer attention near the end of the rating period... to avoid this, base evaluations on the entire year.

**Self-Assessment** –

is an employee's self evaluation of his/her performance (sometimes referred to as a self-appraisal) during the rating period; a self-assessment should be done by the employee prior to the midterm feedback meeting and at the final appraisal meeting.

**Similarity Effect** –

also called the "Just like me effect," it involves gravitating towards others who share the same gender, race, age, hobbies, interests, etc. This can become a problem if you start rating certain employees higher than others, just because you have things in common.

**Strictness Effect** –

this is a type of rater error in which a supervisor rates all of his/her employees too strictly.

**Sugarcoat Effect** –

this rater error is where the supervisor has a tendency to evaluate most of their better performing employees in the "exceptional" or "highly effective" range and the lower or poor performing employees in the "effective" range (also known as the leniency effect or inflationary effect).