Supervisor Instructions for Employee Performance Appraisal Forms
April 2013

These instructions accompany the Goshen College employee performance appraisal form. Two forms are referred to: the Annual Employee Self-Appraisal Form and the Goshen College Employee Performance Appraisal and Development Plan.

The Goshen College Employee Performance Appraisal and Development Plan combines up to 4 job-specific rating areas with 3 college-wide items that relate to all employees. Of the universal items, one reflects the employee’s expression of college mission and values which provides the opportunity for feedback and discussion on this critical part of our work. The purpose of this form is to create a useful appraisal instrument by focusing on areas relevant to the performance of the employee and our overall college mission.

The performance appraisal process will be most successful if the following factors are present:

- Job expectations and the job description of the employee are current.
- Supervisory feedback is given throughout the year.
- Both supervisor and employee are looking for initiatives to improve job performance.

Many books and articles are written about employment performance appraisals. Some experts argue that they have outlived their usefulness, as both supervisor and employee find the process distasteful and the outcome unhelpful. If done poorly in an attempt to only get the required form completed, neither party will put much stock in the results nor have a clear set of goals for the future. A well-prepared appraisal, on the other hand, reflecting investment from both supervisor and employee, creates momentum and initiative to greater personal, department, and ultimately college achievement.

Our challenge as employees and supervisors is to continually strive to use our "talents" as God-given abilities to serve our customers and co-workers. This format is one tool toward that end.

In April of 2011, a decision to incorporate the Qualtrics survey software to automate some of the appraisal process was implemented. It will be referred to in this document, and the step-by-step process is found in the following document from the supervisor resource page of the HR web site: http://www.goshen.edu/hr/forms/supervisors/SupervisorEvaluationProcessQualtrics.pdf. While the process has been facilitated by this software, the final appraisal form is completed as a word document.

Specific instructions for the two forms are given on the next pages. Both forms can be accessed on the Human Resources web page (http://www.goshen.edu/hr/supervisor-resources/). Please use “save as” before entering information.
I. Employee Self-Appraisal Form

The self-appraisal form is sent to the employee via Quatrics email as an attachment, and is to be completed and submitted electronically to the supervisor by May 17th. Thinking of the past year of work, the form asks for employee input in these areas:

--What if any changes should be made to keep the job description accurate
--Progress on goals established at the last appraisal
--Additional accomplishments (other than goals) made since last review
--Changes that could help improve job effectiveness
--What new skills or knowledge would improve performance
--What goals should be set for the year ahead
--How can the supervisor/college assist in meeting goals and increasing job satisfaction

Encourage the employee to be honest, even bold, in completing this form. No supervisor knows everything about what an employee is thinking or experiencing in his/her job. We may forget significant accomplishments that were made 6-12 months ago as we move on to new problem areas. Help the employee see that her/his input through this form can strengthen joint planning for improved job performance and satisfaction in the next year.

II. Employee Performance Appraisal and Growth Plan

At the top of the form, a review of the employee's job description is requested. This is an important part of the annual evaluation, to keep the employee and supervisor aware of current duties in a time of rapid change in technology and resulting assignments. If revisions are made, please send an electronic copy to Human Resources. Even if no changes are made, please put a current date on the description and send it in.

The first four factors on the format are to be determined by the employee and supervisor together. They should reflect specific, critical job responsibilities of the employee and may change from year to year. Examples:

- Prepares accurate, timely documents
- Pays purchase requisitions on a timely basis
- Works with student activities council to plan well-attended campus events
- Responds promptly to inquiries from prospective students
- Supervised employees meet or exceed performance expectations
- Administers effective employee benefits program

It is valuable to include some measurement criteria in the responsibility that is listed. Involving the employee in establishing the specific area and the measures used to evaluate may increase ownership and some additional motivation to do well in these areas of the work.
In addition to the specific areas, we are including four areas on every employee’s form: external customer service, internal interaction, and values and mission, and intercultural competency. Brief definitions of these factors are given on the form.

Using the comment section is crucial in communicating strengths and areas needing improvement. We require comments by the supervisor when "exceeds expectations" or "needs improvement" are marked and encourage comments for all the factors. It is possible and even likely that an employee who is rated as meeting expectations still needs improvement, and the supervisor may include comments to that end. Employees who receive a form with only check marks have reason to wonder if the supervisor put much effort or thinking into the appraisal. However, this does not mean a book needs to be written. Some supervisors use phrases instead of complete sentences. Accurate and thoughtful information is more important than style.

Ratings Definitions:

**Needs Improvement**—Overall performance in the area is below what is needed to be successful in this position. While the employee may sometimes meet standards, there is a lack of consistency over the course of the appraisal period. For new employees, this may be due to needing more experience or training in a particular area.

**Meets Expectations**—Employee demonstrates competency in this area and fulfills all relevant job components. Occasional mistakes or slip-ups are balanced by times when above-standard skill and accomplishment are shown. Is dependable overall in day-to-day performance.

**Exceeds Expectations**—Consistently surpasses normal standards in the rated area. Adds value to the position and college in demonstrating outstanding skill, diligence and dedication. Looks for opportunity to improve, and passes on or models new information/skills to co-workers. Shows extra effort to accomplish assignments and serve customers.

The last page, covering goals for the employee, is the most important step in the appraisal process. It is recommended you use pencil to complete this page, or use word processing to complete your draft. Use the employee input form along with your own ideas to do a first draft. Looking back is necessary to plan for new goals. Be prepared to change them during the appraisal interview based on discussion with the employee. Then list your plan for achieving the goals. Include staff training, reading of literature that you will review together, and the method you will use to measure success (periodic check-in or written summaries, etc).

Long-term goals may not change much from year to year, but can help keep you and the employee looking further ahead. Possible goals include completing a certification process, finishing a degree, even entering a
completely different occupation. Employees who have dreams and goals, even if they move away from their current jobs, tend to make a better contribution than those that feel "stuck" where they are.

The last item, "employee comments," is for anything the employee wants to say about the appraisal or their position. This may be negative or a correction to what is in the appraisal, but anything reasonable will be allowed. Employees may use attach a longer comment if they wish.

Both the supervisor and employee sign and date the form. The employee signature line is below a statement that the employee has received and had a chance to discuss the appraisal. In rare circumstances, an employee may refuse to sign it. If you can't resolve the differences in opinion with the employee, don't make a big deal about getting a signature. Indicate the employee's refusal on the signature line, and encourage him/her to explain the objections to the appraisal.

While responsible for completing the annual appraisal, supervisors will find it helpful to keep a notebook recording items discussed, action plans, and achievements of the employee through the year. This provides an invaluable resource in completing a thoughtful, fair appraisal. There is a suggested format--Supervisory Log-- you may wish to use on the supervisor page of the Human Resources web site.

The purpose of the performance appraisal is to both recognize what the employee has accomplished, needs to work on, and how greater job satisfaction and contribution to the mission of the college can be achieved. It is not a task most supervisors relish; careful preparation and clear communication throughout the year can make this task a much happier and more effective event.

Performance appraisals are due in the HR office by July 1st. Please contact the Director or Assistant Director if you have questions or need help.