COMMITMENT TO GROWTH

The University of Akron

Part I --
PERFORMANCE
PLANNING

Part III --
ANNUAL
PERFORMANCE
REVIEW

Part II --
MID YEAR
REVIEW

**Supervisor's Guide to UA's
Annual Performance Review Process**

Office of Talent Development & Human Resources
http://www.uakron.edu/hr/hr-services/performance-reviews/index.dot

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OVERVIEW

We know that our employees want to be successful contributors to the important work of our University. They want to know what is expected of them, how they can most effectively meet those expectations, and how they can continue to learn and grow. The performance planning and review process is a powerful tool to help employees understand the importance of their contributions and to better align their own work with unit and University goals.

The University of Akron's collaborative performance planning and review process is designed to take a snapshot of an employee's performance during a specific timeframe as well as provide an opportunity for the employee and supervisor to establish performance and professional goals for the future. The focused attention and commitment to ongoing dialogue by both supervisors and employees will:

- Establish expected behaviors to meet Goals
- Assess individual progress toward attaining University objectives for the current review period
- Recognize every employee's contributions
- Increase role clarity and enhance communication regarding future expectations

FORM TIMELINES

Initial Planning Session for NEW Performance Review Period begins on July 1st	Sections I, II *(Parts A and B),* and IV should be completed between **July 1st - September 30th**	Supervisor and employee meet to plan and set goals for *fiscal year* review period using new form
Mid-year Progress Check-in	Should be conducted between **January 1st – March 31st**	Supervisor checks-in on employee and adjusts goals for remainder of review period if necessary
Annual Performance Review Period ends on June 30th	Sections II *(Part C)*, III, and V should be completed between **July 1st - August 31st**	Supervisor and employee meet for final review of performance

GENERAL INFORMATION

Who is Included in this Process
All full-time and part-time regular and temporary employees designated as Contract Professional, Unclassified Staff, Classified Staff, or Bargaining Unit Staff are included in this process. Note: some exceptions may exist. Please refer to the "Performance Review Form" chart," p. 17, for a list of approved exceptions.

Where to Obtain a Copy of Form
UA's performance assessment tools are reviewed and updated on an annual basis. Please use only the current Performance Review tool at: http://www.uakron.edu/hr/hr-services/performance-reviews/index.dot

Meeting Specific Needs of a College/VP Unit
This tool can be used as a stand-alone or it can be supplemented with other departmental tools to strengthen its relevance for a specific college/VP unit. It is understood that some college/VP units may currently use customized assessment tools to evaluate their employees. Use of other performance tools is acceptable for informal meetings and coaching opportunities. However, to ensure that all employees are evaluated using the same set of metrics, only the performance review tool maintained by Talent Development & Human Resources will be accepted as official documentation for formal employee reviews at The University of Akron.

Note that the Office of Talent Development & Human Resources will be happy to review supplemental assessment tools to ensure compliance with UA Policies and any local, state or federal regulations.

Forms Retention
The official University performance review tool will be maintained by Human Resources as part of an employee's permanent files. Supervisors are responsible for filing any supplemental *(departmental /customized)* review forms and informal performance reviews within the individual's department.

WHAT SHOULD SUPERVISORS EXPECT?

First-level supervisors should

- Help employees align their individual goals with departmental goals and University goals
- Provide feedback throughout year and conduct a Mid-year Progress Check-in
- Review draft evaluation with second-level supervisor BEFORE meeting with employee to discuss the evaluation

Second-level supervisors should

- Meet with first-level supervisors to complete the review process
- Validate legitimacy of ratings
- Support ratings/decisions
- Discuss unusual circumstances requiring recognition or corrective action

WHAT SHOULD EMPLOYEES EXPECT?

Every employee should expect to:

– Receive a formal review at end of the performance planning period and plan their performance for the upcoming year(summer /early fall)

– Check-in meeting with their supervisor, mid-year, to review progress and make adjustments, as necessary

– Sign their Review Form

– Receive a copy of the completed review after supervisors sign

– Have the right to make an appeal

In Person Appeal(s):
If an employee still has concerns which he or she feels have not been resolved after meeting with the immediate supervisor, the individual may request an appointment with the next level manager up to and including the vice president of the respective area.

Written Appeal(s):
In the event the employee continues to have a difference in opinion after meeting with appropriate management in his or her reporting structure, the employee has the option of following up with written comments which will become part of the employee's permanent file maintained in Talent Development & Human Resources.

Should the employee wish to provide additional written comments about the review; the comments can be added directly onto the review form or as an addendum.   Written comments can be forwarded to Talent Development & Human Resources either attached to the review form or submitted by the employee under separate cover.

PERFORMANCE RATING GUIDELINES

Employees want to know how they will be evaluated and what it takes to reach the highest rating. When assigning ratings, supervisors should be sensitive to how entry-level employees are rated versus experienced employees. For example, an entry-level employee may still 'meet expectations' even when the supervisor has provided considerable monitoring of work at times.

Ratings for Performance Objectives (Major Responsibilities)

There are three rating categories: Exceeds Expectations, Meets Expectations, and Does Not Meet Expectations. A rating must be assigned to each 'major responsibility' goal at the end of the review period to show if the goal was met.

Performance Objective Rating Definition	Examples
Exceeds Expectations This category is reserved for employees who provide an exceptional level of performance or service and who regularly and substantially exceed overall expectations. Outstanding performers work with little or no supervision and generate output that is exceptionally high in quality, quantity, and timeliness. The individual assumes a very high level of responsibility for his or her own performance. The employee generates and leads new programs or services that are innovative and creative, and is a role model for other employees. Accomplishments have significant impact on the University's mission and goals. Individuals are often recognized as the "go to" person. The outcomes of those employees who exceed expectations are of such quality that they will consistently occur among only a small number of individuals.	• Routinely volunteers for extra work/responsibility while maintaining strong job performance • Consistently exceeds quotas or production standards • Often suggests new policies, procedures, techniques as a need emerges rather than waiting until the need is overwhelming • Effectively juggles multiple priorities, tasks, and/or user requests • Helps facilitate change in a positive manner • Readily assumes responsibility • Communicates clearly; fosters communication in every direction by actively engaging in the exchange of information and encouraging this activity in supervised staff • Recognized for exceptional expertise and leadership
Meets Expectations Employees rated at this level regularly meet and occasionally exceed expectations. The employee does not perform 'does not meet expectations' on any major responsibility. A rating at this level indicates that the employee is a competent, productive, and valued member of the team. A fully successful employee consistently meets expectations within specified time and cost limits, understands and supports departmental and University goals and initiatives. The employee requires little to no supervision to complete tasks. Individuals also contribute to innovative and creative approaches to meeting and furthering departmental goals and initiatives. Meeting expectations is a good rating that reflects an employee is consistently doing what is expected.	• Produces quality work to meet and occasionally exceed work expectations • Applies logic and reason successfully when making decisions; makes infrequent errors due to oversight and/or misunderstanding • Applies appropriate judgment in responding to and referring questions or resolving problems • Willingly implements new techniques, considering the concerns and suggestions of others • Continuously tries to improve work performance • Maintains up-to-date knowledge of relevant procedures and functions

Performance Objective Rating Definition	Examples
Does Not Meet Expectations Employees at this level fail to meet one or more major responsibilities. The employee may also show either unwillingness or an inability to improve. When performance is at this level, a performance improvement plan should be implemented identifying specific actions needed to improve performance. It is expected that the supervisor will have counseled the employee, _before the annual performance review_, on issues that led to this overall rating. Employees in this category should not receive merit-based increases in pay.	• Negligent in completing job responsibilities • Performs in an unreliable or inconsistent manner when completing work; fails to complete tasks without frequent reminders; often exceeds the expected time frame to complete assigned tasks • Often looks for reason why assignments cannot be accomplished rather than figuring out how to complete work • Fails to anticipate or respond effectively to crises, obstacles, and/or changes in program direction • Requires considerable to substantial supervisory monitoring, consultation, and modification to implement goals and priorities in a timely and/or effective manner • Often fails to recognize and identify routine problems

Ratings for Performance of Expected Behaviors

There are three rating categories: 'Role Model', 'Demonstrating', and 'Development Needed' for expected behaviors. Note that this section is used as a coaching tool. These ratings are not used to determine eligibility for merit-based increases in pay unless behaviors also interfere with major responsibilities.

- **Role Model**
  A 'Role Model' rating indicates that the employee is a leader in demonstrating the expected behaviors.

- **Demonstrating**
  A 'Demonstrating' rating indicates that the employee consistently demonstrates the behaviors.

- **Development Needed**
  A "Development Needed" rating indicates that the employee's behavior is not aligned with expectations for our workplace community. Supervisors should use this rating as an opportunity to coach employees on appropriate expected behavior to create a high-performing workplace that is trusting, inclusive, creative and respectful. If any expected behaviors are identified as 'development needed', the supervisor and employee should identify a plan to improve the behavior.

UA's PERFORMANCE REVIEW PROCESS

UA's annual performance review process for contract professional and staff employees consists of three main parts: 1) planning for the upcoming review period; 2) Mid-year Progress Check-in to see how goals are being met and to modify if necessary; and 3) conducting the annual performance review.

Key Topic #1: Major Responsibilities and Individual Objectives

Both parties must understand and agree on the major responsibilities identified and establish a timeframe when the objectives related to these responsibilities should be completed. The objectives should reflect what the employee must do to achieve a rating of "meets expectations."

All major responsibilities and performance objectives should be aligned with a specific University strategic pathway. For some employees all performance objectives will align with one strategic pathway. For other employees, different performance objectives may align with different strategic pathways which contribute to the attainment of University goals.

Major responsibilities versus tasks
When developing a performance plan, it is important to differentiate between major responsibility and tasks. 'Major responsibilities' clarify the employee's role. 'Tasks' reflect what must be done to meet a major responsibility.

An Example

Major Responsibility:	Associated Tasks:
Ensure integrity and completeness of student records.	Conduct daily audit against assigned student files; contact university departments concerning discrepancies; notify student of missing data.

Key Topic #2: Expected Behaviors

The University is committed to a community characterized by 'transparency and trust', 'problem solving', 'inclusive excellence', 'shared leadership', 'team based effort', and 'innovation'. There are sixteen (16) 'expected behaviors' that support this community and they should be demonstrated while performing major responsibilities. If any of the expected behaviors are identified as "development needed", the supervisor and employee will need to identify a plan to improve the behavior. Both the employee and supervisor can provide written feedback on the ratings given.

Key Topic #3: Professional Development

Employees and supervisors are partners in professional development. Learning opportunities that relate to an employee's major responsibilities should be encouraged or even mandatory.

The professional development plan can be used to record an employee's short and long term learning and career development goals. It is a written plan for developing knowledge, skills, and competencies that support both the organization's objectives and the employee's needs and goals. Professional development goals will not be rated nor evaluated. Updates on identified professional development goals should be provided during Progress Check-ins. Progress towards or successful completion of the professional development goals should be documented during the formal annual performance review process. Examples of professional development opportunities:

- Take a credit or non-credit course
- Attend a seminar in the community
- Use research to develop process improvements
- Attend meetings to become more familiar with community partners
- Cross-train with others to gain increased knowledge in technical areas within the department

PART II: MID-YEAR PROGRESS CHECK-IN

At least one Progress Check-in must be documented on the performance review tool during the performance period. Changes in major responsibilities during the evaluation period must be tracked and recorded.

❑ Seek opportunities in which you can continue the dialogue with your employee by recognizing excellent work done and acknowledging any areas of the employee's performance that require improvement and learning.

❑ Include feedback on how the employee is demonstrating the expected behaviors.

❑ Follow up with employees who received a low rating during the previous review period to assess progress and determine if additional assistance is necessary in helping to improve the employee's performance.

❑ Adjust the individual planning tool based on changes in responsibilities and departmental goals.

❑ Obtain an update on steps the employee has taken towards professional development opportunities.

PART III: ANNUAL PERFORMANCE REVIEW

Prior to the review
The first-level supervisor should review the draft with his/her supervisor BEFORE meeting with the employee to discuss the evaluation.

During the review
The supervisor will want to explain what will or will not be part of the review. Let the employee hear and read your explanations of "what", "how", and "why", the employee received a particular rating. *There should be no surprises during the performance review conversation if candid conversation has taken place between the supervisor and employee throughout the review period.* Be sure to provide the employee an opportunity to share his or her self-assessment.

After the review
Summative/Additional Comments – employees and supervisors are strongly encouraged to supply summative/additional comments. These comments might include an overview of the performance that has 'met', 'exceeded' or 'does not meet expectations' with plans to improve performance.

Employee Signature
An employee's signature indicates that the form has been reviewed and discussed with the employee. It does not imply agreement with the review.

Signatures – the employee, immediate supervisor, and next level manager should sign and date the performance review tool as acknowledgement that everyone has reviewed the form.

In the event that the employee refuses to sign a review form, the supervisor should make a note to that affect on the form, and then proceed with obtaining any remaining signature(s).

Copies – The employee must receive a copy of the signed form prior to forwarding the original to TD&HR.

FAIR REVIEWS:
ADDRESSING BIAS, REDUCING RATING ERRORS, AND DEPENDING ON FACTS

Even though we strive to evaluate an employee on what he/she actually does, our own backgrounds and leadership styles can affect our fairness and effectiveness when conducting a performance review. If we are aware of different types of bias that occur during employee assessment processes and learn to rely on documented facts, rather than vague impressions, we can enhance our effectiveness as leaders.

> To address bias and reduce rating errors, you will want to implement one or more of the following tips before/ during and/or after an employee's performance review…

- ❑ Focus on documented facts and actual examples. Include these in the written review.

- ❑ Before the review, take the time to gather as much information as you can about all pertinent areas of the employee's performance.

- ❑ Measure performance against goals and standards that encompass all of the individual's responsibilities.

- ❑ Identify how individual employee goals should tie into overall departmental goals.

- ❑ Develop very specific goals that are clearly defined.

- ❑ Keep notes about the employee's performance throughout the entire review period; recording successes as well as failures.

- ❑ During the performance planning period, create objective measures to use during the performance review to determine if employee has achieved the desired results.

- ❑ Refer back to measurable goals assigned at beginning of review period to base your performance rating decision.

- ❑ Assess each job responsibility independent of all other responsibilities.

The following chart identifies several management behaviors and associated biases which can interfere with conducting an objective performance review. Refer to the preceding chart for tips to assist you with conducting a performance assessment that is fair and objective.

If you find yourself doing this during employee performance reviews…	You may be unconsciously exhibiting the following bias / rating error such as…	An example of what this bias / rating error may look like…
Give uniform (almost identical) performance ratings to all employees or to an individual employee	**Central Tendency Error** Error occurs when there is a tendency to rate all employees or an individual as 'meets expectations' when it is inappropriate to do so, with no or few ratings reflecting a 'does not meet expectations' or 'exceeds expectations'. Depending on the individual being evaluated, it can lead to some people being over-rated and others being under-rated.	Example #1: Supervisor Pat does not want to deal with a disgruntled or confrontational employee or go through the process of detailing why an employee exceeds expectations. As a result, Pat rates both employees, Jean (who is confrontational during conflicts) and Todd (who is an exceptional worker but passive communicator) as 'meeting expectations.' Example #2: Supervisor Pete is in charge of a large department of employees who primarily perform similar duties. Pete assumes that all the employees are performing at a 'meets expectations' level because he isn't really sure what constitutes exceptional performance.
	Halo Effect Bias Bias refers to a tendency of the rater to form a generalized positive impression of an employee, and rate the employee highly on all rating criteria even if the employee really doesn't deserve a high rating for every job responsibility. The result is that performance ratings for some or all job responsibilities become inflated, and inaccurate. Thus, an employee may receive feedback on some performance matters that do not help the employee improve.	Employee Jenkins has outstanding credentials, thus the employee's performance is viewed more positively across a number of dimensions (e.g., work quality; conscientiousness; creativity) than is actually warranted given the 'raw data'. Supervisor Lynn assesses Jenkins's professional preparation and potential rather than what Jenkins has actually done.
	Horns Effect Bias Bias is the opposite of the halo effect. The horns effect results in artificially low ratings of an employee's performance and usually occurs when the rater generally dislikes or has little confidence in an employee, thus tends to rate the employee as low functioning on all or most of the job responsibilities.	Supervisor Kent rates employee Lynn low in all areas of work responsibilities. Lynn is known for frequently voicing an opinion on every topic or aggressively disagreeing with everyone, including Kent, which often leaves Kent privately irritated. In summary, Kent is rating his dislike of Lynn's lack of respectfulness as opposed to Lynn's ability to successfully complete work obligations.

If you find yourself doing this during employee performance reviews…	You may be unconsciously exhibiting the following bias / rating error such as…	An example of what this bias / rating error may look like…
Focus too much attention on the most recent performance	**Recency Error** Error occurs when the performance toward the end of the evaluation period is weighted more heavily in the overall evaluation than is appropriate.	Shortly before the review period ends, supervisor Kent sees employee Kaitlin slam down the phone after speaking with a customer. As a result of that isolated incident, Kent labels Kaitlin as having poor customer service skills and uses the incident to rate Kaitlin's total performance.
Base your evaluation of an individual's performance on similarities to your own performance	**Similar –to- Me Bias** Bias occurs when there is a tendency to rate higher those employees who we view as similar to us (i.e., similar values, background/experiences, personality attributes, opinions/ viewpoints, etc.), and rate lower those employees with whom we view as dissimilar. The way a supervisor feels about each of the individuals working under him - whether he likes or dislikes them - has a tremendous effect on the rating of their performances. This type of personal bias can also stem from various sources as a result of information obtained from other co-workers who are more similar to the rater and less similar to the employee being reviewed.	Supervisor Kim shares a similar educational background, family and life experiences and personality traits with Lela, Lena, and Larry who are average performers. However, Kim is more lenient with their ratings and usually gives all above average or outstanding ratings. On the other hand, Travis, who has a different educational background, no children, exhibits a reserved personality style, etc. is usually rated as average by Kim although this employee consistently develops and implements new and unique ideas, while exceeding expectations in other job responsibilities.
Generalize or label the performance of an employee based on assumptions	**Stereotyping** Bias occurs when a rater inappropriately generalizes his/her beliefs about an individual from a certain group even if the beliefs do *not* apply to the individual. The rater makes assumptions without really checking or verifying to see if the assumption actually holds true for that particular individual. This type of bias could appear embedded in subtle comments.	Supervisor Lynn believes that women are less effective supervisors than men, and thus assumes that new female supervisor Pat should be rated lower than her male counterparts.

Resources:

- Ten Most Common Appraisal Errors of Performance Appraisals *From Ohio University Performance Management System Guidelines* http://www.belmont.edu/hr/pmp/TipsforPerformanceEvaluations.html
- Avoiding Bias in Performance Reviews http://www.cmu.edu/hr/learning/forms/HR-Solutions-May10.pdf
- http://www.indiana.edu/~uhrs/training/performance_management/evaluate.htm
- http://www.creighton.edu/fileadmin/user/AdminFinance/HumanResources/docs/Compensation_Performance_Mgmt/Errors_in_Performance_Evaluations.pdf
- http://www.performance-appraisals.org/faq/indexratings.htm
- http://www.whatmakesagoodleader.com/Job-Performance-Appraisal.html
- http://managementstudyguide.com/performance-appraisal-bias.htm

REWARDING EMPLOYEES FOR A JOB WELL DONE

Everyone wants to feel appreciated and valued for a job well done. In addition to/or in lieu of compensation, supervisors may want to consider other alternatives for recognizing employees who are meeting and exceeding expectations. Several of the tools can also serve the purpose of creating additional professional development opportunities. Seven examples are listed below:

*Praise and recognition during departmental meetings

- Recognize the employee for a job well done on the completion or participation in a major departmental or institutional initiative

*Recognition in departmental news letters

- Recognize the employee for a job well done on the completion or participation in a major departmental or institutional initiative

Conference leader or trainer opportunities

- Select training responsibilities that put the employee in touch with new operations, processes or operational problems. Teaching others is a valuable way to obtain new knowledge, broaden one's viewpoint and clarify one's thinking.

Planned exposure to another function within the unit to increase the employee's opportunity for advancement

- Expose the employee to lateral job functions either on a project or observation basis.
- Assign the employee to responsibilities of his/her superior when the superior is on vacation or extended travel.

Special team projects or assignments

- Place the employee in a group to solve an issue with representatives from various parts of the unit or institution to develop the participant's knowledge and understanding of the unit or institution.

Active participation in community and civic affairs

- Encourage the employee to become involved in community organizations in order to develop leadership ability, skills in planning and organizing, problem-solving ability and community awareness.

Increased visibility through attendance and involvement in department, division, staff or other specially designated meetings

- Select the meeting(s) which will provide the employee with the knowledge, exposure or broadening needed to give the individual exposure to thinking at a more global instead of local level.)

*It is also important for others in the department to know what "Exceeds Expectations" looks like.

TOUGH TOPICS:
Responding Effectively to Support Your Employee in Meeting Goals and Expectations

During the performance planning period, your employee may bring up "tough topics" which he/she feels may affect their ability to complete assigned goals and expectations. The following chart provides examples of potential *tough topics* and includes examples of strategies, resources and tools you can use to help your employee achieve his/her goals.

If your employee…	*Strategies for you to consider…*
Is unwilling to let go of low-priority responsibilities or take on new responsibilities *Note: If job duties have significantly increased or changed, contact Talent Development & Human Resources.*	• Transition low-priority items to another employee better suited to focus their time on the duties. • Illustrate how responsibilities identified as high-priority fit into the goals of the department, University. • Reiterate how departmental and individual priorities need to change • Evaluate the need for cross-training among co-workers.
Asks for special considerations (i.e., compensation) for a heavy workload.	• Identify other nonmonetary rewards that are available to the employee. • Determine if others could assist with the workload. • Assess the volume of work ahead of time and adjust priorities when possible.
Requests a training or workshop that has not been included in the current budget.	• Take an alternate credit or non-credit course on campus. • Attend a seminar in the community. • Shadow another employee who already has the skills. • Assess the correlation of the requested training with current job duties or improvement of job skills.
States that a specific goal (i.e., timeline) cannot be met with current resources.	• Train another employee or allocate additional funds to maintain the goal. • Develop a time line to assist in meeting the goal with current resources.
Mentions that another employee, team member or department may be the roadblock for achieving a major responsibility.	• Identify the issue(s). • Coach the employee on how to work with the other individual or department to resolve issues. • Discuss strategies for working through team conflict. • Contact Talent Development & Human Resources for additional conflict resolution strategies.
Foresees difficulty in handling the high-priority responsibilities identified for the upcoming review period.	• Provide a tool (calendar, electronic spreadsheet listing timelines/major milestones) to assist with management of responsibilities. • Review tasks to see if any can be streamlined, eliminated or transferred to others. • Schedule a follow-up date to review/measure progress.
Goals/expectations not met due to employee's absence (sickness) for extended period.	• Focus on evaluating for the present period if possible. • Look for other co-workers who may be able to complete the duties. • Hire a temporary replacement if necessary.

FREQUENTLY ASKED QUESTIONS:
PERFORMANCE REVIEW FORM DETERMINATION

IF EMPLOYMENT STATUS AND/OR NO. OF DAYS WORKED IS:	REVIEW FORM TO BE USED		
	Contract Professionals	**Unclassified Staff**	**Classified Staff and Bargaining Unit Staff**
Interim / Temporarily Reclassified *Working in a higher classification for a fixed or indefinite period of time due to performing more complex job duties, or serving an interim assignment to replace another employee who is out due to sickness, disability, or other type of approved leave of absence. The interim job ends immediately upon the return of the employee from LOA.*	Annual Performance Review Form	Annual Performance Review Form	Annual Performance Review Form
Job Transfer *Employee has obtained a different job as a result of accepting a new position through UA's employment process*	Annual Performance Review Form	Annual Performance Review Form	Probationary Evaluation Form for 1st 60-days and 120-days of employment, thereafter Annual Performance Review Form
New Temporary Employee *approved to work 6 months or less; appointment not expected to continue beyond the initial end date*	Not applicable	Not applicable	This type of employment status is not available to Classified Staff or Bargaining Unit Staff Positions
Temporary Employee *has worked beyond 6 months but has an expected end date*	**OPTIONAL –** Annual Performance Evaluation	**OPTIONAL –** Annual Performance Evaluation	
Grant Research Position (ex. Visiting Scientist, Researcher, Post Doctoral Researcher)	Not applicable	Not applicable	
Intermittent *employee works on an irregular schedule based on fluctuation demands of work (on call); (ex. Events Assistant)*	This type of employment status not available for Contract Professional Positions	Not applicable	
Intern (ex. Psychology Interns, Athletic Interns)	Not applicable	Not applicable	
Seasonal *Employee works on a certain regular season or period of time each year*	This type of employment status not available for Contract Professional Positions	Annual Performance Evaluation	
Pool Position (ex. art models, pianists, interpreters)	This type of employment status not available for Contract Professional Positions	**OPTIONAL –** Annual Performance Evaluation	

FREQUENTLY ASKED QUESTIONS:
EMPLOYEE STATUS CHANGES THAT IMPACT THE PERFORMANCE REVIEW PROCESS

- **Employees on Leave of Absence**
  Performance reviews for an employee on leave of absence (i.e., medical, educational, military, etc.) <u>cannot</u> be conducted until the employee returns to active status at work. Also note that the Americans with Disabilities Act and the Family and Medical Leave Act protect the right of an employee to take leave in qualifying circumstances. Therefore, if a supervisor has an employee who has taken ADA or FMLA-protected leave during an evaluation period, the supervisor cannot use the leave against the employee in his or her performance evaluation or in any other employment action, such as hiring, promotion or disciplinary action. If the supervisor is not sure whether or not an employee under his/her supervision has used ADA or FMLA leave during a review period, please call Benefits Administration at (330) 972-7092.

  It is the responsibility of the immediate supervisor to notify TD&HR about any employee who is currently on leave of absence at the on start of the review program usually beginning in January. An email listing the employee's name and department should be sent to bfunk@uakron.edu.

  Talent Development & Human Resources will return to the immediate supervisor any review form filled out on an employee who is on a leave of absence.

- **Employees Serving as an Interim while Performing Permanent Job Duties**
  If a regular employee is filling in on an Interim basis while still performing his or her permanent job duties/responsibilities, the employee should complete a "regular" review form. The supervisor should assess the employee's work performance for both jobs by appropriately dividing the percentage of work time between the two jobs. For example, 60% of time spent performing interim duties and 40% of time spent performing permanent job duties.

- **Employees Temporarily Reclassified**
  If the employee is temporarily reclassified to another position during a review period, he or she should be evaluated on the duties that the employee is currently performing.

- **Employees Promoted or Transferred to a New Job**
  If an employee is promoted or transferred to a new job during a review period, the new supervisor is responsible for conducting the performance review. The review form should reflect the modified review period dates and mention that the employee was transferred or promoted.

- **Employees with No Immediate Supervisor**
  If an employee does not have an immediate supervisor when the annual performance review process begins, the review should be conducted by the next level manager. To assist the next level manager during the review process, the manager should refer to evaluations from the employee's previous review period. Contact Talent Development & Human Resources at x7096 if copies of past employee evaluations cannot be located within the employee's department.

- **Employees in the Same Job but Reporting to a New Supervisor**
  If you are a new supervisor hired during a review period, you are responsible for conducting the performance review unless the previous supervisor is still available. Previous supervisors should complete sections I - III of the review form. For the new supervisor who is responsible for conducting all parts of a review, the following tips may prove helpful as a starting point. Refer to the employee(s) last review(s); assess the employee's performance based on unit accomplishment and goals in effect prior to the new supervisor's hire; focus on setting goals with the employee(s) for the upcoming review period and plan to conduct an interim-year review if necessary. In all instances, the new supervisor should establish goals together with the employee for the upcoming review period.

SAMPLE PERFORMANCE REVIEW FORM

Performance Tool

Section 1 Major Responsibilities

Instructions:

Part A – Major responsibilities to be performed: At the beginning of the review period, use this section to list the employee's major job responsibilities. For planning purposes, enter the estimated percentage of work time to be devoted to each major responsibility. *IMPORTANT* -- Estimated percentage of work time for each major responsibility should equal 20% or more. Percentage of *total work time* MUST equal 100%; it cannot exceed or be less than 100%.

Part B – Objectives to be achieved: At the beginning of the review period, enter the objectives to be achieved for this major responsibility. Include measurable data and expected deadlines when appropriate.

Part C – Assessment of overall performance of major responsibilities: At the end of the review period, the supervisor should select the rating to indicate whether the employee's performance of each major responsibility "does not meet expectations", "meets expectations", or "exceeds expectations".

	PART A		PART B	PART C
	Percentage of estimated work time	Major Responsibilities	Objectives to be Achieved	Click box to choose appropriate rating for each major responsibility
Major Responsibility 1		TYPE MAJOR RESPONSIBILITY HERE.	TYPE OBJECTIVES TO BE ACHIEVED HERE.	Choose an item.
Major Responsibility 2		TYPE MAJOR RESPONSIBILITY HERE.	TYPE OBJECTIVES TO BE ACHIEVED HERE.	Choose an item.
Major Responsibility 3		TYPE MAJOR RESPONSIBILITY HERE.	TYPE OBJECTIVES TO BE ACHIEVED HERE.	Choose an item.
Major Responsibility 4		TYPE MAJOR RESPONSIBILITY HERE.	TYPE OBJECTIVES TO BE ACHIEVED HERE.	Choose an item.
Major Responsibility 5		TYPE MAJOR RESPONSIBILITY HERE.	TYPE OBJECTIVES TO BE ACHIEVED HERE.	Choose an item.
Total Percentage	0			

Fields expand to fit size of text.

Choose an item.
Does not meet expectations
Meets expectations
Exceeds expectations

Percentage must equal 100%.

Major responsibilities listed can be less than five, but CANNOT exceed five.

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Performance Tool

Section 2 Expected Behaviors

The University of Akron expects certain behaviors from all employees. These 16 expected behaviors are listed below. At the end of the evaluation period, the supervisor indicates whether or not the employee demonstrated these behaviors. If any of the expected behaviors are identified as "Development Needed", the supervisor and employee must identify a plan to improve the behavior.

Transparency and Trust

Choose an item.   1   Communicate in a direct, professional and honest manner

Choose an item.   2   Be open to feedback

This section to be completed by the supervisor

3   Be respectful of guidelines, policies, procedures, and confidentiality

4   Be willing to listen to others' views

Problem Solving

Choose an item.   5   Be sensitive to different perspectives

Choose an item.
Development Needed
Demonstrating
Role Model

6   ...mmit to team objectives and respect decision-making structure, even when holding a ...senting viewpoint

7   ...olve conflict constructively, with or without assistance

...clusive Excellence

Choose an item.   8   Be respectful of different interpersonal, leadership, work styles and lifestyles

Choose an item.   9   Be appreciative of the contributions of other members of the community

Shared Leadership

Choose an item.   10   Set priorities and align individual goals with group's goals in support of the institution's mission and vision

Choose an item.   11   Willingly share ideas and provide assistance to others

Choose an item.   12   Take responsibility for decisions and consequences

Team Based Effort

Choose an item.   13   Take ownership of team goals and work towards accomplishing them

Choose an item.   14   Take action that reflects an organizational perspective rather than a personal agenda

Innovation

Choose an item.   15   Anticipate and make the necessary changes to meet department and University goals

Choose an item.   16   Identify new techniques, technologies, or processes to improve institutional effectiveness

In the space below, employees and supervisors can provide feedback on scores above, and identify a plan to improve any behaviors identified as "Development Needed."

Comments can be provided by supervisor and employee

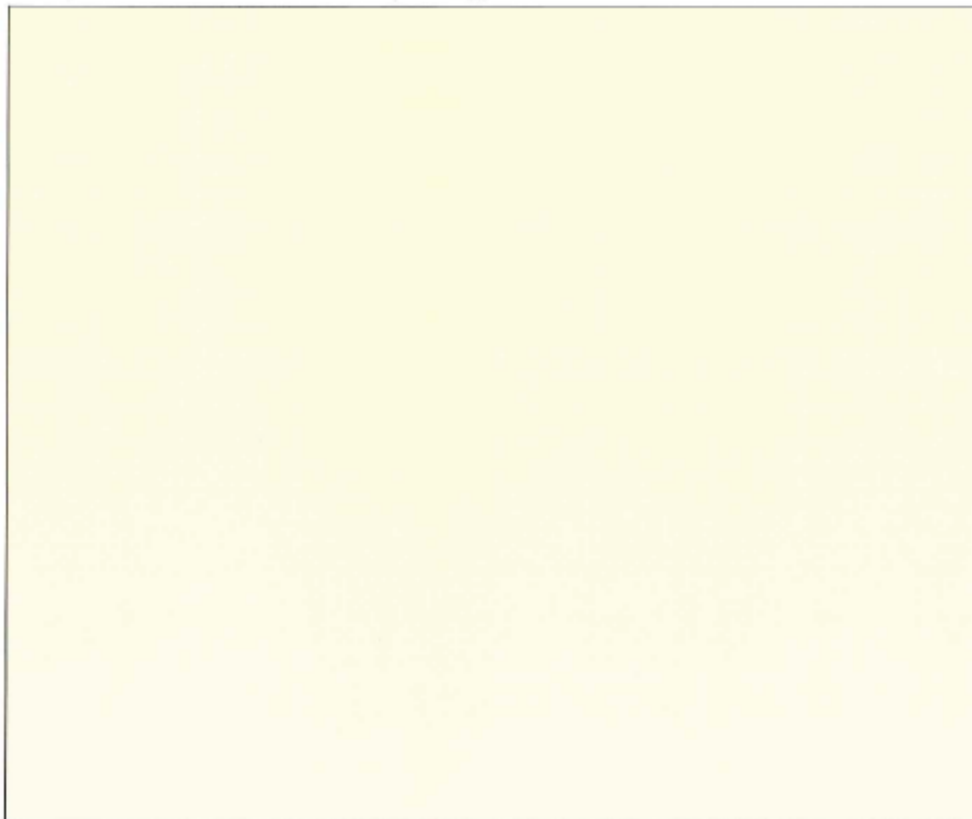Page 3 of 5

Performance Tool

Section 3: Professional Development Plan

Identify any experience or learning opportunities that will support the employee's professional development and high performance.

For example:

1. Take a credit or non-credit course.
2. Attend a seminar in the community.
3. Use research to develop process improvements.
4. Attend meetings to become more familiar with community partners.
5. Cross train with others to gain increased knowledge in technical areas within the unit.

Use space below to list Professional Development Opportunities.

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Performance Tool

Section V: Overall Rating and Summative Comments

Overall Rating of Section II	Number of Major Responsibilities Receiving Rating	Percentage of Major Responsibilities
Exceeds Expectations		
Meets Expectations		
Does Not Meet Expectations		

Date Planning Session Completed:	
Date Mid-year Progress Check-in completed:	

> Document dates of Planning Session and Mid-year Progress Check-in when completed.

Supervisor

Summative/Additional Comments:

> Space can be used by supervisor to provide overall summary of performance and/or to identify course of action to be taken to improve performances listed as "Does Not Meet Expectations".

Supervisor Signature: _____ Date: _____

Employee

Summative/Additional Comments:

> Space can be used by employee to provide comments about performance review.

☐ I agree with my supervisor's review of my performance.

☐ I do not agree with my supervisor's review of my performance. *Explain why above or attach additional documentation.*

I understand that my signature reflects that my supervisor and I have reviewed this document together.

Employee Signature: _____ Date: _____

Reviewed by Second Level Supervisor

Next Level Supervisor Signature: _____ Date: _____

> **IMPORTANT --** Employee signature ONLY reflects that employee and supervisor have reviewed document together.

SEND ORIGINAL COMPLETED FORM TO HUMAN RESOURCES +4732.

FOR HUMAN RESOURCES USE ONLY	
/Date:	Updated in system:

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WHO TO CONTACT

Contact Talent Development & Human Resources at x6583
- For assistance addressing new or existing employee performance issues
- To schedule a focus group performance review learning session
- For general questions on how to complete the form

Contact Human Resources Information Services (HRIS) at x7096
- To obtain copies of previous performance review forms