

**PERFORMANCE MANAGEMENT SYSTEM  
SUPERVISOR'S MANUAL**

*City of Star, Minnesota*

SAMPLE

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### **PURPOSE**

The purpose of the City's performance management system is first to promote increased and better communication between you and your employees. Formal meetings as well as frequent, informal interactions are central to this purpose. The system will allow you to check on the employee's progress toward work goals and to give objective feedback on performance. Additionally, the system will be used to document performance and identify developmental needs. For non-unionized employees, the system will provide an incentive in terms of pay increases (i.e. step advancement).

Performance management should be an ongoing, cooperative process for which you and the employee share responsibility. Great emphasis is placed on the idea that performance management is a process, not a once-a-year event. You should take notes during the rating period so your evaluations will be based on the employee's performance over the entire period. The best environment is one in which feedback is communicated in the spirit of growth and improvement.

When we observe any situation or behavior, we often make assumptions based on our own values and past experiences. We need to learn to describe situations factually and to gather information in order to assess what is actually happening and to bring more objectivity into the process. When we communicate our observations about performance, we need to:

- Be specific, not general
- Direct comments toward observable behavior that the receiver can control
- Be descriptive, not judgmental
- Be prompt, but well-timed
- Respect the dignity and opinions of the recipient

## **THE PROCESS**

As mentioned above, performance management is an ongoing, cooperative process for which the supervisor and employee share responsibility. The City's performance period will cover one year, coinciding with the calendar year. (A time-line can be found in the Appendix). You are expected to observe, monitor, and document the employee's performance over this entire period. Communication between you and employee should occur on a formal and informal basis.

The process will include at least three formal meetings: an initial meeting, a six-month review, and the appraisal meeting. Interim reviews are left to your department head's discretion. In most cases, meetings will be conducted by the employee's department head, who serves as the primary rater. In the case of two departments, the employee's first-level supervisor and department head will serve as co-raters. (The City's Rating Scheme can be found in the Appendix.) Supervisors should anticipate and take advantage of the numerous, informal opportunities to provide performance-related feedback.

A performance plan and an evaluation form will be used to create the necessary documentation. These two forms have been incorporated into one document for ease of use. A self-appraisal form will be used to help the employee prepare for the appraisal meeting. This manual and a binder of information will assist supervisors in preparing these documents as well as preparing for the various formal meetings.

All employees, except seasonal and temporary, will be covered by the performance management system. The City Clerk-Treasurer will serve in the role of reviewer to ensure consistency in ratings.

A procedure for an employee to appeal his/her rating is established. (See Appendix). The opportunity to raise any legitimate question or concern the employee may have about the rating first begins with the supervisor. Then, a

formal appeal would be heard by the department head, then the City Clerk-Treasurer if needed, and finally a personnel committee of the City Council if needed.

### **PLANNING THE INITIAL MEETING**

- ❑ Give the employee advanced notice of the meeting.
- ❑ The time, day, and place of the meeting should be mutually convenient and comfortable for you and the employee.
- ❑ Provide for up to a couple of hours of uninterrupted time. Pick a room that is conducive to an open discussion.
- ❑ Inform the employee about his/her role and responsibilities as well as your role and responsibilities. (See Tab 1).
- ❑ Prepare each of your employee's performance plans. See instructions found in this manual and on the separate information sheets found under Tab 2.
- ❑ Review the employee's performance plan to anticipate questions or items for which you would like specific feedback. Takes notes.
- ❑ If there is something that could be difficult or uncomfortable to talk about, plan what you are going to say ahead of time.

### **THE INITIAL MEETING**

The purpose of the initial meeting is to discuss performance expectations with your employee, achieve a mutual understanding of those expectations, and record all of the final (agreed-upon) expectations in the form of performance goals, competencies, and training/development goals. Clearly communicate the meeting purpose to your employee. The Performance Plan must be completed, with appropriate signatures, after this or any follow-up meeting.

Be mindful a particular goal, performance or developmental, or competency may elicit a negative reaction from the employee if it tends to reveal a past performance problem or weakness. These could be real or perceived—based on the employee's or even your perspective. Be prepared for this but remember the focus is on the future and laying out expectations for the employee's performance for a given time-frame. If the employee becomes defensive, take some time to explain the performance management process in greater detail.

Because you have already spent a great deal of time with the Performance Plan, be sure to provide the employee with adequate time to review the document. You may help the employee understand the plan by first providing an overview and then explaining the details of your performance expectations. (Note: Consider allowing some time, one or two days before the meeting for the employee to review the Performance Plan).

Speak positively about the opportunities, for your employee and you, presented by the performance management system. Let your employee know you will be actively engaged in observing and commenting on his/her performance throughout the performance period. Encourage him/her to seek feedback and coaching when needed. Emphasize the real opportunity for increased and better communication.

## **COMPLETING THE PERFORMANCE PLAN**

### **First Step – Employee Information**

The top section of Page 1 contains relevant information about the employee. Fill out this section and read the instructions for the Initial Meeting.

### **Second Step – Performance Goals**

The next section (Section 1) provides space for performance goals. Record all final performance goals in this section and any relevant notes in Section 4. Copies of Page 2 will need to be made, one for each performance goal. See sheet entitled *Rating Scale*, in the Appendix, for definitions of the three levels of performance.

Performance goals should be:

- challenging yet attainable
- meaningful (linked to the organization/department/individual)
- specific (using action words – See list under Tab 2)
- measurable and verifiable in terms of:  
QUALITY/QUANTITY/TIME/COST
- based on facts or data

### ***Key Questions***

- What must an employee do to successfully perform a major duty/responsibility?
- How will successful performance be measured? What evidence will you use to evaluate the employee?
- The employee and you must have a common understanding of this for each major duty/responsibility.
- Does the employee have sufficient control over the duty/responsibility? Focus on the individual employee's performance when duties are performed independently and as part of a team.



## **Second Step – Performance Goals (cont.)**

### *Key Questions (cont.)*

- Can a measurable standard be developed for a particular duty/responsibility? Measuring is important, but measuring for its own sake or because something is easy to measure should be avoided.
- What is meant by any vague words? Should any duty/responsibility statements be revised for clarity and meaning? Find agreement between employee and supervisor.

Major duties/responsibilities are what needs to be done in a job. Performance goals state how or to what level a duty/responsibility is to be successfully performed. They are tangible items, representing either desired end-results or “results” achieved along the way. Performance goals typically include objective standards and measures. While objective standards are preferable, subjective standards can also be used. In fact, subjective standards might be more appropriate depending on the job or specific duty/responsibility. Standards and measures make up the employee’s criteria for success. Standards should recognize the degree of difficulty and reflect the consequences of the work results to the organization, the department and its functions while remaining job-related, i.e. based on the requirements of the employee’s position.

In completing this section of the performance plan, you will identify the results expected for each major duty/responsibility or project and the criteria that will be used to evaluate the employee’s success in achieving them. Success criteria may be based on terms of cost, timeliness, quality, quantity, accuracy, work behaviors, and/or other manners of performance that have an impact upon the work results of the organization, the department and its functions. The more subjective standards can still be “structured” in terms of how they will be evaluated. For example work behaviors, the steps an employee takes to complete a particular work activity, can be specified by creating a checklist. In turn, the employee’s performance of items on

the checklist can be directly observed by the supervisor, reviewed by the supervisor through a meeting with the employee, or gathered from other individuals with whom the employee interacts.

### **Second Step – Performance Goals (cont.)**

Performance goals, like major duties/responsibilities, must be consistent with the employee's job description. In fact, performance goals must be based on the major duties and responsibilities or projects identified by you. Performance goals should be established for each major duty/responsibility at the *Meets Standard* level. (Please refer to the Rating Scale sheet).

Results and success criteria must be stated in writing on the performance plan and must be communicated to the employee at the beginning of the performance period, or during the performance period when a substantive change is made. Particular care should be taken to ensure that employees are treated equitably within each department and that differences in major duties/responsibilities and their related goals represent real differences in the jobs.

### **Third Step - Competencies**

The next section (Section 2) provides space for competencies and related notes.

Competencies are the qualifications (traits/characteristics, knowledge, skills, and abilities) that are essential for an employee to perform at a satisfactory level. Competencies are established based on the requirements of the job. They support the employee in carrying out his/her position's duties and responsibilities. The employee's own strengths and developmental opportunities are not addressed here at first. As mentioned in the next section on training/development goals, a new employee begins a job with only so much of a knowledge base, only certain work skills, and only so many abilities. However, the employer will expect the employee to obtain, over time, all of the knowledge, skills, and abilities (KSAs) required of the job. Additionally, knowledge essential to the job will have to be utilized at the appropriate level and the skills essential to the job will have to be performed at the appropriate degree. In this way, competencies are those KSAs, as well as traits/characteristics, that are required for ongoing, successful

performance. After these requirements are determined, a comparison between them and the employee's qualifications can be made to influence the employee's training/developmental needs.

### **Third Step - Competencies**

#### *Key Questions*

- What is the department's mission? What is the City's overall mission?
- What perception of your department and staff do you want to promote to your internal and external customers?
- Does the employee have internal and external customers?
- What is the nature of the employee's internal and external contacts?
- How do the employee's regular contacts influence the position's critical competencies?
- How does the employee perform his/her position's duties and responsibilities? What "tools" are used?
- Is the position performed more independently or through a team approach?
- Are the competencies required of the position more technical or non-technical in nature?
- If the job were vacant what type of person, in terms of personal characteristics/traits and other qualities, would be hired?
- Is the position managerial or supervisory in nature? How does this affect the required sets of competencies?

### **Fourth Step – Training/Development Goals**

The next section (Section 3) provides space for training/development goals and related notes.

Training/Development Goals are items that are expected to contribute to the employee's qualifications to perform his/her position. When first hired, a new employee starts his/her position with certain qualifications. Formal education, training through workshops/seminars/self-study, on-the-job training, and other work experiences add to or further enhance the employee's qualifications. Most

times, a new employee does not possess all of the various types of knowledge, skills, and abilities (KSAs)—or possess them at the level or degree—required of the position. Training and development is necessary to ensure an employee obtains and maintains the “tools” needed to perform the work.

#### **Fourth Step – Training/Development Goals (cont.)**

Generally, the employee should be able to meet training goals within a given performance period. An employee’s professional continuing education requirements can be discussed but should not necessarily be the only “goals” established. When establishing goals, consider time-frames and anticipated results. The job description may provide some guidance in determining the KSAs that are necessary for the position’s ongoing successful performance. A “gap” analysis can be done by comparing the job’s requirements to the employee’s current knowledge areas, skill sets, and abilities. The purpose of this analysis is to note any discrepancies or gaps in the employee’s knowledge or skills. The resulting list represents “tools” that might need to be added if the employee does not have them or further enhanced if the employee does not possess them at the required level or degree.

#### ***Key Questions***

- What knowledge and skills does the employee need to successfully perform the position?
- How does the training/development goal contribute to the achievement of one or more performance goals?
- Can the proposed training be provided? What are potential constraints?
- Have any duties and responsibilities been added that require training?
- Will any new duties and responsibilities be added that require training?

#### **Fifth Step – Notes and Signatures**

In this final section (Section 4), you and the employee can add any relevant information not covered elsewhere. Notes can cover any additional information regarding a goal’s standard and measures, a clarification of ambiguous words, or any potential barriers the supervisor and employee have discussed. You and the

employee must sign and date the form after reading the acknowledgement.

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### **PLANNING THE PERFORMANCE APPRAISAL MEETING**

- ❑ Complete the evaluation form. (Instructions are found on the form itself). Provide a copy to the Administrator for review. The Administrator's review will ensure all appraisals have been completed in a consistent manner. After the Administrator has reviewed the appraisal form and returned it to you, you are now ready to schedule the performance appraisal meeting.
- ❑ Give the employee advanced notice of the meeting (two weeks is suggested).
- ❑ Give the employee the self-appraisal form and ask that it be completed and returned to you one or two days before the meeting.
- ❑ The time, day, and place of the meeting should be mutually convenient and comfortable for you and the employee. Some employees might be troubled by Monday or Friday meetings.
- ❑ Ensure the meeting place is private so no interruptions will occur. Pick a room that is conducive to an open discussion.
- ❑ Prepare for the meeting by reading and thinking about the employee's self-appraisal. Are there positive and negative items that stand out? Consider areas in which the employee's perspective differs from yours. How will approach the discussion on these areas?
- ❑ If there is something that could be difficult or uncomfortable to talk about, plan what you are going to say ahead of time.
- ❑ Think about the Seven Questions.

### **The Seven Questions**

The following are seven questions most employees would like answered:

1. How am I doing?
2. What can I do to improve?
3. Do I have a chance for improvement?
4. What will be expected of me before the next review?
5. How will my work be evaluated during that time?
6. What kind of help or attention can I expect from my supervisor?
7. What changes are likely in our department or organization in the months ahead and how will they affect me?

### **THE PERFORMANCE APPRAISAL MEETING**

The purpose of the appraisal meeting is three-fold: 1. review the past (i.e. past performance); 2. analyze the present; 3. plan for the future. Sometimes it helps to use a written outline to shape your performance discussion. If you use an outline or notes, remember they are tools to help you with the meeting. Do not let them control. The evaluation form itself will serve as an effective guide to remind you of areas to address. Remember to keep the discussion on work-related performance. In any discussion, both parties are able to participate.

Begin the meeting by reviewing its purpose. Make it clear the meeting represents a two-way conversation to discuss the employee's progress toward specific performance goals, his/her strengths and weaknesses (developmental opportunities) in terms of competencies, and his/her completion of specific training goals. Keep your focus on job performance and these related areas.

Be candid and accurate on discussing performance and competencies. Describe rather than judge; this helps to focus on behavior rather than personality. Provide specific feedback as opposed to generalizations. Express your comments in a thoughtful, non-threatening manner. Think about how you would want to be spoken to and how to best facilitate a productive conversation.

Clearly describe the situations/behaviors that support your ratings and assessments. Cover both strengths and weaknesses when discussing competencies. We need to communicate with employees when we want behavior to change and when we want behavior maintained. Be sure to tell employees what they are doing well.

Allow the employee to respond. When receiving feedback from the employee, focus on listening and understanding, rather than on rehearsing what you are going to say next. Ask for clarification and examples when needed and summarize what you understand the message to be, to be sure you understand



what the employee is saying.

### **THE PERFORMANCE APPRAISAL MEETING**

Next, start developing the Performance Plan for the next period. You might have already begun this effort. Plan a follow-up meeting, if needed, for review and for possible modification of goals.

#### **A Note About the Overall Performance Rating**

You are required to rate the employee on performance goals only. The employee's overall rating will be a weighted average of these ratings. No separate, overall rating will be given. Training/development goals and competencies will not be formally evaluated using the rating scale. See the Evaluation Form for further information.

#### **A Note About Unsatisfactory Performance/Behavior**

As a supervisor, you should be aware of the difference between **Below Standard** performance and **Unsatisfactory** performance. On the Rating Scale, performance that is below the standard still represents an acceptable situation because you and the employee will plan together how to improve his/her level of performance. It is assumed the goal of performance improvement will be accomplished and a Meets Standard performance level will be achieved. Unsatisfactory performance, which is not on the rating scale, is performance so far below the standard the employee is clearly not meeting the essence of his/her job. Similarly, a behavioral issue may be present that fundamentally affects the employee's functioning. Either situation requires drastic action that could include use of a corrective action plan or the City's disciplinary policy. In either situation, you should consult immediately with the City Clerk-Treasurer for guidance.

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## **APPENDIX**

Includes:

- Time-line
- Rating Scheme
- Rater Errors and Biases
- Rating Scale
- Appeals Procedure and Form
- Self Appraisal – Blank Form
- Sample Questions for Supervisor

## Performance Management System - Timeline

### *Performance Period: Twelve Months*

<i>Time/Time-frame</i>	<i>Activity</i>	<i>Associated Task</i>	<i>Responsibility</i>
Month Twelve <sup>1</sup> /Month One.....	Initial Meeting <sup>2</sup> .....	Complete Performance Plan.....	Supervisor & Employee
Ongoing.....	Observe Employee's..... Performance and Review Work Results	Take Notes, Provide Feedback and Coaching.....	Supervisor
Month Three/Month Four.....	Interim Meeting <sup>3</sup> .....	Use Improvement Plan?.....	Supervisor & Employee
Ongoing.....	Observe Employee's..... Performance and Review Work Results	Take Notes, Provide Feedback and Coaching.....	Supervisor
Month Six.....	Review Meeting <sup>2</sup> .....	Make Changes to Performance Plan Use Improvement Plan?.....	Supervisor & Employee
Ongoing.....	Observe Employee's..... Performance and Review Work Results	Take Notes, Provide Feedback and Coaching.....	Supervisor
Month Nine/Month Ten.....	Interim Meeting <sup>3</sup> .....	Use Improvement Plan?.....	Supervisor & Employee
Ongoing.....	Observe Employee's..... Performance and Review Work Results	Take Notes, Provide Feedback and Coaching.....	Supervisor
Month Twelve.....	Appraisal Meeting <sup>2</sup> .....	Complete Evaluation Form.....	Supervisor & Employee

<sup>1</sup>Month Twelve of Previous Performance Period

<sup>2</sup>Required, Formal Meetings

<sup>3</sup>Discretionary Meetings

### **Rater Errors and Biases**

While it is not important to memorize each of the following rater errors and biases, it is important to realize they exist. Review these prior to making their evaluations and periodically during the review period.

#### **Length of Service**

Making the assumption the employee meets the expectations simply because s/he has been in the job for a long time.

#### **Loose Ratings**

Not communicating about behavior that needs to change in order to avoid conflict.

#### **Tight Ratings**

Assuming an employee can never live up to the expectations that have been set, and setting expectations that may be unachievable.

#### **Competitive Ratings**

Holding back on positive feedback where it is due, because you are not getting enough positive feedback yourself from your own boss.

#### **Halo Effect**

Giving a favorable evaluation based on one exceptional area of performance.

#### **Pitchfork Effect**

Opposite of Halo Effect (unfavorable). Also called the

Horn Effect.

#### **Contrast Error**

Comparing the employee to other employees rather than against the standard.

#### **Central Tendency Error**

Avoiding the highest and lowest categories in order not to rock the boat.

#### **Recency Error**

Basing all of your feedback on one specific, recent event or occurrence without considering everything else which may have occurred over a period of time.

#### **Leniency Error**

Tendency to give everyone higher ratings than warranted.

#### **Severity Error**

Tendency to give everyone lower ratings than warranted.

#### **Sunflower Error**

Rating everyone high, regardless of their performance, to make yourself look good.

**Spillover Error**

Continuing to downgrade an employee for performance errors in prior rating periods.

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## Rating Scale

### **Exceeds Standard**

This rating indicates a level of performance so unusual or of such high quality that it is normally found among a very small percentage of employees throughout the organization. It is a level of performance that demonstrates excellence in the scope and quality of the employee's achieved results. The achieved results are obvious to all and their contribution to the goals and objectives of the organization are extraordinary and highly effective. This rating recognizes very impressive performance in terms of quality, quantity and efficiency. This is the highest performance level which by its very nature, is difficult to reach. This should be reserved for those individuals who have displayed excellence on a consistent and sustained basis. An employee with this rating is clearly an *outstanding* performer.

### **Meets Standard**

This rating represents the level of performance expected of any qualified and experienced employee performing the same duties under the same conditions. Solid performance in the full scope of the employee's job would indicate a rating of "Standard." The employee should take initiative, plan and follow through on all responsibilities. The employee's performance meets accepted principles, methods and practices in regard to job responsibility, work habits and relationships. The achieved results are compatible with stated goals and objectives and are supportive and complimentary to the directions of the department and organization. An employee who receives this rating is *fully successful*.

### **Below Standard (Needs Improvement)**

This indicates a performance level that is less than the standard. This level is to be expected of a new employee who is learning the job and does not have sufficient experience or training to achieve the standard of a given performance goal. It indicates substandard performance for a qualified, experienced employee. The achieved performance results are not compatible with stated goals and objectives. Completed tasks often need follow up by the supervisor and certain tasks may have

to be withheld so that a full performance is not yet attained. Supervisory guidance is necessary for performance improvement.

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## **Appeal Procedure**

### ***Overview***

A process is established for an employee to make a legitimate appeal regarding his/her performance rating. Based on the information/documentation required and the level of management involved, informal and formal means will be used to address the employee's questions and concerns.

### ***Informal Means***

An informal preliminary step in the appeal process begins with the employee's supervisor. An employee should first talk to his/her supervisor about any questions/concerns regarding the performance evaluation. Nothing in writing is required to utilize this step although the supervisor may ask the employee to prepare some notes for their meeting. An employee must request a meeting within three (3) days of the appraisal meeting. (The employee should receive a copy of his/her evaluation form at the appraisal meeting). The supervisor should schedule the meeting so it takes place within five (5) working days of the request. The employee and supervisor should maintain the objectivity of the meeting by discussing specifics of the employee's performance during the period in question. The employee's self-appraisal and supervisor's appraisal should be used and can be more fully discussed during this meeting as they relate to the employee's questions/concerns. The supervisor must make a final decision and inform the employee by the next business day following the meeting. The supervisor should create a dated note for the employee's personnel file to document the meeting.

### ***Formal Means***

If an employee has not received a satisfactory response by talking to his/her supervisor, s/he may initiate the formal procedure below.

**Step One.** The first step involves the employee's department head. If the employee chooses to use this step a formal appeal, in writing, must be submitted within three (3) working days after receiving the supervisor's decision. If the department head is the sole rater, the appeal should go directly to the City Administrator. The employee should state why s/he objects to the decision reached at Step One and what resolution s/he believes is satisfactory. Any additional information should be provided by the supervisor and employee. A response should be given to the employee within five (5) business days.

The reviewer should provide sufficient documentation regarding the response for the employee's personnel file.

### **Appeal Procedure (cont.)**

Step Two. The second step involves the City Administrator. If the employee chooses to utilize this step, s/he must make a formal request within one (1) day of receiving the decision from Step One. The employee should state, in writing, why s/he objects to the decision reached at Step One and what resolution s/he believes is satisfactory. Any additional information should be provided by the supervisor and employee. A response should be given the employee within five (5) business days. The Administrator should provide sufficient documentation regarding the response for the employee's personnel file.

Step Three. The third step involves a Personnel Committee of the City Council. If the employee chooses to utilize this step, s/he must make formal request within one (1) day of receiving the Administrator's decision. The employee should state, in writing, why s/he objects to the decision reached at Step Two and what resolution s/he believes is satisfactory. Any additional information should be provided by the supervisor and employee. The Personnel Committee should make its determination within twenty (20) days.

The last step involves the City Council. If the Council chooses to hear the appeal, an effort will be made to discuss the topic at the next regular meeting or within forty-five (45) days after the completion of Step Three. If the Council chooses not hear the appeal, the determination made at Step Three will be final.

## Performance Rating Appeal Form

Job/Position Title:

Department:

Supervisor's Name:

*Guidelines.* A legitimate appeal:

- Is based on facts and data.
- Is for the employee him/herself.
- Can be illustrated with specific examples.
- Is based on ratings for the given performance period.
- Is not simply based on the employee's dissatisfaction with the rating.
- Should not be exclusively based on a comparison to other employees' ratings.

*I request a reconsideration of my performance rating based on the following:*

Signature

Date

Printed Name: \_\_\_\_\_

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## City of Star Self-Appraisal Form

Name: \_\_\_\_\_

Date: \_\_\_\_\_

My performance review is scheduled for \_\_\_\_\_ (time) on \_\_\_\_\_ (day and date).

To obtain the maximum benefit from your performance review, complete and forward this form to your supervisor one to two days before your evaluation. Attach additional sheets if necessary.

1. Over the past performance period, what do you think your most outstanding accomplishment was, and why?
2. Which of your duties did you do best?
3. In which area did you most improve? What contributed to this?

**City of Star  
Self-Appraisal Form**

4. Were there any significant problems or obstacles that you overcame? Explain.
5. Over the past performance period, what duties could you have performed better? What affected your performance?
6. In what areas could you have used more experience or training?
7. What courses, training, or experience most benefited you during the past year?
8. What else could your supervisor have done to help you be more effective?

**City of Star  
Self-Appraisal Form**

9. What suggestions, ideas, or concerns do you have for yourself or the department? (Your response will be held in the strictest confidence.)
10. Do you have skills that you are not using, are being under-used, or that you would like to use more?
12. Are there any specific skills that you do not have now that you would like to develop?

13. What would you like to do in the next six months to one year for your own development?

## **Appraisal Process**

### *Questions for Supervisors*

- Do I value the importance of effective people management and the value of feedback and coaching? Do I seek to improve my communication skills to enhance my coaching and feedback abilities?
- Do I encourage my employees to take risks and encourage them to function independently?
- Do I encourage my employees to discuss their problems, ideas, and solutions with me?
- Am I an accessible resource for my employees?
- Do I consistently and immediately recognize and praise a job well done?
- Do I consistently and immediately deliver constructive criticism when needed? Do I have the courage to deliver constructive criticism to employees for undesirable behaviors and results?
- Do I consistently jot down informal notes on my employee's performance?
- Can I recall at least one instance for each employee where effective feedback and coaching resulted in improved performance?
- Do I provide ongoing encouragement and support for difficult assignments?



- Do I listen non-defensively and openly to employees?
- Am I non-judgmental and respectful of employees' perspectives?
- Do I develop an effective working relationship with each of my employees—no exceptions?
- Do I project hostility or retribution toward employees who express opinions that differ from my own?
- Do I project confidence in my employees to them and others?
- Do I creatively deliver non-monetary rewards and recognition to fully contributing employees?