

# PERFORMANCE REVIEW PROCESS GUIDE FOR MANAGERS



# Performance Review Process Guide

## Table of Contents

<b>I.</b>	<b>Introduction.....</b>	<b>1</b>
<b>II.</b>	<b>The Performance Review Form .....</b>	<b>2</b>
<b>III.</b>	<b>Chronological Overview of the Performance Appraisal Process.....</b>	<b>3</b>
<b>IV.</b>	<b>Performance Appraisal Ratings and Definitions.....</b>	<b>4</b>



# Reviewsnap Performance Review Process Guide

## I. Performance Review Cycle

The performance review cycle begins in April with the mutual establishment of goals and development activities based on what is to be accomplished during the fiscal year, including the training and development objectives. This is the result of a discussion between the supervisor and the employee to ensure that the individual’s goals and development plan support what needs to be accomplished by the department in order to contribute to the Institute’s strategic initiatives and mission. These plans are then cascaded upward to be integrated with the Institute’s overall goals.

The supervisor is responsible for adding the established goals into the “*Performance Objectives*” section of the performance review form, and related training and development objectives to the “*Training and Objectives*” section.

On an ongoing basis throughout the year, both the supervisor and employee are responsible to ensure that they discuss progress to date towards the goals and expectations, provide feedback, and determine whether any adjustments to the goals or behaviors are needed. There should be regular ongoing feedback throughout the year. These occasional check-ins prevent surprises at the annual performance meeting and review.

The Mid-Year Review Meeting between the employee and the supervisor is conducted in January and includes a discussion about progress on meeting the established goals.

The Year-End Review Meeting for the fiscal year that began on July 1st of the prior year, between the employee and the supervisor is conducted and signed-off some time in April to-mid May. This process, which includes both the final performance review and employee’s self-review, is intended to be a discussion regarding goal accomplishment, and the results of the development plan activities. The purpose of this discussion should be a mutual understanding of overall performance results for the current year, and the specific actions needed for future successful performance.

PHASE	ACTION	DUE DATE
BEGIN	Plan goals and development for the year	May
MID-YEAR	Review performance and progress towards goals	January
YEAR-END	Evaluate year-end results	April - May



## **II. The Performance Review Form**

While the *Reviewsnap* performance review form is designed to be user-friendly with little instruction necessary, this document provides a brief overview of the different sections and components. You may contact Jennifer Richardson with any additional questions about this process at [jrichardson@ias.edu](mailto:jrichardson@ias.edu)

### ***Performance Objectives***

Performance Objectives are entered into the form by the supervisor. The key to this section is for supervisors to focus on the top three to five areas that are critical for the position. Supervisors should be balanced and should include those position elements which employees are performing well, as well as areas employees might need to improve or enhance. Position-specific accountabilities are typically drawn from the “duties and responsibilities” section of the position description, but supervisors have the flexibility to include any important objectives in the review form.

### ***Training and Professional Development***

During the year, supervisors are encouraged to identify training and development opportunities or recommendations that will help the employee meet performance objectives or goals or that will enhance the employee's skills and competencies. LinkedIn Learning provides training that could help the employee explore other areas of professional development beyond the confines of the position description.

### ***Core competencies***

Core competencies apply to every position at the Institute. Competencies are often described as "how" one does a job, as opposed to "what" someone does, although there may be some overlap. For example, the “Communication” competency is not based on how well an employee can write, but rather about the ability to communicate effectively and professionally in some way within our positions, whether it is with the faculty, employees, members, or the general public.

### ***Managerial Competencies (for supervisors only)***

This section should be completed for employees who have responsibility for managing the work of others.

### ***Overall Performance***

The assigning of the overall assessment should be a reasoned and logical conclusion, taking into consideration and weighing the importance of the individual assessment categories, the employee's progress on objectives, the level of the position, and the length of time an employee has been in a position or field and/or has had the opportunity to develop in particular areas.

### ***Self-Review Questions***

The self-appraisal provides an opportunity for the employee to reflect upon their actual work, functions, goals and accomplishments over the previous appraisal period.

### III. Chronological Overview of the Year-End Appraisal Process

During the current performance appraisal period, supervisors should be proactively providing support, feedback, coaching and training, as needed, to their direct reports. Conversations about the accuracy of job description duties and progress toward achieving previously discussed and defined goals should have occurred as well.

#### *Step 1*

As we approach the end of the performance appraisal period, the supervisor should be responsible for the following:

- Review the employee's job description and its essential functions as the basis for performance expectations.
- Review any previously discussed and defined goals and objectives for the performance appraisal period. ***These objectives should be added to the performance review form.***
- Note accomplishments and areas that may need improvement.
- Initiate conversation with the employee in preparation for the online performance appraisal.

#### *Step 2*

Utilizing the online employee self-appraisal located at the bottom of the performance review form, the employee should complete and submit the self-assessment.

#### *Step 3*

The supervisor is then responsible for completing the appraisal of the employee's performance.

#### *Step 4*

The supervisor submits the appraisal to the CHRO for review. Once approved the supervisor is notified.

#### *Step 5*

The supervisor and employee meet to discuss the written performance appraisal and self-review, which will allow both the opportunity to ask questions, comment on the appraisal, and discuss any concerns.

Supervisors can also provide the employee with a .pdf copy of the appraisal and advise them that, utilizing the online appraisal process, they may provide written comments regarding the appraisal or include relevant materials that may supplement or enhance the appraisal.

#### *Step 6*

The supervisor makes any required edits or comments to the review, and submits it to the employee for electronic signature.

#### *Step 7*

The employee electronically acknowledges receiving the performance review form, and adds in any additional comments or attachments.



#### IV. Performance Appraisal Ratings and Definitions

The five rating categories are aligned with the performance merit rating system:

Rating	Definition
Exceptional	Employee consistently and significantly exceeds all performance expectations. This category can also be used to recognize unexpected or extraordinary individual accomplishments in support of organizational performance effectiveness occurring outside the boundaries of expected job responsibilities. For example, employees that assume additional responsibilities resulting from employee turnover or in response to a special project may be eligible for this rating. <i>An overall rating of Exceptional requires a rationale, in writing, explaining how performance is consistently superior and exceeds position requirements. There are only a limited number of individuals who will fall into this category. In addition, ratings of Exceptional and Accomplished in each part of the review require specific examples.</i>
Accomplished	This level of performance exceeds most the expectations for the position. The employee's performance contributes significantly to the attainment of departmental and Institute-wide goals and objectives in a way that is important and with high impact. Employee produces work of exceptional quality while meeting challenging demands.
Acceptable	Employee consistently exhibits proficiency in competency, and meets all expectations of the position.
Needs Improvement	Inconsistently performs at the level of competency, sometimes meets standard expectations.
Developing	Promoted and/or transitioned into a new role within the past 6 months, or hired within the last 3 months.

