



Tips from
Staff Human Resources

Quick Reference Guide

Performance Management and Evaluation

Performance Management	Performance Evaluation
Ongoing/Continuous	One time event
Prospective	Retrospective
Long Term	Short term
Progress Steps	Correction Oriented
Planning/Goal-setting	Form Completion



PURPOSE OF PERFORMANCE EVALUATIONS

- Serves as a permanent record of the employee's performance at that point in time
- Required by the employee's collective bargaining agreement
- Serves as a communication tool to identify the organization's and the employee's values and goals
- Sets and communicates performance standards and documents results and behaviors
- Provides documented feedback to employee

RESOURCES:

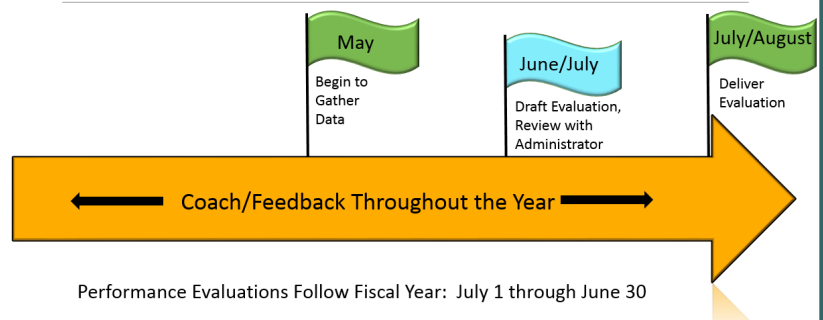
Consult with Staff Human Resources for assistance.

Brotman Hall, Room 335

Phone: (562) 985-4031

Tools and forms available: <http://daf.csulb.edu/offices/bhr/staffpersonnel/>

Annual Review Lifecycle



WHEN TO EVALUATE?

Unit 1 (Union of American Physicians and Dentists - UAPD)

Employee Type	Reviews Due
Probationary employees	3rd and 9th month of the probationary period
Permanent & temporary employees	Annually, at the end of each fiscal year

Units 2, 5, 7, and 9 (California State University Employees Union - CSUEU)

Employee Type	Reviews Due
Probationary employees	By end of 3rd, 6th, and 11th month of the probationary period
Permanent & temporary employees	Annually, at the end of each fiscal year

Unit 4 (Academic Professionals of California - APC)

Employee Type	Reviews Due
Probationary employees	By end of 3rd and 9th month of the probationary period
Permanent & temporary employees	Annually, at the end of each fiscal year

Unit 6 (State Employees Trades Council - SETC)

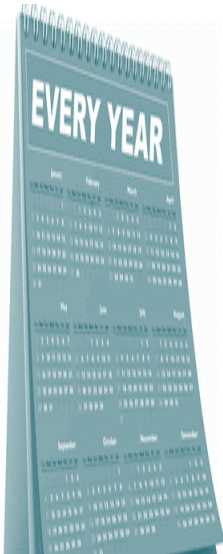
Employee Type	Reviews Due
Probationary employees	Within 2 weeks of completing 6th and 11th month of the probationary period
Permanent & temporary employees	Annually, at the end of each fiscal year

Unit 8 (Statewide University Police Association - SUPA)

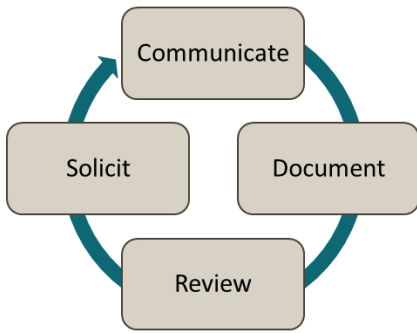
Employee Type	Reviews Due
Probationary employees	By end of 6th, 9th and 12th month of the probationary period
Permanent & temporary employees	Annually, at the end of each fiscal year

MPP & Confidential Employees

6th month after hire date, annually thereafter



Throughout the year and prior to the evaluation meeting, **Communicate, Document, Review and Solicit:**



- Specifics** answer the following:
- Who?
 - What?
 - Where?
 - When?
 - Why?
 - How?

- Regularly **communicate**: provide coaching and feedback
- **Document** facts: Collect and record job-related incidents that pertain to each performance criterion
 - Accurate, specific facts which are events, behaviors or results.
 - Examples: Copies of work product, notes of discussions, copies of communications, recorded observations
- Periodically **review** the position description, as necessary, to eliminate misunderstandings regarding the job responsibilities and expectations. If needed, revise and submit to Staff Human Resources.
- **Solicit** input from the employee regarding performance, accomplishments regarding goals, and possible goals for the upcoming year (not mandatory)



FOLLOW THE PROCESS

- ⇒ Review the Collective Bargaining Agreements
- ⇒ Review for the process
- ⇒ Avoid procedural errors; the process is grievable

THE EVALUATION MEETING: BEST PRACTICES

- Request to meet with the employee to discuss the draft evaluation together
- Ensure adequate, uninterrupted time with sufficient privacy and confidentiality
- Be aware of body language and tone
- Encourage discussion -- acknowledge and recognize employee concerns, respond non-defensively

	Time to Respond to Draft
CSUEU	5 work days; may request up to an additional 5 work days
APC	14 days
SETC	5 work days
UAPD/SUPA/ MPP/ Confidentials	No policy or contractual obligation to submit draft to employee. Managers draft the evaluation then meet with employee to deliver it.

TIPS FOR PREPARING PERFORMANCE EVALUATIONS

RATING THE PERFORMANCE

- Read the descriptors on the evaluation form for help
- Read the previous year's evaluation – has the employee improved or has their behavior and/or performance declined?
- Be prepared to provide multiple examples of behavior good or bad, accomplishments or deficits
- Use examples that cover the entire review period
- Describe specific behavior that is observable and measurable

COMMON RATER ERRORS

- ⊙ Insufficient evidence
- ⊙ Surprises – there should be none
- ⊙ Disciplinary tool – this is not the appropriate document
- ⊙ Excessive leniency/strict rating
- ⊙ Halo effect and/or Horns effect
- ⊙ Playing it safe – middle of the road – be honest in your rating
- ⊙ Recency effect – evaluation should reflect entire review period
- ⊙ “Cut/Paste” from previous evaluations

MINIMIZING RATER ERRORS

- Review the rating scales; identify relevant examples to distinguish among ratings
- Focus on performance and issues versus employee's personality
- Provide specific behavioral examples
- Be descriptive, not judgmental