Quick Reference Guide
Performance Management and Evaluation

Performance Management
- Ongoing/Continuous
- Prospective
- Long-Term
- Progress Steps
- Planning/Goal-setting

Performance Evaluation
- One-Time Event
- Retrospective
- Short-Term
- Form Completion
- Planning/Goal-setting

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 available: http://daf.csulb.edu/offices/bhr/staffpersonnel/
Forms available via Forms chiclet through Single Sign-On.

Annual Review Lifecycle
May
Begin to Gather Data
June/July
Draft Evaluation, Review with Administrator
July/August
Deliver Evaluation

Performance Evaluations Follow Fiscal Year: July 1 through June 30
## WHEN TO EVALUATE?

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

<table>
<thead>
<tr>
<th>Employee Type</th>
<th>Reviews Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Probationary employees</td>
<td>3rd and 9th month of the probationary period</td>
</tr>
<tr>
<td>Permanent &amp; temporary employees</td>
<td>Annually, at the end of each fiscal year</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Employee Type</th>
<th>Reviews Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Probationary employees</td>
<td>By end of 3rd, 6th, and 11th month of the probationary period</td>
</tr>
<tr>
<td>Permanent &amp; temporary employees</td>
<td>Annually, at the end of each fiscal year</td>
</tr>
</tbody>
</table>

### Unit 4 (Academic Professionals of California - APC)

<table>
<thead>
<tr>
<th>Employee Type</th>
<th>Reviews Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Probationary employees</td>
<td>By end of 3rd and 9th month of the probationary period</td>
</tr>
<tr>
<td>Permanent &amp; temporary employees</td>
<td>Annually, at the end of each fiscal year</td>
</tr>
</tbody>
</table>

### Unit 6 (State Employees Trades Council - SETC)

<table>
<thead>
<tr>
<th>Employee Type</th>
<th>Reviews Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Probationary employees</td>
<td>Within 2 weeks of completing 6th and 11th month of the probationary period</td>
</tr>
<tr>
<td>Permanent &amp; temporary employees</td>
<td>Annually, at the end of each fiscal year</td>
</tr>
</tbody>
</table>

### Unit 8 (Statewide University Police Association - SUPA)

<table>
<thead>
<tr>
<th>Employee Type</th>
<th>Reviews Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Probationary employees</td>
<td>By end of 6th, 9th and 12th month of the probationary period</td>
</tr>
<tr>
<td>Permanent &amp; temporary employees</td>
<td>Annually, at the end of each fiscal year</td>
</tr>
</tbody>
</table>

### MPP & Confidential Employees

6th month after hire date, annually thereafter
Throughout the year and prior to the evaluation meeting, Communicate, Document, Review and Solicit:

- **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

<table>
<thead>
<tr>
<th></th>
<th>Time to Respond to Draft</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSUEU</td>
<td>10 work days</td>
</tr>
<tr>
<td>APC</td>
<td>14 days</td>
</tr>
<tr>
<td>SETC</td>
<td>5 work days</td>
</tr>
<tr>
<td>UAPD/SUPA/MPP/Confidentials</td>
<td>No policy or contractual obligation to submit draft to employee. Managers draft the evaluation then meet with employee to deliver it.</td>
</tr>
</tbody>
</table>
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

Last Revision Date: 04/12/18