



## SECRETARIAL/CLERICAL STAFF

### PERFORMANCE APPRAISAL

#### GUIDELINES FOR SUPERVISORS

**Purpose:** This performance appraisal procedure is instituted at Teachers College in order to:

- Assess performance and skill levels
- Monitor on-the-job progress
- Improve communication between a supervisor and an employee
- Improve productivity
- Improve supervisor awareness of the work being done
- Better understand organizational goals, objectives and strategies
- Identify development training needs
- Enhance work force planning at the college
- Establish a model of accountability

**Procedure:**

1. All regular full time staff is required to undergo a formal performance appraisal review, at least once per year. The annual review will take place on or about the employment anniversary date of the individual.
2. Human Resources will notify each supervisor for the need for each employee's appraisal at least one (1) month prior to its due date. This notification will include the necessary blank forms.
3. The supervisor should explain the process of evaluation to the employee upon receipt of the notification and establish a meeting time two weeks in advance. This explanation should be positive in nature and it should include the fact that the process is critical to the overall well being of the College and it is in the employee's best interest. Where appropriate, an up-to-date and agreed upon job description should be made available to the employee at this time.
4. At least one (1) uninterrupted hour should be set aside for this formal appraisal meeting.
5. Upon receipt of the forms the employee shall undergo a self-appraisal by completing the forms and submitting them to their appraiser (supervisor), before the appraisal interview.
6. Following the appraisal interview, the incumbent, the incumbent's supervisor, and the next level supervisor should sign the forms.
7. The employee will retain a copy as does the originating department and one (1) copy is sent to Human Resources to be filed separately from the Personnel file, for a period of two (2) years.
8. A training needs inventory will be maintained by Human Resources for use in feedback to employees.

**SECRETARIAL/CLERICAL STAFF  
PERFORMANCE APPRAISAL GUIDELINES**

**For the Appraiser:**

1. Do not administer a performance appraisal at the time when formal disciplinary proceedings are under way with an individual employee.
2. Do not evaluate attitude per se, but instead evaluate attitude as it is manifested by one's behavior.
3. There should be no surprises during the performance appraisal process. Any concerns should have been highlighted with an employee as they arise during the year.
4. Plan carefully; do not rely on your memory; keep records and notes throughout the year.
5. Do not blame weak performance on an employee's character.
6. Do not have the entire appraisal form filled out before the meeting. Leave room for comments resulting from the discussion.
7. Ensure that each performance criteria judgment is substantiated by at least one example.
8. Judge the work, not the person.
9. Look not only at the outcome, but also at the method.
10. Set a specific agenda; keep the discussion on track.
11. Ask for and allow the employee to give feedback, which might involve comments on your supervision.
12. Be aware of alternative training paths i.e., job redesign, rotation, etc.
13. Do not compare an employee to a co-worker, as this could raise the question of favoritism.

**SECRETARIAL/CLERICAL EMPLOYEES  
PERFORMANCE APPRAISAL**

**Employee Name** \_\_\_\_\_ **Job Grade** \_\_\_\_\_

**Position Title** \_\_\_\_\_ **Dept./Division** \_\_\_\_\_

**Start Date** \_\_\_\_\_ **Date Appraisal Completed** \_\_\_\_\_ **Date of Previous Appraisal** \_\_\_\_\_

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**OBJECTIVE**

Although daily assessment is a vital function of every supervisor, a formal Performance Appraisal provides for a comprehensive discussion of overall employee performance.

Purposes of the review are many, but generally the exercise should address the following areas:

- a. To assess performance/skill levels
- b. To improve communication flow
- c. To define training needs

**PREPARATION**

Certain prerequisites should be set in order to effect a meaningful review:

Before the interview, you should review the employee's job description, the previous performance appraisal, as well as any specific tasks, projects, or objectives that were assigned during the past year. A minimum of five (5) days should be provided for the employee to prepare for the uninterrupted discussion that will follow.

**INTERVIEW GUIDELINES**

1. Ensure that the employee has completed his/her appraisal before the interview (optional).
2. Accentuate the positive, but be candid.
3. Support statements about performance/behavior with examples.
4. Set realistic goals.
5. Beware of:
  - Personal biases
  - Criticism of personality traits/attitudes
  - Comparison to another specific employee
  - False standards
6. Ensure adherence to proposed work plans, goals, and job descriptions.

**FILING**

Performance Appraisals are maintained for a maximum of two years in Human Resources, filed separately from the personnel files. The direct supervisor and employee should retain a signed copy of the completed appraisal.

## GUIDE TO COMPLETION

**PART A:** Contains a number of factors, which will assist in appraising overall performance objectively and establishing levels of proven performance.

**PART B:** Assists in analyzing steps to be taken by both the supervisor and incumbent to sustain or improve performance in the future.

**PART C:** Assists in career mobility and training consideration.

### PART A

The following are not necessarily in order of importance/significance (more than one area can be checked if applicable):

1. **QUALITY OF WORK:** Is it usable as presented?

Employee	Supervisor	
<input type="checkbox"/>	<input type="checkbox"/>	Always above average
<input type="checkbox"/>	<input type="checkbox"/>	Can be accepted without checking
<input type="checkbox"/>	<input type="checkbox"/>	Usually acceptable
<input type="checkbox"/>	<input type="checkbox"/>	Frequently requires work to be redone

2. **QUANTITY OF WORK:** Productivity:

<input type="checkbox"/>	<input type="checkbox"/>	Normally performs special assignments in addition to regular work
<input type="checkbox"/>	<input type="checkbox"/>	Regular duties completed in time to allow for some special assignments
<input type="checkbox"/>	<input type="checkbox"/>	Meets expectations as outlined in the job description
<input type="checkbox"/>	<input type="checkbox"/>	Requires improvement

3. **ABILITY TO MEET DEADLINES:** Normal workload:

<input type="checkbox"/>	<input type="checkbox"/>	Can cope even with peak loads
<input type="checkbox"/>	<input type="checkbox"/>	Usually ready in advance
<input type="checkbox"/>	<input type="checkbox"/>	Normally on time
<input type="checkbox"/>	<input type="checkbox"/>	Frequently late

4. **ACCEPTING RESPONSIBILITY:** In addition to those assigned with position:

<input type="checkbox"/>	<input type="checkbox"/>	Normally does more than the minimum job requirements
<input type="checkbox"/>	<input type="checkbox"/>	Often able to undertake and complete new types of assignments
<input type="checkbox"/>	<input type="checkbox"/>	Able to handle additional tasks from time to time
<input type="checkbox"/>	<input type="checkbox"/>	Performs regular duties adequately
<input type="checkbox"/>	<input type="checkbox"/>	Performs responsibilities inadequately

5. **PREVENTING OR COPING WITH PROBLEMS:** Independent action in dealing with variety and complexity of duties:

<input type="checkbox"/>	<input type="checkbox"/>	Sound judgment—able to analyze problems and cope with situations on own ingenuity
<input type="checkbox"/>	<input type="checkbox"/>	Alert—uses routine discretion in minor matters
<input type="checkbox"/>	<input type="checkbox"/>	Anticipates problems, but requires discretion from supervisor for action
<input type="checkbox"/>	<input type="checkbox"/>	Lacks foresight—usually caught unaware

6. **ORGANIZATIONAL SKILLS:** Getting plans into effect:

<b>Employee</b>	<b>Supervisor</b>	
<input type="checkbox"/>	<input type="checkbox"/>	Capable of taking responsibility for organizing projects
<input type="checkbox"/>	<input type="checkbox"/>	Executes plans well on own
<input type="checkbox"/>	<input type="checkbox"/>	Some skill, but requires coaching from supervisor
<input type="checkbox"/>	<input type="checkbox"/>	Does not put plans into effect

7. **INNOVATION AND CREATIVITY:** To perform in addition to routine job assignments:

<input type="checkbox"/>	<input type="checkbox"/>	Often suggests approaches and implements methods
<input type="checkbox"/>	<input type="checkbox"/>	Improves methods of work routine and completes tasks requiring imagination
<input type="checkbox"/>	<input type="checkbox"/>	Sometimes shows imagination in work methods
<input type="checkbox"/>	<input type="checkbox"/>	Handles only routine tasks in an established manner

8. **INITIATIVE:** Self-starter, goes ahead (implements) on own:

<input type="checkbox"/>	<input type="checkbox"/>	Prefers to act on own and does so effectively/ineffectively
<input type="checkbox"/>	<input type="checkbox"/>	Constructively independent
<input type="checkbox"/>	<input type="checkbox"/>	Takes action when need is evident
<input type="checkbox"/>	<input type="checkbox"/>	Hesitates to take action
<input type="checkbox"/>	<input type="checkbox"/>	No evidence –must be told

9. **RELIABILITY:** Ability to work without supervision:

<input type="checkbox"/>	<input type="checkbox"/>	Can be relied upon to carry out responsibilities even under difficult circumstances
<input type="checkbox"/>	<input type="checkbox"/>	Keeps head even in a crisis
<input type="checkbox"/>	<input type="checkbox"/>	Works well on own
<input type="checkbox"/>	<input type="checkbox"/>	Requires occasional checking
<input type="checkbox"/>	<input type="checkbox"/>	Must be constantly supervised

10. **WORK HABITS:** Punctuality, Attendance:

<input type="checkbox"/>	<input type="checkbox"/>	Always dependable–willing to go the extra mile
<input type="checkbox"/>	<input type="checkbox"/>	Generally displays dependability
<input type="checkbox"/>	<input type="checkbox"/>	Occasionally demonstrates poor work habits
<input type="checkbox"/>	<input type="checkbox"/>	Frequently demonstrates poor work habits

11. **JOB KNOWLEDGE:** Familiar with rules, regulations, guidelines/policies, legislation:

<input type="checkbox"/>	<input type="checkbox"/>	Thoroughly familiar and knows some of next higher job
<input type="checkbox"/>	<input type="checkbox"/>	Very familiar–seeks help with non-routine matters
<input type="checkbox"/>	<input type="checkbox"/>	Adequate knowledge
<input type="checkbox"/>	<input type="checkbox"/>	Insufficient knowledge

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**SUPERVISOR SUMMARY COMMENTS**

Please use the space below to comment in your words on the performance of the employee, specifically in respect to results and progress since last review.

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**OVERALL PERFORMANCE RATING**

- Supervisor to check one:  Exceeds expected output.  
 Meets job expectations.  
 Areas for improvement are identified.  
 Unsatisfactory–falls short of minimum performance expectations.

**PART B**

Comment on each of the following characteristics as they relate to on-the-job performance (please include examples). Also identify the significance of each of these characteristics.

**Employee**      **Supervisor**      Level of significance (H = High, M = Medium, L = Low)

           **1. INTERPERSONAL SKILLS:** Ability to relate to others, particularly in obtaining and giving cooperation; effective team member.

           **2. COMMUNICATION:** Ability to express ideas clearly and ensure understanding; ability to listen and learn from others; ability to recognize and use informal channels of communication.

           **3. SELF-IMPROVEMENT:** Effort to acquire and utilize new or additional skills, to seek additional responsibilities.

           **4. PERSEVERANCE:** Ability to complete a task despite difficulties and adjusted priorities.

**Employee**      **Supervisor**      Level of significance (H = High, M = Medium, L = Low)



**5. EFFICIENCY:** Effective time management skills.




**6. COMMITMENT:** Positive, enthusiastic/optimistic approach. Takes pride in working toward organizational objectives.

**ADDITIONAL CRITERIA AND COMMENTS:**

You may wish the space below to identify any additional points that you consider appropriate. (e.g., What are his/her greater strengths? What areas require improvement?).

**PART C**

The space below is provided for a record of the results of the appraisal discussion i. e., what plans were made, and what specific action is to be taken by both parties.

**1. DEVELOPMENT PLAN FOR IMPROVEMENT**

Objectives (Actions to be taken by employee)	Supervisor's Commitment to Action (e.g., training)	Budget Approved	Target Date for Completion
<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
		<input type="checkbox"/>	
		<input type="checkbox"/>	
		<input type="checkbox"/>	
		<input type="checkbox"/>	
		<input type="checkbox"/>	
		<input type="checkbox"/>	

**2. JOB INTERESTS**

Employee's interests

Supervisor's comments

**2. COMMENTS REGARDING THIS APPRAISAL MEETING (e.g., thoroughness, adequate time and location, and openness).**

Employee

Supervisor

**SIGNATURES**

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**Incumbent**

**Date**

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**Immediate Supervisor**

**Date**

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**Next Level Supervisor**

**Date**