

Supervisor Annual Performance/Goal Setting Form

Purposes of an Annual Performance/Goal Setting Meeting

The purposes of the annual performance and goal setting process are to provide useful feedback about job performance, set and clarify goals and expectations, provide a historical record of performance, and establish or update an employee's professional development plan.

The annual performance/goal setting meeting is only one tool of performance management. Continuous feedback of employee performance is another important aspect of the supervisor's job. By providing constructive feedback on a regular basis, the supervisor provides the employee information about work performance, can evaluate the need for additional resources or guidance, and, if needed, allows appropriate time to make corrections in performance and/or behavior.

Both the annual performance review and regular feedback are essential in the development of mutual understanding and agreement between the employee and supervisor. It assists in keeping the employee motivated and engaged through a formal discussion of specific accomplishments, challenges and development.

Preparation for an Annual Performance/Goal Setting Meeting

Schedule the meeting a couple weeks in advance, so the employee has time to prepare their self-assessment. When scheduling the meeting, ensure that the employee is aware of your expectations regarding their self-assessment. Instruct the employee to provide you a copy of their self-assessment at least a week in advance so you have time to reflect on their professional development plan ideas and goals.

Before completing the annual performance/goal setting form, review the employee's self-assessment and the position description. If the position description no longer accurately describes the position's responsibilities, contact Human Resources to update the position description and review the position grade. Copies of the current position description and previous performance reviews maybe requested from Human Resources.

When writing the annual performance/goal setting form responses, it is important to be candid, realistic and fair. Personal bias should not become a factor in the review process. Written review comments should be consistent with oral statements/conversations.

Common areas of performance bias include:

Halo Effect – allowing the evaluation of one factor favorably influence the whole evaluation.

Central Effect - all dimensions of performance are rated the same as a single dimension that happened to impress the supervisor either very favorably or unfavorably.

Overly Critical - when a supervisor sets unrealistically high standards, employees may conclude they will never measure up and stop trying.

Overly Lenient - the end result of being overly lenient is the same as being overly critical. If anything goes, why try harder?

Recent Performance Error - it is easiest to recall and only focus on most recent performance or event.

What the review should measure; however, is behavior over the entire span of the review period. Keeping documentation throughout the period and referring back to it will enhance the review and be more reflective of the employee's overall performance.

For 2020, the Annual Performance/Goal Setting Form has 5 items to complete.

1. Review the status of each professional or job-related goals and objectives identified last year including any changes/adjustments made throughout the year. To what degree were expectations met on each goal?
2. What are 1-2 accomplishments that you are most impressed with?
3. What would you like to see this person improve upon? What resources, tools, or support would you recommend?
4. List job-related goals and objectives for the upcoming year.
5. Develop a Professional Development Plan for the employee.

When responding to these items, please consider the following.

- Does it appear that there is a clear understanding of the overall expectations of the position and of specific projects at hand?
- To what extent does the employee demonstrate the skills required to identify, analyze, and solve problems?
- In regards to collaboration and communication with others in and out of your office, how well does the employee work with others? General correspondence, committee work, reports, presentations, or other areas as required by the position should be considered.
- If supervision is an aspect of the position, to what extent does the employee provide effective leadership or help other employees to develop and become more effective at work?
- To what extent does the employee demonstrate initiative in improving the effectiveness of their position or the department? Such as suggestions to streamline systems or procedures, or ways in which the position could have expanded to meet the needs of the department or College.

Goals created should follow the **SMART** format.

- **Specific** - What will be achieved and why is this important?
- **Measurable** - Define quality and quantity as precisely as possible.
- **Achievable** - Be realistic with time and resource constraints and within the capabilities of the employee (with appropriate support).
- **Relevant** - Must relate to both the role and the department's objectives, and be an obvious priority in relation to other responsibilities.
- **Time-bound** - By when should the goal/milestone be completed? Set appropriate review dates to discuss progress regularly.

Example: Instead of "Develop time-management skills" expand to "Develop time-management skills by completing a LinkedIn Learning pathway by the end of winter term".

Ensure that the contents of the performance/goal setting form will allow the employee to:

- Clearly understand your expectations and position goals.
- Receive positive feedback, where appropriate.

- Fully understand the reasons for improvement areas identified, if any, and has the proper support to achieve success.

One good technique for arriving at a balanced view of the yearlong performance is to keep notes of discussions, events and the performance outcomes throughout the review period. Discussions between the supervisor and employee should be regular and ongoing throughout the year, leaving no surprises during the annual performance/goal setting discussion.

The Professional Development Plan

Beginning in 2020, employees should be offered the opportunity to complete a Professional Development Plan as part of their Annual Performance/Goal Setting review.

The professional development plan is created by the supervisor, while working closely with the employee, to identify the necessary skills and resources to support the employee’s professional goals and the department’s needs. It is a list of actionable steps for achieving insight to aspirations and to build strengths, talents and professional experiences.

Professional Development Plan-SAMPLE

Professional Development Goal	Skill Building/ Specific Action Plan	Timeline
<i>Join the Budget Committee.</i>	<i>This will enhance understanding of the College budget and long-term financial plans.</i>	<i>Apply next fiscal year.</i>
<i>Research programs and best practices from other institutions.</i>	<i>Improve department processes and keep current. Search peer institution and professional organization’s websites.</i>	<i>Schedule one hour each month for research. Present ideas/findings to supervisor monthly.</i>

Preparation of the Professional Development Plan

It is important to start with the employee’s complete self-assessment when preparing the professional development plan in order to understand their interests, skills, professional aspirations, and motivation. When evaluating the employee’s responses, keep these questions in mind:

- What skills, technologies, activities, tasks interest the individual?
- What areas of strength that can be further developed?
- Are there gaps in the employee’s skills, qualifications, or experience?
- Do their interests support organizational needs?
- What are the short and long-term steps to grow the identified skill or experience?

Consider what you have observed as the employee's supervisor. Has the employee fully developed the following?

- Technical skills required to complete assigned tasks
- Social skills to thrive in a collaborative work environment
- Presentation skills
- Supervision skills (where applicable)

The next step is to match the employee's needs and interests with organizational needs. Make sure the employee's professional development plan matches at least one of the following goals:

- Divisional
- Departmental
- Team
- Project
- Committee

Adjustments may be made to the professional development plan during the Annual Performance/ Goal Setting meeting so it incorporates the employee's feedback.

Sample Professional Development Opportunities

- Improve knowledge or skills with technology, systems, processes
- Present at/or lead a meeting(s)
- Review meetings with the staff member - emphasizing the areas related to the anticipated results (e.g. exposure to thinking at a more global instead of local level)
- Assume a significant role for a task/project/activity that crosses departments
- Assume a leadership role in a professional organization or campus committee
- Join a new committee on campus
- Train a colleague
- Expand technical skills through training and practice
- Network to meet new colleagues inside and outside of Carleton College
- Conduct an informational interview with an expert in the same or similar field of work
- Research a departmental area of improvement and present the findings to the Director
- Research and learn about new developments in the field of work from external peer institutions and present them to supervisor and co-workers
- Pursue a position related certification
- Plan time to read articles, books, journals related to goals
- Attend a conference, meeting or workshop by a related professional organization
- Work on improving soft skills such as active listening, body language, communicating clearly and effectively, teamwork, recognition and appreciation of others
- Attend campus events like Convo, LTC, guest speaker presentation, etc.
- Take on a new duty or responsibility within the department, cross train in a new area
- Complete a LinkedIn Learning pathway (available on HR website)

Additional Tips for conducting a Performance Review

During the Annual Performance/Goal Setting Meeting

Begin on a positive note. Emphasize what is valued, liked and appreciated about the employee. From there, move to discussing those areas that require improvement. When providing constructive criticism, include specific suggestions for improvement. It may be appropriate to work with Human Resources to develop a Performance Coaching Plan or formal Warning Notice if performance is below expectations or has been deficient over a period of time. While it is important to discuss past performance, significant time should be spent discussing the future – more effective ways to accomplish essential job functions and goals, and continued professional development. If the evaluation form is to provide an accurate track record of employee performance, changes in performance must be noted.

- Stay focused, maintain good eye contact and stay on track. Keep the review job centered; avoid discussion on personal issues not related to the job.
- Ask questions, then listen carefully and do not interrupt.
- If discussion of the employee's personality or attitude needs to be addressed, use specific examples and talk about how it has affected the coworkers, departmental operations or the individual's performance.
- Maintain objectivity. Do not get emotional. If emotions are heightened, reschedule for another time if necessary, allowing each of you to regain composure.
- Develop specific plans for follow-up and feedback and agree on a timeline for projects and goals.

Both employee and supervisor sign the annual review form and provide a copy for each other and for Human Resources.

After the Annual Performance/Goal Setting Meeting

A well planned and executed meeting will help the employee feel reenergized and excited about their employment at Carleton. It can also help reinforce a strong, positive working relationship between the supervisor and employee.

Meetings should be scheduled with the employee to review their progress toward performance and professional development goals at least monthly. This conversation can be incorporated as part of a regularly scheduled supervision meeting and is a key tool to helping the employee reach their goals.