

Tips on Successful Communication

Speak to People

Offer a cheerful word of greeting.

Smile at People

It takes 72 muscles to frown, only 14 to smile.

Call People by Name

The sweetest music to anyone's ears is the sound of his/her own name.

Be Friendly and Helpful

If you expect help, give your help freely.

Be Cordial

Speak and act as if everything you do is a genuine pleasure.

Be Genuinely Interested in People

You can like almost everybody if you try.

Be Generous With Praise –

Be cautious with criticism.

Be Considerate

... with the feelings of others. There are usually three sides to a controversy; yours, the other fellow's and the right side.

Be Alert

... to give service. What counts most in life is what we do for others.

Add to this a **GOOD SENSE OF HUMOR**,

... a big dose of patience and a dash of humility, and you will be rewarded many-fold.

-Anonymous



Supervisor's EVALUATION TRAINING

**EASTERN
NEW MEXICO
UNIVERSITY**

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Appeal Process

An employee may appeal his/her annual performance evaluation in the following manner.

1. **Employee:** Present a written appeal to his/her direct supervisor within ten (10) working days of receiving the supervisor's evaluation results.
2. **Supervisor:** Respond within five working days.
3. **Employee:** Present a written appeal to the area executive administrator (director or vice president) within five working days of receiving the supervisor's response.
4. **Executive Administrator:** Respond within five working days.
5. **Employee:** Present a written appeal to the President of the college within five working days of receiving the area executive administrators response.
6. **President:** Respond within five working days.

The President's decision is final.

Self Reflection as a Supervisor

1. *Do my direct reports and my department as a whole have clearly defined written goals that each employee is aware of and working towards?*

2. *What challenges do your direct reports face in “Exceeding” your expectations?*

3. *What incentives do you provide your direct reports in order to have job satisfaction when “Meeting” expectations?*

4. *What learning opportunities have you personally engaged in to improve your abilities as a supervisor?*

The Big Picture

Policy:

Each year every full-time employee and every part-time regular employee of the college shall be evaluated for his or her performance within his or her employment contract, job description and specific work assignments.

Expected Outcomes from Effective Performance Evaluations:

- Improve communication between supervisor and employee
- Identify strengths and weaknesses for employee’s personal growth
- Provide for quality control
- Create a sense of equity in expectations across the unit
- Allow for an on-going evaluation
- Enable career development
- Provide feedback for reinforcing good performance
- Provide an opportunity to adjust goals and workload as needed
- Communicate clear expectations/objectives at all levels

Think about experiences with performance evaluations of your work.

Think about experiences with evaluating other’s performance.

Mission Statement

The overarching mission of ENMU-Ruidoso is to enhance the lives of our students and the communities we serve, now and into the future,

- To offer general academic studies for students wishing to transfer to a University
- To offer career and technical education programs leading to gainful employment for students in their chosen field
- To offer a dual credit enrollment, Early College Program, for qualified high school students
- To offer workforce education and training services and provide institutional leadership in the economic development of the region
- To offer programs of instruction leading to associate degrees and Certificates of Completion
- To offer lifelong learning opportunities for all citizens through continuing education and community service programs
- To offer adult basic education for those wishing to achieve literacy skills, completion of a high school equivalency diploma and English proficiency

ENMU-Ruidoso Focus

- Prepare students for meaningful careers and advanced study
- Impart citizenship and leadership skills for the betterment of their communities
- Support and expand the role of education in Lincoln County
- Enable citizens to respond to a rapidly changing world.
- Contribute to the economic viability and well-being of the communities we serve

As a supervisor what do you do with a “2 or a 1”

Corrective Action Plans/ Written Warning

1. It is your duty as a supervisor to give your employees all the tools possible for growth including a Corrective Action Plan. If a Corrective Action Plan is not already in place, it is past time to work with the HR office to create one.
2. When ascertaining what assistance the employee needs in order to succeed, help the employee by discussing such options as additional training, daily or weekly meetings with you,
3. Remember: You will not present this plan at the evaluation meeting. You will schedule a follow up meeting within one month to create an Action Plan to include the second-level supervisor.

Steps to create a Corrective Action Plan

1. Request the Corrective Action Plan form from Human Resources and with HR assistance if needed, complete the form.
2. This written warning should be signed by the employee indicating that the Corrective Action Plan was read by the employee. A copy of the Corrective Action Plan should be kept by both the employee and the supervisor.
3. A follow up meeting should be scheduled at that time.
4. The Corrective Action Plan is then placed in the employee’s personnel file. If the employee refuses to sign the warning, the supervisor should indicate this on the form, sign, date and forward it to Human Resources.

Performance Rating 4 - Commendable.

Examples: Consistently worthy of praise; few revisions required, completes work on time with own initiative, supports suggestions and change, promotes team work, accepts responsibility beyond normal requirements, dependable, strives to be helpful, frequently meets deadlines, exercises care in following ENMU-*Ruidoso* policy and procedures.

Performance Rating 3 - Satisfactory

Examples: Consistently and fully meets requirements with a satisfactory performance, proceeds alone in performance of routine duties and assignments, accepts suggestions and change, willing to compromise, willing to be helpful, usually meets deadlines, follows ENMU-*Ruidoso* policy and procedures.

NOTE: Many employees feel their work is not appreciated if they receive this rating. Assure the employee that s/he is doing the job s/he was hired to do, in a timely manner and with quality work. This is also an opportunity for you to share your thoughts on how a “4” or “5” rating could have been achieved.

Performance Rating 2 - Marginal

Examples: Barely within the standard or quality expected. Requires training to improve job performance, work needs constant revision and correction, needs excessive guidance and supervision to finish task, defers decisions to others, has difficulty accepting suggestions and change, tends to be uncooperative, resists acceptance of responsibility, frequently unavailable, reluctantly helpful, miscommunicates creating more problems, occasionally meets deadlines, needs more training in ENMU-*Ruidoso* policy and procedures.

Performance Rating 1 - Inadequate - Not enough or not good enough: failing to reach an expected or required level. Lack of knowledge, skills or willingness to meet required job performance as defined in goals and job description.

Please write your Departmental goals here

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| Departmental Projects: |
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| Goals for Departmental Personnel: |
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Guidelines for Annual Performance Evaluation

Before

- Plan
- Prepare
- Review (Job description, improvement plans, documentation, forms, etc)
- Review the rating of performance factors
- Anticipate the response
- Set the conference (location, length, notice, coverage)
- Plan the agenda
- Supervisor prepares an unofficial employee assessment
- Employee prepares a self assessment

EXAMPLES OF SOURCES:

DOCUMENTATION:

- Policy and Procedures
- Handbook
- Job description
- Job expectations
- Past evaluation
- Prior year goals
- Corrective Action Plan
- Files
- Work products

During

- Encourage participation (Why don't employees talk more?)
- Set climate and purpose
- Focus on performance not personality
- Discuss the rating
- Give feedback
- Receive feedback
- Set goals
- Set a timeline
- Agreements and signatures

After

- Complete all forms
- Follow-up on goals
- Reflect on employees performance

Your role in making this evaluation process valuable

Know what it isn't:

- A joke
- A waste of your time
- To be treated like a burden

Know what it is:

- ENMU policy
- A team development tool as it energizes the department with a unified vision and goal
- A conversation about what's working, what isn't and what the employee needs to succeed
- A tool used in the event of a claim of wrongful termination

How to Rate an employee's performance

Evaluations are based on consistent patterns and behaviors, (not one time or occasional) during the entire 12 month review period. Also, without written and agreed upon goals that have guided the employee for the past year, you are unable to rate an employee on anything outside their job description.

Performance Rating 5 –Exemplary.

Examples: Exceptional high quality work, extensive knowledge, eager, takes initiative, self starter, logical and decisive, enthusiastically accepts suggestions, cooperative, goes out of the way to be helpful, greatly exceeds workload requirements, actively helps other departments in addition to their job responsibilities, demonstrates concern for safety of others, clear understanding and demonstration of ENMU -*Ruidoso* policy and procedures.

Recommendations for the Meeting

Evaluation Process

Employee & First-Level Supervisor

- The supervisor and employee will discuss their assessments of the employee's annual performance.
- Following the discussion, the supervisor will prepare and present a written evaluation to the employee for review and signature by both, with a copy to be retained by each.
- In addition, the supervisor and employee will set performance expectations for the coming performance evaluation period, and both will keep a copy for their reference throughout the year.

First-Level Supervisor & Second-Level Supervisor

- The current year's signed evaluation form will be forwarded to the second-level supervisor for review.
- Following the first-level supervisor's evaluation, the completed form will be forwarded to The Office of Human Resources by the second-level supervisor to be placed in the employee's personnel file.

Second-Level Supervisor Procedure

- Review the entire department's evaluations at one time to prepare for the first-level supervisor's evaluation as a supervisor.
- During the first-level supervisor's evaluation, pose the following questions:
 1. *What accomplishments did the department make as a whole in the past year?*
 2. *What are the professional development needs of the department, as a whole and individually?*
 3. *What are the departmental goals for the upcoming year? How can I help you achieve them?*
 4. *What are the personal supervisory goals of the first line supervisor?*
 5. *When, in the next month, would you like to set an appointment to review the goals for your department?*

⇒ **The Setting**

- ⇒ Give advance notice
- ⇒ Prepare ahead
- ⇒ Meet at a convenient location
- ⇒ Keep the meeting private – no interruptions
- ⇒ Meet during regular business hours
- ⇒ Set aside 1 to 1 ½ hours

⇒ **Body Language**

- ⇒ Sit Side-by-Side
- ⇒ Make eye contact at least 80% of time
- ⇒ Use comfortable body posture
- ⇒ Be aware of “layers of authority”
- ⇒ Use voice tone of mutual trust
- ⇒ Keep in mind what people remember
- ⇒ 55% body language
- ⇒ 35% tone of voice
- ⇒ 10% actual words

Organization of the information

R = Review the past

A = Analyze the present

P = Plan the future

Always conclude with a review of agreements, a “thank you” and a handshake.

The Initial Meeting...

Supervisor/Employee Set Performance Goals for the Year

- Priorities identified
- Specific performance(s) identified
- Standards/criteria set
- Measurements are clear
- Timeline established
- Resources identified
- Work environment
- Changes on the horizon

The supervisor and employee should put the agreement in writing.

Suggestion: complete the goal section for next year's evaluation, date and initial the goals. Make a copy for both the supervisor and the employee for reference throughout the year.

Mid-Point Check Meeting—Suggested

The Four “Positive Questions”

- What do you like about what you've done?
- How can we help you use more of your skills?
- Where do you want to go from here?
- What help do you need from me?



Criteria 1— Goals

Refer to your “Initial Meeting” goal development on page 8.

Criteria 2— Campus Values

Rank each value, ranging from 1-5 (low to high) and provide examples how the individual exemplifies the values.

1. **Student-Centered Service**—Engaging students in conversations to clarify their needs, requests and issues and arranging for them to meet the personnel who can assist. Modeling polite customer service interchange and responses to all students.
2. **Integrity**—Understanding the importance of ethical behavior. Being relied upon to uphold policies and procedures, rules and laws governing the institution.
3. **Professionalism**- Speaking in a professional manner. Making sure the appearance of the office or work space is appropriate for a college setting. Supporting advanced training on issues such as sexual harassment, communication patterns, conflict resolution, etc. Seeking professional development opportunities for improvement.
4. **Initiative**- Proposing new ideas for improvement, refining processes, making the campus more student-friendly, identifying topics for professional development, volunteering for additional assignments, etc.
5. **Forwarding the Mission and Goals of the Institution**—Helping or mentoring students in formal programs and informally; knowing and working towards campus goals.
6. **Outreach**—Getting involved in campus initiatives or programs from other areas of the college. Volunteering to help students, helping student transition to college, participating and attending student programs and events, having a can-do spirit.

Process for Annual Performance Evaluation

Evaluation Training

New employees will be oriented to the process upon hiring. Additionally, Human Resources will provide scheduled training workshops for employees and supervisors each year in May to finalize the end of the annual evaluation period and begin the new cycle.



Evaluation Criteria

- The first criteria used to evaluate employees come from the goals initially established by you and the employee.
- The second set of criteria used to evaluate employees is their adherence to the Campus Values.

FEEDBACK

Overall, how well do you use feedback to develop your employees?

Effective Feedback:

- Recognizes competence and reinforces behavior
- Helps align expectations and priorities
- Fills gaps in knowledge
- Informs of possible corrective action plan
- Alleviates fear of the unknown

Giving Feedback

- ◇ Prepare
- ◇ Present
- ◇ Listen
- ◇ Engage in dialogue
- ◇ Plan for action
- ◇ Acknowledge

Receiving Feedback

- ◇ Actively listen
- ◇ Explore gently
- ◇ Don't get defensive
- ◇ Express your thanks



HOW WELL DO YOU USE FEEDBACK?

Feedback from direct report is the most important tool in any supervisor's toolbox.

Take this short quiz and get some feedback of your own:

With ALL your direct reports in mind, enter a rating of

N = Never

M= Most of the time

S = Sometimes

A= Always

1. I overhear a client / customer / student praising Jane's efforts. I ...
 - _____ a. Give her a quick compliment as I walk by.
 - _____ b. Ask for details and praise her efforts myself as soon as the customer leaves.
 - _____ c. Make a mental note to bring it up at our next meeting.
 - _____ d. Say nothing but scribble a quick note and drop it in her file.
 - _____ e. Do not say or do anything.
2. Joe excelled on his last major assignment over 6 months ago, but is still making mistakes on routine tasks. I open a conversation by telling him ...
 - _____ a. "Why can't you do all your work as well as you did that last assignment?"
 - _____ b. "I know you did well on the last assignment, but I need to see improvement in these specific other areas."
 - _____ c. "These routine tasks need to be done a certain way and I know you can handle them."
 - _____ d. Say nothing but scribble a quick note stating what he did well 6 months ago and what he still has problems doing and drop it in his file.
 - _____ e. I do not say or do anything.
3. Tim is a good worker, but he doesn't have a lot of confidence. I ...
 - _____ a. Remind him frequently how he is meeting and moving toward exceeding his goals.
 - _____ b. Tell him he needs more confidence if he wants to succeed.
 - _____ c. Give him a pat on the back every time he finishes a task.
 - _____ d. Say nothing but indicate on a note I scribble that he needs confidence and put it in his file.
 - _____ e. Do not say or do anything.
4. If my employees turn in an exceptional performance on a difficult and highly important project, I'd be most likely to ...
 - _____ a. Reward the employees involved with a party.
 - _____ b. Give each employee involved a prize to express my appreciation.
 - _____ c. Give each employee involved a certificate suitable for framing, with each certificate highlighting his or her role in the project's success.
 - _____ d. Say nothing but make a general note about the project completion, make copies and drop it in each employee's file.
 - _____ e. Do not say or do anything.
5. My team has an unacceptable error rate. I open a conversation by telling them...
 - _____ a. "The quality reports are showing results that need to be corrected."
 - _____ b. "You guys need to shape up here; lets figure out how we can do that."
 - _____ c. "I have seen you all turn out quality work, and I want to get us back to that level."
 - _____ d. Say nothing but drop a note in each employee's file indicating the error rate.
 - _____ e. I do not say or do anything.