

# *The Employee's Role in Performance Appraisals*

March 2018



**Zoom:** <https://ucanr.zoom.us/j/8151602829>

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Meeting ID: 815-160-2829



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# What we'll cover today

- Overview of the annual staff appraisal process
- Summary of Accomplishments / Self Assessment
- ANR Performance Standards and Calibration Review
- Receiving Feedback
- We want to hear from you



# Overview of the Annual Process (2018)

Mar 1-Mar 23

- Employee prepares Summary of Accomplishments
- Supervisor option: Employee prepares Self-Assessment using the Performance Appraisal form

Mar 23-May 11

- Supervisor meets with employee to review SOA
- Supervisor drafts Employee Performance Appraisal
- Supervisor confirms agreement on proposed rating with second-level supervisor

May 14

- Proposed ratings and draft appraisals\* due to ANR Human Resources

May 14-Jun 1

- HR reviews proposed ratings for consistency, and confirms final ratings

Jun 1-Jul 31

- Supervisor meets with employee to communicate overall rating
- Collect signatures and submit final documents to HR

\*Draft appraisals for those rated at "Exceptional", "Partially Meets", "Does Not Meet", with second level reviewer signature.

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## Appraisal Resources

### Performance Appraisal Tools

[2017-18 Annual Call - Staff Performance Appraisals](#)

[Employee Summary of Accomplishments](#)

[2017-2018 Employee Performance Appraisal Form](#)

[2017-18 Performance Appraisal Guidelines](#)

### Additional Resources

[ANR Performance Standards](#)

[Career Planning Tools](#)

[UC People Management Learning Resources](#)

### Performance Management Webinar Resources

[2016-17 Performance Appraisal Webinar](#) (view recording)

[2016-17 Performance Appraisal Webinar \(PPT\)](#)

2017-18 Performance Appraisal Webinars Coming Soon!

# Tool box



[http://ucanr.edu/sites/ANRSPU/Supervisor\\_Resources/Performance\\_Management/](http://ucanr.edu/sites/ANRSPU/Supervisor_Resources/Performance_Management/)

# Why write a Self Assessment?



- Performance reviews create candid conversations about what's going well and what can go better
- As a supervisor, it's almost impossible to know everything an employee contributes day-to-day
- The Summary of Accomplishments/Self Assessment is your opportunity to reflect on the past year and plan the future
- *You can make the process meaningful and productive*

# Summary of Accomplishments



1. Describe your progress and achievements in relation to organizational or unit goals and/or performance expectations.
2. What are you most proud of and what additional accomplishments did you achieve during the review period?
3. What additional information, knowledge, skills or resources do you need to master your job and accomplish your goals?

# Self Assessment Option



- Supervisor option: Employee prepares Self-Assessment using the Performance Appraisal form in place of the Summary of Accomplishments
- Opportunity to rate yourself on performance elements in addition to summarizing your work



# Tips for writing your Self Assessment



- Check your previous performance appraisal for SMART goals, opportunities for improvement, and training plans
- Review notes, email, and to-do lists as a reference in writing your self-assessment
- Look back over the meetings you held or attended, the events you participated in, and the deadlines you met when reviewing your long-term projects
- Ask your coworkers to help fill in your list of accomplishments and offer to do the same in return

# Tips for writing your Self Assessment



- Describe how you make a difference
- Relate your individual work to your unit's goals
- Balance the day-to-day tasks with the big projects
- Focus on what's most important
- Both you and your supervisor are busy people; keep your self assessment brief and use bullets if possible

# Tips for writing your Self Assessment



- *What additional information, knowledge, skills or resources do you need to master your job and accomplish your goals?*
- Consider your personal, career goals in addition to organizational goals
- The [ANR Learning & Development website](#) is a resource for identifying training and professional development opportunities
  - UC Learning Center and Lynda.com offer scores of free, on demand online courses.

# ANR Learning and Development



[Home](#) [Catalogs](#) [Career planning tools](#) [Learning resources](#) [Request/suggest training](#) [Contact Us](#)

## Career Planning Tools

*"If you don't know where you are going, you will probably end up somewhere else" ~Lawrence J. Peter~*

### [Competencies vs. Skills](#)

Find out what the difference is between a competency and a skill.

### [Self-assessment worksheet](#)

Use the self-assessment worksheet to help you identify your career issues, goals, interests, and values.

### [Training impact plan](#)

The Training Impact Plan process brings employees and their supervisors together before a training event to plan how the learner will leverage the learning opportunity.

### [What is an individual development plan \(IDP\)?](#)

Learn what an IDP is and how to use one as a direct report or supervisor.

- [IDP Process Activities](#)
- [Employee and Supervisor roles in IDP](#)
- [Employee Guide to Creating an IDP](#)
- [Supervisor's Guide to Creating an IDP](#)
- [Individual development plan form](#) (download fillable form)

[http://ucanr.edu/sites/Professional\\_Development/Career\\_development\\_tools/](http://ucanr.edu/sites/Professional_Development/Career_development_tools/)

# ANR Performance Standards and Calibration Review

- In 2016, we established *ANR Performance Standards* and a calibration review of overall ratings for staff appraisals
- *The overarching goal is to have consistent ratings across ANR*

# ANR Performance Standards

- Common descriptions for each job element in the Performance Appraisal Form
- Used as the basis for performance discussions and ratings

[http://ucanr.edu/sites/ANRSPU/Supervisor\\_Resources/Performance\\_Management/](http://ucanr.edu/sites/ANRSPU/Supervisor_Resources/Performance_Management/)

# ANR Performance Standards

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ANR Performance Standards					
Performance Element	Exceptional	Above Expectations	Meets Expectations	Partially Meets Expectations	Does Not Meet Expectations
<b>Written and Oral Communication</b>	Is an excellent communicator, both verbally and in writing. A model for others in the organization.	Is a strong communicator, both verbally and in writing.	Consistently uses clear and appropriate language, both verbally and in writing. Readily shares work-related information.	Sometimes unclear in verbal or written communication.	Verbal and/or written communications often are unclear or inaccurate.
<b>Job Knowledge</b>	Exhibits expertise, superior job knowledge, and outstanding skills in even the most difficult and complex aspects of the job. Is sought by others as a subject matter expert.	Openly shares knowledge with others; provides training to colleagues. Seeks opportunities to expand job knowledge and skills.	Demonstrates a working knowledge of and competency in the skills and duties of the position. Learns skills needed to perform the responsibilities of the position.	Needs more training and/or knowledge in order to perform adequately in the position. At times, demonstrates a lack of job knowledge in some areas of assigned responsibilities.	Has not developed or retained job knowledge required to perform in the position. Makes little effort to obtain new/current information related to job.
<b>Accuracy Volume Timeliness Self-management Dependability</b>	Work is consistently high quality and deadlines are always met or exceeded.	Typically completes projects/assignments accurately and ahead of schedule.	Consistently completes work on schedule and accurately.	Sometimes misses deadlines. At times submits inaccurate work.	Frequently misses deadlines. Makes frequent errors, even when within skill ability.
	Is a role model to others in setting well-defined and realistic work goals.	Proactively develops well-defined and realistic work goals.	Works with supervisor to set well-defined and realistic work goals.	Inconsistently establishes priorities based on overall department objectives.	Demonstrates unreliable or irresponsible behavior.
	Is able to consistently contribute more to the department/organization than others.	Actively seeks ways to streamline/ improve processes.	Uses available resources to maximize efficiency.	Does not always use available resources to complete job assignments/projects.	Does not complete appropriate amount of work based on experience and skills.
	Regardless of situations, strives to ensure performance is steady and strong. Works positively through obstacles, pressures, and demands that might derail others.	Can be depended upon to take on additional work to support organizational needs. Keeps commitments. Makes the extra effort to get the job done right.	Can be counted upon for steady performance. Demonstrates consistent, solid performance in all aspects of work. Handles projects conscientiously from start to finish.	At times unreliable. Energy, drive, and performance levels are inconsistent and unpredictable. Does not consistently deliver on work commitments.	Disappoints others who depend on him/ her. Makes work commitments that he/she doesn't keep. Blames others for work lapses.

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# Calibration Review

- Second-level supervisors and Unit Heads are expected to promote consistent ratings based on ANR Performance Standards
- HR reviews appraisals for employees with a PROPOSED OVERALL RATING of “Exceptional”, “Does Not Meet” or “Partially Meets Expectations”
  - In some cases, HR may ask supervisors for clarification and direct that performance ratings change to be consistent with division-wide standards

# Exceptional Performance

## Baseline

Compliant with UC policy in performance of job duties. Up-to-date on mandatory trainings.

Not subject to a disciplinary action during review period.

## Job Competencies

Above expectations or higher on each performance element/job competency based on Performance Standards.

If the employee supervises others, this includes performance as a people manager.

## Achievement of Goals

Work consistently exceeds quality, quantity, and timing for performance goals established by the employee and supervisor during the review period.

## Transformative

In addition to exceeding performance goals, the organization is fundamentally better as a result of the employee's contributions.

Or, the employee overcame significant obstacles during review period.

The individual is a role model for others in ANR.

**In current role during the entire review period**

# Tips for Receiving Feedback

- SARA: the natural response to feedback
  - Surprise
  - Annoyance
  - Resistance
  - Acceptance



# Tips for Receiving Feedback

- Stop your first reaction
  - In that moment, you can halt a dismissive facial expression or reactive quip and remind yourself to stay calm
- Remember the benefit of getting feedback
- Listen for understanding
  - At this point, avoid analyzing or questioning the person's assessment; instead, focus on understanding his or her comments and perspective
  - Give your supervisor the benefit of the doubt—it's difficult to give feedback to another person. Recognize that the person giving you feedback may be nervous or may not express their ideas perfectly.

# Tips for Receiving Feedback

- Ask questions to deconstruct the feedback
- Say Thank You
- Consider requesting time to follow-up and develop a plan
  - This gives you time to process the feedback and think about solutions

# We want to hear from you!

- Based on 2017 Staff Engagement Survey results, ANR Staff Assembly and HR identified *Performance Management* as a priority for improvement



- We invite all to share ideas at [ucanr.edu/survey/survey.cfm?surveynumber=22562](http://ucanr.edu/survey/survey.cfm?surveynumber=22562)
- We will continue to collect feedback through Spring 2018



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# Questions and Comments?

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