

**Supervisors and  
Professional Staff  
Performance Appraisal  
Manual 4300.2**

## 1.0 DEFINITION OF A PERFORMANCE APPRAISAL

A performance appraisal for the purpose of this program is defined as a periodic evaluation of supervisor/professional's performance of assigned duties and responsibilities. Appraisal of employees in the San Diego Community College District is always to be centered on a description of results, and raters are not to be overly concerned with individual characteristics.

## 2.0 BASIS FOR APPRAISALS

Primarily, requirements of the position and not a strict comparison of supervisors and professional employees constitute the standard of performance upon which management employees rate each employee under their supervision. This basis for appraisal is defined as the performance which may be expected after a reasonable period of training of a fully qualified, competent and acceptable employee.

## 3.0 WHEN PERFORMANCE APPRAISALS ARE REQUIRED

The District's supervisory/professional employees will be evaluated in accordance with the supervisory and professional employees' meet and confer agreement.

## 4.0 WHO WILL APPRAISE

4.1 The employee's immediate supervisor fills out the appraisal form. The immediate supervisor is that designated individual who assigns and directs the employee's work, checks or inspects work for proper methods and results, is responsible for discipline, and is immediately responsible for the work of the employee. The next highest supervisor is primarily a reviewing rater. This supervisor should be the immediate supervisor of the first rater.

4.2 A manager who leaves the District, or is transferred from one District program to another, shall evaluate all management employees under his/her direct supervision prior to the transfer or departure. This, however is contingent upon the supervisor having supervised the employee(s) for at least half of the evaluation period.

Performance appraisals should never be used as a substitute for necessary job instruction or disciplinary action, although they may play a part in recognition of the need for such action. If discipline is warranted move immediately into the disciplinary process. Develop

an action plan that outlines your concerns and provides the employee with adequate prescription for results.

## 5.0 APPROACHES TO APPRAISAL

The appraisal program is not intended to be rigid but is intended to assist supervisory personnel and the employee in doing a better job. The appraisal must take into account job performance, training needs, and areas for improvement with suggested actions to achieve them. Written appraisals should not be lengthy.

### 5.1 WRITTEN APPRAISAL

The following strategy may be helpful to the supervisor and the employee in formalizing the written appraisal herein referred to as the self-appraisal process. Prior to the appraisal review, the supervisor and employee may wish to draw up a checklist or criteria incorporating various elements of the job assignment. The job description can be used for comparison wherein the employee completes a performance self-appraisal. Judging in those areas in which performance has been strong and where improvement is needed, consideration shall also be given to personal growth. The employee and the supervisor shall formulate the discussion and move into formalizing the written appraisal.

## 6.0 GENERAL INSTRUCTIONS FOR RATING

Do not rate your employees until you are familiar with the appraisal process and procedures.

- 6.1 Each area of the employee's job description must be evaluated.
- 6.2 Consider each area separately, taking into consideration only the particular portion that you are covering. Do not be influenced by overall employee opinion of the employee's overall performance except for that individual section.
- 6.3 Do not be influenced by one or two unusual incidents, but rate in terms of regular day-to-day performance. Do not go beyond the appraisal period in your consideration.
- 6.4 Consider your evaluation in terms of your employee's present duties, not in terms of the duties of a higher or lower class.
- 6.5 Do not let length of service influence your rating except where it is reflected in the employee's work.

- 6.6 The appraisal method should reflect your own judgment of an employee's work performance. You should not be influenced by the opinion of others or personal conflicts.
- 6.7 You cannot improve an individual's performance by completing an appraisal form. You may, however, improve an individual's performance by making helpful suggestions and providing adequate instruction regarding what is wanted.

## 7.0 HOW TO CONDUCT A COUNSELING SESSION

More harm than good will result if a counseling session is improperly conducted. Therefore, it is necessary to have a qualified person do the counseling. Either the employee's supervisor, the department head, or some other person best qualified to counsel employees should be given the task. Prior to conducting the session, some careful planning is necessary. Some of the elements to be considered are:

- 7.1 Schedule an appointment and allow sufficient time. Select a time when you and the employee are not under great pressure.
- 7.2 Provide for privacy with an absolute minimum of interruptions (no interruptions if at all possible).
- 7.3 Review pertinent background information, i.e., current job description or changes in job descriptions.
- 7.4 Decide what to accomplish in this session and have clearly in mind the criteria to use, the reasons for the specific ratings, and what is needed if possible.
- 7.5 Consider the employee's point of view and anticipate what the employee's reaction to discussion might be. Remember that each employee is different and that each will react differently in the appraisal session.
- 7.6 Have your opening statement well prepared to launch the discussion.
- 7.7 Be in a good frame of mind. If you are angry or upset, delay the session to another time or day.
- 7.8 Have the necessary forms ready to present at the proper time. Having to search for the information during the session is distracting.

- 7.9 At the time of the session, the supervisor's introductory remarks will quite often set the climate.

The following may be of assistance.

- 7.10 Be natural. The best approach is natural, courteous, and professional. Put the employee at ease and establish rapport. This can be done by a friendly statement that is of interest to the employee and requires a reply. Explain the purpose of the session and how the employee was appraised. The employee should have a clear understanding of the criteria used in determining the rating.

## 8.0 DISCUSSION OF COMPLETED APPRAISAL FORM

- 8.1 Compliment the employee without going overboard. Failure to recognize good performance may leave a "what's the use" attitude. However, overdoing it will raise questions about your sincerity or supervisory ability.
- 8.2 Make criticism constructive. If you point out a weakness, be prepared to offer means of correcting it. Be prepared to inform the employee why you feel that way.
- 8.3 Clarify the reasons why the ratings were given, citing specific examples of performance. Deal with the facts and avoid generalities.
- 8.4 Be sure the employee knows what performance is expected. Occasionally, when the employee may be confused and actually think what is expected is being done.
- 8.5 Ask questions and listen! Don't assume or make inferences. Allow the employee to express reaction to the evaluation. You may discover underlying causes for marginal performance.
- 8.6 Do not interrupt – but don't let irrelevant topics drag out the discussion.
- 8.7 Ask the employee for suggestions how performance can be improved. Use this opportunity to guide future job performance.
- 8.8 Keep the appraisal job-centered. Avoid discussion of personality shortcomings unless the adversely affect the department or the employee's job performance.

- 8.9 Do not show anger or hostility, regardless of the remarks the employee may make. Try to maintain your objectivity.
- 8.10 If the employee gets angry – listen. Do not expect to convince the employee of anything while anger is felt.
- 8.11 Allow the employee to maintain self-respect. You don't gain anything by "proving" that a person is wrong, by being sarcastic, overbearing or unduly "hard-nosed".
- 8.12 Develop and obtain the employee's commitment to specific steps for positive action and schedules for follow-up. Write them down. Follow up action within a week or two, never over a month.
- 8.13 Schedule a follow-up if necessary.
- 8.14 End the session on a friendly, constructive note.

## 9.0 CRITERIA DEFINITIONS AND GUIDES FOR USE

### EMPLOYEE PERFORMANCE CRITERIA

Employee performance criteria are defined below. Each criterion should be checked in relation to the individual employee's duties and responsibilities. Do not assume that all performance criteria are of equal importance. Each criterion's degree of performance will vary according to the requirements of each employee's job.

## PERFORMANCE DIMENSIONS

The following paragraphs contain the heart of the evaluation process. A thorough understanding of the dimensions described which define competent management/supervision is essential for effective performance.

**1. Demonstrates effective time management.**

Effective supervisors and professional employees coordinate and prioritize their work.

**2. Demonstrates decisiveness with good judgment.**

Effective supervisors and professional employees have the skill to arrive at a solution which brings an issue to a definitive end based on relevant factual information consistent with the best interests and the goals of the District. They ensure that realistic, practical constraints are considered and include others who are/will be involved.

**3. Demonstrates professional growth.**

Effective supervisors and professional employees stay current in their field through reading, continuing formal education, seminars, professional organizations, etc. They realize the need to update their job knowledge base in order to stay technically and professionally competent.

**4. Demonstrates effective working relationships with peers, subordinates and superiors.**

Effective supervisors and professional employees have the ability to build rapport through proactive development of relationships. They maintain positive interpersonal impact through continued trust and confidence by reliable performance.

**5. Demonstrates effective leadership qualities.**

Effective supervisors and professional employees have the ability to effectively impact and influence others toward accomplishing tasks or goals over a period of time.

**6. Demonstrates ability to function as a team member.**

Effective supervisors and professional employees have a demonstrated ability to incorporate the goals and values of the

District into their functional areas. They understand how their area of responsibility fits into the other functional areas of the District. They assist colleagues in achieving their goals. They see the District as an integrated whole.

**7.- Take initiative in accomplishing organizational goals.**

Effective supervisors and professional employees demonstrate the ability to actively influence events to achieve organizational goals. They are pro-active in shaping the programs, goals and people they are responsible for supervising.

**8. Demonstrates creativity in problem solving.**

Effective supervisors and professional employees provide/anticipate new perspectives or approaches to solving problems and are able to develop alternative courses of action.

**9. Promotes effective use of fiscal resources.**

Effective supervisors and professional employees model behavior which indicates to subordinates that budget expenditures should be within amounts allotted. They encourage creative and lawful means to accomplish necessary services.

**10. Completes administrative assignments on time.**

Effective supervisors and professional employees regularly complete their own work assignments and see that subordinates complete their assignments on time.

**11. Demonstrates integrity.**

Effective supervisors and professional employees maintain high personal and professional standards and are uprights and truthful in dealing with others