

Performance Communication – Guide for Supervisor’s Employee Self-Assessment Review

The Annual Performance Review provides an opportunity for both the employee and manager to look back over the past year to discuss the employee’s performance results, accomplishments, and development. It should be a conversation that summarizes the ongoing feedback and communication that has happened all year long between the manager and employee. The performance review process is for regular full-time and part-time Administrative/Professional, Technical, and Clerical Support employees to:

- provide opportunity for a meaningful conversation about, and a reflection on, an employee’s performance in relation to expectations and department goals
- acknowledge employee achievements
- assist employee in planning and implementing methods to improve performance
- set up a dialogue to provide employee with an opportunity to communicate level of fulfillment and what they value in their job and in their work relationships
- provide a documented record of employee performance and progress to assist you in managing your area or department
- discuss career development needs, career goals, and objectives for the coming year

General Guidelines

Studies show that what the majority of people want most from their jobs is recognition.

- Performance reviews are confidential and are kept on file in the Tisch Human Resources Office
- Performance reviews are not a single event, but rather an on-going process: Periodic feedback and counseling throughout the year are important because they acknowledge employee success, give the employee an opportunity to correct problems, and will usually motivate an employee to grow. The content of the review and discussion should not be a surprise to the employee.
- Performance reviews are meant to be a non-disciplinary assessment: The review should be objective and include open communication.
- Performance reviews should compare outcomes to clearly defined goals. The expectations must be realistic given the workload, work environment, and other factors; however, these factors should not become excuses for allowing poor performance.
- Performance reviews provide an opportunity to solicit feedback and ideas from employees on how they wish to develop their skills and new opportunities they seek to pursue.
- Documentation is important: The danger in not documenting performance is that you may tend to highlight only recent performance during the review. It would be unfortunate to fail to mention an employee’s accomplishments from earlier in the year. Similarly, documentation will help you to keep track of how problems have developed and manifested over time.

Process for Conducting Review

- **Schedule.** The Employee Self-Assessment form is sent to each employee by the TSOA HR Office. Ask the employee to complete the Employee Self-Assessment and return to their supervisor prior to meeting. Schedule enough meeting time to go over the self and supervisors assessments to have a full discussion. One-half hour to an hour is suggested for each person, but this can be adjusted as appropriate.
- **Prepare.** Prepare for each review by going over the employee's responses on the Employee Self-Assessment form. Also, review notes/memos you wrote during the year about accomplishments and challenges seen in their performance, feedback received from faculty or staff, parents or other NYU departments, student evaluations, or other relevant materials. Use the employee's position description to assist in assessing performance.
- **Complete the Supervisor's Review.** Review employee's performance based on goals from prior year, key responsibilities of position, and examples of necessary skills and abilities. Comments should be specific and relevant to the position description. Completed review should be reviewed and signed by the Department Head and/or Department Chair prior to meeting with employee.
- **Discuss.** Start by going over the Employee Self-Assessment form. This will give you an opportunity to clarify their thoughts and goals. Give the employee the completed Supervisor's Assessment Review form and allow the employee some time to read it. Continue through a discussion of the Supervisor's Assessment Review form. It is important to encourage two-way communication. Sometimes the discussion may lead you into unrelated areas, but remember to bring it back on track so that you don't end up skipping points you really wish to cover.

- *Personal aspects* - Focus on the employee's performance or work-related behavior. Personal characteristics should only be mentioned as they affect the employee's work performance. However, remember that attitude is a legitimate indicator of performance. If you want to bring this up, the key to discussing it appropriately is to explain how it affects negatively or positively on the person's performance.
- *Expectations* - Give specific examples related to job description and expectations. Suggest what you would like to see instead and clarify your expectations. Discuss concrete objectives and timetable for meeting them.
- *Future Career Goals and Training Needs* - Encourage the employee to think about his/her potential. Factor in ways in which you as a supervisor might be able to offer greater opportunities and support to develop their skills and potential. Provide general career guidance if you can. Incorporate university resources such as iLearn, LinkedIn Learning, and NYU's Classes, Talent and Organizational Development Office.

NYU's best practice for goal setting is **SMART**:

Specific easy to understand, result described
Measurable how each goal will be measured
Achievable individual has capabilities and necessary tools
Relevant aligned with mission of department or unit
Time-Framed include interim and final specific timeframe

- *Conclusion* - End on a positive note. The employee may wish to write a response to your Supervisor's Review in the space provided. The employee should then sign as indicated.

• **Submission.** Forward signed reviews to Tisch Human Resources through your Department Head/Chair. If an employee's performance is not meeting expectations, please contact the Director of Tisch HR for guidance on employee follow-up performance meetings.

Effective Performance Phrases – Supervisor Guide to Skills & Abilities

Job Specific Skills, Knowledge & Ability

- Understands job duties and responsibilities
- Demonstrates the specialized job knowledge and skills necessary to perform duties and accomplishes objectives
- Uses “best practices” and accepted standards in field of specialization
- Continually updates knowledge of field and new developments so as to maintain expertise
- Understands and can appropriately utilize technology to enhance own job performance or performance of department
- Understands and operates assigned equipment proficiently

Diversity, Inclusion, Belonging and Equity

- Leads in promoting inclusion and diversity
- Leads in driving positive change to promote diversity issues and concerns of others
- Leads in promoting professional development courses and forums that enhance diversity
- Shows willingness to promote the implementation of new diversity initiatives
- Often welcomes and considers the ideas and views of other people
- Participates in events that are diversity-related and makes efforts to promote them

Planning & Organizing

- Accurately assesses length and difficulty of tasks and projects
- Prioritizes activities based upon individual and department goals
- Makes efficient use of time; shows good judgment in allocating time and other resources based on payback
- Anticipates obstacles and develops contingency plans to overcome them
- Regularly monitors progress toward goals and adjusts plans as needed
- Maintains clean/functional workspace

Initiative and Adaptability

- Demonstrates an ‘entrepreneurial spirit’ by seeing and acting on new opportunities
- Works independently when appropriate; requires minimal guidance in performing tasks; is a self-starter
- Ensures that own work is accurate and of high quality
- Responds quickly and flexibly to changes in role, policies, procedures, new initiatives
- Demonstrates resilience after setback; maintains a positive attitude toward work and the organization
- Manages stress during difficult times
- Successfully handles multiple tasks simultaneously

Service Excellence

- Recognizes and meets the needs of customers
- Follows through on commitments to customers
- Maintains a courteous and approachable demeanor; creates a welcoming environment
- Communicates to customers with tact, sensitivity, and diplomacy
- Actively seeks improvements to the department to enhance service

Interpersonal Skills

- Listens to and respects others' opinions, fosters open dialog
- Keeps others informed of important information on a consistent, timely basis and in an appropriate manner
- Values the diverse backgrounds and perspectives of others by seeking their input
- Shares success with others
- Finds common ground, gets and gives cooperation
- When communicating with others, expresses thoughts clearly and concisely, both orally and in writing; selects appropriate means of communication depending on the message to be conveyed
- Treats people equally and courteously, regardless of position
- Serves as an effective and enthusiastic representative of TSOA

Attendance/Punctuality

- Adheres to department policies on attendance and punctuality
- Adheres to work schedules and deadlines
- Adheres to policies on time reporting and requesting time off

Critical Thinking & Decision Making

- Asks good questions and probes to gain a solid understanding
- Shows ability to analyze problems or procedures and select/recommend corrective course of action
- Measures cost/benefits before taking risks
- Formulates realistic and sound solutions based on consideration of data, experience and judgment
- Anticipates potential problems and implements proactive solutions
- Most solutions and suggestions turn out to be correct and accurate when judged over time

Authority & Accountability

- Upholds University policies and procedures
- Follows through on commitments made to others
- Takes responsibility for own actions
- Uses the utmost discretion in dealing with confidential/sensitive information
- Projects a positive and professional image of the University
- Adheres to ethical standards
- Accepts constructive feedback and criticism
- Safeguards University resources; ensures they are used appropriately

Leadership (for supervisors only)

- Clearly articulates organizational goals to staff
- Identifies problems in a timely manner
- Instills high levels of dedication in staff
- Sets clear expectations for each employee; provides appropriate direction when necessary
- Involves staff in developing goals and making decisions
- Promotes a work environment that encourages open dialog, calculated risk taking and learning from mistakes
- Handles emergencies effectively and in a timely manner
- Able to balance multiple demands and set priorities
- Fosters employee's professional growth (for example, provides regular performance feedback and encourages staff to enroll in relevant training)
- Holds staff accountable; seeks ways to recognize and reward good performance

Improvement Phrase

- Struggles to effectively overcome new challenges and find solutions to issues/concerns
- Unable to meet deadlines
- Does not meet the attendance standards
- Struggles to complete work independently
- Is not able to communicate in an effective manner
- Shows unwillingness to promote the implementation of new diversity initiatives
- Does not listen to feedback, learn and listen to others

Determining Overall Performance Level

Use the grid below to determine an accurate overall performance level for the employee that reflects performance on goals/priorities/accomplishments and on valued behaviors. Place an X in the appropriate box to indicate the employee's overall performance on both (A); job responsibilities, additional goals and priorities, and other accomplishments and (B); valued behaviors. Write this performance writing into the performance communication under Professional Goals.

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|-----------------------------|---|---|--|---|
| (B) Valued Behaviors | Exceeds Expectations | _____ Partially or Successfully Meets Expectations | _____ Surpasses Expectations | _____ Far Exceeds Expectations |
| | Meets Expectations | _____ Partially Meets Expectations | _____ Successfully Meets Expectations | _____ Surpasses Expectations |
| | Improvement Needed | _____ Does Not Meet Expectations | _____ Partially Meets Expectations | _____ Partially or Successfully Meets Expectations |
| | | Improvement Needed | Meets Expectations | Exceeds Expectations |
| | (A) Job Responsibilities, Goals/Priorities & Accomplishments | | | |

VALUED BEHAVIORS

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|--|---|
| Service Excellence | Serve internal and external customers accurately, competently, efficiently, and in a timely manner. Anticipate needs. Seek to deliver complete solutions that extend beyond the customer's stated request. |
| Interpersonal Skills | Build and maintain productive work relationships, collaborate with others to achieve common goals, listen and communicate in a way that respects and supports others. Express thoughts clearly and concisely. |
| Adaptability | Adjust own behavior to work efficiently and effectively in light of new information, changing situations, and/or different environments. Support change and seek to learn, innovate, and improve services, processes, practices, and knowledge. |
| Collaboration | Value the diverse backgrounds and perspectives of others. Seek and value the contribution of others and use their input to guide actions and decisions. Find common ground and solve problems for the good of all, across department, school/unit, and/or geographic boundaries. Gain trust and support of others. Be a cooperative team player. |
| Planning, Organizing and Execution | Clearly define tasks, process, and milestones to achieve objectives, and ensure the optimal use of resources to meet those objectives. Be accountable to deliver results and meet commitments to others. |
| Problem Solving & Decision Making | Make sound decisions and solve problems involving varied levels of complexity, ambiguity, and risk. Understand the impact of decisions on stakeholders and include change management planning as needed. |
| Professional Conduct | Uphold University/unit policies, procedures, and Code of Conduct. Be respectful, honest, and truthful. Demonstrate appropriate discretion when dealing with confidential/sensitive information. Admit mistakes, take responsibility for own actions, and do not misrepresent self for personal gain. Project a positive and professional image. |
| Leadership (for Managers only) | Leading Self - Set a positive example, be honest and trustworthy, exhibit humility; Leading Others - Inspire commitment, encourage and support collaboration and teamwork, provide feedback and positive reinforcement to employees, provide development opportunities; Leading Results - Help others achieve success, provide direction; Leading Thinking - Provide vision, promote and ensure alignment with school/unit and NYU's goals and values |

NYU Tisch Performance Communication Supervisor Assessment Form

Employee Name: _____ Department: _____

Employee Title: _____ Date: _____

Supervisor Name: _____

ACCOMPLISHMENTS

List the employee's accomplishments for AY 2023 – 2024. Include job responsibilities and behaviors. Where possible, describe results in terms of quantity, quality, cost, timeframe, etc. *(Limit: 1,500 characters*)*

DEVELOPMENTS

What skill set(s) did the employee develop and/or improve on from AY 2022-2023 to AY 2023-2024? What goals did they accomplish that were set forth in their previous review? *(Limit: 1,500 characters*)*

AREAS OF OPPORTUNITIES FOR IMPROVEMENT

Comment on opportunities and areas of improvement for employee.
(Ex. Use valued behaviors, work productivity, and their work responsibilities as a reference.) *(Limit: 1,500 characters*)*

PROFESSIONAL GOALS

What do you want the employee to accomplish in AY 2024-2025? List no more than **three** goals.
(Limit: 1,500 characters*)

Employee's Signature: _____ Date: _____

Supervisor's Signature: _____ Date: _____

ADDITIONAL EMPLOYEE COMMENTS

(Optional) (Limit: 1,500 characters*)

HOW TO SAVE THIS FORM:

SAVE AS "Employee First & Last Name - Supervisor Form"

IMPORTANT: USE NAME OF EMPLOYEE, NOT YOUR NAME

EXAMPLE: "John Doe - Supervisor Form" FOR EMPLOYEE JOHN DOE