



## Annual Performance Assessments at Pepperdine

- All employees will receive at least one performance assessment each year, per University policy.
- Annual employee assessments are due to Human Resources by August 4 each year.
- Supervisors are welcome to use any method of assessment for their employees.
- Feedback should be provided regularly to employees, and simply summarized on the annual assessment form.
- Both positive and negative feedback should have already been discussed with employees prior to reviewing the annual assessment.

## Purposes of Evaluation

<i>Development</i>	Evaluations may help determine which employees need more training, help the employee-supervisor counseling relationship, and encourage supervisors to observe behavior to help employees and organization.
<i>Motivation</i>	Evaluations may encourage initiative, develop a sense of responsibility, and stimulate efforts to perform better.
<i>Communications</i>	Evaluations may serve as a basis for ongoing discussion about job-related matters, as well as improve a supervisor-employee relationship.
<i>Legal Compliance</i>	Evaluations may serve as a legally defensible reason for promotions, transfers, rewards, and discharges.
<i>Fulfills a Promise</i>	Each staff member deserves regular, candid feedback towards growth and development.

## The Dirty Dozen

Be aware of potential issues when conducting performance assessments:

1. *Late Evaluation:* Late assessments can damage your credibility as a supervisor. Make evaluations a priority—set a deadline for completion and stick to it.
2. *Over-Evaluation:* Avoid inflating employees' performance or rating it too high. If an employee is truly a substandard performer, do not describe the performance as "Meets Expectations."
3. *Timing Issues:* Addressing performance from prior years is counterproductive. Only assess a prior deficiency in performance if it remains a problem. Stay current.
4. *Inconsistency:* Make sure that assessment scores comport with comments and merit increases. Avoid mixed messages.
5. *"Like Me" Bias:* Avoid the human tendency to favor employees who are "like you." Embrace the diversity of your staff.
6. *Stereotyping:* Steer clear of making assumptions about staff based on perceptions of their abilities—even with good intentions.
7. *Labels:* Avoid generic labels and focus on specific areas of improvement. Rather than labeling an employee as having a "bad attitude," illustrate the problem and provide suggestions for change.
8. *Absolutes:* No one is "always" bad and "never" good. Provide feedback that reflects balance.
9. *Evaluating Intent:* Rather than assuming employees "don't try" or "don't care," focus on the results of their efforts.
10. *Referencing Protected Absences:* Make no comment about staff participation in legally protected activities.
11. *One-Sided Narrative:* The assessment meeting should be a conversation—not a monologue for the supervisor.
12. *Absence of Goals:* Set SMART (specific, measurable, attainable, relevant, timely) goals for the upcoming year.