Talent Review

SUPERVISORS GUIDE TO MEANINGFUL REVIEWS

Office of Human Resources
PALM BEACH STATE COLLEGE
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1 Introduction

With an emphasis on Palm Beach State College’s strategic priority on all aspects of human resource management, a carefully planned system for reviewing the job performance of employees becomes a critical and essential part of our human resource programs. In addition, the process of planning and conducting talent reviews is an important leadership function of all employees who supervise others.

This manual is intended to provide guidance in administering talent reviews that are meaningful. Please contact the Office of Human Resources with any questions regarding the information contained in this document or if you need any assistance with talent reviews.

Copies of all talent review forms and performance improvement plans are available online at https://www.palmbeachstate.edu/hr/FormsAndDocuments.aspx

1.1 TALENT REVIEWS AS A LEADERSHIP OPPORTUNITY

Effective and meaningful talent reviews take considerable thought, preparation and time. If done properly, the talent review process is one of the best opportunities to display leadership skills in assisting employees to reach their full work potential. The manner in which supervisors assess an employee’s performance can make a difference in the employee’s overall job performance, motivation, morale, and career development. During the talent review process, supervisors have the opportunity not only to reflect on an employee’s past performance but also to work with the employee in planning for his/her future at the college and professional development. In the process, supervisors will be able to recognize an employee’s accomplishments, give candid feedback about areas that need development, and establish performance improvement plans. By taking a leadership role in the review process, supervisors can make a significant contribution to a high level of work performance of employees at the college.

1.2 PURPOSE OF TALENT REVIEWS

A carefully planned talent review system serves many purposes that benefit both the college and the employee. Specifically, the talent review should:

1. Serve as an instrument for the supervisor to give feedback to the employee on work performance.
2. Serve as an instrument to allow the employee to evaluate his/her own work performance.
3. Serve as an aid in improving communication regarding work performance and expectations between the employee and the supervisor.
4. Serve as an instrument for the supervisor and employee to establish specific goals and objectives and/or plans for projects, committees or other activities that contribute to the department and the college.
5. Serve as a motivation for improved employee performance.
6. Serve as an aid in identifying professional development/training needs.
7. Serve as a source of information for applicable administrative decisions, such as promotion and continued employment.
8. Serve as a source of documentation.

Because the impact of any one of these listed purposes can have a major effect on the work performance and morale of employees, as well as significant liability for the college, the necessity of conducting meaningful and effective talent reviews cannot be overstated.

1.3 TALENT REVIEW PROCESS
The actual process of reviewing performance should be part of day-to-day communication between the supervisor and the employee. On an ongoing basis, the supervisor and the employee should discuss the employee’s performance against established job duties and/or objectives and standards. Throughout the year, the supervisor should point out specifically the areas in which the employee is performing well and those in which the employee needs to improve. Reinforcing and recognizing high levels of job performance makes employees feel good about their work accomplishments and enhances motivation. It is also important for employees to receive ongoing feedback about performance areas needing improvement so that an employee is aware of the problems and can work toward correcting them. There should be no surprises for the employee during the formal talent review. Surprises often cause employees to have hard feelings, which may result in low employee morale, complaints, etc. The components of the ongoing Talent Review Process include:
1.4 TALENT REVIEW CYCLE
Open communication between a supervisor and an employee about performance should be ongoing. Supervisors are required, on an annual basis, to complete written talent reviews on all regular employees who report to them.

<table>
<thead>
<tr>
<th>Employee Type</th>
<th>Introductory</th>
<th>Annual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff – Classified (Introductory Review)</td>
<td>Three months and six months of employment</td>
<td>June 30th</td>
</tr>
<tr>
<td>Staff – Professional (Introductory Review)</td>
<td>Three months and nine months of employment</td>
<td>June 30th</td>
</tr>
<tr>
<td>Staff – promoted or transferred</td>
<td>Follow the above introductory schedule</td>
<td>June 30th</td>
</tr>
<tr>
<td>Faculty</td>
<td>N/A</td>
<td>May 30th</td>
</tr>
</tbody>
</table>

2 Talent Review Overview

2.1 TALENT REVIEW PRINCIPLES
The following general guidelines will help supervisors to conduct meaningful and effective talent reviews:

1. Prepare for and schedule the talent reviews in advance. Let the employee know well in advance when the review will take place so that the employee will have adequate time to prepare. Emphasize to the employee that you value his/her input and welcome any suggestions that the employee may have for you to enhance his/her performance or to remove any barriers that impact the employee’s performance.

2. Throughout the year be sure to review with the employee his/her progress on job duties and responsibilities, as outlined in the employee’s job description, and any established performance objectives or required projects.

3. For positions that have dual reporting lines, supervisors must collaboratively review the employees.

4. Supervisors who maintain notes and/or documents to develop the talent review will need to preserve the notes and/or documents.

5. Allow sufficient time to complete the form. Strive for honesty and accuracy. If you have any doubts about any information that should or should not be included on the talent review form, or if you have any reservations about ratings or any other concerns, do not hesitate to consult your next line supervisor or the Office of Human Resources.

6. Find a quiet, private place for the talent review meeting. If at all possible, don’t cancel the meeting because of other duties. Avoid interruptions. Making the talent review meeting a priority is an important message to send to the employee.
7. Create a supportive environment to put employees at ease. Many employees have grave apprehensions about the talent review process. Reassure the employee that you view the talent review interview as a positive process that encourages constructive feedback about job performance.

8. Watch your body language and be aware of its impact on others so you do not inadvertently send the message that you are impatient or not interested and want to move to other things.

9. Make the talent review meeting a process of two-way communication. Express an interest in the employee’s self-assessment and encourage the employee to share perceptions of his/her job performance. Listen to the employee, even if his/her perceptions are different from yours. A good rule of thumb during the talent review meeting is to listen more than you talk. A talent review meeting should not be a lecture. Be clear, direct, and honest in your communication. It is acceptable to alter your opinion about an employee’s job performance based on additional, previously unknown information that the employee may share with you. Also, if you don’t agree with the employee, it is appropriate to keep your rating the same.

10. Focus on job performance, not on the employee. Even if the employee is not performing well, make it very clear that you are evaluating job performance and not the person. One sure way to create difficulties in the review is for the employee to feel attacked personally.

11. Support the talent review with specific examples. Filling out the comment section at the end of the talent review form is critical to conducting a meaningful, talent review. Comments give meaning to the ratings.

12. Give both positive and negative feedback. Focus on job performance and not the person; do not hesitate to acknowledge good performance and to give constructive criticism of performance that needs improvement.

13. If the employee is reticent to talk during the talent review interview, use open-ended questions, which require more than a yes or no answer. Examples of open-ended questions are: “Why do you think we have departmental difficulties in administering the program?” or “What suggestions do you have to improve our reporting system?” Asking questions not only gets the employee talking, but it also shows that you value the employee’s ideas.

14. Sometimes during the talent review process, an employee may identify a personal problem that negatively impacts work performance. If you believe it to be appropriate based on the nature of the issue identified, feel free to remind the employee that the college has a confidential Employee Assistance Program (EAP) that allows up to five free counseling sessions each year for a variety of problem areas, including marital, grief, financial, alcohol, etc. Offer support, but do not try to diagnose or solve the problem. If you suspect a personal problem, but the employee has not identified one to you, do not accuse or make an assumption concerning the employee. Instead, focus on the performance and give the employee an opportunity to share reason(s) for the performance problem. If the employee does not identify a personal problem, you should not either. Rather, ask the employee what he/she plans to do to improve performance and what you as the supervisor can do to help.
15. At the close of the talent review meeting, sum up what was discussed during the meeting. Ask the employee if he/she has any questions or concerns.

16. For any areas that are Unsuccessful, a Performance Improvement Plan is required and must be attached to the talent review form. It is imperative that an employee knows specifically what he/she needs to do to improve performance and is given a timeframe for follow-up. Performance improvement plans are critical to conducting meaningful and effective talent reviews.

17. Acknowledge the accomplishments, committee work, completion of projects and/or established goals and professional development that the employee completed during the year.

18. Discuss with the employee committee work, professional development, projects and completed performance objectives for the upcoming year for the review process. It is important for you and the employee to reach agreement on goals, projects, committees and professional development activities for the next review cycle.

19. If the communication between you and the employee deteriorates during the talent review interview and you feel that to continue the meeting would be unproductive, do not hesitate to reschedule another meeting. Explain to the employee that for a constructive and productive meeting to take place both of you should regroup and meet again very soon.

20. If an employee states that he/she does not want to sign the talent review, emphasize to the employee that a signature only means that the review occurred and it does not signify agreement. If the employee still refuses to sign the review form, write on the form the following: “The employee refused to sign the review.” Then sign and date the form.

Employee may write his/her comments regarding the talent review within fourteen (14) working days. These comments will be filed with the talent review form in the employee’s personnel file.

2.2 HOW TO GIVE CONSTRUCTIVE FEEDBACK

Constructive feedback not only helps employees do their work more effectively, but it also improves communication between the supervisor and the employee. Frequently, supervisors, subordinates, and coworkers do not provide enough constructive feedback to each other. When specific and accurate information is provided in a constructive way, both employees and supervisors can improve or change their performance.

All employees who are performing competently should receive praise and encouragement. Those who are not performing at the expected level should be informed of any problems and coached on how to improve. Apprising employees of good performance helps maintain their motivation and signals them to continue in this direction. Communicating with employees in a positive manner when they need to improve their performance will help prevent chronic work problems and minimize surprises during the annual talent review process. It is important to remember that both positive and corrective feedback should be given as close as possible in time to when the relevant performance occurs.
**Positive feedback** is defined as providing feedback to someone who has done something well and deserves praise for his/her efforts. In providing positive feedback, the following general rules should be followed:

1. Respect the individual’s privacy by choosing a time and place to speak without interruptions or being overheard by others. However, there may be occasions when it is appropriate to praise an employee publicly.
2. Clearly describe what the individual did to deserve praise.
3. Express appreciation and explain how the performance helps in the achievement of the employee’s duties and responsibilities and overall accomplishments of the department and/or college.

**Corrective feedback** is defined as providing feedback to someone who has not done something well and who requires some corrective action to improve performance. Effective corrective feedback is provided in a constructive way that will continue to motivate the individual. In providing corrective feedback, the following general rules should be followed:

1. Respect the individual’s privacy by choosing a time and place to speak without interruptions or being overheard by others. Privacy is especially important when giving constructive feedback.
2. Focus on the problem, not the individual. Avoid personalizing feedback. For example, stating “John, the billing in the unit is two weeks behind; I’d appreciate your input concerning how to bring it up to date,” more appropriately focuses on the issue rather than stating, “John, you are slowing up the billing!”
3. Identify exactly why the problem causes difficulty for the unit and cannot be allowed to continue.
4. Ask for the person’s help in resolving the problem and discuss the ideas he/she offers for its solution.
5. Reach agreement on specific actions that each person will take to solve the problem. Confirm this agreement by restating it and by assigning a specific time frame or deadline to complete action.
6. Schedule a follow-up meeting to examine the effectiveness of these actions.
7. Never threaten the individual with ambiguous consequences if the behavior doesn’t change, e.g., “Shape up or you’ll be very sorry.” The purpose is to motivate a change in behavior for positive reasons. Stronger steps can and should be taken through the disciplinary process if behavior does not change.
8. Never use feedback as a way to “put a person down” or “in their place,” to embarrass the individual in front of others, or to relieve anger.
9. Attempt to leave the person motivated to perform better. If he/she is not motivated to improve, then the feedback was non-productive.
10. If the performance does not improve, the manager should document the performance problem. Utilize the Employee Counseling forms online to document performance issues, and Performance Improvement Plan forms to document performance issues and set out a course of action for improvement.

2.3 **SETTING PERFORMANCE OBJECTIVES**

Setting performance objectives can be an important part of the talent review process. It is an excellent time for the supervisor and employee to assess individual, departmental and college needs for the upcoming year. In setting performance objectives, emphasis should be placed on the college’s strategic plan, improvement of the individual's own performance and accomplishment of departmental or college’s objectives. The setting of performance objectives is a two-way process, and it is important that the employee understands the importance of the objectives and commits to them.

Even though there may be numerous performance objectives that could be set for some positions, limit performance objectives to what is most important. Once established, it is important for a supervisor and employee to discuss the performance objectives over the course of the year. Not only is the feedback important to the employee, but it is also critical to assess if any changes to the performance objectives need to be made due to a change or shift in individual, departmental or college needs. If there are any changes to the performance objectives over the course of the year, these changes must be noted in an addendum that will be added to the talent review form.

As a general guideline, strive to set performance objectives that are **SMART**:

<table>
<thead>
<tr>
<th>S</th>
<th>Specific</th>
<th>Expectations should describe specific behaviors that are required for the job performance.</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>Measurable</td>
<td>Expectations should allow for objective monitoring and measurement.</td>
</tr>
<tr>
<td>A</td>
<td>Attainable</td>
<td>Expectations should be realistic for the employee to achieve and accomplish.</td>
</tr>
<tr>
<td>R</td>
<td>Relevant</td>
<td>Expectations must be relevant to the requirements of the current position, the department and the college.</td>
</tr>
<tr>
<td>T</td>
<td>Time-Based</td>
<td>Expectations should be trackable by either the manager or the employee to allow for the monitoring and evaluation of performance levels.</td>
</tr>
</tbody>
</table>

2.4 **PROFESSIONAL DEVELOPMENT PLAN**

To the fullest extent possible, the college supports the professional development of all employees. The talent review process is the natural time for the supervisor and the employee to focus on the professional growth of the employee. The talent review process provides supervisors and employees with the opportunity to assess what professional development activities were completed during the year and to discuss plans for the next talent review cycle. Jointly, the employee and supervisor identify professional development activities that will enhance the employee’s current position and will further career growth at the college.
2.5 PITFALLS TO AVOID

Because it is important that the talent review process is constructive and that it enhances employee motivation, supervisors should be aware of common pitfalls. Research shows that these pitfalls can cause employee anger, loss of employee morale and motivation, as well as a formal complaint. These pitfalls include:

<table>
<thead>
<tr>
<th>Evaluator Errors</th>
<th>Remember…</th>
</tr>
</thead>
<tbody>
<tr>
<td>The supervisor does not communicate to the employee the job expectations and performance standards before the formal review.</td>
<td>Employees must be clear on what is expected of them at the beginning of each performance appraisal cycle. Surprising the employee with expectations that were never discussed prior to the formal talent review meeting may cause the employee to become discouraged or even angry.</td>
</tr>
<tr>
<td>The supervisor does not adequately prepare for the formal talent review. A supervisor who displays little thought given to the talent review process by not spending enough time on the form, not completing it in a timely manner, or by not citing specific examples, etc., may demoralize the employee.</td>
<td>Talent reviews are important to employee motivation and enhanced productivity and conducting meaningful talent reviews is a critical part of a supervisor’s job responsibilities.</td>
</tr>
<tr>
<td>The recency error occurs when the talent review is based largely on the employee’s most recent performance, good or bad, rather than on performance throughout the review period. The recency error results in biased evaluations.</td>
<td>An accurate and fair talent review must be based on an employee’s performance over the course of the entire talent review year. Keep a record of the employee’s accomplishments during the year and specific examples of what the employee does well and what he/she needs to improve.</td>
</tr>
<tr>
<td>The halo error occurs when a supervisor judges an employee favorably or unfavorably on the basis of one strong or weak point on which the supervisor places a high value.</td>
<td>To conduct an accurate and fair review, the supervisor must evaluate each Performance Competency independently from each other. Be as objective as possible. Just because the employee is very good, or very poor in one Competency, does not mean that the same holds true for other Competencies.</td>
</tr>
<tr>
<td>The central tendency error occurs when the supervisor is reluctant to assign either high or low ratings, when appropriate, but instead chooses to rate all employees as successful.</td>
<td>Be as honest as possible in the ratings. Citing specific examples, give an employee a high rating if it is deserved; likewise, give a low rating, citing specific examples, if it is deserved.</td>
</tr>
<tr>
<td>The leniency or strictness error occurs when the supervisor gives either extremely high or low ratings when not appropriate.</td>
<td>Be as honest and as accurate as possible in the ratings. The leniency error is far more common than the strictness error. An attempt to spare an employee’s feelings or to avoid an employee’s dislike of or anger against the supervisor by inflating ratings will only cause future problems.</td>
</tr>
</tbody>
</table>
Staff Talent Reviews

3.1 PERFORMANCE RATINGS FOR STAFF
There are four rating categories that are used on the annual talent review for staff. The ratings and definitions are as follows:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Successful</td>
<td>Performance far exceeds all job standards and expectations. Employee requires little or no supervision. Performance is exemplary and demonstrates an extraordinary level of skill and competency. Employee's contribution to the success of the department is extensive and consistent.</td>
</tr>
<tr>
<td>Successful</td>
<td>Performance fully meets, and may sometimes excel in, job standards and expectations. Employee requires minimum supervision. Performance is strong and demonstrates a high level of skill and job competency. Employee's contribution to the success of the department is substantial.</td>
</tr>
<tr>
<td>Somewhat Successful</td>
<td>Performance does not always meet job standards and/or expectations. Employee requires more than a normal degree of direction and supervision. Meets most performance objectives and job expectations but there are areas that fall short of being fully successful. Employee's contribution to the success of the department is inconsistent.</td>
</tr>
<tr>
<td>Unsuccessful*</td>
<td>Performance is at a level below established job standards and expectations. Employee requires a great amount of supervision. Demonstrates a lack of adequate job knowledge and job competency. Employee’s contribution to the success of the department is marginal.</td>
</tr>
</tbody>
</table>

*If an employee is rated as Unsuccessful on any performance competency, the supervisor must place the employee on a Performance Improvement Plan.

3.2 STAFF TALENT REVIEW FORMS
Follow these general instructions for the talent review forms.

1. Section 1 – Employee Self-Assessment: The self-assessment is a critical part of the review process, and supervisors should encourage employees to fill out the self-assessments. The self-assessment is the employee’s evaluation of his/her performance. The purpose of the self-assessment is to have the employees think about and give serious consideration to job performance and accomplishments. This could also include completion of projects, professional development, and committee service. The Self-Assessment also gives the employee an opportunity to state plans for the upcoming year, including projects, goals, committees and professional development. Employees should complete a self-assessment prior to the supervisor completing the talent review. The supervisor should not delay the talent review if the self-assessment has not been completed by the specified deadline.

2. Section II – Competencies: Assess behaviors, skills and competencies in which employees engage in the performance of their jobs. In this section, examples of the competencies are
included. For each of the competencies, the supervisor assigns a rating, according to the guidelines for each rating category.

**Overall Evaluation and Supervisor Comments:** The overall rating should accurately reflect the culmination of the ratings of the performance factors or job duties. In situations where job performance is Unsuccessful, the supervisor may choose the best indicator of the employee’s overall performance.

The comment section is a critical part of the talent review process that allows the supervisor to give specific feedback to what the employee did well and what needs to be improved.

3. **Section III – Goals and Action Plan:** The supervisor should complete this section after reviewing what the employee has written in Section 1. The supervisor lists objectives, projects, committees and professional development activities that the supervisor and the employee have agreed upon for the next talent review year. If there is a disagreement between the supervisor and employee regarding plans for the next talent review year, it is critical that these are discussed and the employee understands the goals and action plan set forth.

4. **Performance Improvement Plan:** Performance improvement plans are critical in assisting the employee to improve areas that have been identified as Unsuccessful. Employees need to know what they should change in their performance/behavior in order to improve. This is an opportunity for the supervisor and employee to identify specifically the area(s) of performance that need to be improved and to establish a time-frame for follow-up. In following up with the employee regarding performance areas that need improvement, it is important to document the employee’s progress. On all staff reviews, if any performance competencies are marked Unsuccessful, the employee must be placed on a Performance Improvement Plan.

5. **Signatures and Employee Comments:** Both the supervisor and employee sign and date the talent review form to indicate that it was completed and that a talent review interview has taken place. The employee’s signature does not represent total agreement with the completed appraisal; it only indicates the talent review was administered.

Employees may submit comments within fourteen (14) working days after receiving the talent review. All employee comments are attached to the talent review and are filed in the employee’s personnel file. The employee must submit a copy of these comments to the immediate supervisor and the Office of Human Resources. Once a supervisor has received a copy of the employee comments, it is strongly recommended that the supervisor discuss these comments with the employee, particularly if the employee is in disagreement with his/her talent review. This dialogue between supervisor and employee is important to the talent review process.

6. **Submission of Completed Talent Review Form to the Office of Human Resources:** Once the supervisor and employee have completed the talent review interview and signed the talent review form, the supervisor must submit the original to the Office of Human Resources and must give a copy to the employee and also retain a copy for his/her files.
4 Faculty Performance Appraisals

4.1 RATINGS FOR FACULTY
There are three rating categories that are used on the Instructional Performance Appraisal. The ratings and definitions are as follows:

<table>
<thead>
<tr>
<th>Rating Category</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meets Expectations</td>
<td>Achieves professional performance standard in this area.</td>
</tr>
<tr>
<td>Needs Improvement</td>
<td>Marginally below standard in this area. Improvement is expected.</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>Substantially below performance standard in this area. Improvement is necessary.</td>
</tr>
</tbody>
</table>

4.2 FACULTY PERFORMANCE APPRAISAL FORMS
Follow these general instructions for the Faculty Performance Appraisal forms.

1. **Appraisal for Instructional Faculty, PSAV Instructors, Counselors and Librarians**: The goal of the faculty performance appraisal process is to provide a meaningful assessment of faculty, promote the development of goals and expectations, foster and support faculty development, and support the continuous improvement of teaching and learning. SACS requires accredited institutions to conduct an effective faculty evaluation. View the online Performance Appraisal Guidelines for details on completing the appraisal.

2. **Appraisal for Department Chair**: Associate Deans evaluate faculty members who serve as department chairs on the Department Chair Performance Appraisal. Using the rating categories, the Associate Deans rate the Department Chairs according to each duty as outlined in the faculty contract, Appendix F. Associate Deans are encouraged to make applicable, specific comments in the evaluation of each category. The Associate Dean and faculty members must sign and date the appraisal and forward the original to the Office of Human Resources. The faculty member’s signature on the Department Chair Performance Appraisal does not necessarily mean total agreement with the completed form; it only indicates that the appraisal interview took place and that the form was completed. Faculty members who wish to submit comments must do so within fourteen (14) days after receiving the Department Chair Performance Appraisal. All comments are attached to the Department Chair Performance Appraisal and are filed in the faculty member’s personnel file. When disagreement exists between the manager and faculty member, it is important to discuss these differences with the faculty member. This dialogue is a critical part of the performance appraisal process.

3. **Instructional Observation Instrument**: The Instructional Observation Instrument is used for both full-time and part-time instructors. The Instructional Observation Instrument consists of the appraisal of classroom and online instruction, the appraisal of instruction in alternative learning environments, if applicable, and an overall evaluation and performance summary. Department Chairs visit the classrooms of part-time instructors at least once a year and record these observations on the Instructional Observation Instrument. In all cases, the part-time faculty member is given the opportunity to review the completed Instructional Observation Instrument.
with the Chair. The part-time faculty member, Chair, and Associate Dean must sign and date the completed form. The original signed form should be given to the part-time faculty member. The Chair and part-time faculty member should retain copies. In order to be effective appraisers.

4. **Student Assessment of Courses and Faculty**: On the Student Assessment of Course and Faculty form, students evaluate courses taught by full and part time faculty or instructors. The Office of Institutional Effectiveness analyzes the results of the assessments and provides them to the Associate Deans. The Chairs share the results with the part-time faculty, and the Associate Deans share the results with full-time faculty. Additionally, faculty or instructor members are able to see any comments that are made by students.

The college takes a balanced approach to faculty assessment, and the Student Assessment of Courses and Faculty is an important feedback tool for faculty or instructors and managers. As part of this balanced approach to faculty assessment, the results of the assessment forms may impact faculty performance appraisals. Student assessments are administered in all sections of courses taught by faculty members.

5 **Compliance Strategies**

Talent reviews must be administered accurately and fairly. To accomplish this, the supervisor must:

1. Have actual knowledge of the employee’s performance, which must be acquired over a reasonable amount of time.
2. Explain the ratings and standards to the employee.
3. Objectively and specifically assess the performance of the employee, using specific examples, and avoiding generalizations. Point out specifically in which areas of performance the employee did well and where he/she needs to improve.
4. Focus on job performance and not the person; avoid letting personal friendship, dislike, or any bias against an employee affect the assessment of performance.
5. Be clear, direct, and honest; do not be afraid to give poor ratings when they can be substantiated with specific examples.
6. Do not let the rating of an employee’s performance in one area spill over into another; judge each area separately.
7. Do not prepare the talent review as a last minute attempt to justify a termination if there is little or no earlier documentation of performance problems. Throughout the year supervisors need to appropriately document incidences of poor performance, absenteeism, etc., and place copies of this documentation in the employee’s personnel file.

The necessity of conducting fair, accurate and timely talent reviews cannot be overstated. Talent reviews which do not follow the above guidelines serve neither the employee nor the college.
6 Frequently Asked Questions

1. **How long must an employee be with the college prior to receiving a talent review?** A newly hired employee is on an Introductory Period for the first twelve (12) months of employment. Within the first year of employment, classified and professional staff will receive a three-month and six-month talent review.

2. **Does an employee who is promoted or transferred receive a talent review?** When a current employee is promoted to, or transfers to, another position within the college, classified and professional staff will receive a three-month and six-month talent review. If an employee is new to a position but has worked in another department, both the current and the previous supervisors should work together to complete the talent review.

3. **Are employees required to complete the self-assessment form?** Employees must complete a self-assessment prior to the supervisor completing the talent review. However, the supervisor should not delay the talent review if the self-assessment has not been completed by the specified deadline.

4. **I have only been supervising my staff for a short time, should I still complete the talent review?** Yes, all regular employees must receive a talent review. Both the current and the previous supervisors should work together to complete the talent review.

5. **Does the employee have to sign the talent review?** The employee should sign the review. The employee's signature indicates that the talent review was administered, it does not indicate agreement. If an employee states that he/she does not want to sign the talent review, emphasize to the employee that a signature only means that the review occurred and it does not constitute agreement. If the employee still refuses to sign the review form, write on the form the following: “The employee refused to sign the review.” Then sign and date the form.

6. **If an employee is rated Unsuccessful in any of the performance competencies, is a Performance Improvement Plan required?** The rating of Somewhat Successful does not necessitate a Performance Improvement Plan. The supervisor would use the talent review form to document the concern and provide goals for improvement.

   For any areas that are Unsuccessful, a Performance Improvement Plan is required and must be attached to the talent review form. It is imperative that an employee knows specifically what he/she needs to do to improve performance and is given a timeframe for follow-up. Performance improvement plans are critical to conducting meaningful and effective talent review.

7. **Is a faculty member entitled to union representation during a talent review meeting?** Ordinarily employees are not entitled to representation for routine meetings such as performance appraisals unless the employee reasonably anticipates that the meeting may lead to disciplinary action.
Talent Review

BELLE GLADE
1977 College Drive
561-996-7222

BOCA RATON
801 Palm Beach State College Drive
561-393-7222

LAKE WORTH
4200 Congress Avenue
561-967-7222

LOXAHATCHEE GROVES
15845 Southern Boulevard
561-790-9000

PALM BEACH GARDENS
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