



Skidmore Employees Mastering Performance Reviews

For Exempt and Non-Exempt Staff Employees

Revised 08/2019



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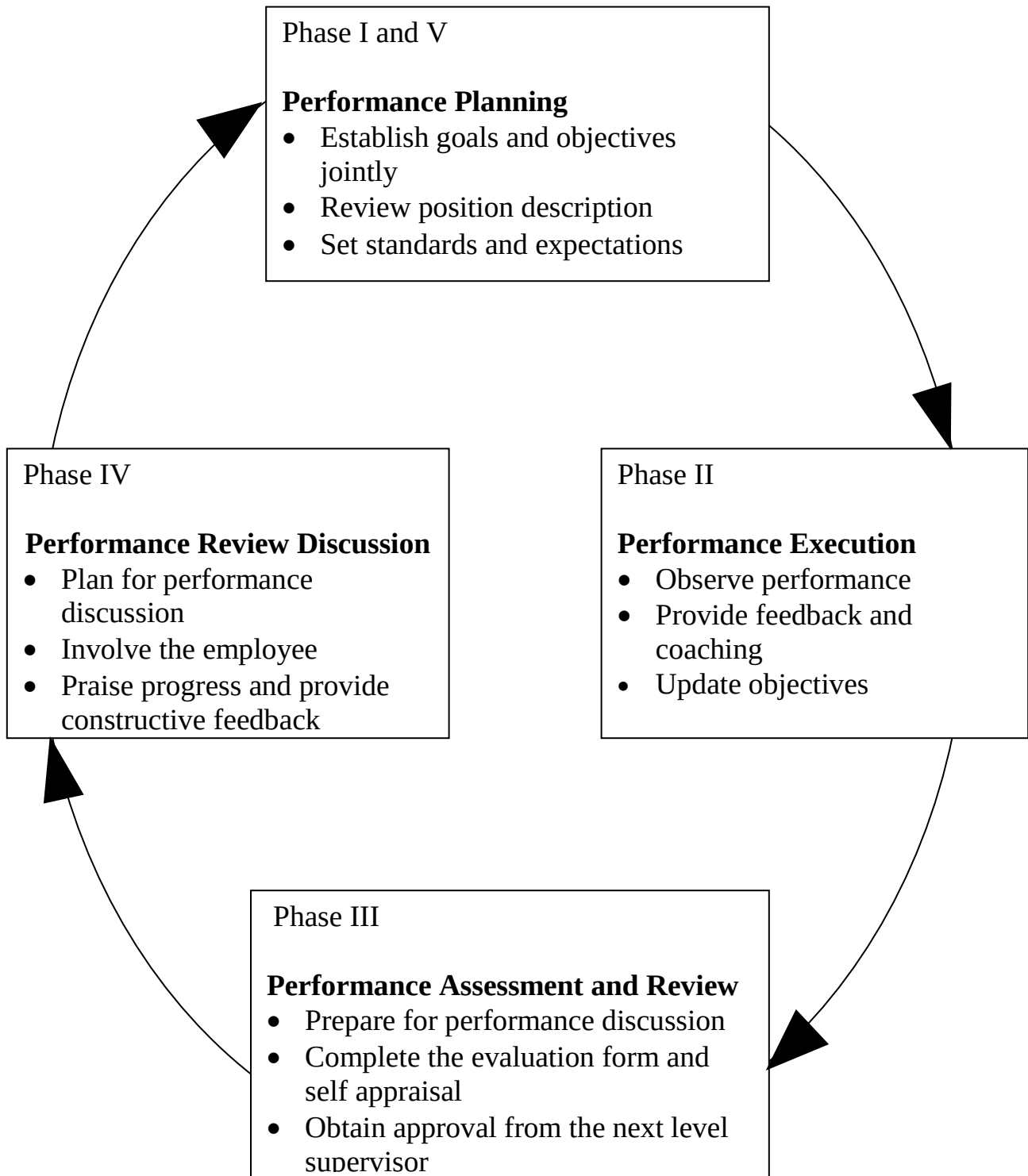


President's Cabinet Objectives

- To develop a process and a “tool” that will provide timely and fair feedback to both employees and their supervisors
- To encourage employees to grow and develop their skills and abilities
- To support the college's efforts in articulating institutional and departmental goals as well as establishing clear performance criteria.
- To provide systematic documentation on which to base personnel decisions
- To provide a basis for a future merit pay (pay for performance) process if the college chooses to do so



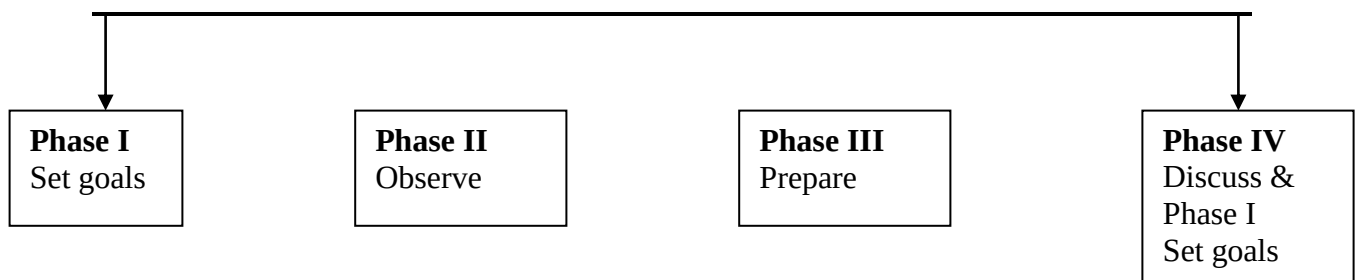
Skidmore's Performance Appraisal Process





Sample Time Line

June July August September October November December January February March April May





Skidmore Employees Mastering Performance Reviews

ANNUAL GOALS AND OBJECTIVES

Employees should list their goals and objectives for the coming year - agreement should be reached with the supervisor - and updated throughout the year as necessary.

PRINT OR TYPE INFORMATION BELOW

NAME: _____
(Last) (First) (Initial)

JOB TITLE: _____ DEPARTMENT: _____

Goals to accomplish from _____ to _____.

Departments may want to state goals/mission here to clarify what mission they are part of and to provide a place to start in establishing goals.

INDIVIDUAL GOALS TO MEET DEPARTMENT OBJECTIVES

(Individual goals are goals that both the employee and supervisor expect the employee to pursue in order to meet department objectives)

PERSONAL GOALS

(Personal goals are goals that the employee on their own wishes to pursue that will help them in their own professional development)

Employee's Signature

Printed Name

Date

Supervisor's Signature

Printed Name

Date

1-Over-1 Review Signature (Or Dean/VP)
Revised/HR-7/2007

Date



Skidmore Employees Mastering Performance Reviews

ACCOMPLISHMENT SUMMARY AND DEVELOPMENT REVIEW

This form to be completed by employee

(Please use reverse side, or additional paper if necessary)

PRINT OR TYPE INFORMATION BELOW

NAME _____
(Last) (First) (Initial)

JOB _____
TITLE DEPARTMENT

PRINT OR TYPE INFORMATION

Review Time Frame _____ to _____

ACCOMPLISHMENTS

-
-
-
-
-

STRENGTHS/GROWTH

-
-
-
-
-

IMPROVEMENT/DEVELOPMENT NEEDS

-
-
-
-
-

PLAN

-
-
-
-
-

CAREER

Employee's Signature Date

Revised/HR – 7/2007



Skidmore Employees Mastering Performance Reviews

ACCOMPLISHMENT SUMMARY AND DEVELOPMENT REVIEW

This form to be completed by immediate supervisor

(Please use reverse side, or additional paper if necessary)

PRINT OR TYPE INFORMATION BELOW

NAME _____
(Last) (First) (Initial)

JOB _____
TITLE DEPARTMENT

Review Time Frame _____ to _____

OVERALL RATING _____ (Required Field)

(Outstanding, Excellent, Fully Satisfactory, Needs Development or Unacceptable)

ACCOMPLISHMENTS

-
-
-

STRENGTHS/GROWTH

-
-
-

IMPROVEMENT/DEVELOPMENT NEEDS

-
-
-

PLAN

-
-
-

CAREER

I acknowledge that I have received a copy of this document and have discussed its content with my Supervisor on this date. My signature does not necessarily indicate agreement with any specific statement(s) included above, and I reserve the right to provide a written response, should I choose to do so.

Employee's Signature

Printed Name

Date

Supervisor's Signature

Printed Name

Date

1-over-1 Review Signature (Or Dean/VP)

Revised/HR – 7/2007

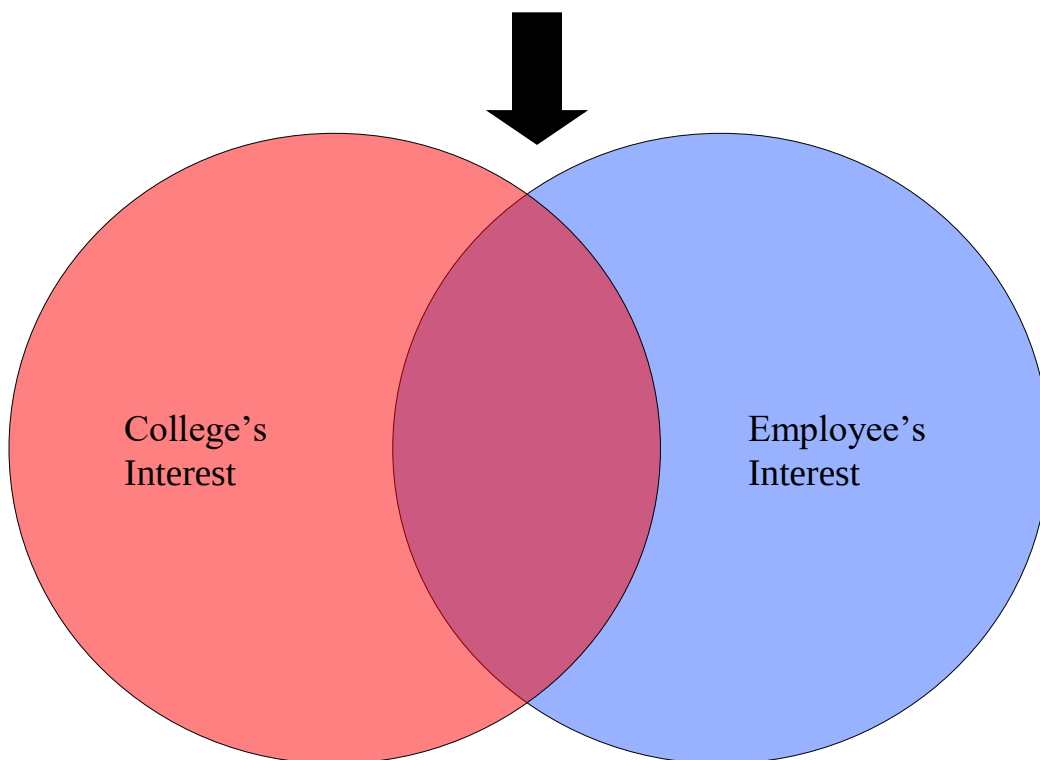
Date

Reminder: Signed Copies of Performance Reviews must be filed with Human Resources annually.



The Goal of Performance Management

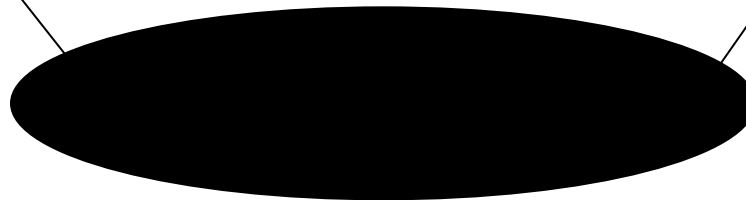
The Intersection between the College's and the Employee's Interest





**SETTING GOALS:
PERFORMANCE PLANNING FUNNEL**

College Requirements
College Strategic Plan
Department Goals
Team Mission and Goals
Job Responsibilities/Accountabilities
Individual Development Needs



Key Results



Translate into Measurable Objectives Using S.M.A.R.T.



SMART Goals

S=Specific

What would the impact look like if this key result was accomplished well enough to meet your expectations?

M=Measurable

What method or measure will show that this has been achieved? How much or how many should the result be limited to?

A=Attainable

How much of a challenge is realistic given the employee's skills, knowledge, experience, time on the job or level?

R=Relevant

Is the goal important to the college or department?
Are they the most current & critical requirements?

T=Time bound

Do the targets include specific deliverable dates?
Does the time period make sense?



SMART Goals

DEFINITIONS OF TERMS

WHAT IT MEANS	WHAT IT DOESN'T MEAN
S = Specific End Results with impact Concrete, unambiguous Prioritized, critical	Microscopic, narrowly focused Numerous detailed activities or behaviors General, vague Everything's equally important
M = Measurable Observable end result Qualitative or quantitative	Undefined, attitudinal (I'll know it when I see it) Always numerically described
A = Attainable Challenging A stretch requiring effort	A piece of cake Impossible for employee to achieve
R = Relevant Important to College and/or department's success Derived from current College requirements	Nice to have Always done it that way Just easy to measure dimensions Outdated because College requirements have changed
T = Timebound Includes a specific, deliverable date Could cover long-time period (i.e., Performance Cycle)	Lacks a defined deliverable date Tracking every sub-activity



What current goals are you pursuing?

Major Goal	Standards and expectations



How do you get the most from your travel plans?

What would you write on your performance appraisal form as an Accomplishment or Strength/Growth based on your following thoughts?

- I did a good job on that project.
- I am a hard worker.
- I am productive.
- I am an enthusiastic employee.
- I have a good attitude.



ACTION WORDS

Acted	Computed	Educated	Informed
Activated	Conceptualized	Effected	Initiated
Adapted	Conciliated	Ensured	Innovated
Addressed	Conducted	Entered	Inspected
Adjusted	Confronted	Established	Inspired
Administered	Conserved	Evaluated	Installed
Adopted	Consolidated	Examined	Instituted
Advertised	Constructed	Executed	Instructed
Advised	Consulted	Exhibited	Instrumented
Aligned	Contacted	Expanded	Integrated
Analyzed	Contracted	Expedited	Interacted
Answered	Controlled	Explained	Interpreted
Anticipated	Coordinated	Expressed	Interviewed
Applied	Copied	Extracted	Introduced
Appraised	Corresponded	Fabricated	Invented
Approved	Counseled	Facilitated	Inventoried
Arbitrated	Created	Familiarized	Investigated
Arranged	Decided	Filed	Judged
Ascertained	Deferred	Filtered	Lead
Assembled	Defined	Figured	Lectured
Assessed	Delegated	Fixed	Located
Assigned	Delivered	Formulated	Made
Assisted	Demonstrated	Forwarded	Maintained
Attained	Designed	Founded	Managed
Attended	Detailed	Furnished	Mapped
Audited	Detected	Gathered	Marketed
Authorized	Determined	Gave	Measured
Budgeted	Developed	Generated	Mediated
Built	Devised	Governed	Mentored
Calibrated	Diagnosed	Greeted	Modeled
Calculated	Directed	Guided	Modified
Catalogued	Discovered	Headed	Monitored
Chaired	Dispensed	Helped	Motivated
Changed	Displayed	Hired	Navigated
Charted	Disproved	Identified	Negotiated
Classified	Dissected	Illustrated	Notified
Cleaned	Distributed	Implemented	Observed
Coached	Diverted	Improved	Obtained
Collected	Drafted	Improvised	Operated
Communicated	Dramatized	Increased	Ordered
Compiled	Drew	Indexed	Organized
Completed	Drove	Indoctrinated	Originated
Composed	Edited	Influenced	Oversaw

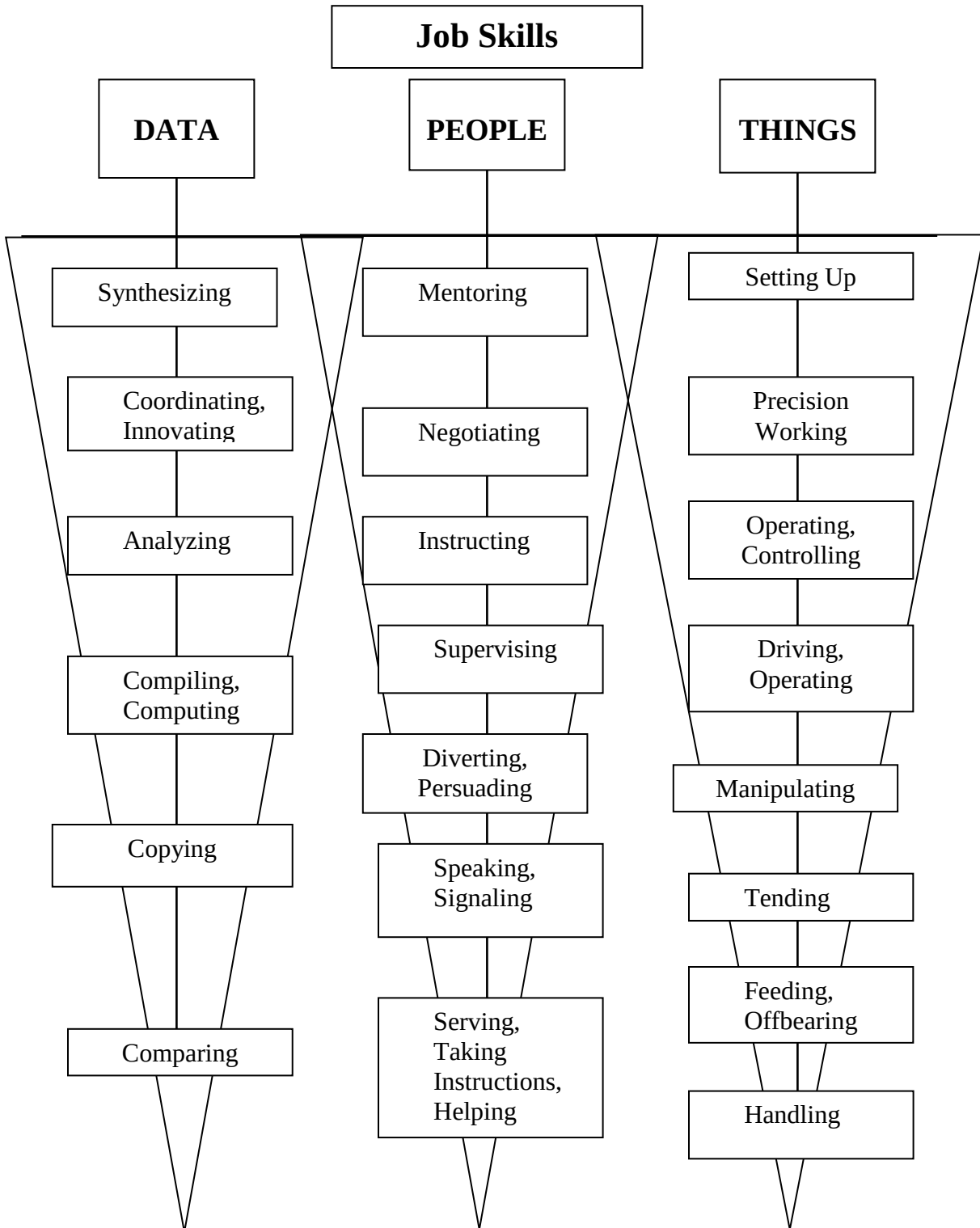


ACTION WORDS continued

Painted	Recruited	Streamlined
Participated	Reduced	Strengthened
Perfected	Referred	Studied
Performed	Rehabilitated	Submitted
Persuaded	Rendered	Suggested
Photographed	Reorganized	Summarized
Piloted	Repaired	Supervised
Pioneered	Replaced	Supplied
Planned	Reported	Surveyed
Played	Represented	Synthesized
Predicted	Researched	Systematized
Prepared	Resolved	Tabulated
Prescribed	Responded	Talked
Presented	Restored	Taught
Preserved	Retrieved	Tended
Presided	Reviewed	Tested
Printed	Revised	Timed
Processed	Rewrote	Took
Produced	Saved	Trained
Programmed	Scheduled	Transcribed
Projected	Selected	Transferred
Promoted	Served	Translated
Proposed	Sewed	Transmitted
Protected	Shaped	Treated
Provided	Signed	Tutored
Publicized	Simplified	Unified
Purchased	Sketched	Updated
Quoted	Sold	Upgraded
Raised	Solved	Verified
Read	Sorted	Vitalized
Reasoned	Sparked	Wrote
Received	Specified	
Recommended	Spoke	
Reconciled	Stimulated	
Recorded	Straightened	



Skidmore Employees Mastering Performance Reviews



Dictionary of Occupational Titles, 1991, revised fourth edition, pages 1005-1006, volume II



How to Prepare for your Review

The following questions will help you to prepare for your performance review meeting.

1. What period of time will this review cover?
2. What does your PQ say? Have you reviewed it?
3. What were your major responsibilities during this time; how did you perform them?
4. What were your major on-the-job accomplishments?
5. Did you have any difficulties or changes in priorities during this period?
6. Do you have any questions about your job?
7. What parts of your job do you think you do best?
8. What parts of your job do you think you could improve?
9. Are there any changes that could be made to improve your effectiveness?
10. Is there anything your supervisor could do to help you do a better job?
11. What training, if any, would be helpful to you in your job?
12. What skills or new knowledge would you like to develop to improve your performance?
13. What can you, your supervisor, or Skidmore do to improve your performance and increase your job satisfaction?



How to Prepare for your Review continued

14. What are your long-range career objectives and what are your plans to accomplish these objectives (potential job rotations, promotions, additional responsibilities, education, or training, stretch assignments, committee participation, or special projects)?
15. What goals would you be interested in working toward between now and the next performance evaluation?
16. How will progress towards these goals be measured?
17. Did you develop or refine any professional, scientific, administrative, or technical innovative methods, programs or inventions?
18. Did you participate in any leadership programs (such as active committee work)?
19. Did you participate in any continuing education courses, training programs, or professional organizations?
20. Did you receive any degrees, licenses, honors, awards or other recognition in your field?



How do you avoid detours and roadblocks?

Listening

Do you listen for feelings and attitudes as well as for facts?

Do you listen to what is NOT said?

Do you avoid interrupting?

Do you pay attention or “fake” attention?

Do you refrain from “tuning people out” simply because you don’t like them or don’t agree with them?

Do you become distracted by mannerisms, clothing, or voice?

Do you let your expectations - hearing what you want to hear - determine or influence your listening behavior?

Do you read non-verbals – body language, inflections, gestures – to help determine the real meaning of the message?

Do you use non-verbals yourself – eye contact, head nods – to show that you are listening?

Do you restate and rephrase when needed to clarify the message and to show you understand?

Do you admit when you don’t understand and ask for clarification?

Do you avoid preparing your response while the other person is still speaking?

Based on *The Winning Trainer* by Julius E. Eittington.



How do you avoid detours and roadblocks?

Communication

Words - _____%

Voice Tone - _____%

Nonverbal - _____%



Who is in the driver's seat?

Your Supervisor's Role in the Performance Appraisal Process

Your supervisor's role is to be clear about your performance goals and objectives, to monitor your progress against the goals and objectives, and to assess your performance at the end of the appraisal period. Your supervisor's additional responsibilities include:

- Meet with you to discuss your goals and objectives.
- Review your PQ.
- Communicate clearly the standards and expectations by which you will be evaluated.
- Monitor your performance by observing, coaching, and providing feedback.
- Learn from your customers and colleagues how they feel things are going.
- Provide you with the appropriate tools and resources to perform your work.
- Communicate changes in goals and objectives.
- Prepare for the performance discussion including reviewing your comments on the Performance Appraisal Form for Employees and completing the Performance Appraisal Form for Supervisors.
- Obtain approval of the completed forms from the next level supervisor.
- Schedule and conduct a fair and meaningful discussion regarding your performance, areas of improvement, development needs and career development plans in an appropriate setting.



Your Role in the Performance Appraisal Process

YOU are in the driver's seat. It is your responsibility to successfully manage your own performance. To do this, you should give careful consideration to setting your personal goals and be prepared to discuss and agree upon these goals with your supervisor. Your additional responsibilities include:

- Understand the Performance Appraisal Process at Skidmore College.
- Discuss your goals and objectives with your supervisor.
- Ask for your supervisor's standards and expectations of your performance.
- Make sure you understand what is expected of you.
- Develop plans or an approach that will help you achieve or exceed these objectives.
- Anticipate problems that may occur (for example, timing, resources, conflicting objectives).
- Keep your manager informed about your progress or problems in meeting the goals and objectives.
- Regularly check your own progress against the goals and objectives.
- Develop your own personal career objectives.
- Assess your own performance and prepare the Performance Appraisal Form for Employees.
- Be prepared to discuss your performance during the Performance Review discussion.
- Ask for, listen to, and act on performance feedback.



Performance Feedback

Some tips on how to receive performance feedback.

Listen.

Paraphrase the feedback you have received. –

“That’s very interesting. What you’re saying is...”

Be open and objective.

“Tell me more”

Ask for specific instances.

“It would help me if you could tell me when you’ve seen me...”

“Could you give me more details?”

Determine if the feedback is valid. Explore alternatives.

Decide – do I want to change the behavior or not?

“Do you have any suggestions?”

Ask your supervisor for specific assistance and support in achieving your goals and objectives.



Habit 1 - BE PROACTIVE

Reactive Language

There's nothing I can do.

That's just the way I am.

He makes me so mad.

They won't allow that.

I have to do that.

I can't.

I must.

If only.

Proactive Language

Let's look at our alternatives.

I can choose a different approach.

I control my own feelings.

I can create an effective presentation.

I will choose an appropriate response.

I choose.

I prefer.

I will.

FROM: The 7 Habits of Highly Effective People, Stephen R. Covey, Fireside, 1989



Opportunities

Be good at what you do.	Solve problems.
Build relationships – network.	Get along.
Participate in a work team.	See the Big Picture.
Seek feedback on your performance.	Choose your battles.
Know your customers and their needs.	Participate in a professional organization.
Mentor someone or find a mentor.	Accept mistakes.
Develop timing.	Be honest.
Participate in a Skidmore committee.	Take responsibility for getting the information you need to excel.
Seek out and collaborate with people outside your technical expertise.	Show enthusiasm through your commitment and actions.
Share information	Communicate well and tactfully.
Keep your supervisor informed.	Dress appropriately.
Follow up and follow through.	Be dependable.
Be there.	Pay attention to quality and cost.
Keep confidential information confidential.	Suggest new ideas and novel approaches.
Take notes.	Ask questions.
Find a workable solution.	Return calls.
Learn your supervisor's language.	



Support System.... People and things that support you in moving toward your goals and leave you stronger

Acceptance: People who provide you with closeness, warmth, and acceptance. You can express your feelings freely and without self-consciousness. People whom you trust and are readily accessible to you.	Assistance: People who provide tangible services or make resources available. People who don't just lend a hand but whose assistance is not limited by time or extent of help. People you can depend on in a crisis.
Sharing: People who share your concerns because "they are in the same boat" or in similar situations. People who are striving for similar objectives, e.g., colleagues, co-workers. People with whom you share experiences, information, and ideas. People with whom you exchange favors.	Guidance: People who provide you with advice and methods to solve problems. People who mobilize us to take steps toward solving problems, achieving goals, and otherwise taking action.
Self Worth: People who respect your competence in your role. People who understand the difficulty or value of your work or performance in that role. People whom you respect that can recognize your skills.	Challenge: People who make you think. People who make you explain. People who question your reasoning. People who challenge you to grow.

	Need	Have to Offer
Acceptance		
Sharing		
Self Worth		
Assistance		
Guidance		
Challenge		



My Performance Review Action Plan

As a result of the ideas we have discussed, I am making a commitment to take these actions toward meeting my goal of mastering my performance review.

ACTION	PROGRESS CHECK DATE

I will discuss my progress with _____ (colleague) on
_____ (date).



Additional Resources



SKIDMORE COLLEGE ACCOMPLISHMENT SUMMARY AND DEVELOPMENT REVIEW

SUPERVISOR GUIDELINES

*NOTE - Performance Reviews are a **PROCESS** not a one time **EVENT**.*

The Ideal Performance Review Cycle and Process

- I. **Performance Planning** - The supervisor and employee meet to plan the upcoming year. In their discussions they agree on:
 - Goals & Objectives for the coming year (both goals to help the department meet its objectives, as well as personal developmental goals). This identifies **WHAT** will be achieved. Goals should be: Specific, Measurable, Achievable, Realistic and Time Bound (SMART).
 - The Position Questionnaire (PQ) should be reviewed regarding the employee's responsibility for results that will be measured as part of their performance.
 - The performance factors - competencies or behaviors that will be important in determining **HOW** the results will be achieved.
- II. **Performance Execution** - Over the course of the year the employee executes the plan agreed to in Phase I. The Supervisor is responsible for **ONGOING FEEDBACK AND COACHING**. If aspects of the plan become obsolete, they should be eliminated by mutual consent; new objectives to respond to changes in the department should be added. Hand write them on the Annual Goals and Objectives document and have a copy for both supervisor and employee.
- III. **Performance Assessment** - At the end of evaluation cycle:
 - a.) The employee completes her/his self evaluation based on goals and objectives, using either the Skidmore "Accomplishment Summary and Development Review" form (employee side) or letter form. Regardless of the format used, the self evaluation should include: accomplishments from the previous year, strengths the employees bring to the job and growth over the past year, necessary improvements and areas they believe they need to develop, a plan to meet those development needs, and a description of their career goals. The self evaluation is turned into the supervisor for review.
 - b.) The supervisor completes his/her assessment of the employee's performance over the past year, again, based on the goals and objectives set previously. The supervisor writes the summary of the performance on the Skidmore "Accomplishment Summary and Development Review" form (immediate supervisor side), or in letter form, to include the following aspects: accomplishments from the previous year, strengths the employees bring to the job and their growth over the past year, necessary improvements and



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areas they need to develop, a plan to meet those development needs, and a reaction to their career goals, and what they might need to do to meet them.

While preparing the evaluation, the supervisor should consider the following:

- Know what you want to say, and say it precisely and clearly. Anyone picking up the document should be able to understand its meaning.
- Include a summary statement of the year's overall performance rating period, this is a required field:
 - **Outstanding** (*Far exceeds normal expectations on a sustained basis. Recognized as an expert/authority. Strongly committed to the highest level of performance. Takes the initiative and provides leadership in identifying challenging goals and arriving at solutions that achieve results toward campus goals and initiatives.*)
 - **Excellent** (*Exceeds normal expectations in time, quality and scope in accomplishing most major objectives. Takes the initiative to develop challenging work goals. Thinks beyond the immediate assignment.*)
 - **Fully Satisfactory** (*Performance meets expectations for the position. Accomplishes major objectives with minimum difficulty and nearly always completes work/projects within approximate time frames. Could also be in assignment for less than 24 months exceeding expectations for that time frame.*)
 - **Needs Development** (*Performance is noticeably less than expected for the position. Generally meets some job requirements but struggles to fully meet them all. The need for further development and improvement is required.*)
 - **Unacceptable** (*Performance fails to meet minimum acceptable requirement for the position. Quality and/or timeliness of results are consistently below acceptable standards. Person requires an excessive amount of supervision. Stringent work plan is required immediately with significant improvement or removal from the position is appropriate.*)
- There are always positive aspects to an individual's performance; observe them first.
- Even the best of employees have areas for improvements; be constructive and coach them in expanding their skills and contributions.
- Be sure to have specific examples of performance you are citing (strengths & areas for improvement) - they don't all have to be part of the written format, but can be added verbally during the discussion. Make sure they are accurate and observable, not hearsay.
- Be prepared to offer to help and coach the employee through the necessary improvement areas and development suggestions.
- If there are serious performance issues, discuss your concerns with Human Resources prior to your discussion with the employee in order to understand your options and obligations as a supervisor.



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- Be sure you have evaluated the entire year, and not just the most recent occurrences.
 - Be absolutely certain you are evaluating performance - not personality!
 - Evaluate performance regardless of your friendships or personal feelings toward the employee.
 - Be sure you are evaluating the employee, rather than the function - unless that is part of his/her established area of responsibility as defined in their PQ.
 - Be sure the feedback is based on job content and is free of bias or prejudice.
 - Let your document sit for a couple of days, then go back and reread it, make adjustments regarding tone, clarity of message, objectivity and job relevance.
- c.) The supervisor then gives her/his supervisor (1-over-1 review) the employee's portion of the review, his/her supervisory assessment of the employee, as well as a copy of the Goals and Objectives for the coming year. The supervisor's supervisor will read it over for objectivity, consistency within the division, as well as alignment with department, division and College goals and objectives. Following this 1-over-1 review, the documents are returned to the immediate supervisor to prepare for the performance review discussion with the employee.

IV. Performance Review Discussion

Before the Performance Review discussion, the supervisor should consider the following:

- Schedule a mutually convenient time and place for the discussion at least one week in advance.
- Avoid surprises - explain the purpose of the meeting to the employee and give the employee your written evaluation approximately 1 day prior to the discussion, to give him/her time to read it, and to prepare for a meaningful discussion.
- Allow enough time for a two-way discussion (approximately 1 hour).
- Ensure that there will be no interruptions, phones, people, beepers, etc.
- Anticipate the employee's reactions, both positive and negative, and think through your potential responses.

Steps to consider in the discussion:

- Demonstrate respect and seriousness for the process.
- The employee should feel that nothing is more important to you than his/her performance review right now; be on time; verbalize how important this meeting and the employee are to you.
- State the purpose of the discussion; review why the College has chosen to use performance reviews.



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- Describe the data you used in preparing your document (e.g., established goals and objectives, employee's performance input, written documentation, feedback from others who work with the individual, customers, etc.).
- Verbally present your assessment of the employee's performance, as stated on the document you gave him/her the day before. Add specific examples and tie it back to his/her input (where you agree and where you see things differently). Go through each section one at a time.
- Together discuss the differences and similarities and agree on the improvement needs and plans. Hand-write any changes right on the document.
- As you make suggestions, be sure you do not make comparisons to other employees in the department, or share another employee's performance review.
- Close the discussion by summarizing what you have talked about and agreed upon; both of you sign and date the document at the bottom (remember--the employee is signing only to acknowledge that he/she has had the discussion, not that he/she necessarily agrees with all aspects or statements within the document. The document states, *"I acknowledge that I have received a copy of this document and have discussed its content with my Supervisor on this date. My signature does not necessarily indicate agreement with any specific statement(s) included above, and I reserve the right to provide a written response, should I choose to do so."*). Make two copies of the signed documents, one for the employee, one for the supervisor. The original is sent to Human Resources for the employee's official personnel file.
- If there is a performance problem, clearly explain the next steps (e.g. agreed upon early review, special weekly or monthly meetings, etc.).
- End with a positive comment if appropriate and thank the employee.

V. Performance Renewal and next year Goal & Objective planning - Phase V repeats Phase I, incorporating the additional data and insights gained during the previous appraisal process. Together the employee and supervisor revise any of the employee's key responsibilities as stated in their PQ and set new goals and objectives, standards and performance factors for the coming year. Finally, they develop a revised action plan to help the employee meet these goals and standards.

FOR ASSISTANCE - See your Dean or VP for help in writing and delivering effective performance reviews, or contact anyone on the Human Resource team for coaching, suggestions, and legal obligations.

Revised 7/2007



EMPLOYEE RESPONSIBILITIES

As described in the College's Employee Handbook, Skidmore seeks to attract and retain capable and motivated individuals who recognize the need to meet certain basic responsibilities. Your responsibilities include, but are not limited to, those listed below. Some or all of these responsibilities may seem like common sense to you, but they are listed to help ensure that no one misunderstands what is expected from Skidmore staff members.

It is the employee's responsibility to:

1. Comply with the policies and practices of Skidmore College.
2. Spend the workday efficiently - by performing each task quickly, safely and well. To be at work when you are scheduled to be working (to attend work regularly, arrive on time and remain until the end of the workday) and to work when you are supposed to be working (for example, keeping personal phone calls to a minimum and attending to personal matters during your non-work hours).
3. Attend department meetings, staff meetings, and training programs and apply new information learned.
4. Respect the rights of others and cooperate with reasonable requests from co-workers.
5. Work in safe conditions using safe practices.
6. Ask for your Supervisor's standards and expectations of your performance.
7. Be prepared to discuss your performance during the Performance Review discussion.
8. Ask for, listen to, and act on performance feedback.
9. Review your Position Questionnaire (PQ) with your Supervisor.
10. Respect the confidentiality of sensitive information. Such information should not be repeated, discussed, or removed from your work area except for legitimate work reasons.
11. Respect the property of others and of Skidmore College and to use Skidmore property only for legitimate work purposes, unless specific authorization has been received. Additionally, Skidmore encourages Employees to serve on College committees and attend College meetings with the approval of their Supervisor.



SUPERVISORY RESPONSIBILITIES

As described in the College's Employee Handbook, in order for Skidmore to operate effectively, it is essential that Supervisors carry out their delegated responsibilities in accordance with the College's goals and objectives.

Responsibilities of an effective Supervisor include:

1. Comply with the policies and practices of Skidmore College and ensure that those who work in the department or area comply as well.
2. Assign and review work; ensure the proper completion of day-to-day work in his or her area of responsibility.
3. Ensure appropriate training and Employee orientation to the department and work area; Provide Employees with the appropriate tools and resources to perform the work.
4. Actively promote equal opportunity and diversity.
5. Promote safe work practices and conditions
6. Establish standards and expectations for work performance; Meet with Employees to discuss and clearly communicate.
7. Evaluate Employee's job performance regularly according to the College's Performance Review Process.
8. Advise and counsel Employees regarding their performance; Suggest or effect disciplinary action consistent with Skidmore's Employee Conduct policy.
9. Recommend Employees for Position Questionnaire (PQ) reviews as appropriate.
10. Recommend or select applicants or Employees to fill vacant positions.
11. Serve as the primary resources for Employees, as well as assist with their work-related problems, whenever appropriate.

Additionally, Skidmore asks Supervisors to encourage Employees to serve on College committees and attend College meetings.

Almost any action taken concerning an Employee begins with the recommendation of the Supervisor. The responsibilities listed here cover the essential part of a Supervisor's duties, but is not intended to be a complete list.



The How

Skidmore's Competencies

- **Interpersonal Skills**
- **Initiative**
- **Analytical Ability**
- **Change Orientation**
- **High Self-Confidence**
- **Integrity**
- **Enthusiasm**
- **Appreciation of Differences**



Competencies

Interpersonal Skills are the ability to...

- Be a team player
- Build trust by demonstrating ethical and responsible behavior
- Share information
- Communicate candidly and openly
- Effectively use language, writing and actions to inform, inspire and influence others

Initiative is the ability to...

- Identify opportunities and take responsibility for needed action
- Set and meet commitments
- Take “calculated” risks (not wild or lacking thought)
- Be self-motivating

Analytical Ability is the ability to...

- Demonstrate planning and problem-solving skills
- Be extremely inquisitive and quick-minded
- Effectively combine diverse information, intuition, and common sense when considering alternatives



Competencies

Change Orientation is the ability to...

- Initiate constructive conflict and change
- When working in a group environment, recognize team dynamic and influence in a constructive way
- Challenge the status quo
- Continue to look for better ways to get things done
- React to change in a positive way

High Self-Confidence is the ability to...

- Show an optimistic “Can Do” attitude
- Get input and make decisive and action-oriented decisions
- Demonstrate assurance in dealing with others
- Share credit and recognition
- Accept responsibility for mistakes and learn from mistakes

Integrity is the ability to...

- Act ethically in dealing with others
- Be straight forward and honest
- Act in a manner that is consistent with what is said
- Maintain the confidentiality of sensitive information



Enthusiasm is the ability to...

- Positively motivate and encourage others
- Demonstrate “passion” in an effort to accomplish goals
- Persevere when faced with obstacles and difficulty

Appreciation of Difference is the ability to...

- Respect cultural and social differences
- Appreciate other cultures and traditions
- Support inclusiveness of colleagues and neighbors



Developing the Competencies:

Interpersonal Skills

- Study a person who is a good communicator. What does that person do that makes them so effective? How does this person present their ideas? How does they build consensus? Adopt 1-2 ideas and practice them.
- When writing an important memo or thinking about how to influence another on an important matter, seek the ideas of a skilled influencer. Role-play the scene until your confidence is higher.
- When working on a team, think about what else you can do to support the team, accomplish its goal or move its short-term agenda forward. Be 2 steps ahead. Work closely with the leader suggesting ideas, taking on more assignments, and soliciting feedback on what you're doing.
- At the end of a meeting, summarize the responsibilities that each person has agreed to complete. Make sure that you complete your "to do's" thoroughly and in a timely basis.
- Practice "P, P, C"- responding to others ideas with the Positive- what you like about his/her idea; the Possibilities - what you can see emerge from this idea; and your Concerns - what issues/hesitations you have. Notice the order: positive first before concerns. That way others hear positive feedback first and don't shut down when hearing your constructive ideas.
- At the end of a team project or periodically, seek feedback about the 1-2 things (skills, capabilities, qualities) that you could do differently that would make you more effective or help out other team members. Then act on that feedback!

Initiative

- When you see an opportunity to act, make a suggestion that will push your or the team's agenda forward, figure out what needs to be done and do it. Lay out an action plan and solicit the buy-in from the appropriate decision makers.
- When establishing a schedule/time table for a project, think about the contingencies that you need to factor in. How long will it really take to build understanding and get consensus? Where will the timetable probably slip due to slow decision making? What could go wrong? Then work hard to meet this schedule and actively communicate deviations from it.
- When thinking about proposing or acting on something that is "risky" or "out of the box," list the pros and cons and then work a strategy to lessen the risks or strengthen the reasons for doing this.
- Set aside 10 minutes each day to jot down ways to solve thorny issues or raise the bar. Or just capture those "wild and crazy" ideas of how you could really



improve “this place.” Some designate a notebook for this or have a special file to keep ideas. Then figure out how once a month you can start attacking one of these that you’re excited about.

- Hold up a mirror to your face and ask the questions, “what’s the area of my life either professionally or personally, where I’m dragging my feet or procrastinating?” Then establish an action plan for showing more initiative. Notice the confidence this will bring as you successfully complete whatever you’ve been putting off.

Analytical Ability

- When tackling a problem or presenting a solution, try organizing your thoughts using a more structured approach - displaying data through: charts or fishbone diagrams or presenting a cost benefit analysis.
- Usually it’s execution where we fall down. Revisit an implementation plan and search for learnings of how you could have anticipated resistance, how you could have structured this plan differently to ensure a smoother, timelier and more cost effective end result.
- If you’re not the detail oriented type, ask someone who is, to review your plan or proposal. Ask that person to play devil’s advocate challenging your assumptions, talking through worst case scenarios, all to tighten your planning process.
- When starting a project or finishing up a project, get in the habit of holding a lessons learned meeting. Capture: what worked effectively? what areas are there for improvement? or what can we learn from past initiatives? This will provide valuable insight for structuring the next project to be more effective.
- Team up with someone who is a big thinker or highly inquisitive. Periodically have lunch. Ask that person for a reading list. Solicit ideas on important trends. Tap his/her mind and then incorporate new ideas into your approach.

Change Orientation

- When working on a team project, analyze the different agendas of each person: what that person feels strongly about, what “hot buttons” that person has, and figure out a strategy for influencing him/her based on those insights.
- When initiating a change, present it to others in the framework of a goal that they buy into (excellence in education, Skidmore’s goal of raising the quality of students and fostering more diversity, cost containment measures.) As you build agreement with different constituencies, you may need to adapt how you present this change depending on what’s important to your audience.
- Set aside 10 minutes each day to jot down ways to solve thorny issues or raise the bar. Or just capture those “wild and crazy” ideas of how you could really improve “this place.” Then figure out how once a month you can start attacking one of these that you’re excited about.
- Make a list of those “sacred ideas/principles” that you act by or your department works by. Are those still relevant given the changes in higher education or the



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- new directions at Skidmore? Do any of them need to be re-examined given the internet, emerging technologies and today's competitiveness?
- Read the book "Who Moved My Cheese" and identify which character you predominately relate to. What are the implications for you short-term and longer-term? What times in your life have you been all four characters? Share this book and your insights with others.
 - Think back to successful changes/transitions that you've made in your life (changing jobs, pursuing new careers, personal changes). What did you do that enabled you to be successful? How did you overcome fears or your resistance to act differently? What lessons are there for you?

High Self-Confidence

- Listen to how you present your ideas. What words could you change, how could you change your energy level/posture/demeanor to project more confidence. Practice before difficult situations possibly with a tape/video recorder rehearsing the phrasing so that your speech is confident. Team up with a person who displays confidence and model his/her behavior; this may work well too.
- When teaming with others on a project, make sure that you acknowledge and applaud the efforts of others. The more specific you can be about their contributions the better. Be sure to say thank you for those extra-ordinary efforts.
- At the end of meetings, clarify the actions and decisions that have been made and summarize the follow-up needed detailing who is taking the lead on each item. This shows others what has been accomplished and ensures everyone leaves on the same page. If you find differing opinions, take the time to either talk through those then or schedule follow-up time for doing so.
- Sharpen your listening skills. Practice summarizing other's comments, offering reflective/empathetic statements, acknowledging both the content and the feeling of what the other has said. Be consultative in your approach, looking for good ideas to incorporate into your thinking.
- When something goes wrong, blows up in your face, step back, listen and try to figure out the learnings from the situation. Here's your chance to evaluate the planning process, how consensus was built, and to find opportunities to do things differently. Take the heat; acknowledge that this happened openly and sincerely. Somehow make sure it doesn't happen again soon!

Integrity

- Sometimes there's a gap between our thoughts and the language that we use to express them. We can use "loaded words" or words that imply disrespect of others. Listen to yourself more carefully and ask a trusted buddy to point out any of these gaps between your real thoughts and how you've expressed them.



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- Learn how to give honest feedback. Use a “feedback formula” which has several components: here’s the situation, here’s what you said or did, here are the implications on me or the team, here’s a recommended change and here’s the benefit of that change. This boosts the specificity and honesty of your feedback.
- Study the newspapers and the news for examples of unethical behavior or breaches of confidentiality. What should that person have done differently? What would “ethical behavior” have looked like in this situation? Debate these situations with others.
- Think back to a sticky situation when the ethics were clouded or the level of confidentiality was breached, what should you have done differently? What would have been the right thing from an integrity standpoint to do in facing this situation?

Enthusiasm

- Make a list of 2-3 of your “heroes”- they could be athletic coaches, political figures, celebrities or friends. What do they do that motivates others to believe in their goals? How do they present their ideas? Adopt several techniques and start practicing them.
- There’s a motivation model that says people are motivated by the work you assign, the information you share and the rewards you give. Using this, how could you assign work to address a person’s area for development or to build skills expanding his/her career? What additional information could you share with the team that would expand their understanding of different aspects of the college, key campus initiatives or new developments within your function or part of the college? Outside monetary rewards, what additional recognition can you give others for their accomplishments (public thank you’s, written cards, gift cards or increased visibility with campus leaders)?
- Analyze a time when you persevered to achieve a goal and write down the actions that pushed you forward and the attitude adjustments that worked effectively. Now take a current situation where you need to increase your perseverance and apply those lessons to this situation. What do you need to do more of? What do you need to do less of? Who could push you to achievement or give you feedback on your plan?
- Oftentimes we used words that reflect our moods or level of enthusiasm. Listen to yourself- do you sound enthusiastic, discouraged or possibly frustrated? What’s your tendency especially when tired or stressed? Adopt a more positive “spin” on the situation, one that is encouraging to others yet realistic too.

Appreciation of Differences

- Expand your understanding of cultural differences. This can be done many ways: attending diversity fairs which feature the arts and food of different cultures; reading books on different cultures or those written by non-American authors; traveling to different parts of the world; visiting museums to see different cultural



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- exhibits; reading international newspapers or listening to international news stations (such as the BBC); eating more international foods and using this as a springboard to discuss different cultures.
- Increase the number of interactions that you have with people who are “different” from yourself- culturally, socially, ethnically, etc. Listen intently drawing out their story. Ask about their family traditions, their parents and how they were raised, their biggest challenges growing up and assimilating into mainstream America.
 - Volunteer with an organization that touches the lives of people different from you. Use this as an opportunity to learn and build respect for people of different backgrounds and circumstances. Team with another volunteer who builds relationships easily and shows this appreciation.
 - Become critical of people who don’t tolerate differences. Catch people who make racial slurs or disrespectful comments that undercut another’s integrity. Tell others that you won’t tolerate that kind of conduct.



Internal Resources

Materials For Supervisors Are Available Through The Human Resources Lending Library Additional reference books can be located at: http://www2.skidmore.edu/hr/library/index.cfm	
Title of Resource	Author
A Positive Approach to Discipline (Video)	Kantola Productions
Bring Out the Best in Others (Book)	Connelian, Thomas
Crucial Confrontations (Video)	Business Audio-Tech
Discussing Performance (Video)	CRMlearning
Effective Performance Appraisal (Book)	Saunders, Rebecca
Positive Discipline, How to Resolve Tough Performance Problems Quickly ...and Permanently (Video)	Eric Harvey and Paul Sims WALKTHETALK.COM
Riding the Wave: Strategies for Change	CRMlearning
The Agile Managers Guide to Building and Leading Teams (Book)	Strab, Joseph T.
The Agile Managers Guide to Coaching to Maximize Performance (Book)	Cullen, Jack
The Agile Managers Guide to Effective Performance Appraisals (Book)	Saunders, Rebecca
The Agile Managers Guide to Retaining Employees (Book)	Wycoff, Joyce
The Agile Managers Guide to Motivating People (Book)	Strab, Joseph T.
The Arts of Criticism...Giving and Taking (Video)	Kantola Productions
The Attitude Virus (Video)	CRMlearning
The Power of Future Conversation (Video)	CRMlearning
The Practical Coach Encouraging, correcting and challenging your team (Video)	Media Partners
The Seven Habits of Highly Effective People (Book)	Covey, Stephen
ZAPP! The Lightning of Empowerment (Book)	Byham, William



Additional External Reading Resources

Title of Book	Author
3 Steps to Your Right Career: Lifeplan Professional Fulfillment Guide	Joseph, Gary
7 Simple Things You Can Do For Your Career: How to be the Best at What You Do - and How to Get Other People to Notice!	Crosby, Philip
50 Activities for Creativity and Problem-Solving	Cox, Dufault & Hopfkings
Brain Power: Learn to Improve Your Thinking Skills	Albrecht, Karl
Building Your Career: A Guide to Your Future	Sears, Susan Jones and Gordon, Virginia
Career Development by Design	Hanna, Sharon
Career Management: Guide to Combating Obsolescence	Kaufman, Harold
Career Stages	Uris, Auren and Tarrant, John
Communication Skills in the Organization	Hunt, Gary T.
Control your Destiny or Someone Else Will	Tichy, Noel and Sherman, Stratford
Creating You & Co: Learn to Think Like the CEO of Your Own Career	Bridges, William
Designing and Managing Your Career	Levinson, Harry and Kaplan, Robert S.
Develop Critical Thinkers: Challenging Adults to Explore Alternative Ways of Thinking & Acting	Brookfield, S.
Empowering Yourself: The Organizational Game Revealed	Coleman, Harvey J.
Get Ahead! Stay Ahead!	Booher, Dianna Daniels
Getting to Yes	Fisher and Ury



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Title of Book	Author
Influence Without Authority	Cohen, Allan C. and Bradford, David
Listening, The Forgotten Skills	Burley-Allen, Madelyn
Managing Your Career in a Changing Workplace	Ballback, Jane and Slater, Jan
New Directions in Career Planning	Hummerow, JM
People Skills	Bolton, R.
Please Understand Me	Keirsey, David and Bates, Marilyn
Pragmatics of Human Communication	Watzlavich
Project Management: From Idea to Implementation	Haynes, Marion
Take Yourself to the Top: The Secrets of America's #1 Career Coach	Fortgang, Laura Berman
Teamwork	Larson, Carl and LaFasatro, Frank
Ten Steps to Empowerment	Tracey, Diane
The Boundaryless Career: A New Employment Principal for New Organizational Era	Arthur, Michael B.
The Career Decisions Planner	Lloyd, Joan
The Lifetime Career Manager, New Strategies for a New Era	Cabrera, James C. and Albrecht, Charles F.
What Your Boss Doesn't Tell You Until It's Too Late: How to Correct Behavior That is Holding You Back	Bramson, Robert