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**General Definitions of Performance**

The following definitions are provided to assist supervisors to distinguish between levels of performance. Although an employee’s overall job performance varies by task, time, and circumstance, overall performance may be best described by one of the following categories:

**NEEDS IMPROVEMENT:** Needs improvement to achieve expectations/standards.

* Performance often does not fully meet established expectations, requirements, or standards.
* Fails to pursue developmental opportunities and/or apply new skills to meet standards.
* Exhibits difficulty adjusting to changing situations or work assignments.
* Does not always exhibit proactive problem solving to improve and/or adjust work processes.
* Performs inconsistently, possibly leading to some inaccurate, untimely, and/or undependable results
* At times, displays actions that are determined to students, faculty, and staff.
* Requires extensive guidance and follow-up to assure projects are completed in a satisfactory manner.

**MEETS EXPECTATIONS:** Achieves expectations/ standards

* Performance consistently meets established expectations, requirements, or standards.
* Effectively applies and pursues opportunities to increase job knowledge/skills to complete objectives.
* Readily adjusts to changing situations and additional work assignments.
* Demonstrates proactive problem-solving to improve and/or adjust work processes.
* Effectively meets the needs of students, faculty, and staff. Exhibits expected workplace courtesy and respect. Behavior positively influences working relationships.
* Viewed as a competent, valuable member of the university community.

**EXCEEDS EXPECTATIONS:** Often exceeds expectations, requirements, or standards.

* Performance generally exceeds established expectations, requirements, or standards.
* Customarily increases job knowledge/skills to accomplish objectives. Often seeks responsibility and achieves noteworthy success on additional duties.
* Actively supports and embraces changing situations and additional work assignments.
* Contributes to and leads innovative, workable solutions to project/problems
* Produces work of superior quality; productive beyond expectations.
* Contributes significantly to the success of the unit/university, well beyond job requirements.
* Regularly seeks/implements improvements in personal and organizational relationships. Strongly exhibits positive behavior that promotes and influences cooperation from others.
* Viewed as a “star.” Dependable, effective, efficient, and innovative.

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**Staff Employee Performance Review**

Employee Name:       Department:

Working Title:       Performance Period: From:       To:

Appraisal Type:  Annual  6 months  Other (specify)

**I. Goals/Objectives**: Discuss the major goals and objectives previously established for this rating period and comment on the results attained. Be specific and where possible use quantifiable measures.

**II. Departmental Competencies**: This section is a development tool to help the rated individual identify areas of improvement where skills/competencies are being met, as well as those areas that need further improvement. Each skill/competency has several descriptive statements. The supervisor will go through each skill/competencies and rate whether the employee Needs Improvement, Meets Expectations or Exceeds Expectations. Special attention should be given to any area where Needs Improvement is noted. This process is designed to facilitate discussion on competencies. Comments relating to this area should be communicated in Section III, Development Plan.

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| **Needs Improvement** | **Meets Expectations** | **Exceeds Expectations** | **Skills/Competencies** |
|  |  |  | **Quality/Quantity of Work:**   * Completes work on schedule; meets deadlines * Observance of work hours * Demonstrates competence in solving problems and in dealing with people * Seeks continuous improvement as evidence by clear goals and assessment of results * Delivers work product and services in a way that brings credit to the department and AS * Maximizes use of resources (time, people, budget) * (Position Specific Skills/ Competencies) |
|  |  |  | **Demonstrates Respect for All People:**   * Demonstrates respect for people from a variety of ethnic, social, and cultural backgrounds * Operates from a perspective of inclusion * Accepts and encourages the benefits of diversity in the workplace * Is fair, open and consistent with others * Promotes an environment where others feel involved and are recognized for accomplishments of group and individual goals * (Position Specific Skills/ Competencies) |
|  |  |  | **Job Knowledge:**   * Demonstrates the knowledge and skill necessary to perform effectively * Stays current with new developments, technologies, methods, approaches, and processes in areas of responsibility. * Applies knowledge effectively within the AS and University environment * (Position Specific Skills/ Competencies) |
|  |  |  | **Communication**:   * Easily understood by others in discussions, answering questions and making assignments * Able to communicate clearly and powerfully in written form * Able to understand/interpret subtle meanings * Uses in-person, telephone and other electronic communications effectively and appropriately * (Position Specific Skills/ Competencies) |
|  |  |  | **Empathy and Integrity:**   * Considers client, student, and colleague needs and expectations * Keeps commitments; accountable * Demonstrates adherence to AS and University policies related to ethical issues * (Position Specific Skills/ Competencies) |
|  |  |  | **Teamwork:**   * Fosters a supportive work environment by establishing and maintaining effective working relationships * Uses collaboration in problem solving * Shares information and resources. * Encourages and accepts suggestion to improve the efficiency and effectiveness of the work unit * (Position Specific Skills/ Competencies) |
|  |  |  | **Decision Making and Problem Solving**:   * Defines problems effectively; gets to the heart of the problem * Makes timely decisions based on appropriate information * Manages the process of decision making effectively; knows who to involve on what issue * Demonstrates initiative * (Position Specific Skills/ Competencies) |
|  |  |  | **Supervision**   * Facilitates professional growth in others * Provides constructive feedback, which helps others improve performance * Serves as an effective coach, counselor, and mentor * (Position Specific Skills/ Competencies) |

**III. Overall Performance Comments** (summary statement based on goals/objectives accomplishment):

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| --- | --- | --- |
| Needs Improvement | Meets Expectations | Exceeds Expectations |
| **Supervisor’s Summary Statement:** | | |

**IV. Development Plan:** The supervisor, in consultation with the employee, agrees upon specific and prioritized plans to develop skills/competencies identified as needing further development to achieve excellence.

**V. Signatures:**

Appraiser: (Print Name): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Signature Title Date** |

Reviewing Officer: (Print Name): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Signature Title Date** |

**Employee Acknowledgment:** I certify that my supervisory has discussed this document with me. My signature does not necessarily signify that I agree with the assessment. (I understand I may attach additional sheets if necessary to record comments)

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Employee Signature Date: