

# PERFORMANCE MANAGEMENT PROGRAM PROFESSIONAL STAFF PERFORMANCE REVIEW FORM

Review Period: From: \_\_\_\_\_ To: \_\_\_\_\_ Date of Review: \_\_\_\_\_

Type of Review ☐ Annual (at the end of the performance management cycle)  
☐ Interim ☐ 3 month ☐ Other

## Section 1: EMPLOYEE INFORMATION

Employee Name: \_\_\_\_\_

Department Name: \_\_\_\_\_

Functional Title: \_\_\_\_\_

Employee ID: \_\_\_\_\_

Supervisor Name: \_\_\_\_\_

Review Completed by: \_\_\_\_\_

(if person other than supervisor named above)

Functional Title: \_\_\_\_\_

## Section 2: PERFORMANCE PLANNING

### A. POSITION DESCRIPTION

Current position description should be reviewed with the employee and updated as necessary. Summarize below any changes that will be made to the official position description. \*Significant and permanent changes in a job description are to be sent to the appropriate Administrative Officer to be reviewed by Total Compensation in Human Resources.

### B. GOALS AND/OR WORK PRIORITIES

Use the **Performance Planning Worksheet** to record the end results of the goals and/or work priorities pursued this year. Only evaluate those goals and/or work priorities that were adopted.

### **Section 3: EMPLOYEE ANNUAL SELF REVIEW**

Please, type responses in the space below each question.

1. Describe the ways your performance met your expectations this evaluation period.
  
2. Describe significant accomplishments that you would like to have considered for the current performance review. Consider listing accomplishments not already covered in the work priorities or contributions you have made to the department and/or the University.
  
3. Describe areas of your job in which you have grown significantly, made progress on past challenges and/or have been able to use new learning's for professional and/or programmatic growth.
  
4. Describe any notable obstacles you encountered in fulfilling the expectations of your position during the period under review. Can you suggest ways to remove those obstacles?
  
5. What do you see as your major goals/work priorities for the coming year?
  
6. What are the areas in which you would like to grow professionally and what kind of support, training and/or resources would you need to do so?

## Section 4: PERFORMANCE CATEGORIES AND CRITERIA

*The following performance categories reflect a set of responsibilities and outcomes expected of all professional staff members.*

**NOTE:** While each employee is accountable for performance in every category, in some instances, certain criteria within a category may not be relevant to particular position descriptions or departments and therefore should not be considered for review. Also, additional criteria not listed here but relevant to a department or a position may be added in the space below. Additional criteria, when used, must be added during the Performance Planning period.

### **RATING SCALE**

Use the following rating scale to evaluate performance in each of the following categories. Only use one rating for each category. Include comments to support or clarify the rating in the spaces next to each category. In completing the categories, be sure to include information related to the employee's job description and planned goals/work priorities for the evaluation period.

- 5 - The employee has demonstrated consistent mastery and expertise in performance.
- 4 - The employee has demonstrated consistent proficiency and effectiveness in performance.
- 3 - The employee has demonstrated competence in performance.
- 2 - The employee has demonstrated competence in some aspects of performance, but not all.
- 1 - The employee has not demonstrated competence in performance.

Performance Categories with Criteria	Narrative Comments on Job Performance and Goal/Work Priorities	Rating
<b>Performance Categories reflect a set of responsibilities and outcomes expected of all professional staff members. Criteria within each category may be adjusted (added or deleted) to fit particular positions.</b>	<i>Describe how the <u>employee's performance compares to the job expectations and goals/work priorities</u>, which were developed/clarified and implemented for this evaluation period. <u>Identify the employee's strengths in the areas of specific outcomes, skills and abilities</u> to do the job. <u>Identify areas where you see improvement is needed.</u></i>	One Rating needs to be assigned to each Category below.  <b>1,2,3,4 or5</b>
<b>Focus on Results</b> <ul style="list-style-type: none"> <li>Accomplishes expected workload and achieves targeted results.</li> <li>Performs duties and responsibilities thoroughly and reliably.</li> <li>Contributes to the achievement of department or campus goals and priorities</li> <li>Knows and complies with department and/or University policies and procedures.</li> </ul>		

Performance Categories with Criteria	Narrative Comments on Job Performance and Goal/Work Priorities	Rating
<b>Quality</b> <ul style="list-style-type: none"> <li>• Delivers attentive service and responds appropriately to requests for assistance.</li> <li>• Provides high-quality products, programs, procedures and service; demonstrates commitment to continuous improvement.</li> <li>• Is resourceful and innovative in his/her work.</li> <li>• Makes timely and sound job-related decisions.</li> </ul>		
<b>Organization</b> <ul style="list-style-type: none"> <li>• Plans, prioritizes, and organizes work appropriately.</li> <li>• Identifies and utilizes resources effectively and responsibly.</li> <li>• Identifies and works to solve problems as they arise.</li> <li>• Is self-directed and works well with minimal supervision.</li> </ul>		
<b>Learning and Development</b> <ul style="list-style-type: none"> <li>• Demonstrates flexibility and adapts well to change.</li> <li>• Accepts responsibility for own actions and continually learns from experiences.</li> <li>• Demonstrates continuous learning by staying abreast of new developments and acquiring new job-related skills.</li> <li>• Demonstrates initiative and accepts new challenges.</li> </ul>		
<b>Communication</b> <ul style="list-style-type: none"> <li>• Communicates clearly and effectively both orally and in writing.</li> <li>• Listens actively and responds appropriately.</li> <li>• Receives and provides constructive feedback.</li> <li>• Uses appropriate channels of communication to convey and disseminate information and ideas in a timely manner.</li> </ul>		

Performance Categories with Criteria	Narrative Comments on Job Performance and Goal/Work Priorities	Rating
<b>Relationships, Respect and Community</b> <ul style="list-style-type: none"> <li>Actively participates and contributes as a member of effective work teams.</li> <li>Builds cooperative working relationships and contributes to the resolution of workplace conflict.</li> <li>Promotes and supports diversity; demonstrates respect for others; accords fair and just treatment to all.</li> <li>Contributes to the development of community within the department, or campus.</li> </ul>		
<b>Job Specific Competencies</b> Specific job related criteria can be added to this category in order to highlight the competencies needed for the position. Otherwise use the criterion below to rate the employee in this category. <ul style="list-style-type: none"> <li>Applies specialized knowledge effectively in the performance of job duties</li> </ul>		

**The following three additional categories apply only to persons who are  
SUPERVISORS OR MANAGERS OF STAFF.**

<b>Performance Categories with Criteria</b>	<b>Narrative Comments on Job Performance and Goals/Work Priorities</b>	<b>Rating</b>  See rating descriptor on previous page <b>1,2,3,4 or 5</b>
<b>SUPERVISORY LEADERSHIP</b> Provides relevant and timely information and fosters open communication; Encourages teamwork and group achievement; Supports responsible risk taking, creative problem solving and innovative thinking; Maintains confidentiality and fosters a respectful work environment; Helps resolve workplace conflicts; Develops a diverse workforce and promotes an inclusive, harassment free environment for all.		
<b>ORGANIZATION AND RESOURCE UTILIZATION</b> Develops strategic plans and establishes long- and short- range goals; Organizes and assigns work to achieve objectives; Involves staff actively and appropriately in planning, decision making and problem solving; Delegates responsibility and authority to the most suitable level; Responsibly manages materials, equipment and staff to maximize efficiency and effectiveness; Establishes realistic budget plans and demonstrates fiscal accountability.		
<b>PERFORMANCE MANAGEMENT</b> Establishes and clearly communicates realistic performance expectations; Documents agreed upon goals, objectives, achievements, problems and concerns; Encourages staff to seek feedback from multiple sources; Uses coaching and regular feedback effectively to improve performance; Follows a policy of progressive discipline; Conducts effective and timely performance evaluations; Identifies performance improvement needs and supports employee learning and development; Recognizes employee's contributions and successful performance.		

## Section 5: OVERALL PERFORMANCE REVIEW

Use the scale below to provide an overall evaluation rating of the employee's performance during this evaluation period. Please summarize the performance and make additional comments in the space provided. **NOTE:** Specific recommendations for improved performance **must** be made for any rating of **2** or **1**.

<b>Overall Rating</b>	<i>For Electronic Users: Double click on box next to rating, click on Checked</i>
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- |                            |   |
|----------------------------|---|
| <input type="checkbox"/> 5 | The employee has demonstrated consistent mastery and expertise in performing her or his job functions and achieving the goals/ work priorities for the evaluation period.   |
| <input type="checkbox"/> 4 | The employee has demonstrated consistent proficiency and effectiveness in performing her or his job functions and achieving the goals/meeting the work priorities for the evaluation period.  |
| <input type="checkbox"/> 3 | The employee has demonstrated competence in performing her or his job functions and achieving the goals/meeting the work priorities for the evaluation period.  |
| <input type="checkbox"/> 2 | The employee has demonstrated competence in performing some, but not all, of her or his job functions and/or achieving the goals/meeting the work priorities for the evaluation period. <i>Improvement is needed to become fully competent in performance. A performance plan is required to support performance improvement.</i> |
| <input type="checkbox"/> 1 | The employee has not demonstrated competence in performing her or his job functions and achieving the goals/meeting the work priorities for the evaluation period. <i>Significant improvement is needed to become competent in performance. A performance improvement plan is required to address performance deficiencies.</i>   |

**NOTE:** A rating that averages the ratings of individual categories is recommended. The overall performance rating cannot be higher than the highest category rating in Section 4 or lower than the lowest category rating in Section 4.

**COMMENTS:** Comments must be made here if narrative comments were not made in any of the performance categories.

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## **Section 6: PROFESSIONAL DEVELOPMENT AND/OR PERFORMANCE IMPROVEMENT PLAN**

Describe the coaching, training or development activities that would help improve performance, promote learning and job growth, and/or enhance career development.

## **Section 7: FUTURE GOALS AND/OR WORK PRIORITIES**

Use the **Performance Planning Worksheet** to record the major goals/work priorities for the upcoming/next performance evaluation period. Be sure to specify success criteria for each goal/work priority listed. Every employee is expected to work on a **minimum of three goals and maximum of eight goals** during the evaluation period.

**NOTE: Attach the New Performance Planning Worksheets to the review form.**

## **Section 8: COMMENTS OF INTERMEDIATE SUPERVISOR (if any)**

- The intermediate supervisor (the administrative officer designated as the next level of authority above the immediate supervisor) has the option of commenting on the performance of the employee being reviewed. If she or he chooses not to exercise this option, there is no need for the Intermediate Supervisor to sign the review form.
- If the Intermediate Supervisor has direct knowledge regarding the performance of the employee being reviewed, she or he may choose to participate in the review process by adding his/her comments to the review. If either the Intermediate Supervisor or the employee so desires, a meeting to review the comments is recommended.
- The Immediate Supervisor should send a signed informational copy of the review to the Intermediate Supervisor once the review has been completed and the conference held.

After the comments have been written and the document signed by the Intermediate Supervisor, the Employee may fill out the “Employee Comment” section, sign and date the review and return it to his/her immediate supervisor.



## Section 9: EMPLOYEE COMMENTS

The employee may make any comments here regarding the above review and goals/work priorities for the next performance review period.

## Section 10: SIGNATURES

\_\_\_\_\_  
Immediate Supervisor's Signature

\_\_\_\_\_  
Date:

\_\_\_\_\_  
Intermediate Supervisor's Signature\*

\_\_\_\_\_  
Date:

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date:

- *I have read and discussed this review with my supervisor and I understand its contents.*
- *My signature does not necessarily imply that I agree with the review or its contents.*

\*Optional, no signature indicates that the Intermediate Supervisor has waived their choice to make comments on this review.

Please return the following to:

Human Resources  
330 Whitmore Administrative Building

- \_\_\_ Performance Review Form
- \_\_\_ Employee Self Evaluation
- \_\_\_ Performance Planning Worksheets (evaluation period just reviewed)
- \_\_\_ Performance Planning Worksheets (future evaluation period)