



**Administrative and Professional Staff (Unclassified) Performance Evaluation  
Model A**

(Previously Model II)

Employee Name: \_\_\_\_\_ Department: \_\_\_\_\_  
Date Present  
Position: \_\_\_\_\_ Position began:  
Date of Last  
Performance Evaluation: \_\_\_\_\_ Performed by: \_\_\_\_\_  
Date of Current  
Performance Evaluation: \_\_\_\_\_ Performed by: \_\_\_\_\_

**Purpose of a Performance Evaluation**

- Align employee performance with the mission and goals of the university and unit.
- Strengthen two-way communication regarding job performance and periodically assess goals and opportunities for the unit and the individual.
- Establish a mutually-understood set of performance expectations.
- Recognize contributions of employees.
- Discuss opportunities for growth and development.
- Provide necessary feedback when performance does not meet expectations.

**Process**

- Employee completes the self-evaluation at least one week prior to the performance evaluation discussion.
- Supervisor/manager review's the full range of performance over the entire past year
- and completes all sections of the performance evaluation, following the instructions provided in each section.
- The supervisor/manager meets with the employee to discuss the full range of employee performance, consistent with informal, ongoing performance feedback. Create shared goals and objectives to enhance employee performance and professional development.
- Upon completion of the performance evaluation discussion, the employee and supervisor/manager sign the evaluation.
- If the evaluation is not completed online the supervisor/manager sends the signed copy to Employee Relations, Human Resources, Heer Hall..
- A photocopy can be provided to the employee upon request.

Instructions: For each competency, mark the rating that best describes the employee's performance. Select N/A if the competency is not applicable. In the EXPLANATION sections, provide specific examples and illustrations. Explanations are required when selecting a rating of "approaches expectations" or "unsatisfactory".

**Rating Scale:**

<b>Outstanding (5)</b>	Objectives and standards are clearly and substantially surpassed. Consistently and significantly exceeds all performance expectations and standards. Highest performance level. Demonstrates a personal commitment to a high level of performance and results, even under challenging work goals.
<b>Exceeds Expectations (4)</b>	Frequently exceeds job requirements. Makes contributions well beyond job demands. Seizes initiative in development and implementation of challenging work goals. Each project or job is done thoroughly and on time. Thinks beyond details of the job, working toward the overall goals of the component.
<b>Meets Expectations (3)</b>	Performance is what is expected of a fully qualified and experienced person in this position. All objectives and standards are met. Consistently meets all performance expectations and standards. Job well done. Errors are minimal and seldom repeated. Prioritizes problems and projects well. Requires normal supervision and follow-up. Almost always completes work or projects on schedule.
<b>Approaches Expectations (2)</b>	Objectives and standards are generally met but full results are not totally achieved. Occasionally falls short of consistently meeting performance expectations and standards. Some performance aspects were not met – needs slight improvement. Could result from being newly appointed to the position – continuing to learn all aspects of the position.
<b>Unsatisfactory (1)</b>	Objectives and standards are consistently not met. Consistently fails to meet performance expectations. Needs significant improvement. Has been on the job long enough to have shown better performance. Excessive attention by supervisor is required. Does not grasp situation when explained. Corrective action is required.
<b>NA= Not Applicable</b>	Does not apply to job performance expectations.

## I. CORE COMPETENCIES

I-A. JOB KNOWLEDGE - Rate the staff member's knowledge, skills, and abilities relative to the performance of job duties. Comment on the staff member's desire to increase his/her job knowledge through formal or informal study, seminars, readings and other endeavors.

- Outstanding  Exceeds Expectations  Meets Expectations  Approaches Expectations  Unsatisfactory  
 N/A

Explanation:

I-B. ACHIEVEMENTS/ACCOMPLISHMENTS – Rate the level of achievement by the staff member. Evaluate the employee's ability to yield results in spite of workload demands. Appraise the staff member's contribution to the department and/or division in terms of specific projects, goals, or objectives attained during the rating period.

- Outstanding  Exceeds Expectations  Meets Expectations  Approaches Expectations  Unsatisfactory  
 N/A

Explanation:

I-C. COOPERATION WITH OTHERS - Rate the staff member's effectiveness in creating and maintaining harmonious working relationships with other employees and departments as well as the public. Appraise the employee's alertness to lines of communication, upward and downward. Evaluate the effectiveness of the employee's team and group skills – does the employee function as a team player working toward common goals? Assess his/her ability to give, accept, and evaluate suggestions.

- Outstanding  Exceeds Expectations  Meets Expectations  Approaches Expectations  Unsatisfactory  
 N/A

Explanation:

I-D. COMMUNICATION SKILLS – Rate the staff member's effectiveness in expressing ideas, facts, and data through written and oral communication. Evaluate how easily the staff member communicates and the extent to which he/she determines what information is important and what is not appropriate for communication to others.

- Outstanding  Exceeds Expectations  Meets Expectations  Approaches Expectations  Unsatisfactory  
 N/A

Explanation:

I-E. ADAPTABILITY – Appraise the employee’s response to new procedures and instructions. Evaluate the employee’s flexibility and his/her ability in responding to needs which fall outside normal boundaries.

- Outstanding  Exceeds Expectations  Meets Expectations  Approaches Expectations  Unsatisfactory  
 N/A

Explanation:

I-F. PROBLEM SOLVING/DECISION MAKING – Evaluate the staff member’s ability to identify problems and use logic and reason in reaching a resolution. Rate the extent to which the individual is able to make rational decisions.

- Outstanding  Exceeds Expectations  Meets Expectations  Approaches Expectations  Unsatisfactory  
 N/A

Explanation:

I-G. PLANNING – Evaluate the staff member’s ability to set and follow through on goals, objectives, and timetables. Rate the employee on his/her ability to organize and allocate resources effectively.

- Outstanding  Exceeds Expectations  Meets Expectations  Approaches Expectations  Unsatisfactory  
 N/A

Explanation:

I-H. CREATIVITY/ORIGINALITY – Evaluate the employee’s ability and/or skills to develop, apply, and/or modify ideas, concepts, methods, systems, policies, procedures, techniques, products, forms, etc.

- Outstanding  Exceeds Expectations  Meets Expectations  Approaches Expectations  Unsatisfactory  
 N/A

Explanation:

**II. SPECIAL CONTRIBUTIONS** - Rate the employee on his/her involvement in continuously improving the operations of the unit, department, division, or university community. Evaluate the employee’s willingness to give constructive input and feedback on various university topics, issues, and concerns, especially those which do not fall under his or her direct responsibilities.

- Outstanding  Exceeds Expectations  Meets Expectations  Approaches Expectations  Unsatisfactory  
 N/A

Explanation:

**III. SUPERVISION OF OTHERS** – (for employees with supervisory responsibility) – Rate ability to train, supervise, and motivate subordinates. Evaluate leadership capability.

- Outstanding  Exceeds Expectations  Meets Expectations  Approaches Expectations  Unsatisfactory  
 N/A

Explanation:

**IV. OVERALL EVALUATION** –

IV-A. Consistent with the rates above, evaluate the overall performance of the staff member.

- Outstanding  Exceeds Expectations  Meets Expectations  Approaches Expectations  Unsatisfactory  
 N/A

Explanation:

IV-B. COMMENT ON EMPLOYEE'S STRENGTHS

IV-C. COMMENT ON AREAS FOR GROWTH OR CHANGE

IV-D. ACCOMPLISHMENTS ON EMPLOYEE'S PERFORMANCE GOALS SET LAST YEAR

IV-E. EMPLOYEE'S PERFORMANCE GOALS FOR NEXT YEAR

IV-F. OVERALL COMMENTS

Employee Signature \_\_\_\_\_ Date \_\_\_\_\_

Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_

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**KSU BEYOND COMPLIANCE TRAINING** – Effective July 1, 2014 all faculty and staff were asked to complete a minimum of 2 hours of Beyond Compliance training each year. This training focuses on the latest relevant laws and policies as it relates to unlawful discrimination, harassment and violence prevention. The deadline this year for completing that training is July 30, 2016. For more information on the Beyond Compliance initiative, a list of available sessions and dates go to <http://www.kent.edu/hr/training/beyond-compliance>.

Has this employee completed at least two hours of compliance training in the previous fiscal year?

Yes     No (please comment below Goals for Completion)

In Progress (please comment below Goals for Completion)

Comments/Goal for completion: \*MANDATORY FOR “No” or “In Progress”

**SUPPLEMENTAL QUESTIONS:** *To be completed by employee as self-evaluation questions*

What did you receive from your supervisor that you felt WAS HELPFUL and assisted you in your ability to perform your job effectively?

What did you receive from your supervisor that you felt WAS NOT HELPFUL and inhibited your ability to perform your job effectively?

What did you NOT receive from your supervisor that you felt would have been helpful in performing your job more effectively?