



Administrative and Professional Staff (Unclassified) Performance Evaluation Model C

(Previously Model VI)

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.
- The supervisor/manager sends the signed copy to Employee Relations, Terrace Hall Annex.
- A photocopy can be provided to the employee upon request.

Instructions: Refer to the rating scale when evaluating employee performance and assign a numeric value to the criteria. Total the numbers in each section and divide by the number of criteria rated to get the average score for that competency. Comments are required for ratings below Meets Expectations.

Rating Scale:

5= Outstanding	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.
4= Exceeds Expectations	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.
3= Meets Expectations	Performance is what is expected of a fully qualified and experienced person in the 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.
2= Approaches Expectations	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.
1= Unsatisfactory	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.
NA = Not Applicable	Does not apply to job performance expectations.

CRITERIA AND PERFORMANCE ELEMENTS

QUALITY OF WORK	5	4	3	2	1	N/A	Numeric Value
Demonstrates competence in required job skill and knowledge	<input type="checkbox"/>						
Shows accuracy, clarity, consistency and thoroughness in work	<input type="checkbox"/>						
Gives feedback for continuous improvement of work product	<input type="checkbox"/>						
Demonstrates understanding and mastery of process, methods, systems and procedures	<input type="checkbox"/>						
Measures business decisions with client and shareholder satisfaction in mind	<input type="checkbox"/>						
Exhibits good interpersonal skills	<input type="checkbox"/>						
AVERAGE							

Comments:

PRODUCTIVITY	5	4	3	2	1	N/A	Numeric Value
Accomplishes work quickly and accurately	<input type="checkbox"/>						
Meets productivity standards	<input type="checkbox"/>						
Plans work assignments, organizes and analyzes for optimum results	<input type="checkbox"/>						
Implements appropriate cost-saving measures	<input type="checkbox"/>						
Exceeds customers' expectations	<input type="checkbox"/>						
Accomplished previously-established goals and objectives	<input type="checkbox"/>						
Manages time	<input type="checkbox"/>						
AVERAGE							

Comments:

TECHNICAL KNOWLEDGE	5	4	3	2	1	N/A	Numeric Value
Develops system or procedure manual	<input type="checkbox"/>						
Sets up controls to ensure work flows efficiently	<input type="checkbox"/>						
Demonstrates proactive commitment to safety	<input type="checkbox"/>						
Develops project alternatives and presents recommendations	<input type="checkbox"/>						
Demonstrates knowledge of federal, state, and local regulations as they apply to their duties	<input type="checkbox"/>						
AVERAGE							

Comments:

COMMUNICATION AND TEAMWORK	5	4	3	2	1	N/A	Numeric Value
Is open to constructive critiques on how to improve	<input type="checkbox"/>						
Acts as a team player	<input type="checkbox"/>						
Pay attention to the needs of the customer	<input type="checkbox"/>						
Gets involved and goes beyond their assigned role	<input type="checkbox"/>						
Anticipates needs and does not wait to be told	<input type="checkbox"/>						
Demonstrates effectiveness of expression in individual or group situation	<input type="checkbox"/>						
AVERAGE							

Comments:

LEADERSHIP AND PROJECT MANAGEMENT SKILLS	5	4	3	2	1	N/A	Nu- mer- ic Value
Develops short-term goals and alternatives for accomplishing tasks	<input type="checkbox"/>						
Assists staff in meeting their professional development goals	<input type="checkbox"/>						
Participates in long-range plan development	<input type="checkbox"/>						
Assigns specific decision-making responsibilities	<input type="checkbox"/>						
Responds to concerns from employees or co-workers	<input type="checkbox"/>						
Delegates work appropriately	<input type="checkbox"/>						
Values diversity	<input type="checkbox"/>						
Participates in university committees and councils	<input type="checkbox"/>						
AVERAGE							

Comments:

SIGNIFICANT ACHIEVEMENT(S)	SCORE 1,2,3,4,5
AVERAGE <i>(Add the scores for each significant achievement and divide by the number of scores)</i>	

OVERALL EVALUATION – Consistent with the rates above, evaluate the overall performance of the staff member.

OVERALL AVERAGE OF CORE COMPETENCIES <i>Record the Average score from each section to the numeric value column</i>	Numeric Value
QUALITY OF WORK	
PRODUCTIVITY	
TECHNICAL KNOWLEDGE	
COMMUNICATION AND TEAMWORK	
LEADERSHIP AND PROJECT MANAGEMENT SKILLS	
SIGNIFICANT ACHIEVEMENTS	
OVERALL AVERAGE SCORE <i>(Add the average scores and divide the total by 6)</i>	

Comments:

CORPORATE/OPERATION EMPLOYEE'S PROFESSIONAL DEVELOPMENT AND PERFORMANCE PLAN

Identify a combined total of 2-3 measurable Professional Development, Performance or Project-related objectives that the employee has agreed to accomplish over the coming year. Outline goals for degrees, licenses or certification, task mastery or improved behavior. Define applicability of goal to job function. Specify method of learning and time frame for achievement.

Professional Development Objectives focus on the employee's career growth. Examples include attending classes, seminars, or workshops or participating in on-the-job training or self-study programs (i.e. books, cassette tapes, videos, CBT or web-based training.)

Performance Objectives are intended to help the employee improve personal aspects of their performance or behavior conduct. Examples of task-oriented performance goals are improving computer proficiency, time management or writing skills. Or the employee can focus on correcting behavioral problems that negatively impact group morale, job performance or job satisfaction. Examples of such goals are developing conflict resolution or stress reduction techniques, building collaborative co-worker relationships, or reducing incidents of absenteeism or chronic tardiness. As with professional development goals, effective performance objectives are well defined, measurable and clearly linked to specific job-related outcomes.

Project Objectives are specific assignments to participate in or manage ongoing or future projects. When setting project-oriented goals, outline the scope of the role the employee is to play, list resources and completion time frame, and define the desired result.

Objective 1. Professional Development

Progress on Last Year's Objective:

New Objective:

Objective 2. Performance Objectives

Progress on Last Year's Objective:

New Objective:

Objective 3. Project Objective

Progress on Last Year's Objective:

New Objective:

**Objective 4. Diversity Objective: What diversity activities have you participated in this year?
(Examples: Diversity committees, outreach programs, KSU HR online courses, etc.)**

Diversity Objective:

New Diversity Objective: What new diversity activities do you plan to participate in next year?

New Diversity Objective:

Objectives Summary:

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 / Goals for completion:

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

Supervisor's Signature

Date

Employee's Signature

Date