

Staff Performance Evaluation

This form, and any attachment, becomes part of the employee's official personnel file.

Employee Name: _____ UIN: _____

Position Title: _____ Department: _____

Review Type: Annual _____ Job At Risk _____ Probationary _____ End Date: _____
(Select one)

SPECIFIC JOB DUTIES

The employee and supervisor must review the position description for the employee's job to ensure its accuracy and initiate changes to the position description as required. Additionally, the position description should be referenced when completing this evaluation.

I. PERFORMANCE CRITERIA

Instructions for completing the Performance Criteria section

- Indicate the employee's actual performance of the specific job duties and utilization of knowledge, skills and abilities during the entire evaluation period by marking the appropriate rating box.
- Criteria listed for each rating level are provided for guidance. An employee does not need to meet each item in that rating to receive that rating. Appropriate supervisory judgment should be used when applying a rating.
 - Justify the rating by providing specific examples of how the employee exhibited performance of the area.
 - The following table summarizes the definitions for the Performance Factor ratings

PERFORMANCE FACTOR RATING SCALE	
5	Outstanding – Highest level of performance; this rating is given to any employee who consistently does far more than expected for the position. Numerous objective examples that support the rating are easily identified.
4	Exceeds Expectations – This rating is given to an employee who consistently does more than expected for the position. Rating should be easily supported by several objective examples of going beyond job requirements.
3	Meets Expectations – This rating is given to an employee who has consistently and fully satisfied the high performance expectations of Tarleton for the specific duties of the employee's position.
2	Improvement Needed – This rating is given to an employee who did not consistently meet performance expectations of the employee's position.

- Importance Level is used to provide emphasis to key aspects of the employee's position.

IMPORTANCE LEVEL SCALE	
4	Critically Important – This criterion would have critical impact on overall employee performance. Wrong decisions and errors felt across entire organization and by customers to a significant extent. No direct supervision or oversight is normally provided.
3	Very Important – This criterion would have significant impact on overall employee performance. Wrong decisions and errors felt in several other departments and by customers. Little direct supervision or oversight is normally provided.
2	Important – This criterion would have impact on overall employee performance. Wrong decisions or errors would affect own department. Moderate direct supervision or oversight is normally provided.

- Assign an Importance Level for each performance factor
 - For non-supervisory position evaluations, assign two importance levels of “4”, two importance levels of “3”, and three importance levels of “2”.
 - For supervisory position evaluations, assign two importance levels of “4”, three importance levels of “3”, and four importance levels of “2”.
 - Calculate rating using one of the following methods
 - The importance level may be used alone to clarify the supervisor’s expectations or
 - Multiplied with the individual performance criteria performance rating to calculate the total for that performance criterion. (Importance X Rating = Total) (optional)
- Key Objectives and Job Tasks is an optional section used at the supervisor’s discretion to emphasize a particular goal, objective, or job duty.
 - No importance level is assigned to this section. (assumption: it must be important if it is listed)
 - These items may be used by the supervisor in determining overall performance rating for the employee.
- The Overall Performance rating can be determined by either of the following methods:
 - Applying the Overall Performance Evaluation Rating definitions or
 - By summing the individual performance criteria and comparing to the point range for the overall rating.

For example:

	Rating	Importance	Total
• Completing Tasks	4	4	16
• Initiative and Innovation	3	3	9
• Job Knowledge	4	4	16
• Safety Compliance	3	3	9
• Diversity	4	2	8
• Cooperation and Customer Service	3	2	6
• Teamwork	4	2	8
• Overall Total			72
Using the point scale performance would be rated as:			“Meets Expectations”

PERFORMANCE FACTORS

1. **Completing Tasks** – Comprised of two major elements:

- Work Quality - The degree to which the employee meets acceptable standards including accurate, neat, and thorough work. The need to re-do work and the orderliness of work place.
- Work Quantity - The employee's level of productivity/output and timeliness of work consistent with established standards. Makes good use of time.

<input type="checkbox"/>	5	Consistently produces work of highest quality; rarely makes errors . Consistently exceeds productivity requirements; consistently completes work ahead of schedule; seeks additional tasks; recognized by co-workers as a "peak performer"
<input type="checkbox"/>	4	Produces high quality work; makes few errors. Completes most work tasks ahead of schedule; above average output level
<input type="checkbox"/>	3	Produces acceptable work with minimal errors . Meets basic productivity requirements; meets deadlines; meets production goals
<input type="checkbox"/>	2	Produces marginally acceptable or unsatisfactory work; makes more than an average number of errors . Below basic productivity requirements in some areas; occasionally misses deadlines; marginal output level.

Justification for Performance Rating: (Describe how the employee exhibited the performance factor level)

Rating

Importance

Total

2. **Initiative and Innovation** – A measure of the amount of direct supervision an employee requires .

<input type="checkbox"/>	5	Constantly exhibits independent action and resourcefulness; exercises outstanding judgment on knowing when to seek guidance from supervisor; highly motivated worker. Requires little or no direction or supervision, even on non-routine assignments. Exceptional contributions to efficient operation of unit; consistently seeks ways to improve work methods; offers constructive and detailed positive suggestions.
<input type="checkbox"/>	4	Frequently exhibits independent action and resourcefulness; exercises good judgment on knowing when to seek guidance from supervisor; above-average worker. Requires less than normal direction and supervision, even on non-routine assignments. Develops methods for streamlining operations; frequently provides constructive suggestions .
<input type="checkbox"/>	3	Generally demonstrates independent action with minimal supervision; dependable worker. Requires normal direction and supervision, requires assistance with non-routine assignments. Develops better methods of completing work; occasionally provides constructive suggestions .
<input type="checkbox"/>	2	Occasionally requires prompting by supervisor to take actions required by the job; requires frequent supervisor attention. Requires more than normal direction and supervision to complete assignments. Less effective completion of work than average worker; rarely provides constructive suggestions .

Justification for Performance Rating: (Describe how the employee exhibited the performance factor level)

Rating

Importance

Total

3. **Job Knowledge** - Employee understands job duties and responsibilities, and has the ability to accomplish them for satisfactory job performance. Understands the organization's policies, procedures, goals and purpose as required for the job.

- | | | |
|--------------------------|---|---|
| <input type="checkbox"/> | 5 | Demonstrates exceptional knowledge and skills in the most complex aspects of the job. Has completely mastered own job duties and responsibilities and all related areas. |
| <input type="checkbox"/> | 4 | Demonstrates better-than-average knowledge and skills in handling complex job duties. Is very knowledgeable of own job duties and responsibilities and is familiar with some related areas. |
| <input type="checkbox"/> | 3 | Demonstrates adequate knowledge and skills to perform job duties. Has sufficient knowledge to perform job satisfactorily. Needs some coaching on complex areas. |
| <input type="checkbox"/> | 2 | Demonstrates insufficient knowledge and skills in some area of job duties. Has limited knowledge of own job duties and responsibilities. Requires coaching on routine areas. |

Justification for Performance Rating: (Describe how the employee exhibited the performance factor level)

Rating

Importance

Total

4. **Security/Safety Compliance** – Adheres to security and safety rules and guidelines; completes required security and safety training. Maintains a safe and secure work environment. Employee's work practices meet health, safety, physical security, and information security requirements.

- | | | |
|--------------------------|---|---|
| <input type="checkbox"/> | 5 | Constantly looks for potential security and safety issues in the work area. Makes recommendations for improving the physical security and information security for their area of responsibility. Takes actions to prevent injury to employees. |
| <input type="checkbox"/> | 4 | Demonstrates a high level of concern for the security (information and physical) and safety of others as well as themselves. Strives to keep area free of safety hazards. Have had no accidents or security incidents during the period of this review. |
| <input type="checkbox"/> | 3 | Adheres to all work area security and safety guidelines. Acts promptly on potential security violations and safety hazards. No lost time injuries during the period of this review. |
| <input type="checkbox"/> | 2 | Low concern for security and safety: fails to act promptly on potential security violations and safety hazards. |

Justification for Performance Rating: (Describe how the employee exhibited the performance factor level)

Rating

Importance

Total

5. **Diversity** – Behavior that shows respect and value for individual differences, builds a climate of openness and inclusiveness.

- | | | |
|--------------------------|---|---|
| <input type="checkbox"/> | 5 | Works diligently to foster an open and inclusive environment; actively involved in diversity initiatives; always displays behavior that respects and values individual differences.. |
| <input type="checkbox"/> | 4 | Provides support for an open and inclusive environment; encourages diversity initiatives; frequently displays behavior that respects and values individual differences . |
| <input type="checkbox"/> | 3 | Contributes to promoting an open and inclusive environment; participates in diversity initiatives; generally displays behavior that respects and values individual differences. |
| <input type="checkbox"/> | 2 | Occasionally must be encouraged to demonstrate support for a diverse and inclusive environment. Sometimes fails to display behavior that respects and values individual differences . |

Justification for Performance Rating: (Describe how the employee exhibited the performance factor level)

Rating

Importance

Total

6. **Cooperation and Customer Service** – Is courteous and works well with customers and coworkers

- | | | |
|--|---|--|
| | 5 | Constantly anticipates and meets the needs of customers; always communicates and works well with coworkers and customers . Excels in open communication skills; promotes a supportive work environment; always treats others with dignity and respect |
| | 4 | Frequently anticipates the needs of customers; generally communicates and works well with coworkers and customers . Fosters open communications; encourages others to contribute to the success of the unit; demonstrates how others should be treated with dignity and respect. |
| | 3 | Meets customer needs; communicates and works acceptably with customers and coworkers . Demonstrates acceptable communication skills; treats people with dignity and respect. |
| | 2 | Occasionally fails to meet customer needs; some complaints from coworkers and customers on communication skills with others ; sometimes does not treat others with dignity and respect. |

Justification for Performance Rating: (Describe how the employee exhibited the performance factor level)

Rating

Importance

Total

7. **Teamwork:** Ability to assist and/or direct colleagues in a collective effort to accomplish results through cohesive actions of the team.

- | | | |
|--|---|--|
| | 5 | Inspires others to excel; leads by example; makes timely and productive decisions; uses resources wisely. Provides direction and creates an environment that results in the highest level of team achievement. |
| | 4 | Encourages the development of others; promotes department initiatives; makes effective decisions; uses most resources wisely. Provides a role model and enhances the level of team achievement. |
| | 3 | Makes good decisions; generally uses resources wisely. Interacts effectively and contributes to overall team results. |
| | 2 | Makes some poor work decisions; occasionally misuses or wastes resources. Some participation and little support of team effort. |

Justification for Performance Rating: (Describe how the employee exhibited the performance factor level)

Rating

Importance

Total

Performance Factors 8 and 9 apply to employees with supervisory responsibilities only

8. **Resource Management:** Organizing self and environment for appropriate uses of resources . Resources include budget, employees, equipment, inventory, etc.

- | | | |
|--|---|--|
| | 5 | Consistently establishes and communicates important work priorities to employees and immediate supervisor; frequently identifies and implements actions to ensure that financial resources used are less than budgeted; accurately forecasts resource needs beyond the current budget year. |
| | 4 | Frequently establishes and communicates important work priorities to employees and immediate supervisor; monitors resources to ensure financial resources used are less than budgeted; occasionally identifies cost saving opportunities ; accurately forecasts and schedules resource needs within the current budget year. |
| | 3 | Works with immediate supervisor to establish work priorities; communicates work priorities to employees as appropriate; monitors resources to maintain cost within budgeted amounts; schedules resource needs to meet daily work requirements. |
| | 2 | Establishment and communication of work priorities needs improvement; resource utilization planning does not meet expectations for the job. |

Justification for Performance Rating: (Describe how the employee exhibited the performance factor level)

Rating

Importance

Total

9. **Supervision and Leadership:** Utilizing the behaviors which are essential to effective leadership and supervision.

- | | | |
|--|---|--|
| | 5 | Recognized by supervisor, peers, and employees as superior in establishing open communication and climate of collaboration and cooperation; routinely coaches and trains employees for advancement; provides accurate and frequent feedback; creates an employee development plan for each supervised employee; always takes the initiative to identify and deal directly with problem situations and potential crises; effectively uses the discipline process to improve employee performance. |
| | 4 | Recognized by employees for establishing open communication and climate of collaboration and cooperation; frequently coaches and trains employees for advancement; provides accurate and frequent feedback; creates an employee development plan for each supervised employee; often takes the initiative to identify and deal directly with problem situations and potential crises; initiates the discipline process appropriately to improve employee performance without coaching. |
| | 3 | Encourages open communication and climate of collaboration and cooperation; coaches and trains employees in the performance of their job; identifies and communicates areas for improvement for each supervised employee; identifies and deals directly with problem situations and potential crises as they arise; initiates and uses the discipline process for employee performance improvement with minimal coaching. |
| | 2 | Communication style and climate of working with others needs improvement; rarely provides coaching, training or feedback to supervised employees; requires prompting to deal with problem situations and potential crises; does not effectively use the discipline process for performance improvement. |

Justification for Performance Rating: (Describe how the employee exhibited the performance factor level)

Rating

Importance

Total

KEY OBJECTIVES AND JOB TASKS (Optional)

Job Duty/Objective/Goal: (provide description)	Rating:	
Evidence of Performance :		
Job Duty/Objective/Goal: (provide description)	Rating:	
Evidence of Performance :		
Job Duty/Objective/Goal: (provide description)	Rating:	
Evidence of Performance :		
Job Duty/Objective/Goal: (provide description)	Rating:	
Evidence of Performance :		
Job Duty/Objective/Goal: (provide description)	Rating:	
Evidence of Performance :		
Job Duty/Objective/Goal: (provide description)	Rating:	
Evidence of Performance :		

Areas for Improvement

Description:	Employee's Responsibilities:
	Supervisor's Responsibilities:
Description:	Employee's Responsibilities:
	Supervisor's Responsibilities:
Description:	Employee's Responsibilities:
	Supervisor's Responsibilities:
Description:	Employee's Responsibilities:
	Supervisor's Responsibilities:
Description:	Employee's Responsibilities:
	Supervisor's Responsibilities:

Goals for the next review period

Goal 1	
Goal 2	
Goal 3	
Goal 4	
Goal 5	

Overall Rating

Overall Evaluation Rating	5 = OUTSTANDING <input type="checkbox"/>	4 = EXCEEDS EXPECTATIONS <input type="checkbox"/>	3 = MEETS EXPECTATIONS <input type="checkbox"/>	2 = IMPROVEMENT NEEDED <input type="checkbox"/>
Point Range Non-Supervisory	93-100 and no area rated as "3" or "2"	74-92 and no area rated as "2"	51-73	50 or less
Point Range Supervisory	113-125 and no area rated as "3" or "2"	88-112 and no area rated as "2"	62-87	61 or less
Supervisor's Supporting Comments				

DEFINITION OF RATINGS:

PERFORMANCE RATING SCALE	
5	Outstanding – Exceptional performance; clearly unique. Results obtained are far above job expectations. Makes significant contributions well beyond job responsibilities.
4	Exceeds Expectations – Performance results which clearly and consistently exceed the major responsibilities of the job. Makes contributions beyond job responsibilities.
3	Meets Expectations – Employee's performance consistently meets or to some extent exceeds expectations. Employee's work was fully effective, reliable, and of good quality. Describes acceptable performance.
2	Improvement Needed – Employee does not consistently meet all of the standards of performance. Improvement in performance is needed. Requires more than expected supervision.

I understand that my signature indicates only that I have read and discussed this performance evaluation with my supervisor/ evaluator. It does not necessarily mean that I agree with the evaluation's content. As an employee of TSU, I understand I may attach written comments, if desired. If comments are attached, initial here _____

Employee's Signature

Date

Immediate Supervisor's Signature

Date

Next level supervisor must review and sign this evaluation before it can be submitted to Human Resources . Significant changes to the evaluation during the employee-supervisor meeting should be reviewed by the next level supervisor.

Next Level Supervisor's Signature

Date