

ADMINISTRATIVE STAFF EVALUATION FORM



OFFICE OF HUMAN RESOURCES

A MEMBER OF THE TEXAS A&M UNIVERSITY SYSTEM

Name of Employee: _____
 Position Title: _____
 Department: _____
 Date of Employment Into Current Position: _____

TYPE OF EVALUATION

Initial - 4 months
 Annual
 Special

INSTRUCTIONS TO SUPERVISOR: As part of the performance evaluation process, you and the employee (together) must review, sign, and date the position's PDQ (Position Description Questionnaire) that is on file with the HR Office to ensure that it is accurate and current. Discuss and review the performance evaluation and PDQ with the employee in a private setting without interruption. Remember that performance evaluation is a continuing process, not just an annual event. Throughout employment, supervisors are encouraged to interact and/or communicate periodically with the employee about the job and about his/her performance progress.

COMPLETING THE PERFORMANCE EVALUATION: Concentrate on one factor at a time, read all ranking specifications for that factor, and use your own independent judgment to determine which ranking best describes the performance of the employee. Supervisors may provide detailed comments to support each factor ranking. Any ranking of 1 or 5 requires justification in the comments section. A ranking of 1 in any performance factor requires a special evaluation in 90 days. At end of this evaluation, supervisors are required to provide "agreed upon" goals and objectives for the year which will help enhance the employee's performance. If additional space is needed, please attach a separate page. To ensure a fair, honest, and effective performance evaluation, rank with the utmost care and thought, rank on the basis of the essential duties and responsibilities of the position, disregard general impressions, and do not allow personal feelings to govern your ranking.

A. JOB SKILLS AND KNOWLEDGE – The ability to demonstrate professional skills and knowledge of the responsibilities and duties assigned to the position.

1 Does not demonstrate the necessary skills and knowledge.	2 Demonstrates limited understanding of necessary skills and knowledge.	3 Demonstrates average understanding of necessary skills and knowledge.	4 Demonstrates full understanding of necessary skills and knowledge.	5 Demonstrates exceptional understanding of skills and knowledge.
--	---	---	--	---

COMMENTS :

B. QUALITY OF WORK – The ability to produce accurate, neat, and thorough work, whether self-initiated or supervised.

1 Work product is unacceptable.	2 Work product requires constant revision and correction.	3 Produces average work product; some revisions required.	4 Work is of very good quality; few revisions required.	5 Work is of exceptionally high quality; virtually error-free.
---------------------------------	---	---	---	--

COMMENTS :

C. INITIATIVE – The ability to think and act without being instructed in great detail.

1 Needs constant supervision to start and complete tasks	2 Needs excessive guidance to finish tasks	3 Demonstrates average initiative; proceeds alone in performance of routine duties and assignments	4 Completes work on own initiative; resourceful and alert.	5 A self-starter in all respects; constantly seeks new techniques and methods to improve effectiveness
--	--	--	--	--

COMMENTS:

D. JUDGMENT – The ability to reach logical, responsible, and timely decisions.

1 Poor judgment.	2 Is uncertain of own judgment; defers decisions to others.	3 Generally uses good judgment.	4 Demonstrates the ability to apply careful reasoning to decision-making.	5 Reasoning is logical, clear and concise; comes to sound conclusions quickly and acts decisively on them.
------------------	---	---------------------------------	---	--

COMMENTS:

E. ADAPTABILITY – The ability to accept change and adapt to a variety of assignments.

1 Unable to accept change.	2 Has difficulty accepting suggestions and change.	3 Accepts suggestions and change.	4 Willingly supports suggestions and change.	5 Enthusiastically accepts suggestions and change.
----------------------------	--	-----------------------------------	--	--

COMMENTS:

F. TEAMWORK AND COOPERATION – The ability to work with colleagues in a collective effort to accomplish institutional goals and objectives.									
1	Uncooperative; unable to work with others	2	Tends to be uncooperative.	3	Cooperates with others; willing to compromise.	4	Readily cooperates; promotes teamwork.	5	Very willing to cooperate with others; inspires positive work relations.
COMMENTS:									
G. ACCEPTANCE OF RESPONSIBILITY – The ability to demonstrate willingness to assume and implement the responsibilities of the position.									
1	Refuses to accept responsibility.	2	Resists acceptance of responsibility.	3	Accepts normal responsibility.	4	Accepts responsibility beyond normal requirements.	5	Actively seeks more responsibility.
COMMENTS:									
H. ATTENDANCE AND AVAILABILITY – The ability to conform to established work schedule and be available to perform responsibilities and provide administrative support.									
1	Undependable, absent, or unavailable.	2	Poor attendance, frequently absent, or unavailable without proper notice.	3	Average attendance and availability	4	Dependable; sensitive to institution's need for availability	5	Excellent attendance and availability record.
COMMENTS:									
I. PUBLIC RELATIONS – The ability to communicate effectively with the public; the degree to which employee is able to project a courteous and helpful image.									
1	Is tactless and discourteous; aggressive approach frequently results	2	Needs to improve tact and diplomacy skills; aggressive approach occasionally results in miscommunication problems; reluctantly helpful	3	Generally tactful and courteous; usually able to communicate satisfactorily; willing to be helpful	4	Consistently tactful and courteous; able to communicate effectively; strives to be helpful	5	Exceptionally tactful and courteous; has excellent communication skills; goes out of the way to be helpful.
COMMENTS:									
J. MANAGEMENT OF WORKLOAD – The ability to meet deadlines and prioritize workload and to produce the required amount of work to meet the needs of the institution.									
1	Work output unsatisfactory; seldom meets deadlines.	2	Barely meets minimum workload requirement; occasionally meets deadlines.	3	Meets average workload requirements; usually meets deadlines.	4	Exceeds requirements for output; frequently meets deadlines.	5	Greatly exceeds workload requirements; always on time or ahead of schedule.
COMMENTS:									
K. PLANNING – The ability to ensure that activities are coordinated by setting goals, specifying objectives, anticipating contingencies, and utilizing allocated resources for the attainment of departmental and institutional goals.									
1	Poor planner.	2	Demonstrates limited planning skills.	3	Demonstrates average planning skills.	4	Demonstrates effective planning skills.	5	Demonstrates exceptional planning skills.
COMMENTS:									
L. SUPERVISORY SKILLS – The ability to provide direction and motivate employees to perform at their highest level; to responsibly evaluate the work of employees and take appropriate action when necessary; to enforce University Policies and Regulations in a positive manner. If not applicable to employee's job description, mark here.									
1	Does not demonstrate necessary supervisory skills.	2	Has difficulty exercising supervisory skills.	3	Generally demonstrates acceptable supervisory skills.	4	Demonstrates effective supervisory skills.	5	Demonstrates exceptional supervisory skills; shows innovation in supervisory techniques.
COMMENTS:									

M. BUDGET MANAGEMENT – The ability to prepare timely and accurate projections of departmental financial requirements and manage allocated financial resources.

If not applicable to employee's job description, mark here.

1	Poor budget manager.	2	Has difficulty managing budget. Reports are seldom presented in an acceptable time frame; projections are seldom accurate.	3	Generally presents budgets in an acceptable time frame; projections are usually accurate and represent the needs of the department.	4	Exercises care in the preparation of the budget; projections and needs are well supported.	5	Exceptional budget manager; maximizes use of available resources; exhibits a clear understanding of departmental budget requirements and is sensitive to the needs of other departments.
---	----------------------	---	--	---	---	---	--	---	--

COMMENTS:

ITEMS N – R FOR DIRECTOR OF ATHLETICS & COACHES ONLY

N. ADHERING TO NCAA BY-LAWS AND HEARTLAND CONFERENCE REGULATIONS.

1	Demonstrates poor adherence to NCAA By-laws and Heartland Conference Regulations.	2	Has difficulty adhering to NCAA By-laws and Heartland Conference Regulations.	3	Demonstrates average adherence to NCAA By-laws and Heartland Conference Regulations.	4	Demonstrates effective adherence to NCAA By-laws and Heartland Conference Regulations.	5	Demonstrates exceptional adherence to NCAA By-laws and Heartland Conference Regulations.
---	---	---	---	---	--	---	--	---	--

COMMENTS:

O. ADHERING TO ESTABLISHED INSTITUTIONAL RULES, POLICIES, AND PROCEDURES AS WELL AS ETHICAL STANDARDS OF BEHAVIOR.

1	Demonstrates poor adherence to established institutional rules, policies, and procedures as well as ethical standards of behavior.	2	Has difficulty adhering to established institutional rules, policies, and procedures as well as ethical standards of behavior.	3	Demonstrates average adherence to established institutional rules, policies, and procedures as well as ethical standards of behavior.	4	Demonstrates effective adherence to established institutional rules, policies, and procedures as well as ethical standards of behavior.	5	Demonstrates exceptional adherence to established institutional rules, policies, and procedures as well as ethical standards of behavior.
---	--	---	--	---	---	---	---	---	---

COMMENTS:

P. ENSURING THE SATISFACTORY ACADEMIC PERFORMANCE OF STUDENT-ATHLETES

1	Poor level of success in this area; very few student-athletes have satisfactory academic performance.	2	Below average level of success in this area; less than half of student-athletes have satisfactory academic performance.	3	Average level of success in this area; at least half of student-athletes have satisfactory academic performance.	4	Effective level of success in this area; majority of student-athletes have satisfactory academic performance.	5	Exceptional level of success in this area; all student-athletes have satisfactory academic performance.
---	---	---	---	---	--	---	---	---	---

COMMENTS:

Q. ENSURING THE PHYSICAL, EMOTIONAL, AND SOCIAL WELFARE OF STUDENT-ATHLETES, INCLUDING ISSUES RELATED TO GENDER, ETHNIC DIVERSITY, RELIGION, AND SEXUAL ORIENTATION.

1	Poor skills in ensuring the physical, emotional, and social welfare of student-athletes, including issues related to gender, ethnic diversity, religion, and sexual orientation.	2	Below average skills in ensuring the physical, emotional, and social welfare of student-athletes, including issues related to gender, ethnic diversity, religion, and sexual orientation.	3	Average skills in ensuring the physical, emotional, and social welfare of student-athletes, including issues related to gender, ethnic diversity, religion, and sexual orientation.	4	Effective skills in ensuring the physical, emotional, and social welfare of student-athletes, including issues related to gender, ethnic diversity, religion, and sexual orientation.	5	Exceptional skills in ensuring the physical, emotional, and social welfare of student-athletes, including issues related to gender, ethnic diversity, religion, and sexual orientation.
---	--	---	---	---	---	---	---	---	---

COMMENTS:

R. ESTABLISHING AND ENSURING A SAFE ENVIRONMENT FOR STUDENT-ATHLETES WHICH INCLUDES PROVIDING EDUCATION ABOUT AND METHODS FOR DISCUSSING AND RESOLVING SEXUAL HARASSMENT OR DISCRIMINATION.

1	Poor skills in establishing and ensuring a safe environment for student-athletes which includes providing education about and methods for discussing and resolving sexual harassment or discrimination.	2	Below average skills in establishing and ensuring a safe environment for student-athletes which includes providing education about and methods for discussing and resolving sexual harassment or discrimination.	3	Average skills in establishing and ensuring a safe environment for student-athletes which includes providing education about and methods for discussing and resolving sexual harassment or discrimination.	4	Effective skills in establishing and ensuring a safe environment for student-athletes which includes providing education about and methods for discussing and resolving sexual harassment or discrimination.	5	Exceptional skills in establishing and ensuring a safe environment for student-athletes which includes providing education about and methods for discussing and resolving sexual harassment or discrimination.
---	---	---	--	---	--	---	--	---	--

COMMENTS:

GOALS AND OBJECTIVES (*required*): _____

SUPERVISOR'S COMMENTS: _____

EMPLOYEE'S COMMENTS: _____

This report is based on my observation and knowledge. It represents my best judgment of the employee's performance. Together, the employee and I reviewed, signed, and dated the position's current PDQ that is on file with the HR Office.

I have reviewed this report on the date indicated below and have had the opportunity to discuss it with my supervisor(s). My signature does not necessarily mean I agree with the report. Together, my supervisor and I reviewed, signed, and dated my position's current PDQ that is on file with the HR Office.

Supervisor Signature Date

Employee Signature Date

Next Level Supervisor Signature (if applicable) Date

Appropriate VP Signature Date
(*This signature required for Director of Athletics and Coaches only.*)

PROFESSIONAL DEVELOPMENT PLANNING WORKSHEET



A Member of the Texas A&M University System

OFFICE OF HUMAN RESOURCES

This worksheet is designed to assist the Office of Human Resources in identifying the professional development (training) needs of our employees. As you evaluate the performance of this employee, please consider and discuss with him/her any professional development (training) which will help the employee in accomplishing job responsibilities and in meeting “agreed upon” goals and objectives.

Employee Name: _____

Title: _____

Department/Office: _____

List development areas that you identified and would like to see available for this employee via training workshops, seminars, and courses (i.e., writing skills, listening skills, supervisory skills, specific software program, computer skills).

Signature of Supervisor

Date