

# Administrative/Professional Employee Performance Evaluation

## Southern Illinois University

Employee Name:	Employee ID:	Position ID:
Job Title:	Organization:	Fiscal Officer:
Rating Period:	Date:	Evaluator Name:
Reason for Evaluation: <input type="checkbox"/> Annual Evaluation <input type="checkbox"/> Mid Cycle		

### INSTRUCTIONS

1. The supervisor should notify the employee when it's time to do his/her evaluation and ask them to submit their self-evaluation in a timely manner.
2. In the meantime, the supervisor should complete an evaluation on the employee's performance.
3. The supervisor takes the two evaluations and discusses them with his/her immediate supervisor to discuss and make any appropriate changes.
4. The supervisor and employee meet to discuss the evaluation, review the position description, and discuss expectations and focus factors for the next rating period.
5. Employees must be rated on all 8 core factors and in addition 2 agreed upon focus factors.
6. The supervisor should provide specific comments and examples for all Outstanding and Unsatisfactory ratings.
7. Prior to signing the form, the employee may make written comments. If more space is needed, please provide additional pages.
8. The original form must be submitted to Human Resources by the return due date with all necessary signatures.  
(Annual performance evaluation due date is April 1)
9. The employing department is required to provide each employee with a copy of his/her evaluation.

### Rating Scale and Definition of Ratings

Scale	Definition
O	<b>Outstanding:</b> Performance is exceptional and recognized as superior accomplishments outside of the normal scope of the defined job standards and skills. Contributions have significant and positive impact on the unit or organization. <b>If this rating is given, an explanation with specific examples is required.</b>
HE	<b>Highly Effective:</b> Performance consistently exhibits desired competencies effectively and independently while frequently exceeding expectations, standards, requirements, and objectives.
E	<b>Effective:</b> Performance clearly demonstrates a consistent, quality effort. Employee reliably exhibits proficiency of the defined job standards and skills. These employees meet all expectations, standards, requirements, and objectives and, on occasion, may exceed them.
M	<b>Marginal:</b> Performance does not consistently meet established expectations. Performance requires monitoring to achieve consistent completion of work and requires more constant, close supervision.
U	<b>Unsatisfactory:</b> Performance results do not meet acceptable standards for the position. Improvement is required. <b>If this rating is given, an explanation with specific examples is required.</b>

# Employee Performance Evaluation

## Helpful Hints & Checklist

This form will be used by supervisors and managers to appraise all A/P staff and must be completed annually. The performance evaluation requires the rating of an employee in terms of his/her actual performance since the last review. Study each job factor carefully. Under each factor there are narratives to help clarify performance expectations. These narratives offer only brief examples and the evaluator should not feel constrained by the specific wording.

Rating job performance is an extremely important task. Great care should be taken to avoid a number of different rating errors that affect an evaluator's ability to make accurate ratings. These errors include:

**LENIENCY ERROR:** Leniency errors occur when a rater rates all employees higher than they should be rated. This type of error may occur when a supervisor is trying to give a staff member the benefit of the doubt. Leniency errors can be detected by examining a number of different rating forms from the same supervisor. When leniency errors are present, most employees are rated in the higher ranges of the scale. For example, leniency rating error is probably present when an evaluator rates 4 out of 5 staff members as outstanding.

**CENTRAL TENDENCY:** Central tendency errors occur when an evaluator rates all his/her employees effective. This type of error results when a supervisor fails to distinguish the difference in job performance among a number of employees. Central tendency errors can be detected by examining a number of evaluation forms from the same supervisor. When central tendency errors are present, all staff members will be rated effective.

**HALO:** The third type of error is also very frequent. Halo errors occur when a supervisor fails to distinguish between different aspects of the same person's performance. This type of error occurs when a supervisor has a feeling about a person's overall job performance and rates all aspects of his/her performance at that level. When this type of error is present, a person will be rated marginal, or highly effective on all of the performance factors. There will be no mixing of ratings at different levels for the same person.

**Remember, you are rating the performance, not the person.**

Checklist for performance evaluation:	Yes	No	N/A
Did you discuss each goal or objective established for this employee?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are you and the employee clear on the areas of agreement? Disagreement?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did you give the employee your thoughts of his or her potential or ability?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did you and the employee cover all positive skills, traits, and accomplishments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are you both clear on areas where improvement is required?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did you indicate consequences for noncompliance, if appropriate?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Were training or development recommendations agreed on?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did you set clear objectives and focus factors for the next appraisal period?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Was the employee encouraged to voice their own views/comments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did you thank the employee for his or her efforts?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Administrative Professional Performance Evaluation

## Southern Illinois University Carbondale

Employee Name \_\_\_\_\_ Employee Number \_\_\_\_\_

CORE JOB PERFORMANCE FACTORS: Required for all employees

### Job Knowledge

UNSATISFACTORY	Has a definite lack of job knowledge. Shows little proficiency in job duties. Needs considerable and repeated instruction.	U <input type="checkbox"/>
MARGINAL	Has an inadequate knowledge of duties. Lack of proficiency in performing job often leads to difficulties. Often needs instructions.	M <input type="checkbox"/>
EFFECTIVE	Knows and understands job duties and applies this knowledge in daily performance of the job. Understands general plans and goals of department	E <input type="checkbox"/>
HIGHLY EFFECTIVE	Performs job proficiently. The employee's depth of job knowledge may result in his/her being consulted for planning and direction.	HE <input type="checkbox"/>
OUTSTANDING	Exceptionally knowledgeable in all aspects of position. Able to take leadership role and provide guidance to others.	O <input type="checkbox"/>

Comments: **Required if Unsatisfactory or Outstanding is checked.**

### Quality of Work

UNSATISFACTORY	Doesn't meet deadlines. Work is incomplete. Makes frequent errors. Doesn't follow instructions.	U <input type="checkbox"/>
MARGINAL	Rarely meets deadlines. Needs to be more attentive to details. Frequently needs follow-up instructions.	M <input type="checkbox"/>
EFFECTIVE	Meets all deadlines. Work is completed accurately, within guidelines and without supervisory intervention.	E <input type="checkbox"/>
HIGHLY EFFECTIVE	Often deadlines are met ahead of schedule with work that is accurate and exceeds expectations.	HE <input type="checkbox"/>
OUTSTANDING	Consistently completes work ahead of schedule with minimal errors. Has excellent ideas on how to improve the work product. Sets the standards for highest quality work.	O <input type="checkbox"/>

Comments: **Required if Unsatisfactory or Outstanding is checked.**

### Productivity

UNSATISFACTORY	Slow, does little work and wastes time. Needs constant pushing.	U <input type="checkbox"/>
MARGINAL	Work pace needs to improve. Does just enough to get by. Is easily distracted.	M <input type="checkbox"/>
EFFECTIVE	Is a good solid performer. Consistently completes all assigned tasks as expected. Works at a steady pace.	E <input type="checkbox"/>
HIGHLY EFFECTIVE	Is a self-starter. Regularly seeks new tasks. Does more than expected.	HE <input type="checkbox"/>
OUTSTANDING	Maximizes use of available resources. Seeks opportunities to effectively utilize time.	O <input type="checkbox"/>

Comments: **Required if Unsatisfactory or Outstanding is checked.**

## Communication and Teamwork

UNSATISFACTORY	Has frequent conflicts with supervisor and/or coworkers. Is not a team player.	U <input type="checkbox"/>
MARGINAL	Occasionally contributes as a member of the team. Withholds information or is uncooperative.	M <input type="checkbox"/>
EFFECTIVE	Maintains effective and cooperative work relationships with coworkers, supervisor(s), other staff, faculty, and students.	E <input type="checkbox"/>
HIGHLY EFFECTIVE	Cooperates well with campus employees. Frequently works to promote teamwork and harmony within the department.	HE <input type="checkbox"/>
OUTSTANDING	Uses exceptional tact and diplomacy. Has earned a great deal of respect from within the department and across campus.	O <input type="checkbox"/>

Comments: **Required if Unsatisfactory or Outstanding is checked.**

## Professionalism

UNSATISFACTORY	Fails to follow acceptable standards of practice and ethics in performance of work.	U <input type="checkbox"/>
MARGINAL	Resistant to training. Often questions applicable work conduct codes.	M <input type="checkbox"/>
EFFECTIVE	Exhibits conduct appropriate to the job. Maintains appearance. Operates within all applicable job codes.	E <input type="checkbox"/>
HIGHLY EFFECTIVE	Seeks new and developing knowledge critical to effective future performance in the job.	HE <input type="checkbox"/>
OUTSTANDING	Contributes to the university though participation in professional organizations, special projects, and/or committees.	O <input type="checkbox"/>

Comments: **Required if Unsatisfactory or Outstanding is checked.**

## Problem Solving, Decision Making & Judgment

UNSATISFACTORY	Decision making demonstrates little concern for the welfare and safety of coworkers, department, students, and/or equipment.	U <input type="checkbox"/>
MARGINAL	Often reacts rather than thinking through a problem. Doesn't gather enough information or seek guidance before making decisions.	M <input type="checkbox"/>
EFFECTIVE	Identifies and analyzes problems using solid problem solving techniques. Displays sound judgment in decision making.	E <input type="checkbox"/>
HIGHLY EFFECTIVE	Considers costs, risks, and benefits when making decisions. Willing to make decisions in difficult or unusual situations. Is trusted among coworkers to make the right decisions.	HE <input type="checkbox"/>
OUTSTANDING	Can be counted on to make excellent choices and informed decisions. Thinks outside the box. Consistently comes up with innovative and creative decisions.	O <input type="checkbox"/>

Comments: **Required if Unsatisfactory or Outstanding is checked.**

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

Employee Number \_\_\_\_\_

**Adaptability**

UNSATISFACTORY	Does not perform tasks with the independence appropriate to the assignment. Work deteriorates under stress.	U <input type="checkbox"/>
MARGINAL	Does not adapt well to change. Doesn't follow through on commitments. Needs encouragement to meet new challenges.	M <input type="checkbox"/>
EFFECTIVE	Accepts, adapts, and adjusts to new or changing ideas, technology, situations, and/or conditions. Explores and supports new ideas and initiatives.	E <input type="checkbox"/>
HIGHLY EFFECTIVE	Adapts quickly to changes. Is able to handle unexpected crises appropriately. Willingly accepts additional responsibility. Looks outside area of expertise.	HE <input type="checkbox"/>
OUTSTANDING	Assumes leadership role in changing situations to motivate others to accept the change. Takes prudent risks to create value. Recognizes needs and originates actions.	O <input type="checkbox"/>

Comments: **Required if Unsatisfactory or Outstanding is checked.****Customer Service**

UNSATISFACTORY	Demonstrates an uncaring attitude toward impact of performance on customer service. Fails to seek improvement in quality and delivery of services.	U <input type="checkbox"/>
MARGINAL	Demonstrates difficulty maintaining composure and objectivity when encountering challenging internal or external customers. Only occasionally seeks to improve the quality of service delivered.	M <input type="checkbox"/>
EFFECTIVE	Responds quickly to customer concerns and requests, reacting constructively to needs and priorities. Seeks to improve quality of services.	E <input type="checkbox"/>
HIGHLY EFFECTIVE	Solicits feedback on the quality of services. Consistently goes beyond expectations for the customer. Encourages and promotes continuous improvement in quality of customer care.	HE <input type="checkbox"/>
OUTSTANDING	Promotes excellence in customer service for both internal and external customers at all times. Helps remove barriers to excellence in customer service. Leads the department in providing quality of service and providing service related guidance.	O <input type="checkbox"/>

Comments: **Required if Unsatisfactory or Outstanding is checked.**

FOCUS JOB PERFORMANCE FACTORS -2 of the 5 are required for all employees. Do not complete more than 2.

**Adherence to Guidelines**

UNSATISFACTORY	Fails to comply with applicable state and federal laws and/or university policies.	U <input type="checkbox"/>
MARGINAL	Inconsistently follows applicable state and federal laws and/or university policies. Performance needs improvement in order to minimize danger to self, fellow workers, and property.	M <input type="checkbox"/>
EFFECTIVE	Complies with applicable state and federal laws and/or university policies. Work habits ensure the safety of fellow workers and to property.	E <input type="checkbox"/>
HIGHLY EFFECTIVE	Is knowledgeable and consistently complies with applicable state and federal laws and/or university policies. Work habits provide a positive example to follow.	HE <input type="checkbox"/>
OUTSTANDING	Mandates compliance with applicable state and federal laws and/or university policies. Is the "go to" person for interpretation of laws and/or policies.	O <input type="checkbox"/>

Comments: **Required if Unsatisfactory or Outstanding is checked.**

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

Employee Number \_\_\_\_\_

**Leadership and Supervision**

UNSATISFACTORY	Does not effectively deal with disputes or problems. Department is in constant turmoil due to ineffective leadership skills.	U <input type="checkbox"/>
MARGINAL	Needs to improve leadership skills. Employees have little direction. Policies and procedures are not consistently followed.	M <input type="checkbox"/>
EFFECTIVE	Establishes realistic performance standards for employees supervised. Communicates effectively with employees.	E <input type="checkbox"/>
HIGHLY EFFECTIVE	Is a natural leader who is respected inside and outside the department for leadership. Displays appropriate self-confidence and enthusiasm.	HE <input type="checkbox"/>
OUTSTANDING	Leads by example. Provides effective on-going coaching and counseling. Brings individuals and groups together to accomplish common goals.	O <input type="checkbox"/>

Comments: **Required if Unsatisfactory or Outstanding is checked.****Organization and Planning**

UNSATISFACTORY	Does not make good use of time. Does not demonstrate the ability to be organized and prepared in managing daily work assignments.	U <input type="checkbox"/>
MARGINAL	Is inconsistent in the organizing of projects and workload. Needs to improve organizational skills. Has difficulty maintaining required documentation.	M <input type="checkbox"/>
EFFECTIVE	Manages work assignments efficiently and systematically. Maintains necessary records and documentation. Set relevant, realistic goals. Accomplishes assigned tasks within guidelines.	E <input type="checkbox"/>
HIGHLY EFFECTIVE	Maximizes the use of time. Produces plans quickly and efficiently, appropriately prioritizes work assignments.	HE <input type="checkbox"/>
OUTSTANDING	Is an extremely well organized worker. Organizes projects and workload to the best advantage of the department often while providing assistance to others in their projects.	O <input type="checkbox"/>

Comments: **Required if Unsatisfactory or Outstanding is checked.****Knowledge, Use and Care of Equipment**

UNSATISFACTORY	Lacks knowledge of and improperly uses tools, equipment, and property. Fails to maintain equipment. Does not identify and fails to report maintenance needs. Creates dangerous situations.	U <input type="checkbox"/>
MARGINAL	Needs direction in maintaining equipment and/or property. Inconsistently identifies and reports maintenance needs.	M <input type="checkbox"/>
EFFECTIVE	Knowledgeable in the proper use of tools, equipment, and property. Maintains equipment and/or property according to procedures and policies. Identifies and reports maintenance needs.	E <input type="checkbox"/>
HIGHLY EFFECTIVE	Can be trusted to properly use and care for equipment. Provides guidance to coworkers.	HE <input type="checkbox"/>
OUTSTANDING	Knowledgeable in industry trends and makes equipment recommendations to improve efficiencies and effectiveness. Takes a leadership role in training peers in use and care of equipment.	O <input type="checkbox"/>

Comments: **Required if Unsatisfactory or Outstanding is checked.**

Employee Name

Employee Number

### Safety and Security

UNSATISFACTORY	Doesn't follow necessary rules and guidelines for meeting standards of safety and security. Does not identify or respond to or report threatening conditions. Refuses to wear appropriate uniform or protective clothing.	U <input type="checkbox"/>
MARGINAL	Following necessary rules and guidelines for meeting standards of safety and security is not a priority. Inconsistently identifies or responds to threatening conditions. Needs constant reminders to wear appropriate uniform or protective clothing.	M <input type="checkbox"/>
EFFECTIVE	Follows all necessary rules and guidelines for meeting standards of safety and security. Identifies and responds appropriately to or reports threatening conditions. Wears appropriate uniform or protective clothing.	E <input type="checkbox"/>
HIGHLY EFFECTIVE	Always follows necessary rules and guidelines for meeting standards of safety and security. Can be counted on to identify and respond appropriately to or report threatening conditions. Ensures team compliance with appropriate uniform or protective clothing.	HE <input type="checkbox"/>
OUTSTANDING	Watch dog for changes in laws and statutes related to safety and security. Researches and makes recommendations for procedures related to necessary changes.	O <input type="checkbox"/>

Comments: **Required if Unsatisfactory or Outstanding is checked.**

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**Administrative/ProfessionalEmployee Performance Evaluation  
Summary Sheet  
Southern Illinois University**

Employee Name:	Employee ID:	Position ID:
Job Classification:	Organization:	Fiscal Officer:
Rating Period:	Date:	Evaluator Name:
Reason for Evaluation: <input type="checkbox"/> Annual Evaluation <input type="checkbox"/> Mid Cycle		

**CORE JOB PERFORMANCE FACTORS: Required for all employees**

Job Knowledge Rating \_\_\_\_\_

Quality of Work Rating \_\_\_\_\_

Productivity Rating \_\_\_\_\_

Communication and Team Rating \_\_\_\_\_

Professionalism Rating \_\_\_\_\_

Problem Solving, Decision Making, & Judgment Rating \_\_\_\_\_

Adaptability Rating \_\_\_\_\_

Customer Service Rating \_\_\_\_\_



Employee Name

Employee Number

FOCUS JOB PERFORMANCE FACTORS: 2 required

Rating

Rating

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**Complete only if responsible for completing performance evaluations.**

Did the supervisor complete or appropriately arrange for completion of all subordinate performance evaluations in a timely manner?

☐ Yes☐ No

\*If no, the employee is not eligible for merit consideration.

List the two Focus Job Performance Factors that will be used for next rating period. (If the employee's position changes to the degree with which would warrant a change in the focus factors listed on this form, new factors should be provided to the employee prior to the completion of the next evaluation.

Employee Comments:

Our signatures certify that this employee and this supervisor met in person to discuss this evaluation.

Employee Signature

Date

The signature of the employee acknowledges review of document, it does not mean agreement with its content.

1st Level Supervisor

Date

2nd Level Supervisor

Date