PERFORMANCE EVALUATION TRAINING

SUPPLEMENTAL MATERIAL FOR GROUP EXERCISE

IMPORTANT:

These sample job descriptions and performance evaluations have been prepared for illustrative purposes only. These materials are to serve as training aids for the group exercise as part of the annual Performance Evaluation training process. The job descriptions and performance evaluations contained herein are fictional and are not intended to represent actual content of real evaluations.

Virginia Tech

Virginia Polytechnic Institute and State University

P112S – Performance Plan & Evaluation

Use this form if the employee is responsible for writing Performance Evaluations for others

Personal Data

Employee ID	Employee Name Mary Johnson	Job Title Accountant
Dept. / Org.	Supervisor Mark Reynolds	Review Period Oct 2007- Oct 2008

Rating Definitions for Goals/Responsibilities

Model Performance	Strong Performance	Developing Performance	Unacceptable Performance
Outstanding performance that considerably and consistently exceeds expectations.	**Good, solid performance**. Fully meets expectations and **may,** on occasion, exceed expectations in this area.	**May partially meet performance expectations but needs improvement.** Steps to improve performance in this area **must b**e clearly detailed in the Career Development Plan section	**Performance is well below an acceptable level** in this area**.** Steps to improve performance in this area **must b**e clearly detailed in the Career Development Plan section.

Performance Goals and / or Job Responsibilities	Actual Results and Accomplishments	Ratings (please select only 1 rating for each)
Identify 1 – 4 goals and/or primary job responsibilities.	Evaluate results against mutually established performance goals and job responsibilities.	Select one rating for each performance goal or job responsibility.
Goal/Job Responsibility: Prepare the annual budget financial summary to allow sufficient time for review by Dept Heads prior to final budget meeting in April. Metrics (1 – 3): - Uses the FY07 expense data as a basis for all FY08 expense forecasts. - Works with individual dept heads to ensure that all last minute expenses are reflected in preparing the FY08 estimates - Completes a draft of the budget summary and submits to me no later than March 15th.	Mary fully met my expectations on this project. She was able to support the estimates using the FY07 actual expenses and met with the department heads to make sure there we captured as much of the actual data as possible. In fact, feedback from the department heads was very positive and there were particular comments made about her strong customer service skills. I received the report a day early and was very satisfied with the results.	___ Model Performance _X__ Strong Performance ___ Developing Performance ___ Unacceptable Performance

Goal/Job Responsibility: Carry out performance management process for your directs in compliance with policy Metrics (1 – 3): - Complete performance plans no later than March 1 and review with me prior to communicating to employees. - Use the competencies to help highlight the need for better Customer Service skills for Mark. Include specific related comments in the supervisor summary. - Complete evaluations no later than August 10th and provide objective support for the ratings for each of your team.	Mary has only had the responsibility for managing a team for 18 months so I really wanted her to use the tools available to help get her up to speed with her management skills. She met all the deadlines and was open to my suggestions to provide a little more clarity around some of the goals. I also noticed that she had regular one on ones with her team and provided them feedback on the goals in their plans. Her ratings for her team were well documented and I was able to forward them to the reviewer with very few changes. Overall I think Mary did a very good job in her first full year as a manager.	___ Model Performance _X__ Strong Performance ___ Developing Performance ___ Unacceptable Performance
Goal/Job Responsibility: Undertake analysis of FIFO vs LIFO as it applies to our current approach to asset valuation. Determine which is the most cost effective approach and, if a new approach is required lead implementation across departments in our college. Metrics (1 – 3): - Complete the analytical phase and present conclusions no later than March 30. - If a change in approach is warranted work with the fiscal reps from each dept to implement change by June 1. - Keep department heads informed of progress and impact changes will have on their budgets.	Mary completed a thorough analysis where she demonstrated strong analytical & problem solving skills. She also took the initiative to incorporate some further analysis regarding purchasing and worked with that team to get input. Both time lines were met and feedback from the department heads indicated that Mary had kept them informed and gave them sufficient time to make changes before the implementation on June 1.	___ Model Performance _X__ Strong Performance ___ Developing Performance ___ Unacceptable Performance

Universal Competencies: *For all Staff employees*

Teamwork - Implies the intention to work cooperatively with others, to be a part of a team, to work together, as opposed to working separately or competitively. Teamwork may only be considered when the subject is a member of a group of people functioning as a team, generally where he or she is not the leader. "Team" is broadly defined as any task or process-oriented group of individuals.

☒ Model Performance	☐ Strong Performance	☐ Developing Performance	☐ Unacceptable Performance
Offers ideas for improvement contributed to group work effort that are well received and normally result in process improvements and productivity. Consistently volunteers to help others within work group as work schedule permits. Contributes positively to resolution of conflict or problem encountered.	Contributes meaningfully to work group efforts by offering new ideas for improvement, sharing knowledge and otherwise demonstrating a cooperative manner in dealing with supervisors and coworkers. Does his or her part toward group efforts.	Is making a conscious effort to become a team player. On a more frequent basis, is sharing job knowledge and ideas in an effort to improve overall group performance.	Shows little or no interest in group efforts. Rarely demonstrates active participation in group interaction. Not perceived as a team player.

Maintaining a Safe & Secure Work Environment - University Policy 5800, Health and Safety Policy, was issued in January 2001. The policy states, "At Virginia Tech, safety is everyone's responsibility. All members of the university community are expected to be thoroughly familiar with their safety responsibilities, strive to follow safety practices at all times, act proactively to prevent accidents and injuries, communicate hazards to supervisors, and be prepared for emergencies that may occur in the workplace."

☐ Model Performance	☒ Strong Performance	☐ Developing Performance	☐ Unacceptable Performance
Demonstrates a complete understanding of relevant safety polices and/or practices and applies as appropriate. Always follows established safety procedures and encourages co-workers to adopt safety related behaviors and enthusiastically supports safety initiatives. Takes opportunities to train co-workers as appropriate. Prevents accidents and injuries by immediately reporting potential hazards to supervisors and co-workers. Attends all safety training programs that they have identified as necessary to increase their knowledge and skills in specific areas. Makes recommendations for safety improvements that are implemented.	Has a good understanding of relevant safety policies and consistently adheres to these policies. Is cooperative in establishing a safety oriented climate. Demonstrates concern for preventing accidents and injuries. Willingly complies with safety initiatives. Attends safety training. Is willing to discuss how safety can be improved when asked. Displays a positive attitude towards safety issues.	Is concerned about safety, but lacks a thorough understanding of current safety policies. Displays a desire to learn more about safety policies and how they can be better prepared to handle emergencies. Attends safety training when requested to do so. Complies with managements requests to improve safety climate.	Shows little or no interest in safety efforts. Rarely complies with safety procedures. Disregards management requests to improve safety behavior. Frequently engages in un-safe work place behaviors that put self and others at risk. Does not value safety training and is hostile towards suggestions to improve safety related behavior.

Diversity Commitment - the ability to understand and value the practices, customs, values and norms of other individuals, groups and cultures. It goes beyond what is required by state and federal equal employment opportunity (EEO) regulations to include the ability to value different points-of-view and recognize the improved outcomes that occur when individuals from different backgrounds or perspectives interact. It includes seeing others' differences as a positive part of the organization. It also means being able to work well with a wide variety of people representing different backgrounds, cultures and socio-economic levels.

☐ Model Performance	☒ Strong Performance	☐ Developing Performance	☐ Unacceptable Performance
Demonstrates leadership in diversity-related activities. Appropriately confronts or corrects negative behavior or comments of others based upon characteristics such as age, color, disability, gender, group identity, sexual orientation or veteran status. Assists members of underrepresented groups to be successful.	Takes advantage of diversity-related trainings or other activities, and takes opportunities to increase awareness and understanding of diversity. Always respectful to others.	Generally demonstrates good-faith efforts to be respectful, but occasionally makes statements about people based on characteristics such as age, color, disability, gender, group identity, sexual orientation or veteran status, or causes a person to be disadvantaged based on any of these characteristics.	Makes negative comments about characteristics such as age, color, disability, gender, group identity, sexual orientation or veteran status, or treats people disrespectfully on the basis of any of these characteristics.

Supervisor Competencies: *Only for Supervisors who are responsible for writing performance evaluations.*

People Development - How effectively does the employee recognize the need for, plan and achieve professional development of subordinate employees?

☐ Model Performance	☐ Strong Performance	☒ Developing Performance	☐ Unacceptable Performance
Has acquired the reputation of a "people developer" as reflected by the competence and versatility of staff. Results of development efforts are clearly observable and measurable. Usually more than one staff member is capable of filling in during supervisor's absence. Devises and applies unique and challenging means for employees to learn new skills and to demonstrate acquired ones. Advice on development issues is sought by peers.	Can identify specific strengths and weakness of each subordinate. Manages work load so that subordinates are given the opportunity to improve in required areas. Constructs and continually updates a comprehensive development plan for each subordinate. Understands the concept of and applies constructive discipline where warranted.	Is coming to learn the importance of people development in supervision. Efforts are becoming more concentrated on seeking out developmental opportunities for subordinate personnel. Performance in this area may be characterized as transitioning from individual achiever to management of the activities and actions of others.	Subordinate development plans are inadequately constructed and are normally seen as an afterthought, characterized only by superficial efforts on the part of the supervisor. Subordinate staff may complain of the lack of opportunity to expand their purview as it relates to their job.

Engagement - Engages employees in developing goals, executing plans and delivering results. Motivates employees to accomplish goals by communicating clearly and consistently. Models adaptability. Uses collaboration and influence skills to achieve successful outcomes.

☐ Model Performance	☒ Strong Performance	☐ Developing Performance	☐ Unacceptable Performance
Consistently motivates employees by clearly communicating the goals and strategies of the department in a compelling manner. Successfully influences others by talking openly and enthusiastically about the future goals of the department. Optimistically embraces challenges and effectively adapts to situational demands. Consistently challenges employees to aspire to their highest possible levels of performance.	Regularly emphasizes the importance of achieving a shared vision of the future and defines what that vision is. Is capable of challenging employees to reach their fullest potential. Adapts effectively to challenging situations when necessary.	Earnestly endorses and communicates a vision for the future. Recognizes the importance of clearly defining goals, but fails to do so consistently and may lack clarity when doing so. Is willing to adapt, but may fail to do so consistently.	Does not appear to have any 'vision' regarding future goals and plans for subordinates. Unable to communicate goals and plans clearly to motivate employees. Appears to be incapable of altering strategies and behaviors to model adaptability. Fails to challenge employees to achieve high levels of performance.

Job Specific Competencies: *Employee's supervisor should choose 3~5 competencies that are most essential for the position from the Competency Library. To add a competency from the competency library, highlight the particular competency you want to add, copy and paste below to your performance plan.*

Customer Service Orientation - Customer Service Orientation is focusing one's efforts on discovering and meeting the customer's needs. This includes being able to develop trust in all relationships and adds to the level of trust in the university. Customers include, but are not limited to internal and external associates, peers, colleagues, community members, students, faculty, external agencies or anyone that the person is trying to help.

☐ Model Performance	☒ Strong Performance	☐ Developing Performance	☐ Unacceptable Performance
Goes out of his or her way to ensure customer satisfaction. Processes both routine and non-routine customer inquiries and concerns in ways that result in a high degree of customer satisfaction. Goes beyond basic inquiry to learn of and respond to relevant issues that may not necessarily be apparent initially.	Responds in a timely, courteous and informed manner to customer inquiries and concerns. When an immediate response is not possible, provides necessary follow-up and keeps customer informed.	Attempts to meet customer demands in a fully acceptable manner. Occasionally may not fully deliver desired level of satisfaction due to lack of experience or job knowledge. Progress is being made to overcome this situation.	Often appears indifferent to customer concerns. Provides minimal response to customers. While not necessarily discourteous, displays only the basics in the way of consideration for customer needs.

Analytical Skills & Problem Solving - Analytical Skills and Problem Solving is understanding a situation, issue, problem, etc., by breaking it into smaller pieces, or tracing the implications of a situation in a step-by-step way. Analytical Skills and Problem Solving includes organizing the parts of a problem, situation, etc., in a systematic way; making systematic comparisons of different features or aspects; setting priorities on a rational basis; and identifying time sequences, causal relationships, or if-then relationships.

☒ Model Performance	☐ Strong Performance	☐ Developing Performance	☐ Unacceptable Performance
Displays creativity in seeking solutions to problems and in making decisions. Is able to integrate new ideas with current approaches. Effectively identifies potential problems before they arise and acts on problems in the early stages. Once solved, problems do not arise again and solutions do not create new problems. Makes good decisions with limited but accurate information while working within schedule.	Approaches problem solving in a systematic manner. Identifies all resources available for help and involves peers and subordinates as necessary. Assures proper documentation and follows up to ensure problem does not reoccur. Decisions are well thought out and made in a timely and logical manner	Is transitioning in the area of problem solving and decision making. Has come to understand the need for a more comprehensive approach to reaching solutions and recommending outcomes or taking action.	At times, decisions are hastily made without fully considering the possible consequences. Problem solving efforts are erratic and often not totally effective. Tends to work alone on problems, not soliciting the input of peers or subordinates. The same or similar problems seem to reoccur on a regular basis.

Communication Skills - How well does the employee present ideas, concepts and courses of action? Does the employee listen well and ask appropriate questions?

☐ Model Performance	☒ Strong Performance	☐ Developing Performance	☐ Unacceptable Performance
Demonstrates oral and/or written communications skills that result in very clear and concise messages and feedback. Very rarely is it necessary to ask employee to explain unclear or ambiguous communications. Exhibits the ability to explain or describe in a manner that is easily understood by most recipients.	Communicates with others effectively, speaking and/or in writing. Possesses and uses vocabulary required to successfully express thoughts, ideas and explanations. Presents comprehensive feedback. Keeps supervisor and co-workers informed.	In most cases presents thoughts and ideas in a clear, concise manner. Only occasionally is additional feedback required to ensure understanding of message.	Often fails to make thoughts, ideas and explanations clear to others, speaking and/or in writing. Feedback is typified by the need to reword or elaborate in order to obtain required level of understanding.

Adaptability & Flexibility - Adaptability & Flexibility is the ability to adapt to and work effectively within a variety of situations, and with various individuals or groups. Adaptability & Flexibility entails understanding and appreciating different and opposing perspectives on an issue, adapting one's approach as the requirements of a situation change, and changing or easily accepting changes in one's own organization or job requirements.

☐ Model Performance	☒ Strong Performance	☐ Developing Performance	☐ Unacceptable Performance
Always willing to listen to multiple perspectives. Actively seeks input from relevant sources when making decisions and openly encourages a diversity of opinions. Possesses a variety of strategies for solving problems, performing job duties, interacting with others, etc… Consistently alters behavior to effectively respond to situational demands. Constantly solicits feedback from others regarding their performance. Uses performance feedback to effectively alter and improve subsequent performance. Views new challenges as opportunities for improvement and embraces change enthusiastically.	Effectively interacts with a variety of individuals in an assortment of settings. Can accurately assess situational demands and employ appropriate behavioral response. Embraces new policies/initiatives and encourages others to do likewise. Willingly accepts feedback regarding their performance and actively uses such information to adapt behavior when necessary to improve performance. Appreciates a variety of perspectives.	Employee conforms to new initiatives/policies. Is willing to listen to a variety of opinions. Accepts performance feedback and demonstrates a willingness to apply such information to improving performance. Demonstrates a willingness to learn from mistakes/failures in order to adapt behavior effectively.	Consistently unreceptive to change initiatives and unwilling to make an effort to conform to new policies/initiatives. Lacks ability to adapt behavior in accordance with situational demands. Unwilling to accept feedback from others regarding performance.

Overall Rating

Select only one rating - Assign an Overall Rating based on evaluation of all factors including Goals/Responsibilities and Competencies.
Overall Ratings with Descriptors.

☐ Model Performance	☒ Strong Performance	☐ Developing Performance	☐ Unacceptable Performance
Outstanding performance that results in extraordinary and exceptional accomplishments with significant contributions to goals of the Organization, Department, and/or Sr. Management area.	**Good, solid performance**. Fulfills all position requirements and goals and **may,** on occasion, generate results above those expected of the position.	**Performance leaves room for improvement**. Employee requires either additional development in deficient technical areas; **or**, may be a new hire requiring additional training; **or**, is not responding favorably to coaching for performance improvement.	**Performance is well below the minimum position requirements.** Requires immediate review and action including implementation of Performance Improvement Plan (PIP).

Supervisor's Summary of Overall Performance

I was very pleased with Mary's performance this year. She undertook a significant project successfully while not losing focus on her ongoing job responsibilities. I was particularly impressed with her teamwork skills that she demonstrated during the project with the departments and the purchasing group. She also made real progress in terms of her management skills and I look forward to her further developing her team to prepare them for career advancement.

Employee Comments (optional)

Career Development Plan

Items employee is responsible for:	Items supervisor is responsible for:
1.	1.
2.	2.

Signatures

PERFORMANCE PLAN

Employee Acknowledgement of Performance Plan (Goals/Job Responsibilities and Competencies)

My supervisor and I identified and discussed my performance goals, job responsibilities and job-related competencies and I understand what is expected.

Employee Signature _____ Date _____

Performance Plan Updates *(if applicable)*

My supervisor and I have agreed to an updated performance plan on the date(s) indicated below and I understand what is expected.

Performance Plan Update #1

Employee Signature _____ Date _____

Performance Plan Update #2

Employee Signature _____ Date _____

PERFORMANCE EVALUATION

Instructions: The Supervisor should complete a draft evaluation and discuss the draft with the Reviewer. The Reviewer should obtain approval from the budget authority, revise the evaluation as necessary, sign the evaluation and return it to the Supervisor. The Supervisor should then meet with the employee to discuss the evaluation and the rating. Both the Supervisor and the Employee sign the evaluation during this meeting.

Reviewer Approval of Performance Review Document

I have reviewed the performance review document and overall rating and have received approval from the designated budget authority.

Reviewer Signature _____ Date _____

Supervisor Acknowledgement of Performance Review Document

I have discussed the performance review document with the employee and advised the employee of his/her overall rating.

Supervisor Signature _____ Date _____

The supervisor should NOT have a discussion regarding the performance rating with their employees until the Reviewer has signed the performance evaluation.

Employee Acknowledgement of Performance Review Discussion

I have been given an opportunity to provide a self assessment: ☐

My supervisor has reviewed and discussed the performance review document with me. My signature means that I have been advised of my performance status and *does not* necessarily imply that I agree with it.

Employee Signature _____ Date _____

Sample Job Description #1 – Accountant

Job Title: Accountant

Position Summary & Qualifications

In charge of and responsible for all aspects of fiscal management for the organizational unit including accounts receivable, expenditure review, cash control, preparation and interpretation of financial statements, and fiscal reports. Assists the Director and Senior Administrator in budget preparation, analysis, and control.

Job Duties

Develops and prepares financial reports for business management of the unit. This includes revenue reporting and reconciliation, reviewing expenditures for appropriate account coding, charges to instructional and research programs, and accounts receivable. Responsible for collection and preparation of historical statistical and financial data for use by administration. Interprets organizational policies regarding fee and price schedules.

Supervises and trains fiscal tech staff in the tabulation of client charges, cashier operations, and data entry used in the preparation of receivables collections, financial statements and reports; accounts payable functions, daily deposits, cash handling. Coordinate and assign after-hours, weekend, and holiday Business Office duties. Completes performance evaluations in a professional and timely manner, addressing performance issues as needed, seeking input when needed.

Responsible for implementation and management of the client payment and debt management system. Researches delinquent and problem client accounts information and takes appropriate action toward collection of delinquent accounts, working with the University Accounts Receivable Department and Treasurer's Office as necessary.

Audits daily transaction totals entered into the computerized accounts receivable system to insure proper data entry and initiates daily closing routine in accordance with established procedures. Supervises month-end closing of accounts receivable system including mailing of client statements in accordance with established procedures and within established time frames. Establishes and tests internal control regarding cashier and data entry operations. Reviews and processes all adjustments and credit memos.

Responds to client inquiries regarding accounts receivable disputes using the telephone and written correspondence as necessary. Initiates investigation by contacting Director if dispute is related to a problem other than data processing. Follows up on disputes to ensure client receives a response to his/her inquiry.

Virginia Tech

Virginia Polytechnic Institute and State University

P112 – Performance Plan & Evaluation

Personal Data

Employee ID 905623254	Employee Name John Walton	Job Title Administrative Assistant
Dept. / Org. Ornithology	Supervisor Karen Buck	Review Period Oct 2008 – Oct 2009

Rating Definitions for Goals/Responsibilities

Model Performance	Strong Performance	Developing Performance	Unacceptable Performance
Outstanding performance that considerably and consistently exceeds expectations.	**Good, solid performance**. Fully meets expectations and **may,** on occasion, exceed expectations in this area.	**May partially meet performance expectations but needs improvement.** Steps to improve performance in this area **must b**e clearly detailed in the Career Development Plan section	**Performance is well below an acceptable level** in this area**.** Steps to improve performance in this area **must b**e clearly detailed in the Career Development Plan section.

Performance Goals and / or Job Responsibilities	Actual Results and Accomplishments	Ratings (please select only 1 rating for each)
Identify 1 – 4 goals and/or primary job responsibilities.	Evaluate results against mutually established performance goals and job responsibilities.	Select one rating for each performance goal or job responsibility.
Goal/Job Responsibility: Provide administrative support to the Dean to help address the increased meeting and travel needs. Metrics (1 – 3): - Meetings occur within the timeframe requested with the appropriate attendees as discussed with manager - Travel arrangements are made in compliance with VT policy and per discussion with the manager - Feedback regarding meeting logistics indicates overall satisfaction	John is a superstar. He did an outstanding job on all the administrative details so that I did not have to worry about it. Meetings were arranged as per my direction with the participants we discussed. John alerted me to people that were unable to attend in time to allow for me to decide if it was necessary to reschedule. Travel was not an issue and John helped me get my expense reports submitted on time. I don't know what I would do without him. I reviewed the meeting evaluation forms with John to see how our participants felt in terms of logistics. There were several complaints but it is not John's fault that the powerpoint presentations rarely worked, that was just my operator error.	_X__ Model Performance ___ Strong Performance ___ Developing Performance ___ Unacceptable Performance
Goal/Job Responsibility: Support development & implementation of new electronic course management tracking system. Metrics (1 – 3): - Working with the developers, incorporate to the extent possible all the features we have in the current excel based system - System should be up and running by July 1. Update manager periodically with progress against timeline and highlight potential issues. -	We did not have the system on line until July 24th. There were several hold ups due to the vendor who claimed that we kept making last minute changes that were not part of the original specifications. John let me know that this was going to be a potential issue the last week in June which I appreciated because I had not time to meet with the Developers at all and had left it in John's hands. Everything got sorted out in the end and the system is really helping us now that it is up and running.	___ Model Performance _X__ Strong Performance ___ Developing Performance ___ Unacceptable Performance

Universal Competencies: *For all Staff employees*			
Teamwork			
☐ Model Performance Offers ideas for improvement contributed to group work effort that are well received and normally result in process improvements and productivity. Consistently volunteers to help others within work group as work schedule permits. Contributes positively to resolution of conflict or problem encountered.	☒ Strong Performance Contributes meaningfully to work group efforts by offering new ideas for improvement, sharing knowledge and otherwise demonstrating a cooperative manner in dealing with supervisors and coworkers. Does his or her part toward group efforts.	☐ Developing Performance Is making a conscious effort to become a team player. On a more frequent basis, is sharing job knowledge and ideas in an effort to improve overall group performance.	☐ Unacceptable Performance Shows little or no interest in group efforts. Rarely demonstrates active participation in group interaction. Not perceived as a team player.
Maintaining a Safe & Secure Work Environment			
☐ Model Performance Demonstrates a complete understanding of relevant safety polices and applies as appropriate. Always follows established safety procedures and encourages co-workers to adopt safety related behaviors. Is pro-active in preventing accidents and injuries by immediately reporting potential hazards to supervisors and co-workers. Enthusiastically attends all available safety training programs. Takes pride in helping establish a safety oriented climate.	☒ Strong Performance Has a good understanding of relevant safety policies. Is cooperative in establishing a safety oriented climate. Shows concern for preventing accidents and injuries. Willingly complies with safety initiatives. Attends safety training when requested to do so. Is willing to discuss how safety can be improved when asked. Displays a positive attitude towards safety issues.	☐ Developing Performance Is concerned about safety, but lacks a thorough understanding of current safety policies. Displays a desire to learn more about safety policies and how they can be better prepared to handle emergencies. Complies with managements requests to improve safety climate.	☐ Unacceptable Performance Shows little or no interest in safety efforts. Rarely complies with safety procedures. Disregards management requests to improve safety behavior. Frequently engages in un-safe work place behaviors that put self and others at risk. Does not value safety training and is hostile towards suggestions to improve safety related behavior.
Diversity Commitment			
☐ Model Performance Demonstrates leadership in diversity-related activities. Appropriately confronts or corrects negative behavior or comments of others based upon characteristics such as age, color, disability, gender, group identity, sexual orientation or veteran status. Assists members of underrepresented groups to be successful.	☐ Strong Performance Takes advantage of diversity-related trainings or other activities, and takes opportunities to increase awareness and understanding of diversity. Always respectful to others.	☒ Developing Performance Generally demonstrates good-faith efforts to be respectful, but occasionally makes statements about people based on characteristics such as age, color, disability, gender, group identity, sexual orientation or veteran status, or causes a person to be disadvantaged based on any of these characteristics.	☐ Unacceptable Performance Makes negative comments about characteristics such as age, color, disability, gender, group identity, sexual orientation or veteran status, or treats people disrespectfully on the basis of any of these characteristics.

Sample Performance Evaluation #2 – Administrative Assistant

Job Specific Competencies: *Employee's supervisor should choose 3~5 competencies that are most essential for the position from the Competency Library. To add a competency from the competency library, highlight the particular competency you want to add, copy and paste below to your performance plan.*

Customer Service Orientation - Customer Service Orientation is focusing one's efforts on discovering and meeting the customer's needs. This includes being able to develop trust in all relationships and adds to the level of trust in the university. Customers include, but are not limited to internal and external associates, peers, colleagues, community members, students, faculty, external agencies or anyone that the person is trying to help.

☐ Model Performance	☒ Strong Performance	☐ Developing Performance	☐ Unacceptable Performance
Goes out of his or her way to ensure customer satisfaction. Processes both routine and non-routine customer inquiries and concerns in ways that result in a high degree of customer satisfaction. Goes beyond basic inquiry to learn of and respond to relevant issues that may not necessarily be apparent initially.	Responds in a timely, courteous and informed manner to customer inquiries and concerns. When an immediate response is not possible, provides necessary follow-up and keeps customer informed.	Attempts to meet customer demands in a fully acceptable manner. Occasionally may not fully deliver desired level of satisfaction due to lack of experience or job knowledge. Progress is being made to overcome this situation.	Often appears indifferent to customer concerns. Provides minimal response to customers. While not necessarily discourteous, displays only the basics in the way of consideration for customer needs

Compliance/Quality of Service - Demonstrates awareness of and stays up to date on legal, policy and procedural requirements. Works to ensure that services provided are consistent with the spirit and content of actual laws, policies and practices. Demonstrates accuracy and thoroughness; monitors own work to ensure quality; corrects mistakes; applies feedback to improve performance. Researches and provides accurate, timely and clearly communicated information, policy interpretations and/or guidance to customers for assigned program areas.

☐ Model Performance	☐ Strong Performance	☒ Developing Performance	☐ Unacceptable Performance
Consistently reviews own work and the work of others (as directed) to ensure compliance with the appropriate legal, policy and procedural requirements. Seen as a subject matter expert on compliance and legal issues. Consistently ensures that work is peer reviewed prior to sharing with manager. Feedback reflecting negatively on the employee's quality of service is extremely rare.	Consistently requests manager and/or peers to review draft(s) of non-routine work. Makes an effort to stay abreast of legal and compliance issues and seeks advice on updating documents, policies, etc. to reflect changes in the law. Feedback on quality of service from others is consistently positive.	Seeks peer review of work on an inconsistent basis. Demonstrates knowledge of current legal & compliance issues but makes limited efforts to learn of new developments. Feedback from others on quality of service is mixed and areas for improvement are readily apparent.	Frequently submits work with errors and does not seek peer review. Feedback from others on quality of service indicates a need for immediate improvement.

Work Habits - How well does the employee organize and execute assignments? To what degree is ongoing supervision/monitoring required to ensure that work is properly completed? How well does the employee demonstrate self discipline and reliability relative to work to be performed?

☐ Model Performance	☐ Strong Performance	☒ Developing Performance	☐ Unacceptable Performance
Always performs assigned tasks as directed. Often completes tasks ahead of schedule and provides assistance to others. Understands and demonstrates the ability to effectively prioritize assignments to make the most efficient use of time and resources.	Consistently accepts responsibility for assigned work and performs tasks as directed. Ensures that results are complete and meet expectations prior to beginning a new assignment.	Becoming more familiar with work environment and available resources. While not fully adept at all aspects of work routines and processes, is progressing at an acceptable or better rate.	Work performed is often not acceptable and must be redone by employee and/or others. Employee is generally perceived as unreliable and requires almost constant supervisory monitoring of work in progress and checking of results.

Overall Rating

Select only one rating - Assign an Overall Rating based on evaluation of all factors including Goals/Responsibilities and Competencies.
Overall Ratings with Descriptors.

☒ Model Performance	☐ Strong Performance	☐ Developing Performance	☐ Unacceptable Performance
Outstanding performance that results in extraordinary and exceptional accomplishments with significant contributions to goals of the Organization, Department, and/or Sr. Management area.	**Good, solid performance**. Fulfills all position requirements and goals and **may,** on occasion, generate results above those expected of the position.	**Performance leaves room for improvement**. Employee requires either additional development in deficient technical areas; **or**, may be a new hire requiring additional training; **or**, is not responding favorably to coaching for performance improvement.	**Performance is well below the minimum position requirements.** Requires immediate review and action including implementation of Performance Improvement Plan (PIP).

Supervisor's Summary of Overall Performance

I really depend on John to get my work done and I would have a real problem without him. He doesn't always know the compliance issues – I had to work with internal audit over the travel policy and what receipts were needed, and he is sometime hard to locate especially early in the morning but, again, I don't know what I would do without him. The course management system was not up and running until July 24th instead of July 1 but John let me know late in June that this was going to be the case. I have asked John in the future to give me a little more advanced notice in this kind of situation and he promised to do so. So all in all John is a great asset to the department and I think his efforts deserve the highest recognition. Thanks John

Employee Comments (optional)

Career Development Plan

Items employee is responsible for:	Items supervisor is responsible for:
1.	1.
2.	2.
3.	3.

Signatures

PERFORMANCE PLAN

Employee Acknowledgement of Performance Plan (Goals/Job Responsibilities and Competencies)

My supervisor and I identified and discussed my performance goals, job responsibilities and job-related competencies and I understand what is expected.

Employee Signature _____ Date _____

Performance Plan Updates *(if applicable)*

My supervisor and I have agreed to an updated performance plan on the date(s) indicated below and I understand what is expected.

Performance Plan Update #1

Employee Signature _____ Date _____

Performance Plan Update #2

Employee Signature _____ Date _____

PERFORMANCE EVALUATION

Instructions: The Supervisor should complete a draft evaluation and discuss the draft with the Reviewer. The Reviewer should obtain approval from the budget authority, revise the evaluation as necessary, sign the evaluation and return it to the Supervisor. The Supervisor should then meet with the employee to discuss the evaluation and the rating. Both the Supervisor and the Employee sign the evaluation during this meeting.

Reviewer Approval of Performance Review Document

I have reviewed the performance review document and overall rating and have received approval from the designated budget authority.

Reviewer Signature _____ Date _____

Supervisor Acknowledgement of Performance Review Document

I have discussed the performance review document with the employee and advised the employee of his/her overall rating.

Supervisor Signature _____ Date _____

The supervisor should NOT have a discussion regarding the performance rating with their employees until the Reviewer has signed the performance evaluation.

Employee Acknowledgement of Performance Review Discussion

I have been given an opportunity to provide a self assessment: ☐

My supervisor has reviewed and discussed the performance review document with me. My signature means that I have been advised of my performance status and *does not* necessarily imply that I agree with it.

Employee Signature _____ Date _____

Sample Job Description #2 – Administrative Assistant

Job Title: Administrative Assistant

Position Summary

Works under the general direction of the Department Head. Performs broad range of administrative tasks, many of which are highly confidential in nature, requiring initiative and judgment to make independent decisions for which probable errors may have a moderate effect on the efficient operation of the department.

Job Responsibilities

40%	*Office Coordination* - Screens telephone calls and visitors, ascertaining who can be redirected to subordinate management. - Provides information to callers, including key internal as well as external sources, which requires comprehensive knowledge of company policies, practices, and operations. - Opens and reviews all mail directed to manager, forwards as appropriate. - Assigns work to two other administrative support employees to assist with routine duties
20%	*Calendar/Travel Management* - Maintains manager's calendar, regularly arranging meetings, conferences, and appointments without clearance. - Arranges hotel and travel accommodations for frequent, extended trips.
20%	*Correspondence* - Takes and transcribes dictation involving standard business vocabulary on highly confidential company matters. - Types correspondence from rough drafts, editing grammar, punctuation or spelling as needed. - Composes responses to routine inquiries, delegates items to subordinate managers, and forwards appropriate items to Dept. Head for review/action.
20%	*Reporting* - Prepares a variety of highly confidential, specialized, and recurrent reports, such as financial data and summaries of proposed actions for presentation to upper management.

Virginia Tech

Virginia Polytechnic Institute and State University

P112 – Performance Plan & Evaluation

Use this form if the employee is NOT responsible for writing Performance Evaluations for others

Personal Data

Employee ID	Employee Name Mark Doohan	Job Title Fiscal Tech
Dept. / Org.	Supervisor Troy Corser	Review Period Oct 2007 – Oct 2008

Rating Definitions for Goals/Responsibilities

Model Performance	Strong Performance	Developing Performance	Unacceptable Performance
Outstanding performance that considerably and consistently exceeds expectations.	**Good, solid performance**. Fully meets expectations and **may,** on occasion, exceed expectations in this area.	**May partially meet performance expectations but needs improvement.** Steps to improve performance in this area **must b**e clearly detailed in the Career Development Plan section	**Performance is well below an acceptable level** in this area**.** Steps to improve performance in this area **must b**e clearly detailed in the Career Development Plan section.

Performance Goals and / or Job Responsibilities	Actual Results and Accomplishments	Ratings (please select only 1 rating for each)
Identify 1 – 4 goals and/or primary job responsibilities.	Evaluate results against mutually established performance goals and job responsibilities.	Select one rating for each performance goal or job responsibility.
Goal/Job Responsibility: Prepare a budget review incorporating data on funding vs expenses to help illustrate our need for additional funding. Metrics (1 – 3): - Complete draft review and submit to me by April 1 - Use past year's analysis as a template and make recommendations for any changes or additions. - Review funding options based on university policy.	Mark went far beyond my expectations this year and this project was just one example. He did exactly what I asked him and completed the report by March 1. More importantly, he really took initiative by getting the accounting staff for the other departments into a meeting to brainstorm ways to overcome the increasing budget pressures. Mark compiled all the information and came up with 3 ways for us to significantly reduce our expenses and take the pressure of funding. Our CFO got wind of this and is now incorporating these recommendations across the college. This was not an easy task and it took real teamwork and initiative on Mark's part to pull it all together.	_X__ Model Performance ___ Strong Performance ___ Developing Performance ___ Unacceptable Performance
Goal/Job Responsibility: Prepare the departmental budget breakdown for the board report incorporating a section which illustrates the anticipated cost savings this year vs. next based on your recommendations. Metrics (1 – 3): - Work with the Budget office to ensure that you have incorporated their needs in terms of formatting and content. - Complete no later than August 10 - Use footnotes to explain any variances from last year that are greater than 5%.	Another project that Mark was able to finish early which gave me ample time to review and discuss with the Dean prior to submission. The approach Mark took to show the cost savings in future years was excellent. I had provided him with some general guidelines and he took these and created a report that we will now use on an ongoing basis internally. It will help us communicate to the department heads and provide a tool to help us work on acquiring additional research funding in the future. I had not anticipated being able to use this report so extensively; Mark really stepped up to the plate on this one.	_X__ Model Performance ___ Strong Performance ___ Developing Performance ___ Unacceptable Performance

Universal Competencies: *For all Staff employees*

Teamwork - Implies the intention to work cooperatively with others, to be a part of a team, to work together, as opposed to working separately or competitively. Teamwork may only be considered when the subject is a member of a group of people functioning as a team, generally where he or she is not the leader. "Team" is broadly defined as any task or process-oriented group of individuals.

☒ Model Performance	☐ Strong Performance	☐ Developing Performance	☐ Unacceptable Performance
Offers ideas for improvement contributed to group work effort that are well received and normally result in process improvements and productivity. Consistently volunteers to help others within work group as work schedule permits. Contributes positively to resolution of conflict or problem encountered.	Contributes meaningfully to work group efforts by offering new ideas for improvement, sharing knowledge and otherwise demonstrating a cooperative manner in dealing with supervisors and coworkers. Does his or her part toward group efforts.	Is making a conscious effort to become a team player. On a more frequent basis, is sharing job knowledge and ideas in an effort to improve overall group performance.	Shows little or no interest in group efforts. Rarely demonstrates active participation in group interaction. Not perceived as a team player.

Maintaining a Safe & Secure Work Environment - University Policy 5800, Health and Safety Policy, was issued in January 2001. The policy states, "At Virginia Tech, safety is everyone's responsibility. All members of the university community are expected to be thoroughly familiar with their safety responsibilities, strive to follow safety practices at all times, act proactively to prevent accidents and injuries, communicate hazards to supervisors, and be prepared for emergencies that may occur in the workplace."

☐ Model Performance	☒ Strong Performance	☐ Developing Performance	☐ Unacceptable Performance
Demonstrates a complete understanding of relevant safety polices and/or practices and applies as appropriate. Always follows established safety procedures and encourages co-workers to adopt safety related behaviors and enthusiastically supports safety initiatives. Takes opportunities to train co-workers as appropriate. Prevents accidents and injuries by immediately reporting potential hazards to supervisors and co-workers. Attends all safety training programs that they have identified as necessary to increase their knowledge and skills in specific areas. Makes recommendations for safety improvements that are implemented.	Has a good understanding of relevant safety policies and consistently adheres to these policies. Is cooperative in establishing a safety oriented climate. Demonstrates concern for preventing accidents and injuries. Willingly complies with safety initiatives. Attends safety training. Is willing to discuss how safety can be improved when asked. Displays a positive attitude towards safety issues.	Is concerned about safety, but lacks a thorough understanding of current safety policies. Displays a desire to learn more about safety policies and how they can be better prepared to handle emergencies. Attends safety training when requested to do so. Complies with managements requests to improve safety climate.	Shows little or no interest in safety efforts. Rarely complies with safety procedures. Disregards management requests to improve safety behavior. Frequently engages in un-safe work place behaviors that put self and others at risk. Does not value safety training and is hostile towards suggestions to improve safety related behavior.

Diversity Commitment - the ability to understand and value the practices, customs, values and norms of other individuals, groups and cultures. It goes beyond what is required by state and federal equal employment opportunity (EEO) regulations to include the ability to value different points-of-view and recognize the improved outcomes that occur when individuals from different backgrounds or perspectives interact. It includes seeing others' differences as a positive part of the organization. It also means being able to work well with a wide variety of people representing different backgrounds, cultures and socio-economic levels.

☐ Model Performance	☒ Strong Performance	☐ Developing Performance	☐ Unacceptable Performance
Demonstrates leadership in diversity-related activities. Appropriately confronts or corrects negative behavior or comments of others based upon characteristics such as age, color, disability, gender, group identity, sexual orientation or veteran status. Assists members of underrepresented groups to be successful.	Takes advantage of diversity-related trainings or other activities, and takes opportunities to increase awareness and understanding of diversity. Always respectful to others.	Generally demonstrates good-faith efforts to be respectful, but occasionally makes statements about people based on characteristics such as age, color, disability, gender, group identity, sexual orientation or veteran status, or causes a person to be disadvantaged based on any of these characteristics.	Makes negative comments about characteristics such as age, color, disability, gender, group identity, sexual orientation or veteran status, or treats people disrespectfully on the basis of any of these characteristics.

Job Specific Competencies: *Employee's supervisor should choose 3~5 competencies that are most essential for the position from the Competency Library. To add a competency from the competency library, highlight the particular competency you want to add, copy and paste below to your performance plan.*

Analytical Skills & Problem Solving - Analytical Skills and Problem Solving is understanding a situation, issue, problem, etc., by breaking it into smaller pieces, or tracing the implications of a situation in a step-by-step way. Analytical Skills and Problem Solving includes organizing the parts of a problem, situation, etc., in a systematic way; making systematic comparisons of different features or aspects; setting priorities on a rational basis; and identifying time sequences, causal relationships, or if-then relationships.

☒ Model Performance	☐ Strong Performance	☐ Developing Performance	☐ Unacceptable Performance
Displays creativity in seeking solutions to problems and in making decisions. Is able to integrate new ideas with current approaches. Effectively identifies potential problems before they arise and acts on problems in the early stages. Once solved, problems do not arise again and solutions do not create new problems. Makes good decisions with limited but accurate information while working within schedule.	Approaches problem solving in a systematic manner. Identifies all resources available for help and involves peers and subordinates as necessary. Assures proper documentation and follows up to ensure problem does not reoccur. Decisions are well thought out and made in a timely and logical manner	Is transitioning in the area of problem solving and decision making. Has come to understand the need for a more comprehensive approach to reaching solutions and recommending outcomes or taking action.	At times, decisions are hastily made without fully considering the possible consequences. Problem solving efforts are erratic and often not totally effective. Tends to work alone on problems, not soliciting the input of peers or subordinates. The same or similar problems seem to reoccur on a regular basis.

Initiative - Initiative refers to the identification of a problem, obstacle or opportunity *and* taking action in light of this identification to address the current or future problems or opportunities. Initiative should be seen in the context of proactively doing things and not simply thinking about future actions. The time frame of this scale moves from addressing current situations to acting on future opportunities or problems.

☒ Model Performance	☐ Strong Performance	☐ Developing Performance	☐ Unacceptable Performance
Consistently demonstrates ability and willingness to seize opportunities and resolve problems. Sees what needs to be done and takes appropriate action. Significantly exceeds expectations on all tasks with minimal supervision.	Frequently takes action without being asked or told by a peer or supervisor. Persistent in overcoming obstacles. Consistently produces quality work under minimal supervision.	Sometimes attempts to take action without being asked or told. When faced with obstacles, often gets "stuck" in frustration. Requires above average level of supervision on most tasks to be effective.	Unwilling to take action without being first told to do so by a peer or supervisor. Waits for others to take action first. Requires high levels of supervision to effectively complete job duties.

Job Knowledge & Technical Competence - How well does the employee demonstrate sufficient understanding if the technical, managerial and organizational aspect of the job?

☒ Model Performance	☐ Strong Performance	☐ Developing Performance	☐ Unacceptable Performance
Possesses job knowledge that is well beyond normally acceptable as demonstrated thorough understanding of how to perform regular work assignments as well as how those assignments relate to other areas. Serves as resource to others regarding work processes and procedures. Continuously strives to further improve job knowledge.	Demonstrates thorough understanding of all procedures and processes required to effectively perform all assignments. Very rarely needs help regarding how to execute a given assignment. When new procedures or processes are introduced, learns quickly and begins efficient application.	Has mastered the application of most procedures and processes required for fully successful job performance. In those areas where additional knowledge and expertise are required, satisfactory or better progress is being demonstrated toward their attainment.	Shows a basic lack of understanding of how to perform routine assignments, even after repeated orientation. Frequently requires assistance from supervisor or others in order to complete task due to lack of knowledge of applicable procedures.

Overall Rating

Select only one rating - Assign an Overall Rating based on evaluation of all factors including Goals/Responsibilities and Competencies.
Overall Ratings with Descriptors.

☒ Model Performance	☐ Strong Performance	☐ Developing Performance	☐ Unacceptable Performance
Outstanding performance that results in extraordinary and exceptional accomplishments with significant contributions to goals of the Organization, Department, and/or Sr. Management area.	**Good, solid performance**. Fulfills all position requirements and goals and **may,** on occasion, generate results above those expected of the position.	**Performance leaves room for improvement**. Employee requires either additional development in deficient technical areas; **or**, may be a new hire requiring additional training; **or**, is not responding favorably to coaching for performance improvement.	**Performance is well below the minimum position requirements.** Requires immediate review and action including implementation of Performance Improvement Plan (PIP).

Supervisor's Summary of Overall Performance

Mark far exceeded my expectations this review period. Not only did his work have a significant impact on our area but it had a college wide impact that will allow us to better manage the budget in future years and provide a tool to acquire additional research funding. What really helped differentiate his performance for me was the initiative he took in going well beyond what I thought we could accomplish, working with others to get their input and communicating the value of the approach to other senior management team members.

Employee Comments (optional)

Career Development Plan

Items employee is responsible for:	Items supervisor is responsible for:
1.	1.
2.	2.
3.	3.

Signatures

PERFORMANCE PLAN

Employee Acknowledgement of Performance Plan (Goals/Job Responsibilities and Competencies)

My supervisor and I identified and discussed my performance goals, job responsibilities and job-related competencies and I understand what is expected.

Employee Signature _____ Date _____

Performance Plan Updates *(if applicable)*

My supervisor and I have agreed to an updated performance plan on the date(s) indicated below and I understand what is expected.

Performance Plan Update #1

Employee Signature _____ Date _____

Performance Plan Update #2

Employee Signature _____ Date _____

PERFORMANCE EVALUATION

Instructions: The Supervisor should complete a draft evaluation and discuss the draft with the Reviewer. The Reviewer should obtain approval from the budget authority, revise the evaluation as necessary, sign the evaluation and return it to the Supervisor. The Supervisor should then meet with the employee to discuss the evaluation and the rating. Both the Supervisor and the Employee sign the evaluation during this meeting.

Reviewer Approval of Performance Review Document

I have reviewed the performance review document and overall rating and have received approval from the designated budget authority.

Reviewer Signature _____ Date _____

Supervisor Acknowledgement of Performance Review Document

I have discussed the performance review document with the employee and advised the employee of his/her overall rating.

Supervisor Signature _____ Date _____

The supervisor should NOT have a discussion regarding the performance rating with their employees until the Reviewer has signed the performance evaluation.

Employee Acknowledgement of Performance Review Discussion

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Employee Signature _____ Date _____

Sample Job Description #3 – Fiscal Tech

Job Title: Fiscal Tech

Position Summary & Qualifications

Coordinate and participate in a variety of complex accounting tasks involved in maintaining financial records and processing related data; assist in the preparation and coordination of grant proposals and related financial transactions.

Job Duties

Coordinate and participate in a variety of complex accounting tasks involved in maintaining financial records and processing related data such as invoices and vouchers; coordinate the preparation of all departmental payrolls to include exempt and non-exempt employees, house staff and faculty members. Assist in the preparation and coordination of grant proposals to include preparing budgets and budgetary projections.

Compile financial statements and reports for grand expenditure records; reconcile accounts with Banner statements; maintain interface with principal investigators regarding remaining general grant funds and the status of restricted categories such as supplies, personnel and equipment.

Assist in the preparation of departmental budgets; compile information for a variety of budgetary reports reflecting both costs on individual funds and developing cost comparisons for departmental, college and University administrative utilization.

Maintain liaison with departmental personnel to obtain information to verify or support financial records; prepare correspondence and answer inquiries regarding accounting information as required.

Plan and schedule work of clerical staff ensuring proper distribution of assignments and adequate manning, space and facilities for subsequent performance of duties.