PERFORMANCE EVALUATION

Augusta State University

NAME _____ TITLE _____

DEPARTMENT _____

DATE OF EVALUATION [_____] EVALUATION PERIOD _____

EVALUATOR'S NAME _____ TITLE _____

EMPLOYEE'S DATE [_____] DATE OF EMPLOYMENT [_____]
OF EMPLOYMENT   IN CURRENT POSITION

TYPE OF EVALUATION ☐ ANNUAL ☐ PROVISIONAL ☐ SPECIAL _____

This form must be completed annually for each employee. The evaluation interview is the culmination of a year-long process which begins with performance planning (the identification of job responsibilities and corresponding performance standards), followed by performance management (a continuous process of providing feedback and coaching). In the evaluation, the employee's performance is measured against the performance standards which were established during the planning stage.

I PREVIOUSLY RECEIVED A COPY OF MY CURRENT JOB DESCRIPTION INCLUDING SPECIFIC PERFORMANCE STANDARDS FOR EACH JOB RESPONSIBILITY.

Employee's Initials _____   Date _____

RATING GUIDE

1 – DOES NOT MEET REQUIREMENTS   PERFORMANCE IS CONSISTENTLY BELOW PERFORMANCE STANDARDS.

2 – NEEDS IMPROVEMENT   WORK IN SOME AREAS MEETS PERFORMANCE STANDARDS, BUT SUBSTANTIAL IMPROVEMENT IS REQUIRED.

3 – MEETS REQUIREMENTS   PERFORMANCE GENERALLY MEETS AND SOMETIMES EXCEEDS PERFORMANCE STANDARDS.

4 – EXCEEDS REQUIREMENTS   CONSISTENTLY EXCEEDS PERFORMANCE STANDARDS. CONTRIBUTES TO UNIVERSITY'S SUCCESS WELL BEYOND JOB REQUIREMENTS.

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SECTION I. PERFORMANCE FACTORS: Rate the employee on each of the performance factors by checking the box which corresponds with the level of performance described. If the performance factor does not apply to employee's job expectations - leave section blank.

Customer Service Orientation: Identifies customer needs; projects positive image; identifies solutions to customer problems; implements them within scope of authority

☐ 1 Rarely projects positive image when assisting customers; usually indifferent to customer needs; rarely identifies solutions to customer problems

☐ 2 Occasionally projects positive image when assisting customers; sometimes indifferent to customer needs; occasionally identifies solutions to customer problems

☐ 3 Consistently projects positive image when assisting customers; sensitive to customer needs; frequently identifies solutions to customer problems and implements within scope of authority

☐ 4 Almost always projects positive image when assisting customers; always sensitive to customer needs; identifies solutions to customer problems and implements within scope of authority

Teamwork: Works cooperatively with others; contributes to team objectives; considers the impact of actions on co-workers; views work from a team perspective

☐ 1 Rarely offers to help others; usually has difficulty working with others as part of a team; indifferent to the impact of actions on co-workers

☐ 2 Occasionally offers to help others; often has difficulty working with others as part of a team; sometimes indifferent to the impact of actions on co-workers

☐ 3 Consistently offers to help others; cooperative most of the time; frequently considers the impact of actions on others

☐ 4 Almost always willing to help others when needed; always cooperative; always considers the impact of actions on co-workers

Innovation/Continuous Improvement: Continually evaluates methods and processes for improvement; contributes to or develops new processes and methods; adjusts quickly to changes and customer expectations

☐ 1 Rarely contributes to or develops new processes and methods; exhibits no flexibility in adjusting to changes and customer expectations

☐ 2 Occasionally contributes to or develops new processes and methods; exhibits little flexibility in adjusting to changes and customer expectations

☐ 3 Consistently contributes to or develops new processes and methods; frequently shows flexibility in adjusting to changes and customer expectations

☐ 4 Almost always contributes to or develops new processes and methods; always shows flexibility in adjusting to changes and customer expectations

Interpersonal Behavior: Establishes and maintains positive and productive working relationships; contributes to the harmony of the work environment; works through conflict for positive outcomes

☐ 1 Frequently causes conflict; generally uncooperative; often difficult to work with

☐ 2 Occasionally causes conflict; sometimes uncooperative; occasionally difficult to work with

☐ 3 Rarely causes conflict; generally cooperative; maintains positive relationships

☐ 4 Never causes conflict; always cooperative; maintains and promotes positive relationships

Initiative: Exhibits original thought; is a self-starter; follows through on assignments; works with minimal supervision

☐ 1 Rarely exhibits original thought; must be prompted continually to perform job duties and follow through; never suggests needed action; requires constant supervision

☐ 2 Occasionally exhibits original thought; must be prompted often to perform job duties and follow through; rarely suggests needed action; requires frequent supervision

☐ 3 Consistently exhibits original thought; frequently suggests needed action; needs minimal supervision

☐ 4 Almost always exhibits original thought; always suggests needed action and pursues problem to final solution; works without supervision

2

The following performance indicators are for MANAGERS/SUPERVISORS ONLY. Skip this section if evaluating non-supervisory staff.

Leadership: Motivates and influences others to achieve departmental goals through coaching, counseling, and setting the example; provides direction and guidance; encourages input and involvement from staff

☐ 1 Rarely makes an effort to motivate employees; never communicates departmental goals; provides almost no direction or guidance; allows no input or involvement from staff

☐ 2 Makes occasional effort to motivate employees; sometimes communicates departmental goals; provides little direction or guidance; allows little input or involvement from staff

☐ 3 Consistently makes effort to motivate employees; frequently refers to departmental goals; frequently provides direction and guidance; allows some input and involvement from staff

☐ 4 Almost always strives to motivate employees; refers to departmental goals and allows employees to participate in the development of goals; continually provides direction and guidance; encourages involvement of employees in decision-making; allows input from staff on a regular basis.

Communication: Ensures employees have adequate information to perform job duties; information shared in a timely manner; easily exchanges ideas and information with customers and employees; clearly communicates directives; actively listens to gain clear understanding of employees' view points

☐ 1 Very closed and protective of information; rarely shares information as needed; directives not communicated clearly; not open to listening to employee viewpoint

☐ 2 Occasionally shares information; information not always shared in a timely manner; directives often not communicated clearly; seldom listens to employee viewpoint

☐ 3 Consistently shares information, usually in a timely manner; directives usually communicated clearly; listens to employee viewpoint

☐ 4 Almost always willing to share information, always in a timely manner; directives always communicated clearly; listens to and encourages input of employee viewpoint

Performance Management: Develops written job descriptions in collaboration with employees to include agreed upon performance standards; provides employees on-going feedback concerning job performance along with appropriate coaching and guidance; conducts progress reviews regularly; evaluates employees based on established performance standards in accordance with institutional time frame policies

☐ 1 Fails to develop or update job descriptions; rarely communicates performance standards; fails to provide necessary feedback and coaching; evaluations not based on communicated performance standards, or are not completed at all

☐ 2 Not diligent in maintaining current job descriptions; performance standards occasionally are unclear or incomplete; very little feedback and coaching; evaluations are based somewhat on performance standards but primarily on subjective information

☐ 3 Job descriptions are current and include communicated performance standards; coaching and guidance are provided frequently; employee evaluations are based mostly on communicated performance standards

☐ 4 Job descriptions and performance standards are always developed in collaboration with employee; coaching and guidance are provided regularly; evaluations are based strictly on communicated performance standards

Developmental Planning: Identifies and maximizes use of employee skills and abilities; identifies training and developmental resources to enhance employee performance; provides training opportunities; provides opportunities for employee to assume greater self-direction and broader responsibility when appropriate

☐ 1 Rarely emphasizes training and development; almost no training opportunities are provided for employees; no opportunities for employees to assume greater self-direction or broader responsibilities

☐ 2 Little emphasis on training and development; occasionally provides training opportunities for employees; very few opportunities for employees to assume greater self-direction or broader responsibilities

☐ 3 Constant emphasis on training and development; frequently provides opportunities for training and for employees to assume greater self-direction or broader responsibilities

☐ 4 Strong emphasis on training and development; identifies and provides opportunity for training; encourages employees to assume greater self-direction or broader responsibilities and provides opportunity where appropriate

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SECTION II. JOB PERFORMANCE RATING: Transfer the major job responsibilities <u>from the job description</u> using the same numbers. Rate the employee's performance for each job responsibility based on how well the employee met the established performance standards. For responsibilities rated 1 or 2, you must describe performance deficiencies in the comments section. You may add additional sheets if needed.

JOB RESPONSIBILITY #1 :

RATING   ☐ **1** Does Not Meet Requirements   ☐ **2** Needs Improvement   ☐ **3** Meets Requirements   ☐ **4** Exceeds Requirements

COMMENTS:

JOB RESPONSIBILITY #2 :

RATING   ☐ **1** Does Not Meet Requirements   ☐ **2** Needs Improvement   ☐ **3** Meets Requirements   ☐ **4** Exceeds Requirements

COMMENTS:

JOB RESPONSIBILITY #3 :

RATING   ☐ **1** Does Not Meet Requirements   ☐ **2** Needs Improvement   ☐ **3** Meets Requirements   ☐ **4** Exceeds Requirements

COMMENTS:

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JOB RESPONSIBILITY #4 :

RATING ☐ **1** Does Not Meet Requirements   ☐ **2** Needs Improvement   ☐ **3** Meets Requirements   ☐ **4** Exceeds Requirements

COMMENTS:

JOB RESPONSIBILITY #5 :

RATING ☐ **1** Does Not Meet Requirements   ☐ **2** Needs Improvement   ☐ **3** Meets Requirements   ☐ **4** Exceeds Requirements

COMMENTS:

JOB RESPONSIBILITY #6 :

RATING ☐ **1** Does Not Meet Requirements   ☐ **2** Needs Improvement   ☐ **3** Meets Requirements   ☐ **4** Exceeds Requirements

COMMENTS:

JOB RESPONSIBILITY #7 :

RATING ☐ **1** Does Not Meet Requirements   ☐ **2** Needs Improvement   ☐ **3** Meets Requirements   ☐ **4** Exceeds Requirements

COMMENTS:

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SECTION III. OVERALL PERFORMANCE - Follow instructions below to calculate employee's overall performance rating.

STEP 1. Transfer rating points from Sections I and II to the blocks below, then add across to obtain totals. If non-supervisory, complete only the first 5 blocks under performance factor section.

A. Performance factor ratings (from Section I):

A TOTAL

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□ □ □ □ □ □ □ □ □

B. Job performance ratings (from Section II):
(add additional blocks if necessary for totals)

B TOTAL

□

STEP 2. Total sum of ratings (**A** TOTAL plus **B** TOTAL)

A + B =

STEP 3. Enter number of criteria evaluated (number of performance factors plus number of job responsibilities evaluated)

□

STEP 4. Divide total sum (Step 2) by the number of criteria (Step 3) and round to two decimal places:

Total Score	Number of Criteria	Rating Average
÷	□ =	□

STEP 5. Indicate the overall performance by checking the box which corresponds with the rating average.

1 □ DOES NOT MEET REQUIREMENTS 1.00 - 1.55

2 □ NEEDS IMPROVEMENT 1.56 - 2.55

3 □ MEETS REQUIREMENTS 2.56 - 3.55

4 □ EXCEEDS REQUIREMENTS 3.56 - 4.00

NOTE: THE EMPLOYEE'S OVERALL PERFORMANCE RATING WILL BE USED TO DETERMINE THE MERIT RAISE FOR THE FISCAL YEAR. THE MERIT INCREASE WILL BE BASED ON A PERCENTAGE FORMULA WHICH TAKES INTO ACCOUNT TOTAL FUNDS AVAILABLE FOR THAT FISCAL YEAR. A SHEET WILL BE DISTRIBUTED EACH YEAR, ALONG WITH THE NORMAL BUDGET INSTRUCTIONS, INDICATING THE RATING PROCEDURE.

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SECTION IV. EMPLOYEE DEVELOPMENT

A. PERFORMANCE IMPROVEMENT GOALS: List areas in job performance where improvement is needed, and specify action plans for improvement.

   PERFORMANCE AREA:

   ACTION PLAN:

   PERFORMANCE AREA:

   ACTION PLAN:

   PERFORMANCE AREA:

   ACTION PLAN:

   PERFORMANCE AREA:

   ACTION PLAN:

B. PERSONAL/PROFESSIONAL DEVELOPMENT GOALS: Identify specific goals and action plans designed to expand the employee's job-related skills, knowledge, and abilities.

   GOAL:

   ACTION PLAN:

   GOAL:

   ACTION PLAN:

SECTION V. COMMENTS/SIGNATURES

EMPLOYEE COMMENTS:

EMPLOYEE'S SIGNATURE_____ DATE_____
(Your signature indicates you have seen, reviewed, and discussed this evaluation with your supervisor. It does not necessarily indicate agreement.)

EVALUATOR'S SIGNATURE_____ DATE_____

REVIEWER'S SIGNATURE_____ DATE_____

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Use this page for additional information.

INACTIVE

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