



Performance Communication Process Supervisor's Evaluation

Employee Information

Name _____

Title _____

Department _____

Grade _____ **Supervisor's Name** _____

Today's Date _____ **Period Rated** April 1, 2012 to March 31, 2013

Overview

Communicating about performance means giving an employee feedback and guidance on:

- WHAT he or she has achieved during this cycle (the job tasks, duties, special projects or specific goals). These are identified as **key responsibilities**.
- HOW he or she has accomplished these tasks. The **skills and abilities** demonstrated can make a difference between just getting something done and getting it done in a way that is most successful for the organization.

As a supervisor, you should understand the entire feedback process. The Performance Communication Process Guide for Supervisors is the place to start.

Part I: Key Responsibilities – What Will Be Accomplished This Year?

Depending on the job, setting key responsibilities for the performance cycle can mean simply referring to the most critical duties outlined in the employee's job description. You might want to identify those key duties below to be sure you and the employee agree they are key. Or, you might want to describe expectations in terms of specific projects or goals that the employee has been assigned. Throughout the year, you'll have performance progress meetings and may modify the Key Responsibilities/Goals as appropriate.

Key Responsibilities/Special Assignments/Goals

Part II: Key Responsibilities – *End-of-Cycle Summary*

At the end of the cycle, please comment on **what** the employee has accomplished (in regard to job duties), his or her progress toward goals, and his or her performance on any special projects or assignments over the past year. Include any obstacles that hindered progress.

Comments

Part III: Skills and Abilities – *How Are the Key Responsibilities Accomplished?*

The core skills and abilities required for successful performance (i.e., how the job is done) are listed below. Please provide a rating on each skill/ability for this employee, and support your ratings by providing comments (optional). To assist you in making your ratings, examples of behaviors are provided for each skill/ability.

Use the following rating definitions to guide your rating decisions:

- 1 – Unacceptable** Performance is frequently and significantly below expectations.
- 2 – Improvement Needed** Performance is occasionally below expectations; improvement is required.
- 3 – Fully Proficient** Performance consistently meets and may occasionally be above expectations.
- 4 – Highly Successful** Performance is often above expectations.
- 5 – Outstanding** Performance is extraordinary; a role model for others. This rating is not readily achieved.

PROBLEM SOLVING & DECISION MAKING	1	2	3	4	5
<p><i>For example:</i></p> <ul style="list-style-type: none"> • Asks good questions and probes to gain a solid understanding • Measures costs/benefits before taking risks • Formulates realistic and sound solutions based on consideration of data, experience and judgment • Anticipates potential problems and implements proactive solutions • Most solutions and suggestions turn out to be correct and accurate when judged over time 					
<p><i>Comments/examples</i></p>					

PLANNING & ORGANIZATION	1	2	3	4	5
<p><i>For example:</i></p> <ul style="list-style-type: none"> • Accurately assesses length and difficulty of tasks and projects • Prioritizes activities based upon individual and department goals • Makes efficient use of time; shows good judgment in allocating time and other resources based on payback • Anticipates obstacles and develops contingency plans to overcome them • Regularly monitors progress toward goals and makes adjustments to plans as needed 					
<p><i>Comments/examples</i></p>					

INITIATIVE	1	2	3	4	5
<p><i>For example:</i></p> <ul style="list-style-type: none"> • Demonstrates an 'entrepreneurial spirit' by seeing and acting on new opportunities • Works independently when appropriate; requires minimal guidance in performing tasks; is a self-starter • Ensures own work is accurate and high-quality 					
<p><i>Comments/examples</i></p>					

DEPENDABILITY	1	2	3	4	5
<i>For example:</i> <ul style="list-style-type: none"> Adheres to work schedules, deadlines, and department policies on attendance and punctuality Follows through on commitments made to others Exercises good judgment in scheduling time off from work 					
<i>Comments/examples</i>					

ADAPTABILITY	1	2	3	4	5
<i>For example:</i> <ul style="list-style-type: none"> Responds quickly and flexibly to changes in role, policies, procedures, new initiatives Demonstrates resiliency after setback; maintains a positive attitude toward work and the organization Manages stress during difficult times Successfully handles multiple tasks simultaneously 					
<i>Comments/examples</i>					

SERVICE ORIENTATION	1	2	3	4	5
<i>For example:</i> <ul style="list-style-type: none"> Recognizes and meets the needs of customers Follows through on commitments to customers Maintains a courteous and approachable demeanor; creates a welcoming environment Communicates to customers with tact, sensitivity, and diplomacy Actively seeks improvements to the department to enhance service 					
<i>Comments/examples</i>					

WORKING WITH OTHERS	1	2	3	4	5
<p><i>For example:</i></p> <ul style="list-style-type: none"> • Listens to and respects others' opinions, fosters open dialog • Keeps others informed of important information on a consistent, timely basis and in an appropriate manner • Values the diverse backgrounds and perspectives of others by seeking their input • Shares success with others • Finds common ground, gets and gives cooperation • When communicating with others, expresses thoughts clearly and concisely, both orally and in writing; selects appropriate means of communication depending on the message to be conveyed • Treats people equally and courteously, regardless of level 					
<p><i>Comments/examples</i></p>					

INTEGRITY & ETHICS	1	2	3	4	5
<p><i>For example:</i></p> <ul style="list-style-type: none"> • Takes responsibility for own actions • Upholds University policies and procedures • Uses the utmost discretion in dealing with confidential/sensitive information • Projects a positive and professional image of the University • Abides by the highest ethical standards • Safeguards University resources; ensures they are used appropriately 					
<p><i>Comments/examples</i></p>					

JOB KNOWLEDGE & GROWTH	1	2	3	4	5
<p><i>For example:</i></p> <ul style="list-style-type: none"> • Effectively demonstrates the specialized job knowledge and skills necessary to perform duties and accomplish objectives • Uses 'best practices' and accepts standards in field of specialization • Continually updates knowledge of field and new developments so as to maintain expertise • Understands and can appropriately utilize technology to enhance own job performance or performance of dept. 					
<p><i>Comments/examples</i></p>					

LEADERSHIP (for supervisors only)	1	2	3	4	5
<p><i>For example:</i></p> <ul style="list-style-type: none"> Clearly articulates organizational goals to staff Instills high levels of dedication in staff Sets clear expectations for each employee; provides appropriate direction when necessary Involves staff in developing goals and making decisions Promotes a work environment that encourages open dialog, calculated risk taking and learning from mistakes Fosters employee's professional growth (e.g., provides regular performance feedback and encourages staff to enroll in relevant training) Holds staff accountable; seeks ways to recognize and reward good performance 					
<p><i>Comments/examples</i></p>					

Job- or Department-Specific Skills and Abilities

Use the spaces below to add skills and abilities that are key success factors in a particular job, but are not covered in the previous group.

Skill/Ability:	1	2	3	4	5
<p><i>Comments/examples</i></p>					

Skill/Ability:	1	2	3	4	5
<p><i>Comments/examples</i></p>					

OVERALL RATING	1	2	3	4	5
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Part IV: Strengths and Development Suggestions

Considering this employee's performance over the past period, please list his or her two to three top strengths.

Strengths

Determine two to three areas in which the employee needs to improve to be more effective. Outline a brief development plan, which includes proposed actions, required resources, and a target date for improvement.

Development Suggestions

Part V: Employee Comments

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Signatures

Note: The employee's signature is an acknowledgment of the completed review process and does not necessarily signify agreement with the supervisor's ratings or evaluative comments.

Employee's Signature

Date

Supervisor's Signature

Date

Human Resources Director's Signature

Date