

APPENDIX J

Performance Review Program



Performance Management Program

EMPLOYEE NAME (print):		EMPLOYEE #:
Title:		
DEPARTMENT/DIVISION:		
EVALUATOR NAME (print):		
Title:		
Review Type:		
DATE OF REVIEW:	REVIEW PERIOD:	From: To:

I acknowledge that this performance review was conducted to evaluate my performance in the specified period and to discuss future performance and development plans. Also, a current copy of my job description was reviewed with me by my supervisor. I further understand that my signature does not necessarily indicate my concurrence with the review results, and that I am entitled to receive a copy of my performance review bearing all of the required signatures. I also understand that I have the opportunity to respond to this evaluation within 10 working days of the performance discussion.

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Employee's Signature

Date

I acknowledge that I have reviewed the employee's performance and have conducted evaluation meetings to discuss, in detail, the evaluation document, along with other documents that support this employee's overall evaluation rating.

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Supervisor's Signature

Date

I support the performance evaluation document and overall performance summary conducted by the above employee and supervisor. I have reviewed the goals and future development plans for the above employee, and agree that these goals will support the overall mission of the department/division/institution.

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Next Level Supervisor's Signature

Title

Date

Section 1: A Step-by-Step Guide to the Performance Review Program



Below is a step-by-step outline that will guide you through the overall process of the performance management program. These guidelines begin with the orientation of an employee and continue through the development and feedback processes that occur for each employee on an annual basis (semi-annual or probationary reviews will also be discussed). Questions regarding this process should be directed to Human Resources.

Step 1: Orientation of a New Hire/Transferred/Promoted Employee

The following information is reviewed with a newly hired/transferred/promoted employee no later than completion of the first month of employment.

- √ The Position Information Questionnaire (PIQ) should be accurate and up-to-date, reflecting major responsibilities, essential job functions, and core performance elements. The employee and supervisor should sign the PIQ after the review and the original, signed document should be forwarded to Human Resources.
- √ Department/Division/College performance elements are communicated. They must be specific, measurable, achievable, results oriented, and time sensitive (SMART).
- √ Position-specific performance standards, goals, objects, and/or projects are developed and communicated to the employee. They must be SMART.
- √ The performance rating for new employees should be based upon progress expected of a person who has been in the job for that period of time.

Step 2: Probationary Performance Reviews

- √ Reviews are completed after 3 and 6 months of employment in a new job.
- √ Regular feedback is provided to the employee regarding status, progress and changing priorities.
- √ Provide corrective coaching, support and help are provided to remove barriers to successful performance.

Step 3: Annual Review of Employee

- √ Supervisors are responsible for completing performance reviews within 30 working days of the end of the evaluation period.
- √ Supervisor provides employee with current PIQ and pre-review form.
- √ Employee reviews PIQ and edits accordingly.
- √ Employee completes pre-review form.
- √ Employee returns PIQ (with edits, if appropriate) and completed pre-review form to supervisor.
- √ Supervisor reviews the completed pre-review form and completes performance review form.
- √ Supervisor forwards completed performance review form to next level supervisor for suggestions/comments.
- √ During evaluation meeting (both employee and supervisor participate in the following steps):
 - √ Review and update PIQ, as appropriate.
 - √ Review past year's progress on standards, goals, objectives, and/or projects related to the employee's PIQ.
 - √ Review professional development plan for current review period.
 - √ Formulate a professional development plan for the upcoming year.
 - √ Discuss performance ratings and overall employee evaluation. Establish goals, objectives and performance standards for the next year (SMART).
- √ Completed form is sent to second level manager for final review/approval. Employee is given a copy of the final signed form(s). Send original to Human Resources for the personnel file.

PERFORMANCE DESCRIPTORS



Performance Exceeds Requirements:

Performance meets the defined job expectations and frequently exceeds job expectations. Results are consistently above average. The employee consistently does good work, regularly going beyond what is expected of employees in this job. The employee is generally doing a very good job. Skill level and key behaviors are above average. **This rating is reserved for the exceptional performer and requires written justification.**

Performance Meets Requirements:

Performance meets the defined job expectations representing satisfactory performance. The employee generally performs according to the expectations and is doing a good job. The employee is doing the job at the level expected for employees in this position. Skill level is competent. Key behaviors are acceptable. The good performance is due to the employee's own effort and skills. **This rating should be used for most employees.**

Performance Needs Improvement:

Performance does not fully meet job expectations. Performance is below average. Skill level indicates need for improvement. Key behaviors are less than acceptable. **This rating requires a written action plan for improvement with specific goals and timeframes.**

Institution-wide Core Performance Elements

Job Knowledge: Understands job procedures, policies, and responsibilities; exhibits ability to learn and apply new skills; keeps up-to-date on current developments; acts as a resource person to others.

Customer Service: Understands the needs of internal and external customers; responds promptly to customers' needs in a courteous manner; handles conflicts appropriately; maintains institutional good will at all times; commits to doing the best job possible.

Teamwork: Exhibits flexibility, adaptability, and spirit of cooperation in the work environment; balances team and individual responsibilities; shares information appropriately with others.

Accountability: Takes responsibility for own actions; completes assignments and projects on schedule; reviews projects and assignments, monitoring resources and budgetary matters to ensure cost savings measures are in place.

Quality of Work: Completes work product thoroughly, accurately, and according to specifications and produces useful results; displays commitment to process improvement; applies feedback to improve performance.

Quantity of Work: Produces amount of work necessary to meet reasonable expectations, considering availability of resources, etc.

Communications: Communicates in a clear and concise manner both verbally and in writing; exhibits good listening and comprehension skills; uses appropriate communication methods.

Resourcefulness : Develops new ideas and can handle new situations; anticipates and appropriately handles unforeseen difficulties successfully; asks for help when needed; uses resources effectively.

Flexibility : Maintains performance under conditions of pressure or uncertainty; adapts to new situations in a positive manner.

Interpersonal Relations/Diversity: Treats others with respect and courtesy; works effectively and cooperatively with others; respects individual differences and perspectives; complies with equal opportunity guidelines and supports affirmative action.

Supervisory/Managerial/Project Leader Performance Elements

Strategic Thinking: Understands how one's job supports the institution's mission, vision and values; understands and views situations from a broad perspective; understands the long-term higher organizational implications on the overall institutional system.

Leadership: Provides clear direction and purpose while recognizing diversity as a source of strength; models ethical workplace behavior; creates a productive, creative environment in which individuals strive for quality of service; influences the actions of individuals and groups to obtain desired results; possesses analytical skills in order to assess situations and predict outcomes.

Planning and Organizing: Develop and manage budget; develop and manage strategic business plan; organize and manage human, time, financial, physical, and other resources for unit.

Staff Development: Staffs unit with the appropriate numbers and skills mix; identifies training needs and suggests training programs to continue personal and professional growth; supports employees in contributing to their maximum potential.

Performance Management: Initiates regular discussions with subordinates and communicates behavioral expectations and performance standards; provides on-going feedback and coaching, recognizing high or improved performance, and works with employees to correct performance problems.

Employee Performance Reviews: Gives prompt feedback to employees complying with performance review guidelines. Timely completion of **performance reviews for direct reports will be considered an important factor in determining the rating of this performance element.**

Employee Pre-Review Form

To be completed by the employee **prior to the performance review** and submitted to the supervisor for review and incorporation into the review meeting. Supervisor provides the form (electronic or hard copy) to the employee at least 20 working days prior to the review meeting. Employee presents the completed form to the supervisor at least 10 working days prior to the review meeting.



Attach additional sheets if necessary.

1. What results have you produced (or major achievements accomplished) over the past 12 months?

2. Who are your primary 'customers'?

2a. How well do you think you have served your customers over the past 12 months? Please explain.

- Needs improvement
- Meets requirements
- Exceeds requirements

2b. How would you increase your individual contributions to the success of your department? What recommendation(s) do you have for the department to better serve its customers?



Attach additional sheets if necessary.

2c. Are there skills, resources or knowledge that would help you to be more efficient or effective in performing your current job? Remember to list specifics on the Professional Enhancement Plan (page 14) as well.

3. Explain how your job duties relate to institutional and departmental goals and objectives.

4a. Are there any comments you wish to make regarding your PIQ?

4b. Are there any comments regarding your past year's Professional Enhancement Plan? (Was the Professional Enhancement Plan from last year completed? If not, why?)



Attach additional sheets if necessary.

4c. Are there any comments you wish to make regarding your past performance?

[Empty text box for comments]

5. Are there any suggestions for improving the department or anything else you wish to discuss during the review meeting?

[Empty text box for suggestions]

We have discussed the above Pre-Review Form during the review meeting.

Individual's Name	Title	Date
Evaluator completing this form	Title	Date

- PIQ has changed.
- There are no changes to the PIQ.

Please return a copy of your PIQ with suggested changes (if any), a copy of the Professional Enhancement Plan for the next review period, and additional information, such as a list of major accomplishments for the last review period, as applicable.

Performance Ratings

(Complete shaded elements only for supervisory/managerial employees)

Review of the performance factors below should relate to the employee's PIQ and goals.
 Ratings other than "meets requirements" must be supported by specific examples/documentation.
 "Needs Improvement" ratings require a Performance Improvement Plan.



	<i>Not applicable</i>	<i>Needs improvement</i>	<i>Meets requirements</i>	<i>Exceeds requirements</i>
1. Job Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Customer Service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Teamwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Accountability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Quality of Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Quantity of Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Communications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Resourcefulness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Flexibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Interpersonal Relations/Diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Strategic Thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Planning and Organizing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Staff Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Performance Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Employee Performance Reviews	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Performance Summary (including goals/objectives/project evaluation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Performance Rating Documentation (For Ratings of Exceeds Requirements)



Outline, in specific detail, the areas where performance exceeds requirements. Include specific examples, times and action taken by the employee which went beyond what was expected.

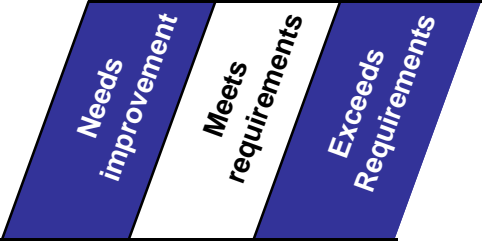
Performance Improvement Plan (For Ratings of Needs Improvement)



Outline, in specific detail, the areas where performance needs improvement (give examples). Also describe acceptable performance standards and how you (the supervisor) and the employee will work to improve skills/performance in these areas. Include timeframes, specifics and responsibility.

GOALS, OBJECTIVES, PROJECTS, AND ASSIGNMENTS FOR CURRENT EVALUATION PERIOD.

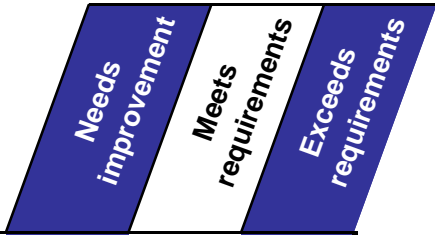
Goals must be specific, measurable, achievable, results oriented and time sensitive (SMART).



Goal/objective/project/assignment			
Results achieved	☐	☐	☐
Goal/objective/project/assignment			
Results achieved	☐	☐	☐

GOALS, OBJECTIVES, PROJECTS, AND ASSIGNMENTS (2)

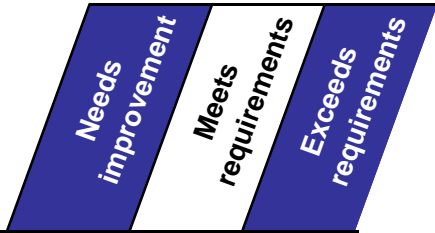
Goals must be specific, measurable, achievable, results oriented and time sensitive (SMART).



Goal/objective/project/assignment			
Results achieved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Goal/objective/project/assignment			
Results achieved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOALS, OBJECTIVES, PROJECTS, AND ASSIGNMENTS (3)

Goals must be specific, measurable, achievable, results oriented and time sensitive (SMART).



Goal/objective/project/assignment			
Results achieved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Goal/objective/project/assignment			
Results achieved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



1. *Individual's Areas of Strength:*

2. *Individual's Areas for Development:*

3. **Enhancement Plan:** The plan should cover specific on-the-job training needs, training and development courses, self-development, and other approaches which will help the individual in accomplishing his/her job responsibilities. Also include specific timetables for development actions. Used for employees who meet requirements or exceed requirements. (Use Performance Improvement Plan for employees who do not meet expectations.)

This development plan is for skills development related to the employee's:

Current Job OR Career development OR Both

OVERALL COMMENTS



4. Supervisor's Comments:

5. Employee's Comments:

**GOALS, OBJECTIVES, PROJECTS, AND ASSIGNMENTS FOR
NEXT EVALUATION PERIOD**

Goals must be specific, measurable, achievable, results oriented and time sensitive (SMART).



Goal/objective/project/assignment
Measurement criteria / Results achieved
Goal/objective/project/assignment
Measurement criteria / Results achieved

GOALS, OBJECTIVES, PROJECTS, AND ASSIGNMENTS FOR NEXT EVALUATION PERIOD

Goals must be specific, measurable, achievable, results oriented and time sensitive (SMART).



Goal/objective/project/assignment
Measurement criteria / Results achieved
Goal/objective/project/assignment
Measurement criteria / Results achieved

**GOALS, OBJECTIVES, PROJECTS, AND ASSIGNMENTS FOR
NEXT EVALUATION PERIOD**

Page 3

Goals must be specific, measurable, achievable, results oriented and time sensitive (SMART).



Goal/objective/project/assignment
Measurement criteria / Results achieved
Goal/objective/project/assignment
Measurement criteria / Results achieved