

# CENTRAL STATE UNIVERSITY PERFORMANCE APPRAISAL FORM

**PERSONNEL INFORMATION (PAGE 2)** - Enter your personnel information.

**SELF-ASSESSMENT (PAGE 2)** - Answer the "Self- Assessment" questions.

**COMPETENCY FACTOR DEFINITIONS (PAGE 3)** - Definitions of all the competency statement/ratings

**PERFORMANCE QUESTIONNAIRE AND RATING SCALE (EMPLOYEE) (PAGES 4-8)** - Complete the evaluation by using the scale to answer the statement(s). Only click **one** box per rating scale statement(s).

**PERFORMANCE QUESTIONNAIRE AND RATING SCALE (EVALUATOR/SUPERVISOR) (PAGE 9-13)** - Complete the evaluation by using the scale to answer the statement(s). Only click **one** box per rating scale statement(s) for the "Evaluate".

**COMPETENCY RATINGS EMPLOYEE AND SUPERVISOR (PAGE 14)** - All statement(s) that are answered will automatically calculate on this page.

**PERFORMANCE GOALS (PAGE 15-16)** - Answer the "Goal Questions".

**SIGNATORIES (PAGE 17)** Add additional comments and attachments, obtain all signatories before returning the evaluation form to the Office of Human Resources via Adobe Sign or sending it to [hr@centralstate.edu](mailto:hr@centralstate.edu).



# CENTRAL STATE UNIVERSITY

## PERFORMANCE APPRAISAL FORM

Date: \_\_\_\_\_ Name: \_\_\_\_\_ ID#: \_\_\_\_\_

Job

Department: \_\_\_\_\_ Division: \_\_\_\_\_ Title: \_\_\_\_\_

Evaluation Period: \_\_\_\_\_ Evaluator: \_\_\_\_\_

Annual      Performance Improvement      Probationary      Special (Explain):

### I. SELF-ASSESSMENT

In what areas do I excel in the performance of my duties?

In what areas do I need improvement in the performance of my duties?

What steps can I take to improve my work performance?

What assistance could my supervisor provide to help me improve my work performance?

## COMPETENCY FACTOR DEFINITIONS

**QUALITY OF WORK:** Work quality refers to effort that consistently achieves desired outcomes with a minimum of avoidable errors and problems. Does the employee's work meet the requirements, expectations, and desired outcomes? How accurate and complete is the work? Is it completed in a timely manner? Is the work done in an efficient and effective manner?

**PRODUCTIVITY:** Consider how the person uses available working time, plans and prioritizes work, sets and accomplishes goals, uses available resources, and completes assignments on schedule. Are the expected results achieved in a timely and safe manner? Is there a need to have work redone due to inaccurate or unacceptable work? Does the employee help others to complete their tasks and projects? :

**KNOWLEDGE OF THE JOB:** Does the employee exhibit job-related knowledge and skill needed to perform the duties and requirements of the position? Does the employee exhibit knowledge of the methods, practices and equipment needed to do the job? Consider knowledge gained through experience, education, and specialized training. Does the employee seek to maintain current knowledge of changes in policies and procedures? Does the employee keep abreast of new developments and major issues in the field? At times, employee may be consulted by others for guidance.

**ADAPTABILITY:** How does this employee adjust to changes? Does this employee initiate or recommend beneficial changes in work procedures? Does this employee readily accept new assignments or temporary assignments outside the regular responsibilities? Consider willingness to learn quickly, to adapt to changes in job assignments, methods, personnel, or surroundings.

**DEPENDABILITY:** How reliable is the employee in performing work assignments and carrying out instructions? Consider the degree of supervision required and the willingness to take on responsibilities and to be accountable for them.

**INITIATIVE AND RESOURCEFULNESS:** Does the employee see things to be done and then take appropriate action without being so directed? Consider ability to contribute, develop and/or carry out new ideas or methods. Consider ability to be a self-starter, to be creative, to offer suggestions, to anticipate needs and to seek additional tasks and projects to complete as time permits.

**JUDGEMENT AND POLICY COMPLIANCE:** Does employee evaluate situations and make sound decisions, and use reasoning to identify, solve, and prevent problems? Does the employee work in a safe manner, preventing accidents, injuries, and theft? Does the employee exhibit knowledge of the University's policies and procedures applicable to his/her assignment? Does the employee exhibit willingness to comply with all reasonable requirements?

**INTERPERSONAL RELATIONS AND CUSTOMER SERVICE:** Does the employee exhibit a good level of interpersonal skills and have a good working relationship with most of his/her peers, subordinates, supervisors, customers, and the general public? Consider respect and courtesy the employee shows to others, how the employee's behavior affects the work area, and the willingness of the employee to accept supervision. Does the employee exhibit appropriate supportive behavior toward the University and its customers? Is the employee unnecessarily involved in trivial disputes and misunderstandings? Does the employee exhibit willingness to work as a team member?

**ATTENDANCE AND PUNCTUALITY:** Does the employee report to work on a timely basis and stay on the job? Consider arrival times, observance of time limits for breaks and lunches. Consider patterns of sick leave use, seeking prior approval for vacation, and giving prompt notice to supervisor of absence due to illness or other acceptable reasons.

**TEAM WORK:** Does the employee exhibit willingness and ability to work as a team member? Does the employee respond to suggestions and criticism with minimal defensiveness? Consider whether the employee keeps the supervisor and others advised of problems or practical ideas when needed. Consider adherence to the guidelines and regulations that are utilized by the work group, and assisting others on assignments and projects contributing to their success.

**COMMUNICATION SKILLS:** To what extent does the employee demonstrate ability to communicate effectively in both oral and written expression with other employees and his/her supervisor? Are issues confronted and resolved constructively? Consider ability to help others with their work problems, and ability to keep others informed of decisions and plans for their own offices as well as policies and procedures of the University.

**PLANNING AND ORGANIZATION:** How effective is the employee in setting effective goals, planning ahead and establishing priorities? Consider ability to make the most effective use of time, facilities, material, equipment, skills and other resources. Examine ability to prepare and administer budget effectively.

**LEADERSHIP ABILITY:** Is the employee able to get other employees to do willingly and well the duties needed to be accomplished? Consider ability to get the work done while being sensitive to the morale and satisfaction of those doing the work; the ability to function consistently and effectively in an objective and rational manner regardless of pressures.

**APPRAISAL AND DEVELOPMENT OF PEOPLE:** Does the supervisor demonstrate ability to select, train and provide opportunities for development of employees by recognizing and facilitating improvement of their abilities? Consider ability to exhibit fairness and impartiality with employees in assigning job duties and objectively appraising work performance.

## COMPETENCY QUESTIONNAIRE AND RATING SCALE (SELF)

**Select ONLY one category on the scale below to answer questions below:**

5 pts - **Consistently Exceeds Expectations** Employee displays, at all times, without exception, a consistently high level of related skills, abilities, initiative, and productivity. All assignments/responsibilities are completed beyond the level of expectation. Initiative and self-direction are characteristic.

4 pts - **Often Exceeds Expectations** Employee displays a high level of related skills, abilities, initiative, and productivity, exceeding requirements in some areas, but not consistently or not without exception.

3 pts - **Meets Expectations** Employee displays and maintains an effective and consistent level of performance. Work output regularly achieves desired or required outcomes or expectations. Problems or errors are reported and corrected quickly.

2 pts - **Some Improvement** needed Employee displays inconsistency in performance and output frequently falls below acceptable levels. Tasks may be significantly late at times or incomplete, with serious or potentially serious consequences.

1 pt - **Major Improvement** needed Work output is consistently low, regularly fails to meet required outcomes, and error rate is high, requiring repetition of duty or completion by others. The employee may require constant supervision and show an indifference to job responsibilities.

### QUALITY OF WORK

- Work quality refers to effort that consistently achieves desired outcomes with a minimum of avoidable errors and problems.
- Does the employee's work meet the requirements, expectations, and desired outcomes?
- How accurate and complete is the work? Is it completed in a timely manner?
- Is the work done in an efficient and effective manner?

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### PRODUCTIVITY

- Consider how the person uses available working time, plans and prioritizes work, sets and accomplishes goals, uses available resources, and completes assignments on schedule.
- Are the expected results achieved in a timely and safe manner?
- Is there a need to have work redone due to inaccurate or unacceptable work?
- Does the employee help others to complete their tasks and projects?

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### KNOWLEDGE OF JOB

- Does the employee exhibit job-related knowledge and skill needed to perform the duties and requirements of the position?
- Does the employee exhibit knowledge of the methods, practices and equipment needed to do the job?
- Consider knowledge gained through experience, education, and specialized training.
- Does the employee seek to maintain current knowledge of changes in policies and procedures?
- Does the employee keep abreast of new developments and major issues in the field?
- At times, employee may be consulted by others for guidance.

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### ADAPTABILITY

- How does this employee adjust to changes?
- Does this employee initiate or recommend beneficial changes in work procedures?
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### DEPENDABILITY

- How reliable is the employee in performing work assignments and carrying out instructions?
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- Does the employee see things to be done and then take appropriate action without being so directed?
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### JUDGEMENT AND POLICY COMPLIANCE

- Does employee evaluate situations and make sound decisions, and use reasoning to identify, solve, and prevent problems?
- Does the employee work in a safe manner, preventing accidents, injuries, and theft?
- Does the employee exhibit knowledge of the University's policies and procedures applicable to his/her assignment?
- Does the employee exhibit willingness to comply with all reasonable requirements?

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### INTERPERSONAL RELATIONS AND CUSTOMER SERVICE

- Does the employee exhibit a good level of interpersonal skills and have a good working relationship with most of his/her peers, subordinates, supervisors, customers, and the general public?
- Consider respect and courtesy the employee shows to others, how the employee's behavior affects the work area, and the willingness of the employee to accept supervision.
- Does the employee exhibit appropriate supportive behavior toward the University and its customers?
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### ATTENDANCE AND PUNCTUALITY

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### PLANNING AND ORGANIZATION

- How effective is the employee in setting effective goals, planning ahead and establishing priorities?
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### JUDGEMENT AND POLICY COMPLIANCE

- Does employee evaluate situations and make sound decisions, and use reasoning to identify, solve, and prevent problems?
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## COMPETENCY QUESTIONNAIRE AND RATING SCALE (Supervisor)

**Select ONLY one category on the scale below to answer questions below:**

5 pts - **Consistently Exceeds Expectations** Employee displays, at all times, without exception, a consistently high level of related skills, abilities, initiative, and productivity. All assignments/responsibilities are completed beyond the level of expectation. Initiative and self-direction are characteristic.

4 pts - **Often Exceeds Expectations** Employee displays a high level of related skills, abilities, initiative, and productivity, exceeding requirements in some areas, but not consistently or not without exception.

3 pts - **Meets Expectations** Employee displays and maintains an effective and consistent level of performance. Work output regularly achieves desired or required outcomes or expectations. Problems or errors are reported and corrected quickly.

2 pts - **Some Improvement** needed Employee displays inconsistency in performance and output frequently falls below acceptable levels. Tasks may be significantly late at times or incomplete, with serious or potentially serious consequences.

1 pt - **Major Improvement** needed Work output is consistently low, regularly fails to meet required outcomes, and error rate is high, requiring repetition of duty or completion by others. The employee may require constant supervision and show an indifference to job responsibilities.

### LEADERSHIP ABILITY

- Is the employee able to get other employees to do willingly and well the duties needed to be accomplished?
- Consider ability to get the work done while being sensitive to the morale and satisfaction of those doing the work; the ability to function consistently and effectively in an objective and rational manner regardless of pressures.

Major  
Improvement  
Needed

Some  
Improvement  
Needed

Meets  
Expectations

Often  
Exceeds  
Expectations

Consistently  
Exceeds  
Expectations

### APPRAISAL AND DEVELOPMENT OF PEOPLE

- Consider how the person uses available working time, plans and prioritizes work, sets and accomplishes goals, uses available resources, and completes assignments on schedule.
- Are the expected results achieved in a timely and safe manner?
- Is there a need to have work redone due to inaccurate or unacceptable work?
- Does the employee help others to complete their tasks and projects?

Major  
Improvement  
Needed

Some  
Improvement  
Needed

Meets  
Expectations

Often  
Exceeds  
Expectations

Consistently  
Exceeds  
Expectations

Comments

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### III. COMPETENCY RATINGS

Self-Rating Goal 1						
PERFORMANCE (Points assigned for each factor)	<u>Major Improvement Needed</u>	<u>Some Improvement Needed</u>	<u>Meets Expectation</u>	<u>Often Exceeds Expectations</u>	<u>Consistently Exceeds Expectations</u>	Points
<u>Quality of Work</u>						
<u>Productivity</u>						
<u>Knowledge of the Job</u>						
<u>Adaptability</u>						
<u>Dependability</u>						
<u>Initiative &amp; Resourcefulness</u>						
<u>Judgment &amp; Policy Compliance</u>						
<u>Interpersonal Relations &amp; Customer Service</u>						
<u>Attendance &amp; Punctuality</u>						
<u>Team Work</u>						
<u>Communication Skills</u>						
<u>Planning &amp; Organization</u>						
<u>Leadership Ability</u>						
<u>Appraisal &amp; Development of People</u>						
<u>Overall Rating/ Total Points</u>						

Supervisor's Rating Goal 1						
PERFORMANCE (Points assigned for each factor)	<u>Major Improvement Needed</u>	<u>Some Improvement Needed</u>	<u>Meets Expectations</u>	<u>Often Exceeds Expectations</u>	<u>Consistently Exceeds Expectations</u>	Points
<u>Quality of Work</u>						
<u>Productivity</u>						
<u>Knowledge of the Job</u>						
<u>Adaptability</u>						
<u>Dependability</u>						
<u>Initiative &amp; Resourcefulness</u>						
<u>Judgment &amp; Policy Compliance</u>						
<u>Interpersonal Relations &amp; Customer Service</u>						
<u>Attendance &amp; Punctuality</u>						
<u>Team Work</u>						
<u>Communication Skills</u>						
<u>Planning &amp; Organization</u>						
<u>Leadership Ability</u>						
<u>Appraisal &amp; Development of People</u>						
<u>Overall Rating/ Total Points</u>						

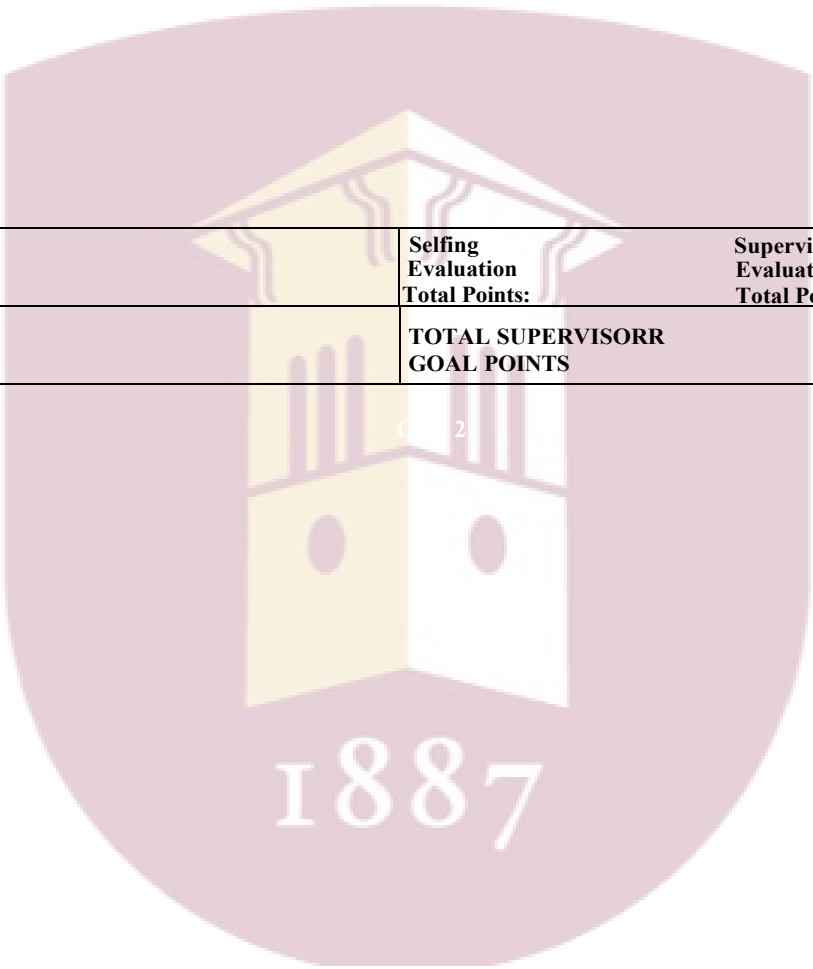
## IV. PERFORMANCE GOALS: 50 POINTS

Employees should develop and suggest goals for the supervisor and employee to discuss. Both the supervisor and employee should agree on the goals. Goals may be work-related or developmental; the goal should be limited to a one-year time frame. Enter the goals in order of importance. The following questions will assist the employee and supervisor:

- What specific tasks, projects, or activities need to be accomplished?
- What changes in work performance are required or desired?
- What training or work experience would be helpful or developmental?

PREVIOUS YEAR'S GOALS - TO BE REVIEWED FOR CURRENT PERFORMANCE APPRAISAL		
Describe the goal:		
How was the goal achieved? (Objectives)		
Completion Date	Selfing Evaluation Total Points:	Supervising Evaluation Total Points:
CURRENT YEAR'S GOALS - TO BE REVIEWED FOR CURRENT PERFORMANCE APPRAISAL		
Describe the goal:		
How was the goal achieved? (Objectives)		
Completion date	Selfing Evaluation Total Points:	Supervising Evaluation Total Points:

NEXT YEAR'S GOALS - TO BE REVIEWED FOR CURRENT PERFORMANCE APPRAISAL			
Describe the goal:			
How will the goal achieved? (Objectives)			
Completion date		Selfing Evaluation Total Points:	Supervising Evaluation Total Points:
TOTAL SELF GOAL POINTS		TOTAL SUPERVISORR GOAL POINTS	



## V. COMMENTS AND SIGNATURES

The employee may add any relevant comments before signing the performance evaluation. By signing the evaluation the employee indicates that he/she has participated in a performance appraisal meeting; the signature does not indicate agreement or disagreement. If there is disagreement, the employee should explain that disagreement in the comments section or attach a memo of rebuttal.

### **Employee:**

Comments:

Employee signature: \_\_\_\_\_

Date: \_\_\_\_\_

### **Direct Supervisor:**

Comments:

Direct supervisor's signature: \_\_\_\_\_

Date: \_\_\_\_\_

### **Reviewer: (Next level of authority above the Direct Supervisor)**

Comments:

Reviewer: \_\_\_\_\_

Date: \_\_\_\_\_