HWS Staff Performance Appraisal Form

Evaluating Manager's Name: _____

Staff Member's Name: _____

Date: _____

OVERVIEW

The real value in this performance management process comes from the conversations that take place between you and your direct reports. But, in order for these dialogues to be based on accurate feedback, resulting in improved performance, the following tools and forms are designed to serve as vehicles for gathering and collating relevant job performance information. There are two sections to this HWS Performance Appraisal Form: 1) Competencies, 2) Goals and Objectives. Competencies refer to the "how" of the job, or the behaviors demonstrated in order to achieve the goals and objectives established. Goals and Objectives refer to the "what" of the job, or that which one is expected to achieve in his/her role.

SECTION I: COMPETENCIES

Definitions:
Competencies represent the manner by which one accomplishes the SMART Goals established. They reflect the specific behaviors demonstrated. It is not enough simply to achieve a Goal; it is equally important how this is done. For example, if the only way a person can achieve a Goal is by barreling over his/her colleagues, missing agreed upon deadlines, interfering with well-established processes, and/or creating a hostile work environment, Goal accomplishment would leave a lot to be desired since the expected behaviors to achieve it were not demonstrated.

The Colleges have established four overall Core Capabilities by which it wishes to be consistently distinguished in the higher education liberal arts marketplace. These are: *Community Building, Innovative Problem-Solving, Student Centered, and Leadership Excellence*. Each Core Capability is defined by three Performance Competencies, serving as the standards against which all HWS staff are evaluated in order to demonstrate the Core Capabilities. Each Performance Competency is then followed by a summary description that helps to further define their respective behavioral expectations. Listed below are the Core Capabilities and their accompanying Competencies each followed by an evaluation scale to be used in appraising your staff member's performance.

Rating Instructions:
Rate each Competency on the 5-point scale below it. Three "anchor" labels regarding the extent to which performance expectations were met for this person are provided with the relatively weakest related to that Competency located on the far left (Did Not Meet Expectations), an average but good evaluation in the middle (Met Expectations), and the strongest one on the far right (Exceeded Expectations). However, any of the five boxes can be marked. For example, if you feel the person you are evaluating doesn't deserve the highest rating but is better than the average one in the middle, then use the one box in between those anchors. Similarly, this would hold for the box in between the lowest far left and the middle anchors.

For each Competency there is space provide for writing in some comments representing any evidence you have that supports your rating. These can be in any form preferred but provide specific behavioral samples you have observed and collected over the rating period. These examples will not only help you justify your rating but more importantly offer specifics when you give feedback to the person you have just evaluated.

Finally, you will find an Overall Performance Rating at the end of the Competency scales. In this case, combine all your ratings, from both the competencies and goals/objectives, into one overall evaluation by looking at the extent to which expectations were met or not met given the person's job responsibilities.

COMMUNITY BUILDING

Collaboration: works across boundaries/silos as a collective team for the common good of the Colleges by building a supportive and consensus building culture that seeks out diverse views, all available skills and values mutual accountability to each other.

	Did Not Meet Expectations		Met Expectations		Exceeded Expectations
	☐	☐	☐	☐	☐

Interpersonal: builds constructive, honest, inclusive and integrity-based relationships through active listening, heightened sensitivity and respect for the needs of others while delivering on one's commitments and presenting a professional image/manner consistently reflecting a model ambassador for the Colleges.

	Did Not Meet Expectations		Met Expectations		Exceeded Expectations
	☐	☐	☐	☐	☐

Positive Behavior: demonstrates a proactive and collegial presence; demonstrates professional demeanor and strives to provide excellent service.

	Did Not Meet Expectations		Met Expectations		Exceeded Expectations
	☐	☐	☐	☐	☐

Adaptability: accepts all the vagaries of change by dealing with differences, embracing diversity and challenging the status quo, resulting in altering the campus offer to meet the changing student demographics and economic trends by looking beyond one's own viewpoints, reframing problems from several angles, identifying ways to improve and making course corrections based on emerging information.

	Did Not Meet Expectations		Met Expectations		Exceeded Expectations
	☐	☐	☐	☐	☐

Comments:

INNOVATIVE PROBLEM-SOLVING

Initiative: acts proactively, after gathering input from others, through taking calculated risks and decisively addressing problems and challenges at their causal level by taking charge and owning problem resolution, thinking about consequences before acting and anticipating future needs with a sense of urgency.

	Did Not Meet Expectations		Met Expectations		Exceeded Expectations
	☐	☐	☐	☐	☐

Creativity: demonstrates curiosity and an open mind by seeing things differently, recognizing unique applications and thinking outside the box, resulting in new idea generation, critical thinking and continuous learning.

	Did Not Meet Expectations		Met Expectations		Exceeded Expectations
	☐	☐	☐	☐	☐

Comments:

STUDENT CENTERED

Caring: embraces a service orientation around a value of true concern for and acceptance of varied student needs which empowers student action and results in timely response to their requests and resource demands.

	Did Not Meet Expectations		Met Expectations		Exceeded Expectations
	☐	☐	☐	☐	☐

Student Focus: creates a 1 to 1 student culture by recognizing their different abilities, interests and needs, and employing a variety of methods in order to maximize their own potential.

	Did Not Meet Expectations		Met Expectations		Exceeded Expectations
	☐	☐	☐	☐	☐

Comments:

LEADERSHIP EXCELLENCE

Financial Management: stewards institutional resources by effectively managing department budgets and financial priorities, recognizing the need for trade-offs an understanding the relative value of budget relieving vs. endowment funding.

	Did Not Meet Expectations		Met Expectations		Exceeded Expectations
	☐	☐	☐	☐	☐

Operational Effectiveness: focuses on continuous quality improvement through effective execution, the use of appropriate technology enabled tools, understanding institutional priorities and delivering projects on time and within budget.

	Did Not Meet Expectations		Met Expectations		Exceeded Expectations
	☐	☐	☐	☐	☐

Managerial Effectiveness: leading others for results by aligning them with the Colleges' vision, establishing clear goals and objectives, providing continual positive and constructive feedback, demonstrating consistency and fairness, balancing individual needs with strategic priorities through continually challenging and inspiring their performance.

Comments:	Did Not Meet Expectations		Met Expectations		Exceeded Expectations
	☐	☐	☐	☐	☐

Comments:

SECTION II: GOALS AND OBJECTIVES

The Goals and Objectives setting process should be a shared activity between you and your staff members for their own job positions. A *Goal* is a specified end state one wants to achieve. *Objectives* define the milestones and expectations along the way toward achieving that Goal. For example, a Goal might be to complete a certain project, while the milestones and expectations would include certain deliverables provided at certain times. Regardless of how many milestones or expectations are included for each Goal, it should be characterized as much as possible by five criteria: Specific, Measureable, Attainable, Relevant, and Time-bound, or SMART Goals.

The Goals established should be extremely important to the successful performance of the related job and thus should be limited to three to five whose accomplishment adds value to the mission of the Colleges.

List the person's SMART Goals below. Then evaluate the extent to which you believe he/she achieved, or did not achieve, each over the rating period.

Goals and Objectives	Performance against Goals and Objectives				
➤	Did Not Meet Expectations ☐	☐	Met Expectations ☐	☐	Exceeded Expectations ☐
Comments:					
➤	Did Not Meet Expectations ☐	☐	Met Expectations ☐	☐	Exceeded Expectations ☐
Comments:					
➤	Did Not Meet Expectations ☐	☐	Met Expectations ☐	☐	Exceeded Expectations ☐
Comments:					

Goals and Objectives	Performance against Goals and Objectives				
➤	Did Not Meet Expectations		Met Expectations		Exceeded Expectations
	☐	☐	☐	☐	☐

Comments:

Goals and Objectives	Performance against Goals and Objectives				
➤	Did Not Meet Expectations		Met Expectations		Exceeded Expectations
	☐	☐	☐	☐	☐

Comments:

Goals and Objectives	Performance against Goals and Objectives				
➤	Did Not Meet Expectations		Met Expectations		Exceeded Expectations
	☐	☐	☐	☐	☐

Comments:

OVERALL PERFORMANCE

Given the ratings provided above for this person, **both** regarding Goal achievement and Competency demonstration, evaluate his/her overall performance using the scale below.

	Did Not Meet Expectations		Met Expectations		Exceeded Expectations
	☐	☐	☐	☐	☐

Comments:

A performance review was conducted with this person during which evaluations were shared.

Signed:

_____
Current Manager's Name

_____
Date

_____
Staff Member's Name

_____
Date

_____
Senior Staff Member's Name

_____
Date