

Support Staff Performance Appraisal

Name: _____

Position: _____

Date of Review: _____

Period of Review: _____ to _____

*This Appraisal Form is to be used for Permanent
employees (full-time and part-time)*



2001 SOUTH SUMMIT AVENUE
SIOUX FALLS, SOUTH DAKOTA 57197

PART I:

Adherence to Procedure

Consider: Ability to follow procedures such as College Policy, prescribed procedures, etc.

X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>
Frequently will not follow prescribed procedures				Is generally knowledgeable about company procedures and policy.								Is knowledgeable and confident about company procedures and policy									

Cite Examples:

Persistence

Consider: Patience, perseverance, "stick-to-it-iveness," ability to work toward important objectives.

X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>
Becomes easily discouraged, will frequently give up on a task if it becomes too difficult or complex.				Generally completes assignment tasks successfully; does not become easily discouraged.								Consistently continues to work toward achieving difficult goals; rarely becomes discouraged.									

Cite Examples:

Creativity

Consider: Ability to develop ideas for finding new and better ways of performing procedures, operations, etc.

X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>
Rarely or occasionally come up with a new idea.				Produces reasonable number of new ways to do things.								Consistently seeks new and better ways of doing things.									

Cite Examples:

Accuracy

Consider: The correctness of work duties performed.

X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>
Makes frequent careless and recurrent errors.				Usually accurate, makes only average number of mistakes.								Almost always accurate, quality of work is close to perfection.									

Cite Examples:

Independence / Initiative

Consider: Ability to do required jobs well with a minimum of supervision.

X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>
Requires close supervision sometimes requires prompting and prodding.				Usually takes care of necessary tasks and completes with reasonable promptness.								Requires little direct supervision is very reliable.									

Cite Examples:

Verbal Communication

Consider: Ability to communicate in face-to-face situations and clearly explain tasks and procedures.

X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>
Generally communicates in hesitant and uncertain manner; has difficulty presenting ideas clearly and logically					Communicates in a calm and confident manner; has some difficulty presenting complex ideas.					Generally communicates in a posed, confident and understandable way; presents ideas in a clear, logical and interesting manner.							

Cite Examples:

Organization and Planning

Consider: Ability to organize and plan work in an efficient manner; thoroughness and attention to detail.

X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>
Generally unsystematic in planning and organizing activities, does not make efficient use of time, not attentive to details.					Usually plans work efficiently and utilizes time well; thorough and attentive to detail					Has exceptional ability to plan and coordinate diverse tasks.							

Cite Examples:

Flexibility

Consider: Ability to adjust to new activities, procedures, policies, and processes.

X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>
Requires an excessive amount of supervision when given a new job or function, very rigid and opinionated					Learns a new job or function with some supervision, adapts well to changing circumstances.					Adjusts to new procedures with minimal supervision, can accept new ideas or recognize when there is a need to change opinion.							

Cite Examples:

Cooperation

Consider: Ability to work with others - supervisor and fellow employees.

X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>
Definitely not a teamworker; wants to do things his/her way.					Has no particular difficulty in adjusting his/her work to that of others.					Quite cooperative, is able to mesh his/her work with others, gladly assists others.							

Cite Examples:

Productivity

Consider: The amount of work completed in a timely manner.

X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>
Generally does not complete work in a timely manner, has difficulty meeting deadlines.					Usually completes assignments in appropriate time frames. Adapts well to peak work volumes.					Has exceptional ability to complete large amounts of work in a timely manner.							

Cite Examples:

Use Only If Applicable

Public Contact

Consider: Ability to transmit warmth, information and friendliness by being courteous and knowledgeable.

X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>
Very distant and aloof; tend not to take the initiative, not informed.				Warm, friendly, approachable and informed.				Excellent at establishing rapport and goodwill and providing accurate information.											

Cite Examples:

PART II: Cite the accomplishments of the employee. Describe where performance can be improved and growth achieved. Cite GOAL(S) to be worked on during the coming year. If necessary, attach a separate sheet or use the backside. Include time frames where appropriate. See Explanation of Terms on the direction sheet for more information.

PART III Overall Performance Evaluation: In summarizing this employee's performance, heavily weigh those factors most important to performance in the position and then mark the appropriate box.

<input type="checkbox"/>	Fails to meet the minimum requirements of the job.
<input type="checkbox"/>	Meets the requirements of the job.
<input type="checkbox"/>	Consistently performs above the required level.

Absenteeism (12 mos. to date): Days Periods

Print Name of Supervisor	Signature	Title	Date
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Employee's Comments: the employee is encouraged to express feelings and concerns related to this appraisal.

Employee's Signature	Date
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Comments of Next Level of Supervision:

Signature of Next Level of Supervision	Date	Reviewed-Personnel	Date
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Directions:

For each of the ratings there is a scale and a corresponding set of descriptions. The descriptions represent a range of behavior, from undesirable to highly desirable, for each characteristic or performance issue. These are descriptions of **typical behavior** and naturally cannot be expected to exactly describe any given individual. Use them as “benchmarks” or points of reference. Base your judgements upon observed performance in present position.

In order to indicate your rating:

1. Read all of the ratings for each category and determine which description **most accurately** describes the person you are rating.
2. If the **most accurate** description is not completely satisfactory, determine whether an accurate description would be somewhat in-between two of the descriptions or represents a point to the right or left of a description. Then, circle the appropriate performance level (X).
3. Next to each rating, cite **specific** examples of desirable and undesirable behaviors.

Directions: Part I, II, III

Explanation of Terms

Accomplishments means to bring a successful conclusion; carry to completion. Cite accomplishments that are related to accuracy, flexibility, customer contact, etc.

Developmental Needs means to set forth or make clear by degrees or in detail.

Action Steps means to state sequentially the steps an employee might take to achieve goals or realize developmental needs.

Goals means any kind of desired end conclusion, it is anything from a broadly stated “want” to a very specifically measurable performance target.

Goals fall into two categories. They are:

- Production goals. They’re concerted with impersonal achievements. They’re fairly precise and relatively easy to measure.

For example: Adherence to courtesy standard: answer within three rings, speak politely and pleasantly, use caller’s name, ensure that customer reaches someone who will take responsibility for action, full compliance with courtesy standard achieved withing 30 days from now.

- Interpersonal goals. They’re concerned with interpersonal relationships. They are measurable only in a gross way.

For example: Employee will show cooperation by being friendly to co-workers and willingly accepts new job assignments by the end of the month.

Note that effective Goals have these characteristics in common, they are: *specific, quantified and time bounded*. Moreover, goals which are established can only be accomplished if they are realistic, both in terms of the environment in which the office operates, and the internal constraints of the job (i.e. number of personnel in the office, local and state legal restrictions, budgeting limitations, etc.)