

**DEPAUW UNIVERSITY**  
**PERFORMANCE APPRAISAL PROGRAM**  
**Hourly Employees**

**PART I PURPOSE**

DePauw University's performance appraisal process is based upon the belief that employees are our most critical resource, and individual performance and development is the prime consideration in determining their value and contribution to the University. Therefore, the process is designed to improve job understanding and job competency; for mutual goal setting to help motivate staff toward higher objectives; to learn about staff development needs; improve communication between management and staff; identify unsatisfactory performance and counsel employees towards corrective actions.

The performance appraisal process must be viewed as a continuing process throughout the year with a formal appraisal at least once a year using a performance appraisal form. Informal meetings should be held frequently with the employee. The once-a-year performance appraisal should be a summary of earlier meetings, with the major portion of the interview devoted to a discussion of future performance planning.

**PART II GUIDE TO PERFORMING A SUCCESSFUL PERFORMANCE APPRAISAL**

**BEFORE**

- ❖ Schedule the performance appraisal with the employee at least two weeks prior to the session.
- ❖ Provide the employee with a current job description and related specific measures of output and result established for the job.
- ❖ Prepare for the session by reviewing all performance documentation compiled over the review period.
- ❖ Ensure that the employee's performance will be appraised on the basis of direct measures of output and results.
- ❖ Ensure that employee behavior and personal traits will be considered only to the extent that they are job related and affect job results.
- ❖ Appraise the employee's performance using the applicable performance criteria listed on the form as a guide in the appraisal process.

**DURING**

- ❖ Meet with the employee on schedule and ensure a private setting without interruption.
- ❖ Review the purpose and format for the appraisal interview.
- ❖ Mutually review the job description to ensure it is accurate and current.
- ❖ Proceed with the interview, giving the employee the opportunity to respond to the appraisal.
- ❖ Discuss summary comments, including strengths, areas needing improvement, and plan for development.
- ❖ Conclude the appraisal with an overall summary.
- ❖ Plan and schedule any follow-up activities concerning performance, development or mutual goal setting.
- ❖ Offer the employee the opportunity to make written comments regarding the appraisal.
- ❖ Secure the employee's signature on the performance appraisal.

**AFTER**

- ❖ Secure signature of the next level supervisor.
- ❖ Give a photocopy of the completed appraisal to the employee.
- ❖ Forward the original completed appraisal to the Human Resources Department.
- ❖ Conduct follow-up activities for performance improvement as discussed with the employee and continue ongoing appraisal each day.

For additional information regarding the University's performance appraisal system, contact the HR Department.

### **PART III INSTRUCTIONS**

The supervisor should have provided the employee with a copy of his/her job description prior to the appraisal meeting. Review of the performance criteria should be based upon the job description. If the job description is determined not to be an accurate reflection of the employee's duties and responsibilities, the job description should be revised as part of the appraisal process.

The supervisor should also supply the employee with a pre-performance appraisal form and have him/her complete and submit prior to the appraisal meeting.

The first eight performance criteria may be utilized for all employees. The ninth criterion (Supervisor Ability) should be utilized only for employees with supervisory responsibilities.

For each performance criterion (Sections A through G) the appraiser must:

1. Provide a performance rating by checking the appropriate blank.
2. Additionally, the appraiser is encouraged to provide a narrative appraisal in the "Comments" section.

Descriptive phrases under each performance criterion are intended only as suggestions of attributes to be considered. The supervisor may modify or "mark out" any particular phrase or behavioral example that appears to be inappropriate in appraising the employee.

Appraisers are reminded of the added value of the narrative sections and are encouraged to supplement the rating with comments and, where appropriate, suggestions. For each performance criterion for which the employee is given an "inadequate" rating, the appraiser must provide supporting comments.

Some of the performance criteria may not be appropriate to a particular position. In such circumstances, simply indicate "Not Applicable" under the narrative portion for the criterion. You may attach a separate piece of paper listing any other criteria which are more applicable to the employee's position, utilizing the same appraisal procedures outlined above.

If the employee disagrees with any part of the rating, the employee may respond on a separate sheet and attach it to this form. The area of disagreement should be described specifically.

**DEPAUW UNIVERSITY**  
**EMPLOYEE PRE-PERFORMANCE APPRAISAL FORM**  
**Hourly Employees**

Employee Name \_\_\_\_\_ Date \_\_\_\_\_

Position Title \_\_\_\_\_ Supervisor \_\_\_\_\_

As you know, we will be having our performance appraisal meeting on \_\_\_\_\_. Our time together will be most useful if it is a two-way discussion, so I would appreciate it if you would identify some of the specific items you would like to discuss. Please return this form to me no later than one week prior to our appraisal meeting so that I can obtain any additional information that might be helpful to our discussion. Thanks!

(Please attach a separate sheet if you do not have adequate space on this form)

1. Do you have any questions about what is expected of you in your job or about your job description?
2. Do you feel that you know how your job relates to the University's goals and objectives for our unit?
3. In general, what is your opinion of communication within the office?
4. Where do you think you have made the greatest progress in your work this year?
5. Where do you need to/would you like to make any major improvements next year?
6. What are your ideas about how to take these steps?
7. What do you need to accomplish your objectives?
8. Please indicate any other specific areas you wish to discuss?
9. Please make any other comments regarding your job, your progress, or the University that you consider important and noteworthy.

**DEPAUW UNIVERSITY**  
**PERFORMANCE APPRAISAL FORM**  
**Hourly Employees**

Employee Name \_\_\_\_\_ Title \_\_\_\_\_

Department \_\_\_\_\_ Date \_\_\_\_\_

**PERFORMANCE CRITERIA**

**A. QUALITY OF WORK – Consider the neatness, accuracy, and thoroughness of the work.**

- \_\_\_\_\_ Work is of exceptionally high quality. Consistently thorough and accurate.
- \_\_\_\_\_ Work is above average. Seldom makes errors.
- \_\_\_\_\_ Work meets acceptable standards. Makes only occasional mistakes.
- \_\_\_\_\_ Does minimally acceptable work. Accuracy of final product needs revision or correction.
- \_\_\_\_\_ Performs poorly. Makes frequent mistakes. Generally unsatisfactory.

Comments and/or suggestions: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**B. QUANTITY OF WORK – Consider the volume of work regularly produced and the consistency of output and speed.**

- \_\_\_\_\_ Produces consistently high volume of work. Extremely productive and fast.
- \_\_\_\_\_ Volume of work frequently above expected level.
- \_\_\_\_\_ Does normal amount of work. Volume is satisfactory. When situation requires, production increases markedly.
- \_\_\_\_\_ Volume is generally below what is expected. Does just enough to get by.
- \_\_\_\_\_ Does not meet minimum requirements. Volume of work generally unsatisfactory.

Comments and/or suggestions: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**C. JOB KNOWLEDGE – Consider the degree of understanding of the job and related functions and the quickness with which the employee has developed an understanding of functional tasks. Consider job knowledge relative to the length of time in the current position.**

- \_\_\_\_\_ Complete mastery of all phases of job related functions. Grasps new methods and procedures immediately. Extremely rapid learner.
- \_\_\_\_\_ Good understanding of job and related work. Well informed. Learns quickly.
- \_\_\_\_\_ Adequate knowledge of the job. Can answer most questions. Able to learn new aspects of job.
- \_\_\_\_\_ Lacks knowledge of some phases of work. Experiences difficulty in grasping new ideas.
- \_\_\_\_\_ Poor understanding of job. Fails to grasp new ideas.

Comments and/or suggestions: \_\_\_\_\_

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- D. ATTITUDE – Consider professionalism, enthusiasm, dedication and interest displayed regarding position responsibilities and duties. Consider whether the employee expresses willingness to undertake new work, supports organizational goals and endeavors, and demonstrates flexibility in response to changing circumstances.

- \_\_\_ Highly dedicated and enthusiastic; strongly supportive of organizational goals.
- \_\_\_ Displays interest in duties and responsibilities, flexible in response to changing circumstances.
- \_\_\_ Satisfactory in this regard.
- \_\_\_ Accepts job duties, occasionally with reluctance.
- \_\_\_ Generally displays negative attitude toward job, criticizes without offering constructive suggestion; Inflexible.

Comments and/or suggestions: \_\_\_\_\_

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- E. INITIATIVE – Consider the degree to which the employee is self-starting and assumes responsibilities when specific directions are lacking. Consider how well the employee follows through on assignments, taking appropriate independent action when necessary, and the relative amount of supervision required.

- \_\_\_ Exceptionally self-reliant; completely follows through on assignments.
- \_\_\_ A self-starter, follows through on assignments independently.
- \_\_\_ Satisfactory in this regard.
- \_\_\_ Follows though on some assignments without continuous direction; requires some follow-up to keep assignments progressing.
- \_\_\_ Needs detailed instructions, requires constant supervision to keep assignments going.

Comments and/or suggestions: \_\_\_\_\_

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- F. DEPENDABILITY AND RELIABILITY – Consider the manner in which the employee applies himself or herself.

- \_\_\_ Justifies utmost confidence.
- \_\_\_ Reliable and conscientious.
- \_\_\_ Applies self well.
- \_\_\_ Sometimes can not count on employee to do all phases of the job.
- \_\_\_ Cannot count on the employee many times. Requires constant supervision.

Comments and/or suggestions: \_\_\_\_\_

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- G. INTERPERSONAL SKILLS – Consider how well the employee gets along with other individuals in the performance of job duties. Consider the effectiveness of relations with co-workers, subordinates, supervisor, and , if applicable, the general University community and the public in handling of position responsibilities. Consider the employee's cooperativeness, tact, and courtesy.

- \_\_\_ Is very effective interpersonally; works extremely well with subordinates, peers and supervisors.
- \_\_\_ Works well with others and facilitates cooperation.
- \_\_\_ Is satisfactory in this regard.
- \_\_\_ Relates to others fairly well, with some but not all other persons.
- \_\_\_ Has difficulty in relating to others; not readily cooperative.

Comments and/or suggestions: \_\_\_\_\_

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- H. SUPERVISORY ABILITY – Complete only for individuals with supervisory responsibility. Consider leadership ability to train and motivate and the ability to communicate.

- \_\_\_ Exceptional ability to train, motivate and supervise.
- \_\_\_ Generates good work climate. Recognizes and develops individual potential in employees.
- \_\_\_ Adequately trains and motivates subordinates. Exhibits leadership capabilities.
- \_\_\_ Has some difficulty in training and motivating employees. Needs additional development in the area.
- \_\_\_ Exhibits little supervisory capability. Inadequately trains and motivates employees. Unable to obtain cooperation or desired results.

Comments and/or suggestions: \_\_\_\_\_

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- I. ATTENDANCE – Consider the employee's attendance record and the extent to which annual (non-FMLA) sick leave is used properly. Consider punctuality.

**Sickness:** Occasions \_\_\_\_\_ Number of Days \_\_\_\_\_

**Punctuality:** Needs Improvement \_\_\_\_ Satisfactory \_\_\_\_

Comments and/or suggestions: \_\_\_\_\_

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1. Describe areas of accomplishment for the prior year:

2. Describe the areas of opportunity for improvement for the next year:

3. Identify established goals and objectives for the upcoming year:

4. Indicate any area in which performance needs immediate attention:

(The employee and supervisor must develop a plan for dealing with these deficiencies and submit it with this appraisal.)

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Employee Signature

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Date

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Supervisor's Signature

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Date

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Vice-President/Director's Signature

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Date

\*Signature indicates only that the evaluation has been reviewed and discussed and does not necessarily signify agreement. NOTE: A response to this appraisal may be made on a separate sheet and attached.