



Administrative and Professional Staff (Unclassified) Performance Evaluation
Model B

(Previously Model III)

Employee Name: _____ Department: _____
 Position: _____ Date Present _____
 Date of Last Performance Evaluation: _____ Performed by: _____
 Date of Current Performance Evaluation: _____ Performed by: _____

Purpose of a Performance Evaluation

- Align employee performance with the mission and goals of the university and unit.
- Strengthen two-way communication regarding job performance and periodically assess goals and opportunities for the unit and the individual.
- Establish a mutually-understood set of performance expectations.
- Recognize contributions of employees.
- Discuss opportunities for growth and development.
- Provide necessary feedback when performance does not meet expectations.

Process

- Employee completes the self-evaluation at least one week prior to the performance evaluation discussion.
- Supervisor/manager review's the full range of performance over the entire past year and completes all sections of the performance evaluation, following the instructions provided in each section.
- The supervisor/manager meets with the employee to discuss the full range of employee performance, consistent with informal, ongoing performance feedback. Create shared goals and objectives to enhance employee performance and professional development.
- Upon completion of the performance evaluation discussion, the employee and supervisor/manager sign the evaluation.
- The supervisor/manager sends the signed copy to Employee Relations, Terrace Hall Annex.
- A photocopy can be provided to the employee upon request.

Instructions: Read the criteria for each competency and mark those that apply to the employee's performance. In the *Rating/Assessment of Competencies* section, enter your rating and include specific examples and illustrations. Select N/A if the competency is not applicable. Comments are required when selecting a rating of "approaches expectations" or "unsatisfactory".

Rating Scale:

O= Outstanding

Objectives and standards are clearly and substantially surpassed. Consistently and significantly exceeds all performance expectations and standards. Highest performance level. Demonstrates a personal commitment to a high level of performance and results, even under challenging work goals.

**E= Exceeds
Expectations**

Frequently exceeds job requirements. Makes contributions well beyond job demands. Seizes initiative in development and implementation of challenging work goals. Each project or job is done thoroughly and on time. Thinks beyond details of the job, working toward the overall goals of the component.

**M= Meets
Expectations**

Performance is what is expected of a fully qualified and experienced person in this position. All objectives and standards are met. Consistently meets all performance expectations and standards. Job well done. Errors are minimal and seldom repeated. Prioritizes problems and projects well. Requires normal supervision and follow-up. Almost always completes work or projects on schedule.

**A= Approaches
Expectations**

Objectives and standards are generally met but full results are not totally achieved. Occasionally falls short of consistently meeting performance expectations and standards. Some performance aspects were not met – needs slight improvement. Could result from being newly appointed to the position – continuing to learn all aspects of the position.

U= Unsatisfactory

Objectives and standards are consistently not met. Consistently fails to meet performance expectations. Needs significant improvement. Has been on the job long enough to have shown better performance. Excessive attention by supervisor is required. Does not grasp situation when explained. Corrective action is required.

NA= Not Applicable

Does not apply to job performance expectations.

CORE COMPETENCIES	Rating / Assessment of Competencies
<p>I. Job Knowledge</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates knowledge and skills necessary to perform the job effectively <input type="checkbox"/> Applies knowledge and skills to critical work issues in a timely manner <input type="checkbox"/> Demonstrates willingness to learn new skills, methods, processes to enhance job performance <input type="checkbox"/> Understands the University's strategic goals, policies, and procedures as related to job responsibilities <input type="checkbox"/> Uses technology appropriately and efficiently <input type="checkbox"/> Performs the full range of responsibilities and duties associated with the job <input type="checkbox"/> Other factor: 	
<p>II. Communication Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writes and speaks clearly and accurately <input type="checkbox"/> Encourages collaboration and sharing of information <input type="checkbox"/> Listens well; is responsive to inquiries, directions, and suggestions <input type="checkbox"/> Seeks to understand others' communications <input type="checkbox"/> Other factor: 	
<p>III. Interpersonal Skills, Cooperation, Collaboration</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates effective positive customer/student services. <input type="checkbox"/> Develops and maintains professional working relationships with internal and/or external constituencies <input type="checkbox"/> Makes suggestions to improve the efficiency and effectiveness of the work unit with due concern for others <input type="checkbox"/> Willingness to assume fair share of responsibility without preempting input of others <input type="checkbox"/> Productively participates in meetings <input type="checkbox"/> Accepts responsibility and accountability <input type="checkbox"/> Other factor: 	

CORE COMPETENCIES	Rating / Assessment of Competencies
<p>IV. Planning, Organizing, and Achieving Results</p> <ul style="list-style-type: none"> <input type="checkbox"/> Actively seeks ways to improve work systems <input type="checkbox"/> Develops goals, plans, and priorities to achieve program objectives <input type="checkbox"/> Meets deadlines in a timely and efficient manner <input type="checkbox"/> Evaluates goals and accomplishments <input type="checkbox"/> Finds and uses resources well <input type="checkbox"/> Other factor: 	
<p>V. Problem Analysis and Decision Making</p> <ul style="list-style-type: none"> <input type="checkbox"/> Anticipates and identifies problems <input type="checkbox"/> Gathers and analyzes appropriate information before making decisions <input type="checkbox"/> Seeks advice from others in situations outside own level of expertise <input type="checkbox"/> Develops and implements effective solutions <input type="checkbox"/> Other factor: 	
<p>VI. Commitment to Diversity</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates respect for all individuals regardless of their background or culture <input type="checkbox"/> Participates in processes that promote diversity and equal opportunity <input type="checkbox"/> Advances Affirmative Action policy and initiatives <input type="checkbox"/> Other factor: 	
<p>VII. Fiscal and Human Resource Management *Applies to those in supervision/management</p> <ul style="list-style-type: none"> <input type="checkbox"/> Promotes positive employee relations and teamwork <input type="checkbox"/> Demonstrates fiscal responsibility and plans and controls expenditures and materials <input type="checkbox"/> Utilizes employee skills to meet program objectives while maintaining staff productivity and morale <input type="checkbox"/> Makes effective staffing decisions <input type="checkbox"/> Manages unit effectively during periods of change <input type="checkbox"/> Delegates authority and responsibility appropriately <input type="checkbox"/> Other factor: 	

CORE COMPETENCIES	Rating / Assessment of Competencies
<p>VIII. Leadership *Applies to those in supervision/management</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates commitment and provides leadership through personal example and professional expertise <input type="checkbox"/> Demonstrates ability to motivate staff to meet program objectives <input type="checkbox"/> Creates a work climate that encourages employee commitment to organizational goals <input type="checkbox"/> Supports an environment of continuous improvement <input type="checkbox"/> Serves on university committees and councils <input type="checkbox"/> Other factor: 	
<p>IX. Supervision *Applies to those in supervision/management</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates awareness of equal opportunity and affirmative action <input type="checkbox"/> Sets clear goals and expectations for employees <input type="checkbox"/> Provides adequate support for employees to complete tasks <input type="checkbox"/> Provides informal, ongoing feedback to employees <input type="checkbox"/> Provides formal performance evaluation for employees <input type="checkbox"/> Supports the professional development of employees <input type="checkbox"/> Other factor: 	
<p>SELECT THE ONLINE COURSES THAT HAVE BEEN COMPLETED</p> <ul style="list-style-type: none"> <input type="checkbox"/> Workplace Ethics Online Training <input type="checkbox"/> Preventing Harassment on Campus Online Training <input type="checkbox"/> Bullying in the Workplace-Manager Version Online Training <input type="checkbox"/> Family Medical Leave Online Training (if assigned by HR) <input type="checkbox"/> None of the courses have been completed <input type="checkbox"/> N/A <p>If any of the online courses have not been completed, please note in the box what the expected completion date would be.</p> <p>These courses can be accessed through the Human Resources web site at: www.kent.edu/hr/training/ . Under 'Main Topics' select "Online Training Courses-View Titles"</p>	

XI. Other Position-Specific Competency	
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OVERALL EVALUATION – Consistent with the rates above, evaluate the overall performance of the staff member.

Outstanding
 Exceeds Expectations
 Meets Expectations
 Approaches Expectations
 Unsatisfactory

Explanation:

OBJECTIVES/ACCOMPLISHMENTS – PRIOR YEAR

Goal/Objective	Outcome/Measure	Timetable	Status

PROPOSED GOALS - UPCOMING YEAR

Goal/Objective	Expected Outcome /Measurable Criteria	Timetable	Issues or Comments

Evaluator Comments:

Employee Comments:

Employee Signature

Date

Supervisor Signature

Date