



**INDIANA UNIVERSITY
EAST**

2011

PROFESSIONAL STAFF EMPLOYEE PERFORMANCE EVALUATION

(Strictly Confidential)

University ID:

Name:

Job Title:

Date of Evaluation:

EVALUATED BY:

TITLE:

REVIEWED BY:

TITLE:

HUMAN RESOURCES

DATE:

Instructions: Select the appropriate rating for each performance dimension according to the standards and expectations of the job. **Give specific examples* of employee performance to support numeric ratings** based on the following performance levels:

- 5 – Always exceeds normal job requirements
- 4 – Above average in meeting job requirements
- 3 – Meets normal job requirements
- 2 – Some deficiencies evident; improvement needed
- 1 – Fails to meet job requirements

***“Examples” of performance may include a series of activities and approaches which the employee routinely applies to getting the job done or a specific example of one project or incident which the employee performed in manner which emphasizes the employee’s ability to perform at the level of performance specified.**

Briefly Describe Duties in Present Job

PART I – PERFORMANCE FACTORS – CHECK APPROPRIATE PERFORMANCE LEVEL

1. OBJECTIVES – To what extent does employee discuss and develop objectives with supervisor, reach objectives on a timely basis, identify priorities and overcome obstacles in accomplishing objectives?

Examples of performance:

5 4 3 2 1

2. LEADERSHIP – To what extent does employee take initiative, require little monitoring, assess problems and develop alternative solutions, and get things done?

Examples of performance:

5 4 3 2 1

3. QUALITY OF WORK – To what extent does employee’s work meet necessary quality standards in accuracy, neatness, and thoroughness?

Examples of performance:

5 4 3 2 1

4. JOB ATTITUDE – To what extent does the employee display a positive attitude and willingness to undertake new assignments?

Examples of performance:

5 4 3 2 1

5. RELATIONSHIPS WITH OTHERS (including both external and internal customers) – To what extent does the employee establish effective working relationships when

dealing with supervisors, co-workers, employee staff, and/or the public, and communicate well both orally and in writing?

Examples of performance:

5 4 3 2 1

6. PROBLEM SOLVING – To what extent does the employee obtain and evaluate facts to determine problems, identify alternative solutions, develop strategies to achieve results, and make sound job-related decisions?

Examples of performance:

5 4 3 2 1

7. PLANNING – To what extent does employee set work goals, establish procedures for work accomplishment, organize work activities, coordinate activities with peers, and plan personal and staff time off to coincide with needs of the department?

Examples of performance:

5 4 3 2 1

8. JUDGMENT – To what extent does the employee display ability to secure and evaluate facts in making decisions and taking action?

Examples of performance:

5 4 3 2 1



TO DETERMINE THE OVERALL EVALUATION:

Add numbers checked for each performance factor and enter the total below. Indicate the overall evaluation score by checking the total corresponding description on the right which matches the total score.	<input type="checkbox"/> 8-15 Inadequate – immediate improvement required <input type="checkbox"/> 16-23 Below Standard – some deficiencies require attention <input type="checkbox"/> 24-31 Good – performance meets University standards <input type="checkbox"/> 32-36 Excellent – performance consistently exceeds University standards <input type="checkbox"/> 37-40 Exceptional – performance always exceeds University standards.
TOTAL	

SUPERVISOR'S COMMENTS CONCERNING THE OVERALL EVALUATION:

Supervisor's Signature: _____ Date: _____

PART II- DIVERSITY

Indiana University East is committed to being an inclusive community and believes that multiple perspectives and experiences are essential to learning. Through our programs and practices, we seek to foster the understanding of and respect for cultural differences necessary for an

enlightened and educated citizenry. All employees play a part in creating a culture that welcomes people of all backgrounds.

Discuss expectations for ways that this employee can increase his/her understanding of diversity and contribute to a welcoming culture on the campus.

PART III – DEVELOPMENT

GOALS AND OBJECTIVES FOR THE COMING YEAR

Please include skills training and/or professional development goals for the next year.

Specific ways for the supervisor to help employee achieve these goals

TO THE EMPLOYEE: You are required to sign on the line provided below to indicate **ONLY** that you have had opportunity to discuss this evaluation with your supervisor. Your signature does not indicate that you agree with the evaluation. Employees are encouraged to voice their comments in the space provided.

EMPLOYEE SIGNATURE: _____ DATE: _____

EMPLOYEE COMMENTS: