



## ***PERFORMANCE DIALOGUE AND DEVELOPMENT SUMMARY***

### ***SELF-ASSESSMENT***

# ***Administrative Employee***

**Name:** \_\_\_\_\_

**Position Title:** \_\_\_\_\_

**Department/Office:** \_\_\_\_\_

**Supervisor:** \_\_\_\_\_

**Period Covered:** From \_\_\_\_\_ to \_\_\_\_\_  
Month/Year Month/Year

#### **OVERVIEW OF PROCEDURE:**

- As part of the performance dialogue process, this form enables the employee to provide input in their annual performance evaluation. This is an option that may be elected to rate his/her performance during the time frame indicated above.
- Please review each factor and rate your performance according your position's primary responsibilities.
- Include any comments that may contain examples of your work during the past 12 months to support your ratings.
- Review the goals that were agreed upon during the last performance dialogue and summarize the progress that has been made in each area. Please explain any changes to these goals that occurred.
- Present any new goal ideas with action plan information if possible.
- Return completed self-assessment to your supervisor prior to your scheduled meeting.

# PART I PERFORMANCE FACTORS

DIRECTIONS:
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- Best describe your performance in each category. Support each evaluation with illustrative comments where appropriate.
- Support each rating with illustrative comments where appropriate.
- If any category is not applicable, indicate so under "Comments."
- Factors are not in priority order.

1.     **PROFESSIONAL KNOWLEDGE:**     Demonstrates possession of and ability to apply the technical skills and knowledge required for the job.

Comments: \_\_\_\_\_

2.     **PROBLEM SOLVING:**             Comprehends complex problems and processes; gives due consideration to all aspects of problems; anticipates longer range implications of decisions.

Comments: \_\_\_\_\_

3.     **JUDGMENT/ DECISIVENESS:**     Makes appropriate decisions based on available information within time constraints. Understands the consequences of these actions and decisions; recognizes priorities; relates specific area interests to organizational concerns.

Comments: \_\_\_\_\_

4.     **PLANNING:**                     Identifies all tasks necessary to meet objectives; makes realistic estimates for completion of tasks; anticipates contingencies and defines alternative plans.

Comments: \_\_\_\_\_

5.     **ORGANIZATION:**             Organizes work for efficiency; budgets time appropriately; demonstrates clear understanding of responsibilities and reporting relationships. Uses time effectively.

Comments: \_\_\_\_\_

6.     **WRITTEN COMMUNICATION:**     Conveys thoughts effectively in writing; e-mail, memos, and reports are concise, exact, and easily understood. Understands and verifies ideas presented by others.

Comments: \_\_\_\_\_

7. **ORAL COMMUNICATION:** Verbally conveys thoughts and complex technical issues effectively; capable of making individual and group presentations; able to sell ideas. Is an active listener; verifies understanding; creates atmosphere conducive to conveyance of information.

Comments: \_\_\_\_\_

8. **INTERPERSONAL RELATIONS:** Interacts effectively with various levels and in a variety of situations; interacts in a professional manner; maintains good rapport within and outside of area; helpful in assisting others in individual's area of expertise; promotes respect for all people; is sensitive to cultural differences.

Comments: \_\_\_\_\_

9. **INNOVATION/INITIATIVE** Seeks creative approaches; grasps opportunities; inserts own thoughts and actions to enhance results; goes beyond stated responsibilities; recognizes self-development needs and pursues training as appropriate.

Comments: \_\_\_\_\_

10. **GROUP/TEAM COMMITTEE PARTICIPATION:** Committed to group's objectives; actively participates but non-domineering; assists others in their performance; assumes leadership role when appropriate; sensitive to others' needs; encourages and respects diverse opinions and perspectives.

Comments: \_\_\_\_\_

11. **SELF-DEVELOPMENT:** Recognizes development needs; requests training or assistance to fulfill development needs; develops self in preparation for greater responsibilities.

Comments: \_\_\_\_\_

12. **SUPERVISION:** *Individuals who supervise other employees of the Colleges should be rated for the following categories:*

- **LEADERSHIP:** Actively inspires positive work climate; effectively brings about group accomplishment of tasks; adapts leadership style appropriate for each situation.
- **TRAINING/DEVELOPMENT:** Develops ability (self and others) to take on varied responsibilities; identifies and successfully meets subordinate's training and development needs.
- **STAFFING:** Displays good track record in selecting and promoting quality subordinates; appropriately handles poor performers.

Comments: \_\_\_\_\_

*PART II*- Take this opportunity to expand the dialogue by noting your particular strengths and/or weaknesses, areas of special emphasis or concern, or other issues not addressed in Part I. Attach an additional page(s) as appropriate.

*PART III*      *EVALUATION OF PREVIOUS YEAR'S  
WORK PLAN* (Discuss how you fared in achieving the goals set out in  
the work plan from the previous year's dialogue.)

*PART IV*      *RESPONSIBILITIES VS. JOB DESCRIPTION*  
(Evaluate how you meet the responsibilities set forth in your job description.)

## *PART V GOALS AND ACTION PLAN*

You and your supervisor should work together at the end of the dialogue to develop the your job and career-related goals and design an action plan for the next 12 months in order to achieve these goals. This will be reviewed and updated during the next performance dialogue.

GOALS	ACTION PLAN