

Tarleton State University Staff Performance Evaluation Self-Appraisal Form

NAME _____ REVIEW DATE _____

This self-evaluation provides an opportunity to compare your view, with that of your supervisor's, on your performance. Additionally, it is used as input to your performance goals for the next evaluation period. You and your supervisor should decide whether you bring this completed self-appraisal form with you to your performance evaluation meeting or forward it to your supervisor prior to the evaluation meeting.

1. Do you think your Position Description accurately describes your job? (If Yes, move on to question #3; if No, continue to the next question)

2. What do you believe your job should be, or what duties and responsibilities should you have (or should not have) to make you or your job more effective?

3. What could you, your supervisor and/or the department do differently to help you better perform your job?

4. Describe your major accomplishments in the last year.

5. What areas do you most need to improve?

6. In what areas do you feel additional education, training/development would be beneficial?

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PERFORMANCE FACTORS

(Complete this section using the instructions on the following page.)

Performance Factor	Performance Rating	Importance Rating
1. Completing Tasks		
2. Initiative and Innovation		
3. Job Knowledge		
4. Security/Safety Compliance		
5. Diversity		
6. Cooperation and Customer Service		
7. Teamwork		
Factors 8 and 9 for supervisors only		
8. Resource Management		
9. Supervision and Leadership		

GOALS

List the goals you would like to accomplish during the next rating period:

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Instructions for completing the Performance Factor Section

Consider all aspects (job duties) of your job as you complete the Performance Factor Section.

Non-Supervisory personnel evaluate performance factors 1 through 7

Supervisory personnel evaluate performance factors 1 through 9

Definitions of each of the Performance Factors can be found on the web at

<http://www.tarleton.edu/~training/Performance%20Evaluation%20Def.htm>

Assign a Performance Rating for each performance factor using the following scale:

- 5 **Outstanding** – Highest level of performance; this rating is given to any employee who consistently does far more than expected for the position. Numerous objective examples that support the rating are easily identified.
- 4 **Exceeds Expectations** – This rating is given to an employee who consistently does more than expected for the position. Rating should be easily supported by several objective examples of going beyond job requirements.
- 3 **Meets Expectations** – This rating is given to an employee who has consistently and fully satisfied the high performance expectations of Tarleton for the specific duties of the employee's position.
- 2 **Improvement Needed** – This rating is given to an employee who did not consistently meet performance expectations of the employee's position.

Assign an Importance Level for each performance factor using the following scale :

- For non-supervisory position evaluations, assign **two** importance levels of "4", **two** importance levels of "3", and **three** importance levels of "2".
 - For supervisory position evaluations, assign **two** importance levels of "4", **three** importance levels of "3", and **four** importance levels of "2".
- 4 **Critically Important** – This criterion would have critical impact on overall employee performance. Wrong decisions and errors felt across entire organization and by customers to a significant extent. No direct supervision or oversight is normally provided.
 - 3 **Very Important** – This criterion would have significant impact on overall employee performance. Wrong decisions and errors felt in several other departments and by customers. Little direct supervision or oversight is normally provided.
 - 2 **Important** – This criterion would have impact on overall employee performance. Wrong decisions or errors would affect own department. Moderate direct supervision or oversight is normally provided.

Performance Factor Definitions :

- **Completing Tasks:** Comprised of two major elements:
 - Work Quality - The degree to which the employee meets acceptable standards including accurate, neat, and thorough work. The need to re-do work and the orderliness of work place.
 - Work Quantity - The employee's level of productivity/output and timeliness of work consistent with established standards. Makes good use of time.
- **Initiative and Innovation:** A measure of the amount of direct supervision an employee requires.
- **Job Knowledge:** Employee understands job duties and responsibilities, and has the ability to accomplish them for satisfactory job performance. Understands the organization's policies, procedures, goals and purpose as required for the job.
- **Security/Safety Compliance** – Adheres to security and safety rules and guidelines; completes required security and safety training. Maintains a safe and secure work environment. Employee's work practices meet health, safety, physical security, and information security requirements.
- **Diversity** – Behavior that shows respect and value for individual differences, builds a climate of openness and inclusiveness.
- **Cooperation and Customer Service** – Is courteous and works well with customers and coworkers
- **Teamwork:** Ability to assist and/or direct colleagues in a collective effort to accomplish results through cohesive actions of the team.
- **Resource Management:** Organizing self and environment for appropriate uses of resources. Resources include budget, employees, equipment, inventory, etc.
- **Supervision and Leadership:** Utilizing the behaviors which are essential to effective leadership and supervision.