

PERFORMANCE EVALUATION FORM FOR ADMINISTRATORS/PROFESSIONALS*
BALL STATE UNIVERSITY

Evaluation of performance is conducted:

To improve administrator's performance by providing the supervisor's assessment of the administrator's strengths and weaknesses.

To provide the administrator with a better understanding of the requirements of the job, the required standards of performance, and the degree to which he/she attains goals.

To provide a record of the administrator's growth pattern.

To improve communications between the supervisor and the administrator.

To provide a basis for salary recommendations.

Each Vice President will hold a meeting to train supervisors in administering performance appraisals and each supervisor will hold a meeting with reporting administrators to provide information about the use of the evaluation, the factors on which a performance is evaluated, and the criteria to be applied to measure evaluation.

The supervisor shall:

Evaluate each trait independent of all others; avoid allowing halo effect or negative bias for some traits to influence evaluation of other traits. (Most people have strengths and weaknesses; seldom is anyone strong in every trait to be measured.)

Measure each trait against the person's job description and goals for the preceding year.

Use comment section to indicate specific evidence on which the evaluation factor was based.

Rate the administrator on actual performance not on the expectation of the administrator's potential which can be included under "additional comments".

Not allow teaching/research ability of an individual affect the rating, if applicable teaching and research will be rated separately.

The supervisor reviews the completed evaluations with the person to whom the supervisor reports. Then, the supervisor reviews the performance evaluation with the administrator being evaluated emphasizing constructive criticism to inform the administrator what he/she does well and where and how performance can be improved.

NOTE: Completed evaluations should be submitted to each Vice President no later than April 3rd.

* Hereafter referred to as "administrator".

EVALUATION OF ADMINISTRATIVE/PROFESSIONAL SKILLS

Name of Administrator being evaluated: _____ Date: _____ Period being covered _____ to _____

	Low or Hardly Ever		Usually		High or Always	N/A*	COMMENTS:
	1	2	3	4	5	/I**	
1. PROBLEM ANALYSIS: Seeks out relevant data and analyzes complex information to determine the important elements of a problem; makes order out of informational chaos.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. JUDGEMENT: Reaches logical conclusions and makes high quality decisions based on available information; identifies needs and sets priorities; critically evaluates written communications.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. ORGANIZATIONAL ABILITY: Plans, schedules and controls workload; uses resources in an optimal fashion; deals effectively with demands on one's time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. DECISIVENESS: Recognizes when a decision is required and acts appropriately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. LEADERSHIP: Gets others involved in solving problems; recognizes when a group requires direction, interacts with a group effectively and guides others to the accomplishment of a task.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. INITIATIVE: Follows the principles of excellent customer service as in programs such as Roll Out the Red Spirit of Service; scans environment for potential problems and opportunities and moves to solve problems and capitalize on opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. SENSITIVITY: Perceives the needs, concerns and problems of others; resolves conflicts; uses tact in dealing with persons from different backgrounds; deals effectively with people on emotional issues; knows what information to communicate and to whom. Is able to put himself/herself in the other person's shoes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. STRESS TOLERANCE: Performs under pressure and while encountering opposition; able to think on his/her feet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. ORAL COMMUNICATION: Makes clear oral presentation of facts or ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. WRITTEN COMMUNICATION: Expresses ideas clearly in writing; writes appropriately for different audiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11. MOTIVATION: Demonstrates need to achieve; shows evidence that work is important to personal satisfaction; is self-policing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12. SUPERVISION: Obtains optimal productivity from subordinates; maintains effective working relationship with and among his/her staff. Varies level of supervision as appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13. SPECIAL KNOWLEDGE: Is a dependable source of information about his/her special area of expertise; keeps abreast of current developments in field.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14. COMMITTED TO EQUAL OPPORTUNITY/AFFIRMATIVE ACTION	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15. CONTRIBUTION TO GOALS: Performs in a manner which contributes to the goals of the department or unit and University.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
16. OVERALL ASSESSMENT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

*N/A not applicable to this position

10/02/2009

**/I insufficient information for judgment

Evaluator/Supervisor

Date

Reviewed by employee
(Does not imply agreement or non-agreement with evaluation.)

Date