

**PERFORMANCE EVALUATION  
DISTRICT 1199 / SEIU REPRESENTED**

Employee Name: \_\_\_\_\_ M#: \_\_\_\_\_  
 Position & Title: \_\_\_\_\_ ML: \_\_\_\_\_  
 Department: \_\_\_\_\_ Date of Evaluation: \_\_\_\_\_

Select Appropriate Box:  Annual  Midpoint Probationary  Final Probationary

**Instructions**

The following instructions are for the use of the Performance Evaluation Form for the District 1199/SEIU represented staff of the University of Cincinnati. The performance factors that are identified on the evaluation form should be reviewed and the employee should be rated only on those factors that are applicable to his/her job. It is not necessary to use all factors and factors can be weighted as you wish. The process of identifying the appropriate factors and developing performance standards should be a joint process that takes place between the employee and the immediate supervisor. This evaluation should be based on the employee's progress toward achievement of already mutually agreed upon performance standards. The standards should apply for all employees performing the same duties. Development of goals, objectives, and standards for the factors should be completed at the beginning of the evaluation period and should have been mutually determined by the employee and the immediate supervisor and communicated to the employee. These goals, objectives, and standards should coincide with and be compatible with those of the department and of the University. Evaluations should contain specific and relevant examples of the employee's performance. The immediate supervisor of the employee should serve as the evaluator. The reviewer, where applicable, will be the next level supervisor/manager. "The process for evaluation is the employee and the evaluator should meet and establish goals. The evaluator should sign the form. The form is then sent to the reviewer, where applicable, for comments and signature. After all comments have been written by the evaluator and the reviewer the form should be returned to the employee for comments and signature."

***Original completed form should be stored in the Department File.  
Copy the completed form and send one each to Human Resources and employee.***

**Signatures**

*"We have reviewed and discussed the contents of this goal-setting and performance evaluation document."*

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 Reviewer's Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 Employee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Please note that each space below does not expand. If you need extra space to answer any questions, please attach a sheet of paper.



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- I. Briefly summarize the primary duties, responsibilities, and other job-related criteria involved in the position. Reference the University Job Description in defining the basic functions of the position.

- II. Questions to be used in conducting the performance evaluation: (Other comments may be added; use additional pages if necessary.)

- A. What are the employee's major strengths in the job? (Cite accomplishments or contributions that demonstrate this.)

- B. What are the employee's major weaknesses in the job? (Cite specific examples)

- C. What are the major factors that contributed to or detracted from the employee's ability to do his/her job well?

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III. List the goals/objectives/standards established for the past year. Attach additional, if necessary. Evaluator's comments should include level of achievement attained, highlights of the strengths demonstrated during goal/objective/standard achievement, and /or reasons why they were not achieved.

Goal/Objective/Standard	Achieved		Evaluator's Comments
	Yes	No	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	

IV. A. What are the goals/objectives/standards for next year?

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B. What is the agreement between the evaluator and the employee addressing these goals and objectives? How can the University and/or the evaluator assist the employee in achieving them?

**Evaluator's Comments:**

**Employee's Comments:**

V. Training and Objectives: Specify ways in which the employee and evaluator can take definite action to address areas for performance improvement, professional growth and development needs, and other standards that would assist the employee in attaining his/her full potential with the organization.

**Evaluator's Comments:**

**Employee's Comments:**

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**VI. For probationary employees only:**

Indicate the employee's overall rating: \_\_\_\_ Pass \_\_\_\_ Fail

**For All employees:** Indicate summary comments:

**Evaluator's Comments:** (Areas of strength and areas of improvement [Include specific comments regarding justification for the rating of probationary employees only])

**Reviewer's Comments:**

**Employee's Comments:**

## PERFORMANCE EVALUATION DISTRICT 1199 / SEIU REPRESENTED

The following factors should be considered in establishing goals, objectives, and performance standards, and in reviewing the progress that an Employee has made toward these established goals, objectives, and standards of performance. Numerical ratings should not be assigned to these factors; rather, critical incidents in which these factors either positively or negatively affected the Employee's work behavior and performance results should be cited in the text of the performance appraisal.

**ADAPTABILITY** – Demonstrates flexibility; adjusts to changes in job with little difficulty; handles stress and job pressures; adapts to the personnel and surroundings of the office; demonstrates a willingness to learn from his/her own and other's successes and failures.

**COMMUNICATION** – Communicates clearly, persuasively, concisely, and in well organized fashion with supervisor, co-workers, and the general public in written and oral communications; keeps supervisor, co-workers, and others informed of necessary facts, such as job progress, projects, tasks, results, and problems.

**DEPENDABILITY** – Consistently produces desired results; follows through on all activities related to the completion of tasks; demonstrates determination in overcoming obstacles; consistently meets time and/or production schedules and deadlines; willingly serves as a resource or assists as needed; meets physical and mental demands of the position; consistently maintains an acceptable attendance and punctuality record.

**EFFICIENCY** – Demonstrates the proper use of available resources (i.e. personnel, time, money, and equipment) to accomplish departmental goals in an appropriate time frame, in the proper sequence, and with an avoidance of errors.

**INITIATIVE/CREATIVITY** - Demonstrates self-starting ability; introduces new ideas and suggestions; demonstrates resourcefulness, flexibility, and self-reliance; takes independent action where appropriate; readily accepts responsibility.

**INTERPERSONAL SKILLS** – Relates well with other people and their individual styles; is sensitive to the needs and problems of others; builds positive professional relationships; willingly works with supervisor and accepts direction; leads or actively participates in group discussions or projects; maintains a high level of professional integrity; maintains a clean, neat appearance; has good personal hygiene.

**JOB KNOWLEDGE** – Demonstrates thorough knowledge of job duties, responsibilities, procedures, and general knowledge of related work; applies job knowledge to non-routine situations; understands how the job fits with defined departmental objectives and operations.

**LEARNING ABILITY** – Demonstrates both capacity and willingness to acquire skills and knowledge necessary to enhance job performance on a level consistent with Employee's classification. Possesses and demonstrates knowledge of current development in his/her job-related skills.

**PLANNING AND ORGANIZATIONAL SKILLS** – Sets priorities and schedules work assignments in order to meet deadlines and uses resources efficiently; anticipates future needs or problems.

**QUALITY OF WORK** – Performs job duties with few errors, regularly checks own work for errors and corrects them before work product is completed. Accuracy, thoroughness, neatness, clarity, and usefulness evident in completed assignments.

**REASONING AND JUDGEMENT** – Demonstrates the ability to accurately assess problems and make appropriate decisions; seeks assistance, as needed; discreetly handles sensitive and confidential information, as directed.

**SERVICE ORIENTATION** – Maintains favorable public relations in communications with customers, suppliers, community, and other University departments.; works harmoniously with all and values diversity; provides the level of service necessary for the accomplishment of the job; where work area is located in a public area, it is maintained in a neat and orderly manner.

**SUPERVISORY SKILLS** (if applicable) – Creates work climate conducive to productivity and employee motivation; promotes teamwork where appropriate; deals effectively with the work stresses and tensions of employees supervised; effectively delegates assignments; conducts constructive performance evaluations; effectively handles performance problems of employees supervised; maintains a personal standard of performance as an appropriate model for employees supervised; supports and encourages training and professional development for employees supervised.

**TECHNICAL SKILLS** – Is proficient in the technical skills required of the position (i.e. typing, Dictaphone, shorthand, word processing, data entry, cataloguing, etc.)