

NAME: _____ DEPT NAME: _____ EMPLOYEE ID #: _____
APPRAISAL PERIOD: FROM _____ TO: _____ APPRAISAL TYPE: Probationary Annual Special

USPS PERFORMANCE APPRAISAL POLICY STATEMENT

Instructions:

All sections of the performance appraisal should be completed by the immediate supervisor. The review should then be discussed with, and approved by, the department head who may suggest changes to the original content. Once supervisor and department head have signed the Overall Performance Evaluation section, the immediate supervisor should make arrangements to discuss the completed appraisal with the staff member. Following this discussion, the staff member may make any appropriate written comments in the final section. **Once the review has been discussed and signed by the staff member, provide a copy to the employee, retain a copy for departmental files, and forward the original to Human Resources, Attention Records, Zip 4: 0140.**

Probationary Period Review:

Upon hire at UCF, all new University Support Personnel System (USPS) in a regular benefits' earning position must serve an initial six-month probation period. The probationary period represents time to be used for orientation and training. The department must submit to Human Resources a Probationary Performance Appraisal no later than 30 days following the six month probationary period. Thereafter, reviews of employee performance shall be conducted annually. NOTE: If a probationary review is not completed and submitted, the employee automatically attains regular status. Extension of a Probationary Period Performance Appraisal - (1) You may extend a Probationary Period for sixty (60) days, if you submit a performance appraisal within 30 days following the six - month probationary period. (2) You may extend the performance appraisal period if the employee: (a) is rated "Marginal" or "Unsatisfactory;" (b) granted a leave of absence for 30 days or longer or (c) requires formal training that could not be scheduled.

Annual Review:

The supervisor shall review (discuss) job performance with each University Support Personnel System (USPS) staff member annually to (a) ensure performance standards are met; (b) update the employee's position description (if necessary); (c) enhance communications; and (d) convey the supervisor's performance expectations for the coming year. Though not required, the supervisor may elect to complete an additional written statement outlining the items discussed during the annual review. The annual Performance Appraisal and other written documents must be submitted to Human Resources no later than February 15 of each calendar year.

Special Performance Review:

Employees who have attained regular status in their current classification, and who receive a "Marginal" or "Unsatisfactory" appraisal can be placed on the Special Performance Appraisal Process. For specific instructions on how to initiate this process, please visit the Human Resources website <http://hr.ucf.edu>. This process requires additional appraisals which shall normally be conducted no later than the 60th day and the 120th day after the initial Special Performance Appraisal; however, the employee may be removed from his/her employment class, at any time, if adequate improvement in job performance is not made following the initial "Marginal" or "Unsatisfactory" rating. Should job performance fail to improve to at least the "Effective" level at the conclusion of this process the employee shall be removed from his/her employment class.

Informal Reviews:

Additional reviews are encouraged at any time to discuss changes in one or more areas of the employee's performance, a change in supervision, changes in job duties or the priority of job duties, or a change in the supervisor's job performance expectations.

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PERFORMANCE FACTOR	APPRAISAL STATEMENT (Check the one most appropriate statement for each Performance Factor)				
	Unsatisfactory	Marginal	Effective	Commendable	Exemplary
Job Knowledge: Understanding of present job duties and related work.	<input type="checkbox"/> Unable to list and describe duties and knows little about related work.	<input type="checkbox"/> Able to list and describe minimum requirements of the position. Knowledge should improve with experience.	<input type="checkbox"/> Can list and describe job mechanics. Routine instructions given.	<input type="checkbox"/> Has very good knowledge of job and related work. Needs little instruction.	<input type="checkbox"/> Exceptionally well-informed on all phases of work. Rarely needs instruction, even in new situations.
Job Skills: Demonstrated skills and abilities necessary for full job performance.	<input type="checkbox"/> Not able to perform job functions despite training/instruction.	<input type="checkbox"/> Demonstrates minimal skills and abilities.	<input type="checkbox"/> Possesses satisfactory skills and abilities to produce acceptable work.	<input type="checkbox"/> Above average competency in use of necessary skills and abilities.	<input type="checkbox"/> Consistently superior use of skills and abilities.
Quality of Work: The accuracy, completeness, neatness, and effectiveness of work performed.	<input type="checkbox"/> Consistently below minimum standards. Work is unacceptable. Work must often be redone.	<input type="checkbox"/> Usually meets minimum standards however, improvement is needed. Work must be redone.	<input type="checkbox"/> Produces satisfactory work. Meets all expectations of the position. Work is seldom redone.	<input type="checkbox"/> Frequently exceeds expectations. Does above average work.	<input type="checkbox"/> Consistently exceeds expectations. Does exceptional work.
Quality of Service: Willingness to exhibit a caring attitude, and be courteous and timely in responding to the needs of others.	<input type="checkbox"/> Is often insensitive/unresponsive to the needs of others.	<input type="checkbox"/> Sometimes responds to the needs of others in an untimely/insensitive manner.	<input type="checkbox"/> Responds to the needs of others in a timely/sensitive manner.	<input type="checkbox"/> Takes extra initiative to ensure that the needs of others are met in a timely and sensitive manner.	<input type="checkbox"/> Is exceptionally conscientious in ensuring that the needs of others are met in a timely and sensitive manner.
Judgment: Ability to organize and achieve logical conclusions in a timely manner.	<input type="checkbox"/> Makes frequent errors in judgment.	<input type="checkbox"/> Judgment less than adequate in routine situations.	<input type="checkbox"/> Exercises satisfactory judgment in nearly all cases.	<input type="checkbox"/> Exercises good judgment and anticipates consequences of actions.	<input type="checkbox"/> Exercises exceptional judgment. Displays maturity in handling most situations.
Dependability: Performance of job duties in the absence of direct or indirect supervision.	<input type="checkbox"/> Needs constant direct supervision.	<input type="checkbox"/> Needs frequent direct supervision.	<input type="checkbox"/> Needs routine indirect supervision.	<input type="checkbox"/> Seldom needs direct or indirect supervision.	<input type="checkbox"/> Justifies utmost confidence. A self-starter. Needs no supervision.
Adaptability / Flexibility: The ability to successfully alter activities to cope with demands of new situations that require acceptance and support. For example, being open to ideas and suggestions from others.	<input type="checkbox"/> Unable / unwilling to adapt to new situations.	<input type="checkbox"/> Shows immediate resistance and delays transition to change.	<input type="checkbox"/> Accepts the changing situation.	<input type="checkbox"/> Embraces change and views it as an opportunity for positive improvement.	<input type="checkbox"/> Initiates and promotes positive change.
Initiative: Resourcefulness, self-reliance, willingness to accept and ability to carry out responsibility.	<input type="checkbox"/> Needs detailed instructions. Rarely develops more effective ways of handling assignments. Requires constant follow-up.	<input type="checkbox"/> Demonstrates minimal initiative. Seldom exhibits creative thought. Requires some follow-up.	<input type="checkbox"/> Takes initiative to solve problems and carry out responsibility.	<input type="checkbox"/> Has drive and resourcefulness to deviate from routines and make effective suggestions.	<input type="checkbox"/> Frequently makes ingenious suggestions, develops ideas and solutions to problems and follows through completely.
Communication Skill: Ability to communicate with others orally and/or writing	<input type="checkbox"/> Written <input type="checkbox"/> Spoken Frequently unable to communicate clearly.	<input type="checkbox"/> Written <input type="checkbox"/> Spoken Occasionally unable to communicate clearly.	<input type="checkbox"/> Written <input type="checkbox"/> Spoken Possesses appropriate communication skills for position.	<input type="checkbox"/> Written <input type="checkbox"/> Spoken Better than average ability to communicate thoughts and ideas.	<input type="checkbox"/> Written <input type="checkbox"/> Spoken Exceptional communication skills.
Attendance: Attendance and punctuality.	<input type="checkbox"/> Often absent and/or frequently tardy without good excuse.	<input type="checkbox"/> Lax in attendance or reporting on time.	<input type="checkbox"/> Attendance and punctuality are satisfactory.	<input type="checkbox"/> Rarely absent or tardy.	<input type="checkbox"/> Extremely conscientious. Absent only when unavoidable.
Relationship with people: Works harmoniously and effectively with others.	<input type="checkbox"/> Has difficulty relating to others, which frequently inhibits effectiveness.	<input type="checkbox"/> Relates fairly well to others, works with some better than others.	<input type="checkbox"/> Works well with others, which promotes effectiveness in carrying out duties.	<input type="checkbox"/> Gets along extremely well with others.	<input type="checkbox"/> Demonstrates outstanding interpersonal skills and abilities, which are assets on the job.
Promotion of Cultural Diversity: Encourages students, staff, faculty, and community members to participate in the educational, employment, and cultural activities/programs of the University.	<input type="checkbox"/> Does not demonstrate support for the University's diversity goals.	<input type="checkbox"/> Occasionally demonstrates lack of support for the University's goal of becoming more inclusive and diverse.	<input type="checkbox"/> Treats people fairly and supports the University's diversity goals.	<input type="checkbox"/> Shows extra initiative to support the University's diversity goals.	<input type="checkbox"/> Consistently and frequently embodies the University's promotion of cultural diversity through formal and informal communications/actions.

SUPERVISORY SKILLS: The following performance factors are to be rated for those who supervise.

PERFORMANCE FACTOR	APPRAISAL STATEMENT (Check the one most appropriate statement for each Performance Factor)				
	Unsatisfactory	Marginal	Effective	Commendable	Exemplary
Organizational and Administrative Effectiveness and Efficiency: The supervisor's ability to plan, implement and administer	<input type="checkbox"/> Unable to plan, implement and administer.	<input type="checkbox"/> Able to plan, implement and administer at a basic level.	<input type="checkbox"/> Plans and implements most tasks with minimal direction.	<input type="checkbox"/> Can be relied upon to plan, implement, and administer tasks well.	<input type="checkbox"/> Plans, implements and administers all tasks and projects very well with little or no direction.
Leadership: The extent to which the supervisor is able and willing to effectively guide, develop and set a positive example for others.	<input type="checkbox"/> Avoids or neglects leadership; results are based on employee effort, not leadership skills.	<input type="checkbox"/> Leadership skills shows potential for growth.	<input type="checkbox"/> Obtains satisfactory results from employee(s) as a result of leadership skills.	<input type="checkbox"/> Obtains good results from employee(s) as a result of good leadership skills.	<input type="checkbox"/> Obtains outstanding results from employee(s) as a result of exceptional leadership skills.

Strengths / Accomplishments: Briefly describe the staff member's most significant strengths, accomplishments and training during this rating period. Please support performance factors rated "Exemplary" by providing specific examples and justification. (Use additional sheets if necessary)

Areas of Improvement: List areas in which the staff member should take special care to address areas that need improvement. Please support performance factors rated "Unsatisfactory" or "Marginal" by providing specific examples and justification. (Use additional sheets if necessary)

Goals and Objectives: Provide a brief description of the major goals and objectives for the next rating period. (Use additional sheets if necessary)

I. SUPERVISOR'S COMMENTS

RATING LEVELS:

- Exemplary: Performance is at least effective or commendable in all areas **and** exemplary in most areas.
- Commendable: Performance is at least effective in all areas **and** commendable in most areas.
- Effective: Performance is at least effective level in **all** areas with the exception of **one** marginal.
- Marginal: Performance is below the effective level in **two** or more areas.
- Unsatisfactory: Performance is below the effective level in **most** areas.

Comments: _____

(use additional sheets if necessary)

II. SUPERVISOR'S RECOMMENDATION (For Probationary Staff Members Only)

(Check one)

- Extend the probationary period for _____ days based on an overall 6-month appraisal rating of "Marginal" or "Unsatisfactory".
- Discontinue employment based on inability to receive an overall rating of at least "Effective".
- Demote to previous employment class based on inability to receive an overall "Effective".
- Successful completion of the probationary period with an overall rating of "Effective", "Commendable", or "Exemplary".

III. SUPERVISORY CERTIFICATION

Immediate Supervisor: _____

Department Head: _____

Print Name _____

Sign Name _____

Date _____

Print Name _____

Sign Name _____

Date _____

IV. STAFF MEMBER'S COMMENTS

How clearly do you understand what is expected of you regarding your job performance?	<input type="checkbox"/> Completely clear. I know exactly what is expected of me.	<input type="checkbox"/> Very clear. I generally know what is expected of me.	<input type="checkbox"/> Usually clear. I seldom have to ask.	<input type="checkbox"/> Somewhat clear. I sometimes have to ask.	<input type="checkbox"/> Not clear. I'm never sure of my duties and responsibilities.
To what extent do you agree, or disagree, with this performance appraisal?	<input type="checkbox"/> Completely Disagree	<input type="checkbox"/> I have some disagreement	<input type="checkbox"/> Agree	<input type="checkbox"/> Completely Agree	

Do you have a current copy of your job description? Yes No

Other Comments: _____

(Use additional sheets if necessary)

Staff Member's Signature

Date