

NAME: _____ DEPARTMENT: _____

STAFF PERFORMANCE APPRAISAL 90 Day Review

Rating Scale

PERFORMANCE PLANNING AND PROGRESS EVALUATION				
SUPERVISOR: Very carefully analyze employee performance in each work factor area indicated. Be certain you rate each factor separately, based solely on the performance of the preceding 90 days. (I.e. because a person was habitually tardy, that person should not be penalized on quality of work, although it <i>could</i> explain quantity.) Keep in mind that the concept behind performance planning and progress evaluation is that the supervisor and each employee should discuss jointly what work is being done in relation to departmental goals, and how well that work is being done.				
Dependability: Degree of supervision to carry out tasks to completion to meet job goals.	Self-starter rarely needs supervision.	Needs some supervision; dependable on routine work.	Needs frequent supervision and reorientation on job goals.	Needs constant supervision.
Adaptability: Ability to learn quickly; ability to adjust to changes in job assignment, methods personnel or surroundings.	Quick to catch on; welcomes new assignments; undisturbed by changes.	Learns well and willingly; accepts change.	Learns with difficulty; tends to resist change.	Does not grasp or is forgetful of assignments; fights change.
Attendance: Consider number of absences, times arriving tardy, length of lunch periods and number and length of refreshment breaks.	Outstanding record of attendance and punctuality.	Rarely absent or late.	Some problems with attendance, punctuality or misuse of time.	Has serious problem with attendance, punctuality or abuse of time.
Cooperation: Willingness to take supervision, ability to get along with co-workers, recognizes value of establishing objectives.	Responds with enthusiasm to challenge and responsibility.	Usually responds well to supervision and co-workers; sometimes takes initiative.	Needs prodding; some problems with co-workers; difficulty setting objectives.	Resents directions; has to be watched and supervised constantly.
Quantity of Work: Ability to meet or surpass established goals; consider frequency of need for personal overtime, and use of time during normal workday.	Never misses' deadlines sometimes ahead of schedule; sets new goals upon task completion.	Produces all assigned work; usually makes good use of time. (Can now begin to pick up speed).	Rarely behind in work but does not seek other tasks when job goals are met.	Has difficulty working with speed; requires constant help to complete assignments.
Quality of Work: Consider accuracy, attention to detail and neatness of work, need to re-do work; orderliness of work place.	Exceptional accuracy, constant attention to detail; very well organized.	Few errors, usually thorough knowledge of most phases of work; handles equipment well.	Does acceptable work but needs more attention to accuracy; sometimes lacks neatness.	Does poor work; frequently has to re-do tasks; tends to be messy.
Job Knowledge: Degree of familiarity with job procedures and equipment essential to the job; ability to be innovative.	Has completely mastered all phases of job; can adapt tools and procedures.	Thorough knowledge of most phases of work; handles equipment well.	Insufficient knowledge of some phases of job. (Still in learning phase). Does handle equipment well.	Relies on others constantly; does not know proper use of application of all tools.
Reasoning: Ability to use good judgment to arrive at sound conclusions and the ability to take timely action.	Always takes decisive, timely action using sound judgement.	Uses good sense most of the time.	Makes frequent errors in judgement, slow to take action.	Cannot be trusted to make decisions; neglects or misinterprets facts.
Potential: Expresses interest in professional/career development and seeks out additional responsibilities; interested in self-initiating work or ideas.	Has mapped out goals which support departmental objectives; expand-knowledge of work.	Obvious career interest and dedication, but needs more careful planning; taking action on development.	Speaks of advancement but takes limited action toward career goals and development.	Negligible attempt to expand abilities; no interest in professional development.
Interpersonal Relations: Ability to communicate effectively with the public; degree to which a positive image of college is projected and sustained.	Always gives courteous service; is a very effective communicator.	Usually is positive and supportive of mission; gives university good image.	Tends to be impersonal and perfunctory in dealings with public; lacks professionalism.	Very brusque; does not convey a positive image of the university.

A. OVERALL APPRAISAL: After considering all factors, with emphasis on the employee's productive output, indicate on the scale the description which most accurately characterizes your overall appraisal of this individual.

Consistently surpasses job requirements	Performs with minimum supervision and direction	Generally meets established work	Requires excessive supervision and attention	Fails to meet job requirements
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EXPLANATION:

MAJOR STRENGTHS INCLUDE:

DESCRIBE STAFF MEMBER'S OUTSTANDING ACCOMPLISHMENT(S): _____

RECOMMENDATIONS FOR CONTINUING DEVELOPMENT AND IMPROVEMENT: (Include developmental activities the employee should undertake to prepare himself/herself for future assignments and responsibilities.) _____

LIST AND COMMENT ON ANY COURSES OR TRAINING THE EMPLOYEE HAS TAKEN TO IMPROVE SKILLS, ABILITIES, AND/OR JOB KNOWLEDGE WITHIN THE PAST YEAR.

STAFF MEMBER'S COMMENTS:

For me to improve my work performance or qualifications for promotion, I feel I need: (e.g., skill training- "hands on" experience, closer supervision, college courses, etc.)

B. THIS EVALUATION HAS BEEN DISCUSSED WITH ME BY MY IMMEDIATE SUPERVISOR.

Employee's Signature

Supervisor's Signature

Date

Date