



Nueta Hidatsa Sahnish College

Performance Evaluation Form

| | | | | |
|---|---|--|---|--|
| Employee: Click here to enter text. | | Supervisor: Click here to enter text. | | |
| Employee ID: Click here to enter text. | | Title: Click here to enter text. | | |
| Department: Click here to enter text. | | Period of Review: From: <input type="text" value="mm/dd/yy"/> To: <input type="text" value="mm/dd/yy"/> | | |
| COMPLETED FORM IS TO BE RETURNED TO HUMAN RESOURCES WITHIN 30 DAYS FROM THE END OF THE REVIEW PERIOD. | | | | |
| Type of Evaluation: <input type="checkbox"/> Probationary <input type="checkbox"/> Annual Performance Evaluation | | | | |
| Section I. Core Competencies: Please review the employee's <u>official</u> position description and contact Human Resources to discuss any questions or discrepancies. Employees must be evaluated on the following core competencies in relation to the tasks and duties described in the position description. | | | | |
| Unsatisfactory – 1 | Below Expectation – 2 | Meets Expectation – 3 | Exceeds Expectation – 4 | Outstanding – 5 |
| Job Knowledge – Understanding of present job duties and related work. | | | | |
| <input type="checkbox"/> Lacks understanding of duties and knows little about related work. | <input type="checkbox"/> Understands minimum requirements of the position. Extensive instruction required. | <input type="checkbox"/> Adequate knowledge of the position. Routine instructions given. | <input type="checkbox"/> Very good knowledge of the position and related work. Needs little instruction. | <input type="checkbox"/> Exceptionally well informed. Rarely needs instruction, even in new situations. |
| Comment: | | | | |
| Job Skills – Demonstrates skills and abilities necessary for full job performance. | | | | |
| <input type="checkbox"/> Demonstrates unwillingness or inability to perform job functions. | <input type="checkbox"/> Demonstrates minimal skills and abilities. | <input type="checkbox"/> Demonstrates satisfactory skills and abilities to produce acceptable work. | <input type="checkbox"/> Demonstrates above average skills and abilities. | <input type="checkbox"/> Consistently demonstrates superior skills and abilities. |
| Comment: | | | | |
| Quality of Work – The accuracy, completeness, neatness and effectiveness of work performed. | | | | |
| <input type="checkbox"/> Work is unacceptable and must often be redone. Consistently below standards. | <input type="checkbox"/> Usually meets standards; needs improvement. Work must be redone occasionally. | <input type="checkbox"/> Produces satisfactory skills and abilities to produce acceptable work. | <input type="checkbox"/> Frequently exceeds expectations. Performs above average work. | <input type="checkbox"/> Consistently exceeds expectations. Performs outstanding work. |
| Comment: | | | | |
| Quality of Service – Exhibits a caring attitude; is courteous and tactful; responds to the needs of others in a timely manner. | | | | |
| <input type="checkbox"/> Insensitive or unresponsive to the needs of others. | <input type="checkbox"/> Inconsistently responds to needs of others in a timely or sensitive manner. | <input type="checkbox"/> Adequately responds to the needs of others in a timely or sensitive manner. | <input type="checkbox"/> Frequently ensures needs of others are met in a timely and sensitive manner. | <input type="checkbox"/> Consistently ensures the needs of others are met in a proactive, timely and sensitive manner. |
| Comment: | | | | |
| Cooperation – Willingly cooperates with others to achieve department and college goals. | | | | |
| <input type="checkbox"/> Disruptive and antagonistic in working with others. | <input type="checkbox"/> Usually gets along well with others. Occasional conflict with the public, students, supervisor, or co-workers. | <input type="checkbox"/> Works effectively with others. Responds well to supervision and instruction. | <input type="checkbox"/> Frequently works well with others and actions complement efforts of other employees. | <input type="checkbox"/> Consistently is courteous and respectful of others; seeks opportunities to cooperate and collaborate with others. |
| Column Total = | Column Total = | Column Total = | Column Total = | Column Total = |
| PAGE 1 MEAN SCORE: _____ | | | | |

| Unsatisfactory – 1 | Below Expectation – 2 | Meets Expectation – 3 | Exceeds Expectation – 4 | Outstanding - 5 |
|---|---|---|---|---|
| Quality of Work – Produces the required volume of work. Maintains attention to work and meets deadlines. | | | | |
| <input type="checkbox"/> Work output is inadequate. | <input type="checkbox"/> Below average volume of work. | <input type="checkbox"/> Output meets job requirements. | <input type="checkbox"/> Frequently does more than expected. | <input type="checkbox"/> Consistently exceeds standards of productivity. |
| Comment: | | | | |
| Dependability – The thoroughness demonstrated in following through on assignments and instructions; attention to work in the absence of direct or indirect supervision. | | | | |
| <input type="checkbox"/> Fails to complete tasks in a reliable and timely manner. | <input type="checkbox"/> Inconsistently adheres to work schedules and has difficulty completing tasks on time. | <input type="checkbox"/> Adheres to work schedules and completes tasks on time. | <input type="checkbox"/> Frequently completes routine and non-routine tasks with direction in a reliable and timely manner. | <input type="checkbox"/> Consistently completes routing and non-routine tasks independently in a reliable and timely manner. |
| Comment: | | | | |
| Initiative – Exercises judgment and independent actions within limits of authority. The degree to which the employee voluntarily starts projects, is self-starting and proactive. | | | | |
| <input type="checkbox"/> Fails to exercise judgment and independent action or seek additional responsibility. | <input type="checkbox"/> Requires some encouragement to exercise judgment and independent action and/or seldom seeks additional duties. | <input type="checkbox"/> Routinely exercises judgment and independent action with little direction. | <input type="checkbox"/> Exercises judgment and independent action. Occasionally is proactive and does additional work without direction. | <input type="checkbox"/> Consistently exercises judgment and independent action, offers suggestions; shows interest in improving knowledge and skill. |
| Comment: | | | | |
| Attendance – Reports to work on time, requests and uses leave appropriately. | | | | |
| <input type="checkbox"/> Excessively absent or abuses leave. | <input type="checkbox"/> Lax in attendance or reporting to work on time. | <input type="checkbox"/> Attendance, punctuality and leave usage are satisfactory. | <input type="checkbox"/> Rarely has unplanned absences. | <input type="checkbox"/> Extremely conscientious. Plans leave usage in consideration of department demands. |
| Comment: | | | | |
| Judgment – Thinks logically and practically before making decisions. Prioritizes work and implements workable solutions. Uses appropriate discretion related to sensitive and/or confidential information. | | | | |
| <input type="checkbox"/> Makes errors in judgement and/or fails to make judgment in timely manner. | <input type="checkbox"/> Judgement is adequate in routine situations. | <input type="checkbox"/> Thinks logically and practically before making decisions in most situations. | <input type="checkbox"/> Exercises above average judgment. Frequently makes sound judgment in non-routine situations. | <input type="checkbox"/> Consistently demonstrates exceptional judgment in routine and non-routine situations. |
| Comment: | | | | |
| Problem Solving – Solves difficult problems with effective solutions by asking relevant questions; looks beyond the obvious and doesn't stop at the first answer; can see beyond underlying or hidden problems and patterns. | | | | |
| <input type="checkbox"/> Fails to consider the relevant factors and makes faulty decisions. | <input type="checkbox"/> Occasionally considers relevant factors and makes sound decisions. | <input type="checkbox"/> Demonstrates sound problem solving abilities. | <input type="checkbox"/> Demonstrates sound problem solving abilities and frequently develops practical solutions. | <input type="checkbox"/> Consistently demonstrates exceptional ability to analyze situations and develop practical solutions. |
| Column Total = | Column Total = | Column Total = | Column Total = | Column Total = |
| PAGE 2 MEAN SCORE: _____ | | | | |

| Unsatisfactory – 1 | Below Expectation – 2 | Meets Expectation – 3 | Exceeds Expectation – 4 | Outstanding – 5 |
|--|--|--|--|--|
| Adaptability/Flexibility – Alters activities to adapt with demands of new situations. Listens attentively and openly to new ideas, problems and suggestions of others. | | | | |
| <input type="checkbox"/> Treats changes as negative and focuses on barriers to successful change. | <input type="checkbox"/> Needs improvement in accepting change. | <input type="checkbox"/> Accepts and adapts to new practices and procedures. | <input type="checkbox"/> Readily accepts and adapts to new practices and procedures; seeks change in the interest of the department. | <input type="checkbox"/> Successfully alters activities to adapt with demands of new situations and is perceptive to the impact of change. |
| Comment: | | | | |
| Promotion of Diversity – Work performance and personal conduct is supportive of the college’s commitment to diversity. | | | | |
| <input type="checkbox"/> Does not demonstrate support for the college’s diversity goals. | <input type="checkbox"/> Inconsistent in supporting the college’s diversity goals. | <input type="checkbox"/> Treats people in equal and consistent manner; supports the college’s diversity goals. | <input type="checkbox"/> Shows initiative and creativity in supporting the college’s diversity goals. | <input type="checkbox"/> Consistently illustrates the college’s diversity goals through formal and informal actions and communications. |
| Comment: | | | | |
| Use of Technology – The ability to use the technology appropriate to the position. | | | | |
| <input type="checkbox"/> Lacks skills or interest in learning and using needed technology. | <input type="checkbox"/> Demonstrates minimal skill in the technology but shows a desire to learn. | <input type="checkbox"/> Uses the appropriate technology to effectively perform the duties of the position. | <input type="checkbox"/> Competently uses technology easily and frequently looks for new ways to use technology. | <input type="checkbox"/> Uses technology proficiently and consistently looks for new ways to use technology to improve efficiency. |
| Comment: | | | | |
| Commitment to Safety Workplace Practices – The fulfillment of performance/accountability measures outlined in NHSC Workplace Safety Policy. | | | | |
| <input type="checkbox"/> Does not demonstrate safe workplace practices. | <input type="checkbox"/> Inconsistently practices workplace safety. | <input type="checkbox"/> Appropriately practices workplace safety. | <input type="checkbox"/> Competently practices workplace safety. | <input type="checkbox"/> Consistently demonstrates exceptional workplace safety. |
| Comment: | | | | |
| Communication Skills – Shares and provides relevant, timely, & accurate information; expresses ideas clearly in written and oral form; follows oral & written directions. | | | | |
| <input type="checkbox"/> ORAL Unable to communicate clearly. | <input type="checkbox"/> ORAL Inconsistently communicates clearly. | <input type="checkbox"/> ORAL Has appropriate communication skills | <input type="checkbox"/> ORAL Better than average ability to communicate thoughts and ideas. | <input type="checkbox"/> ORAL Consistently demonstrates exceptional communications skills. |
| Comment: | | | | |
| Acceptance of Responsibility – The degree to which the staff member is willing to accept responsibility for tasks and actions. | | | | |
| <input type="checkbox"/> Does not accept responsibility. | <input type="checkbox"/> Occasionally blames others when errors are discovered. | <input type="checkbox"/> Routinely accepts responsibility of own actions. | <input type="checkbox"/> Frequently accepts responsibility of own actions. | <input type="checkbox"/> Consistently accepts full responsibility for own actions and never blames others. |
| Column Total = | Column Total = | Column Total = | Column Total = | Column Total = |
| PAGE 3 MEAN SCORE: _____ | | | | |
| TOTAL MEAN SCORE FOR SECTION I (PAGES 1-3): _____ | | | | |

Section II. Additional competencies for supervisory personnel only. Complete the following if the employee is responsible for supervising staff. This may include the supervision of student workers or temporary employees when supervision is consistent and on-going.

| Unsatisfactory – 1 | Below Expectation – 2 | Meets Expectation – 3 | Exceeds Expectation – 4 | Outstanding - 5 |
|---|---|--|--|--|
| Organization and Planning – Effectively organizes team members, materials and support to get things done; handles multiple activities simultaneously to accomplish a goal; uses resources effectively and efficiently and manages time efficiently to achieve results. | | | | |
| <input type="checkbox"/> Unable to plan organize work or staff to meet departmental goals. | <input type="checkbox"/> Does limited planning and organization of work. Needs improvement. | <input type="checkbox"/> Plans and organizes adequately to meet departmental goals. | <input type="checkbox"/> Plans and organizes routine and non-routine work very effectively. | <input type="checkbox"/> Demonstrates top level planning & organizing. Anticipates departmental needs & develops implementation plans. |
| Comment: | | | | |
| Leadership – The degree to which the supervisor fosters and encourages support from the unit or department; inspires confidence and respect in personnel; motivates employees and promotes respect, honesty, integrity and fairness. | | | | |
| <input type="checkbox"/> Avoids or neglects leadership responsibility. | <input type="checkbox"/> Accepts leadership role but has not adequately developed leadership qualities. | <input type="checkbox"/> Routinely exhibits good leadership. Has respect of employees. | <input type="checkbox"/> Frequently succeeds under unusual or difficult circumstances; develops & motivates staff. | <input type="checkbox"/> Consistently energizes people toward a common objective; as an outstanding ability to get the maximum from staff. |
| Comment: | | | | |
| Supervision and Performance Management – The degree to which the selection, motivation, development and evaluation of employees is effectively performed. The ability to maximize associates’ skills and potentials through encouragement, empowerment and a motivating environment. | | | | |
| <input type="checkbox"/> Hires unqualified staff; fails to coach and guide staff and/or does not provide for staff development. | <input type="checkbox"/> Inconsistent in the supervision and performance management of staff. | <input type="checkbox"/> Average supervisory ability and approves requests for professional development. | <input type="checkbox"/> Frequently coaches and guides staff; recommends staff development and usually completes performance evaluations in a timely manner. | <input type="checkbox"/> Consistently selects productive staff; promotes staff development; resolves conflict effectively and provides objective, consistent and timely performance evaluations. |
| Column Total = | Column Total = | Column Total = | Column Total = | Column Total = |
| SECTION II MEAN SCORE: _____ | | | | |
| SECTION I and SECTION II MEAN SCORE (IF APPLICABLE): _____ | | | | |

Section III. Goals for the next year – Employees are expected to establish goals and objectives for the upcoming year with his/her supervisor. These goals may be carried forward from the previous year if still applicable, or may be new goals as appropriate. Goal setting should be a participatory process and result in observable, measureable and attainable goals for the upcoming year. In part A below, the employee and supervisor should review last year’s goals and provide comment on the achievement of the goals.

Narrative describing achievement of goals from last year:

Section IV. Goals for the next year – Employees are expected to establish goals and objectives for the upcoming year with his/her supervisor. These goals may be carried forward from the previous year if still applicable, or may be new goals as appropriate. Goal setting should be a participatory process and result in observable, measureable and attainable goals for the upcoming year. In part A below, the employee and supervisor should review last year’s goals and provide comment on the achievement of the goals. In part B, the employee and supervisor should establish the new goals. Part C should specifically address training and development goals.

Establishment of upcoming year goals:

Training and development goals:

Section V. Supervisor’s Comments. Based on the mean scores for Section I of this performance evaluation, and Section II if applicable, check the overall rating of this employee’s performance.

- | | |
|---|--|
| <input type="checkbox"/> Outstanding | Performance <u>exceeds</u> the expected level of performance <u>in most areas, most of the time.</u> |
| <input type="checkbox"/> Exceeds Expectation | Performance <u>exceeds</u> the expected level of performance <u>in some areas, some of the time.</u> |
| <input type="checkbox"/> Meets Expectation | Performance <u>meets</u> the expected level of performance <u>in most areas.</u> |
| <input type="checkbox"/> Below Expectation | Performance <u>fails to meet</u> the expected level of performance <u>in some areas.</u> Performance needs to improve. A Performance Improvement Plan must be completed. |
| <input type="checkbox"/> Unsatisfactory | Performance <u>fails to meet</u> the expected level of performance <u>in most areas.</u> A <u>Performance Improvement Plan must be completed.</u> |

Additional Supervisor Comments:

Section VI. Employee Comments.

How clearly do you understand what is expected of you regarding your job performance?

- Completely clear. I know exactly what is expected of me.
- Usually clear. I seldom have to ask.
- Not clear. I'm never sure of my duties and responsibilities.

Do you agree or disagree with this performance evaluation?

- I agree.
- I disagree.

If you would like to meet with a representative of Human Resources to discuss this appraisal, position description or any other area concerning your employment with NHSC, please call Human Resources at ext. 8016.

Job Description Review

After reviewing your job description, are there changes that need to be made to reflect your current duties?

- Yes
- No

Describe the changes that need to be made to make your job description current. (i.e. Addition or removal of duties or responsibilities, update to required education, licensure or certification)

Additional Employee Comments:

Click here to enter text.

Signature does not imply concurrence with rater's appraisal, only that the evaluation was administered.

Employee's Signature and Date

Print Name

Supervisor's Signature and Date

Print Name

Employee refused to sign evaluation:

Supervisor's Signature and Date