



Employee's Name: Susan Jones
Title: Administrative Officer
Supervisor: Marcia Meadows
Review Period: 4/1/XX - 3/30/XX

Descriptive Performance Review Form

Job Definition

1. Attach a current position description; if applicable, make note of any significant changes since last year's performance review.
2. If performance goals were set at the last performance review, attach a copy of these goals and comment on the employee's progress.

Performance Competencies (Depending on position, some competencies may be more relevant than others.)

Performance Level	Description	Exceptional	Highly Effective	Proficient	Inconsistent	Unsatisfactory	New/Not Applicable
Exceptional:	Performance is consistently superior and significantly exceeds position requirements.						
Highly Effective:	Performance frequently exceeds position requirements.						
Proficient:	Performance consistently meets position requirements.						
Inconsistent:	Performance meets some, but not all position requirements.						
Unsatisfactory:	Performance consistently fails to meet minimum position requirements; employee lacks skills required or fails to utilize necessary skills.						
New/Not Applicable:	Employee has not been in position long enough to have demonstrated the essential elements of the position and will be reviewed at a later agreed upon date.						
1.	Skill and proficiency in carrying out assignments <i>Brief explanation:</i> As Susan goes through the annual cycle of the AO position, she is becoming more effective at carrying out all of the assignments for her role. As an AO, many of these assignments are self-generated given the needs of her department. She has been very quick to identify work needed even if not explicitly assigned to her.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Possesses skills and knowledge to perform the job competently <i>Brief explanation:</i> Prior MIT experience + education leave Susan well prepared.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Skill at planning, organizing and prioritizing workload (For self and direct reports, if applicable) <i>Brief explanation:</i> See #1. Susan is developing the ability to look ahead and plan for upcoming work & priorities in her own position. She is still in the learning curve of doing this for her direct reports. Developing a greater understanding of the workload & priorities for her staff will be an important goal as she enters her second year.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Holds self accountable for assigned responsibilities; sees tasks through to completion in a timely manner <i>Brief explanation:</i> Susan has very high standards for herself; her follow-through has been flawless.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Proficiency at improving work methods and procedures as a means toward greater	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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<p>efficiency</p> <p><i>Brief explanation:</i> This rating reflects her relative newness in the position. I think she will be a great resource for process improvements once she has become familiar with the elements of her job.</p>							
6.	Communicates effectively with supervisor, peers, and customers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Brief explanation:</i> Susan's communication skills with all levels of individuals in her department and in the School have been exceptional.</p>							
7.	Ability to work independently	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Brief explanation:</i> This should improve with increased time in the position. Her questions are at the appropriate level for a new AO.</p>							
8.	Ability to work cooperatively with supervision or as part of a team	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Brief explanation:</i> Susan works well with her headquarters team and with her current department head (hired her). I expect this to continue with the new Department Head, but there is always a transition in that process so this bears watching.</p>							
9.	Willingness to take on additional responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Brief explanation:</i> Given our explicit goal that Susan learns her position through this 1st year, she is a little guarded – understandably – about new or additional responsibilities.</p>							
10.	Reliability (attendance, punctuality, meeting deadlines)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Brief explanation:</i> So far so good. I have high expectations.</p>							
11.	Adeptness at analyzing facts, problem solving, decision-making, and demonstrating good judgment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Brief explanation:</i></p>							
<p>Additional performance competencies for employees with supervisory responsibilities</p>							



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12.	Displays fairness towards all subordinates. <i>Brief explanation:</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	Identifies performance expectations, gives timely feedback and conducts formal performance appraisals. <i>Brief explanation:</i> This is an area where Susan will be able to increase her effectiveness as she becomes more familiar with her role, department priorities and the performance levels of her staff. It's fine for now.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	Helps employees to see the potential for developing their skills; assists them in eliminating barriers to their development. <i>Brief explanation:</i> Needs more time to improve in this area. Not a problem for now.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	Delegates responsibility where appropriate, based on the employee's ability and potential. <i>Brief explanation:</i> Needs more time to improve in this area. Not a problem for now.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	Takes timely and appropriate corrective/disciplinary action with employees. <i>Brief explanation:</i> Susan inherited some rather messy situations. She has used tact and directness to begin to improve them.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	Takes specific steps to create and develop their diverse workforce and to promote an inclusive environment. <i>Brief explanation:</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Performance Summary (attach additional pages as necessary)

1. List all aspects of employee's performance that contribute to his or her effectiveness.

Clearly articulated drive for excellence in own performance and others

Good knowledge of MIT, especially in academic departments

Lots of energy and interest in making the position her own

Tactful and direct communication style

2. List aspects of employee's performance that require improvement for greater effectiveness.

On-going need to understand the position through the annual cycle

Anticipate and prepare for new Department Head

Continue to develop understanding of staff strengths & weaknesses to allow for appropriate delegation

Watch for overload or work-life balance.

3. In what way is the employee ready for increased responsibility? What additional training will he/she need to be successful?

Still too new in position to know this. Keep talking about and check back at mid-year review next year.

Goal Setting and Development Planning

4. List the employee's performance goals for the coming year:

Develop deeper understanding of department, own role and strengths and weaknesses of staff to allow for more effective management of staff

Prepare for transition to new Department Head – identify areas where relationship development may be needed

5. How do these align with departmental goals?

Department needs to recover from some past ineffective management and deal with some performance issues among the staff

Department is getting a new DH; smooth transition will help effectiveness of new Head.

6. List the employee's development goals for the coming year:

Goals for this year focus on performance in current role (new). As developmental goals present themselves, I encourage Susan to bring them up in our 1:1 meetings.

7. In the coming year, how will you provide guidance and assistance for the employee to accomplish his/her goals?



Monthly meetings and informal check-ins.

This annual performance review will become part of your MIT personnel file. Please sign below to acknowledge that you have received this document.

Employee's Signature:

Date:

Supervisor's Signature:

Date: