

PROFESSIONAL/ADMINISTRATIVE EMPLOYEE EVALUATION FORM



A Member of the Texas A&M University System

OFFICE OF HUMAN RESOURCES

Employee Name _____
Title _____
Department _____
Date of Hire _____

TYPE OF EVALUATION

- ☐ Initial - 4 months
☐ Annual
☐ Special

INSTRUCTIONS

1. Review the Professional/Administrative Evaluation Form in detail.
2. Evaluate employee's performance for entire rating period.
3. For each factor, select and circle the rating that best describes employee ability.
4. Any rating of 1 or 5 requires justification in the Summary of Evaluation.
5. Review with employee. A section is available for employee comments.
6. Forward signed and completed Professional/Administrative Evaluation form to the Human Resources Office.

PERFORMANCE FACTORS

A. JOB SKILLS AND KNOWLEDGE - Demonstrates professional skills and knowledge of the responsibilities and duties assigned to the position.				
1 Does not demonstrate the necessary skills and knowledge.	2 Demonstrates limited understanding of necessary skills and knowledge.	3 Demonstrates average understanding of necessary skills and knowledge.	4 Demonstrates full understanding of necessary skills and knowledge.	5 Demonstrates exceptional understanding of skills and knowledge.
B. QUALITY OF WORK - Produces accurate, neat, and thorough work, whether self initiated or supervised.				
1 Work product is unacceptable.	2 Work product requires constant revision and correction.	3 Produces average work product; requires some revision.	4 Work is of very good quality; few revisions required.	5 Work is of exceptionally high quality; virtually error free.
C. INITIATIVE - The ability to think and act without being instructed in great detail.				
1 Needs constant supervision to start and complete tasks.	2 Needs excessive guidance to finish tasks.	3 Demonstrates average initiative; proceeds alone in performance of routine duties and assignments.	4 Completes work on own initiative; resourceful and alert.	5 A self-starter in all respects; constantly seeks new techniques and methods to improve effectiveness.
D. JUDGEMENT - The ability to reach logical, responsible, and timely decisions.				
1 Poor judgment.	2 Is uncertain of own judgement; defers decisions to others.	3 Generally uses good judgement.	4 Demonstrates the ability to apply careful reasoning to decision making.	5 Reasoning is logical, clear and concise; comes to sound conclusions quickly and acts decisively on them.
E. ADAPTABILITY - The ability to accept change and adapt to a variety of assignments.				
1 Unable to accept change.	2 Has difficulty accepting suggestions and change.	3 Accepts suggestions and change.	4 Willingly supports suggestions and change.	5 Enthusiastically accepts suggestions and change.
F. TEAM WORK AND COOPERATION - Works with colleagues in a collective effort to accomplish institutional goals and objectives.				
1 Uncooperative; unable to work with others.	2 Tends to be uncooperative.	3 Cooperates with others; willing to compromise.	4 Readily cooperates; promotes team work.	5 Very willing to cooperate with others; inspires positive work relations.

G. ACCEPTANCE OF RESPONSIBILITY - Demonstrates willingness to assume and implement the responsibilities of the position.

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| 1 Refuses to accept responsibility. | 2 Resists acceptance of responsibility. | 3 Accepts normal responsibility. | 4 Accepts responsibility beyond normal requirements. | 5 Actively seeks more responsibility. |
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H. ATTENDANCE AND AVAILABILITY - Conforms to established work schedule. Is available to perform responsibilities and provide administrative support.

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| 1 Undependable, absent or unavailable. | 2 Poor attendance, frequently absent or unavailable without proper notice. | 3 Average attendance and availability. | 4 Dependable; sensitive to institution's need for availability. | 5 Excellent attendance and availability record. |
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I. PUBLIC RELATIONS - Ability to communicate effectively with the public. Degree to which employee is able to project a courteous and helpful image.

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| 1 Is tactless and discourteous; aggressive approach frequently results in confrontations. | 2 Needs to improve tact and diplomacy skills; aggressive approach occasionally results in miscommunication problems; reluctantly helpful. | 3 Generally tactful and courteous; usually able to communicate satisfactorily; willing to be helpful. | 4 Consistently tactful and courteous; able to communicate effectively; strives to be helpful. | 5 Exceptionally tactful and courteous; has excellent communication skills; goes out of way to be helpful. |
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J. MANAGEMENT OF WORKLOAD - Ability to meet deadlines and prioritize workload. Produces the required amount of work to meet the needs of the institution.

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| 1 Work output unsatisfactory; seldom meets deadlines. | 2 Barely meets minimum workload requirement; occasionally meets deadlines. | 3 Meets average workload requirements; usually meets deadlines. | 4 Exceeds requirements for output; frequently meets deadlines. | 5 Greatly exceeds workload requirements; always on time or ahead of schedule. |
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K. PLANNING - Ensures that activities are coordinated by setting goals, specifying objectives, anticipating contingencies and utilizing allocated resources for the attainment of departmental and institutional goals.

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| 1 Poor planner. | 2 Demonstrates limited planning skills. | 3 Demonstrates average planning skills. | 4 Demonstrates effective planning skills. | 5 Demonstrates exceptional planning skills. |
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L. SUPERVISORY SKILLS - Provides direction and motivates employees to perform at their highest level. Able to responsibly evaluate the work of employees and take appropriate action when necessary. Enforces University Policies and Regulations in a positive manner.

☐ If not applicable to employee's job description, mark here.

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| 1 Does not demonstrate necessary supervisory skills. | 2 Has difficulty exercising supervisory skills. | 3 Demonstrates generally acceptable supervisory skills. | 4 Demonstrates effective supervisory skills. | 5 Demonstrates exceptional supervisory skills. Shows innovation in supervisory techniques. |
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M. BUDGET MANAGEMENT - Prepares timely and accurate projections of departmental financial requirements and manages allocated financial resources.

☐ If not applicable to employee's job description, mark here.

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| 1 Poor budget manager. | 2 Has difficulty managing budget. Reports are seldom presented in an acceptable time frame; projections are seldom accurate. | 3 Generally presents budgets in an acceptable time frame; projections are usually accurate and represent the needs of the department. | 4 Exercises care in the preparation of the budget; projections and needs are well supported. | 5 Exceptional budget manager. Maximizes use of available resources. Exhibits a clear understanding of departmental budget requirements and is sensitive to the needs of other departments. |
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SUMMARY OF EVALUATION: (Evaluator must justify ratings in columns I and/or 5). A rating of I in any performance factor requires a special evaluation in 90 days. _____

EMPLOYEE COMMENTS: _____

_____ Immediate Supervisor	_____ Date	I have reviewed a completed copy of this form and have had the opportunity to discuss it with my supervisor(s). My signature does not necessarily reflect agreement with the evaluation.
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_____ Next Level Supervisor (If Applicable)	_____ Date	_____ Employee Signature	_____ Date
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PROFESSIONAL DEVELOPMENT PLANNING WORKSHEET



OFFICE OF HUMAN RESOURCES

A Member of the Texas A&M University System

This worksheet is designed to assist the Office of Human Resources in identifying key developmental opportunities (i.e., workshops, seminars, courses) for our employees. As you evaluate the performance of this employee, please consider and discuss with him/her the appropriate professional development opportunities.

Employee Name: _____

Title: _____

Department/Office: _____

List key development areas that you may have identified and would like to see available for this employee (i.e., writing skills, listening skills, supervisory skills, software (please indicate a specific software program), computer skills).

Supervisor

Date