

## **EMPLOYEE PERFORMANCE EVALUATIONS**

### **EMPLOYEES:**

#### **INTRODUCTION:**

The value of the employees to the University cannot be overemphasized. The Institution's mission could not be achieved without a competent, motivated workforce.

Performance evaluations are intended to:

- \* measure the extent to which your performance meets the requirements of your particular position.
- \* strengthen your relationship with your supervisor.
- \* open up the channels of communication.
- \* appraise your past performance.
- \* clarify job expectations and standards and establish future goals.
- \* provide a specific occasion for you to raise questions about your position and/or the guidance you have been receiving from your supervisor.
- \* provide your supervisor with an opportunity to assess how effective he/she has been in communicating with you.

No performance evaluation can be considered complete without some discussion and assessment of your potential growth. You and your supervisor should talk together about any possible opportunities for such growth and, if appropriate, work together to identify suitable training avenues.

#### **EVALUATION DISCUSSION:**

The evaluation discussion is intended to focus primarily on an assessment of your performance, while giving you every opportunity to respond. Both you and your supervisor should avoid subjective impressions of your performance. Such opinions clearly do not belong in an evaluation review. Every attempt should be made to concentrate on concrete examples of your performance. Should there be performance deficiencies that are brought to your attention during this review process, you and your supervisor are encouraged to work together towards designing developmental plans and timetables to improve that performance level.

The end result of the appraisal process is that you and your supervisor have agreed on the appropriate job expectations and standards for your position, using objective criteria.

While this outcome does not mean necessarily that you agree with the results of the evaluation, you should feel that you can sign-off on the form indicating that the results were adequately communicated to you. There is space on the evaluation document for you to add any comments, if you wish.

The completed evaluation form is retained in your employee file in the Human Resources Office. If desired, you may also receive a copy for your own files.

## **SUPERVISORS / MANAGERS:**

### **INTRODUCTION:**

The key ingredients in a successful evaluation are: identifying job standards; being consistent in measuring and communicating the extent to which those standards are being met; and providing opportunities for feedback and clarification.

### **PROCEDURES FOR PREPARING THE EMPLOYEE EVALUATION FORM:**

The evaluation areas contained in the enclosed form are intended to serve as guidelines for discussion. The completion of the actual form is not as significant as the discussion of performance that will naturally occur, a discussion which should foster two-way communication between you and the employee. The appraisal document also becomes a record of that evaluation discussion for future reference.

The evaluation review form can be completed in one of several different ways as noted below:

### **EMPLOYEE EVALUATION DISCUSSION:**

The evaluation review must include a planned discussion between you and the employee. As the discussion should focus primarily on performance, please make every effort to separate the discussion from mention of salary issues. (Salary discussions during performance reviews have a tendency to skew the results in favor of exaggerated appraisals.) The evaluation discussion should concentrate on the development of, or clarification of, clear performance criteria: what are the specific job responsibilities and what performance standards will be used to measure the employee's success in achieving them.

Employee Performance Evaluation: Employee Performance Evaluations for Supervisors. Human Resources Office, Woods Hole Oceanographic Institution.  
7 May 2007 <<http://www.whoi.edu/services/HR/supervis/perform.htm>>

## STAFF PERFORMANCE REVIEW

Employee's Name:	Title:
Date:	Date in Current Position:
Principal Responsibilities:	

Has the employee's job changed significantly during this evaluation period? Yes  No  If Yes, please describe the changes on a separate sheet.

**EVALUATION CRITERIA AND FACTORS:** Describe the employee's performance relative to the criteria and factors stated below. Additional sheets may be attached to elaborate on specific performance aspects.

Evaluation Criteria – Rating Definitions:

- 1 = **UNSATISFACTORY:** The employee does not perform at an acceptable level to meet the position standards.
  
- 3 = **NORMAL AND EXPECTED:** The employee consistently meets the position standards; performance is fully acceptable and demonstrates sound balance between quality and quantity.
  
- 5 = **EXCEPTIONAL:** The employee routinely exceeds the acceptable standards for the position by demonstrating outstanding performance and knowledge to carry out and improve the most complex and demanding portions of the job.

### Performance Factors

A. Quality of Work	5	4	3	2	1
1. What is the quality of the employee's technical skills?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the employee maintain awareness of changes in technical areas and respond to those changes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the employee correct errors or question inconsistencies in work assigned?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the employee organize work to make the job easier and the supervisor's job easier?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Is the work accurate and timely?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS

B. Quantity of Work	5	4	3	2	1
1. Does the employee manage work efficiently?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Are speed and consistency of output, time utilization and results satisfactory?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS

C. Interpersonal Relationships	5	4	3	2	1
1. How does the employee work with others? Can the employee receive assignments from several people, judge or resolve priorities and maintain good working relationships with those involved?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the employee obtain cooperation from others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Is help offered to others during slow periods?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. How effectively does the employee address and resolve conflict/problem situations with others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. How are dealings with outside contacts handled?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS

D. Initiative and Self Reliance	5	4	3	2	1
1. Is the employee able to take action without direction? (i.e. what is the extent of supervision required?)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the employee seek out new and better ways of accomplishing a task?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the employee seek out new responsibilities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS

<b>E. Dependability</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1. Is the employee generally willing to change plans in order to meet deadlines?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the employee accomplish all tasks within the proper time frame?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Is work complete and thorough, eliminating the need for close review?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Is closer review of work required during the pressure periods?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. How much knowledge of the supervisor's work and department does the employee have?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. In the supervisor's absence, can this knowledge be applied to ensure that matters are tended to or are referred to the proper person for action?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Are such factors as attendance, punctuality, time off, adherence to Institution policies and procedures satisfactory?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COMMENTS					
<b>F. Summary Assessment</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1. Taking all the performance factors and evaluation criteria into consideration and realizing that some of the factors are more significant to acceptable performance than others, how would the employee's overall performance be summarized during this evaluation period?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COMMENTS					
<b>Employee Input (Optional)</b>					
Any activities and/or accomplishments completed during the evaluation period which the employee feels were of significant value or beyond the normal scope of regular duties should be described below under column A and commented on by the supervisor in column B. The employee can also use this space to comment on circumstances that may have affected any of the ratings noted above or for any other comments pertaining to the review.					
ACTIVITIES (A) (Employee)			COMMENTS (B) (Supervisor)		
<b>Supervisor's Comments and Recommendations</b>					
If applicable, indicate performance areas where improvement is warranted and outline action plans to assist the employee in achieving a higher level of performance. Include specific activities and target dates for accomplishing these objectives. Also include any other comments, positive or negative, which you feel are important:					
<b>Supervisor's Recommendations for Special Training/Courses to Assist Employee's Professional Development</b>					
Evaluation prepared and career counseling performed by:					
Supervisor's Signature: _____					
Print Name: _____					
Date: _____					
<b>Employee Sign-off:</b>					
I have _____ have not _____ discussed my career options. I have reviewed this evaluation and discussed the contents with my supervisor. My signature means that I have been advised of my performance and have been given the opportunity to make comments, but does not necessarily imply agreement with the evaluation or the contents.					
Employee's Signature: _____					
Print Name: _____					