



## PERFORMANCE APPRAISAL NON-ACADEMIC ADMINISTRATIVE - SUPERVISORY

Name:	Job Title:	Date of Evaluation:
Department/School:	AAMU Hire Date:	Time in Current Position (years/months):
Unit:	Type of Evaluation: Annual: <input type="checkbox"/>  Other: <input type="checkbox"/>	Rating Period: From: _____  To: _____
Supervisor:	Years/months with Supervisor:	

**Office of Human Resources  
 Alabama A&M University  
 Normal, AL 35762**

Revised April 2011

# **PERFORMANCE APPRAISAL: NON-ACADEMIC ADMINISTRATIVE - SUPERVISORY**

## **GENERAL INFORMATION**

To support a culture of personal and professional growth, the performance of each staff employee of the University, whether full-time or part-time, will be evaluated each year. Performance evaluations are part of the University's goals of enhancing academic excellence and building a culture that values leadership and employee development.

## **PURPOSE**

The purpose of Administrative-Supervisory Performance Appraisals is to inform employees of the quality of their work, to identify those areas needing improvement, set specific objectives for employee, and provide an opportunity to discuss career goals and the support needed to meet those goals. Performance appraisals also assist Vice Presidents and Directors in evaluating their work force, identifying employee potential, and establishing priorities for training, education, and reward.

## **Article I. ADMINISTRATIVE INSTRUCTIONS**

Each employee will be evaluated by the supervisor to whom the employee reports. In cases of multiple supervisors, the evaluation may be made by the supervisor who oversees the majority of the work or the department head may require separate and independent evaluations by each supervisor.

As part of the performance evaluation, the supervisor and employee will review the Position Description or equivalent document that includes a list of essential functions and physical requirements of the position as well as notation of the employee's Fair Labor Standard Act (FLSA) status. If no position description exists for a position, then contact the Office of Human Resources to receive assistance in preparing one. If the existing position description requires modification, then the employee and supervisor will draft and discuss proposed updates as needed. The signed and dated original or proposed revised Position Description must be sent to the Office of Human Resources for approval and final modification.

## **THE PERFORMANCE EVALUATION MEETING**

The performance evaluation meeting will be held between the supervisor and employee as part of the evaluation procedure to ensure that the employee understands his or her duties, the performance standards and objectives established, and the areas requiring improvement. It is a time to share each person's evaluation of the employee's work over the past year and to discuss differences. It is also time to set goals for the next evaluation year or period. The employee and supervisor will each sign the evaluation form to indicate that a discussion of the document occurred. In addition, the employee will be given the opportunity to respond in writing to the oral and written evaluation.

A copy of the evaluation is given to the employee and the original shall be forwarded to the Office of Human Resources to be kept in the employee's official personnel file.

## **FOR MORE INFORMATION**

For additional information regarding the evaluation process, please contact the Office of Human Resources

**Note:** This evaluation tool has been revised. Therefore, please read each section carefully.

## RATING GUIDE

Use the following guide when completing your ratings for the Employee Job Performance Factor and Summary Rating of Employee Performance. You are encouraged to document your ratings with comments and supporting examples. Comments are required for ratings: Requires Improvement and Unsatisfactory Performance.

<u>Job Performance Factors</u>	<u>Weight</u>	<u>Performance Factor</u>	<u>Weight</u>
[1] Job Knowledge	05	[7] Directing/Appraising	05
[2] Quality of Work	10	[8] Communication	05
[3] Productivity	15	[9] Problem Solving/Decision Making	10
[4] Accepts Responsibility	05	[10] Work Commitment	10
[5] Public/Client Contacts	10	[11] Planning/Organizing	10
[6] Co-Workers Contacts	05	[12] Leadership	10

### RATINGS:

- [5] Outstanding Performance
- [4] Exceeds Standards/Expectations
- [3] Proficient Performance
- [2] Requires Improvement
- [1] Unsatisfactory Performance

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- [1] **Unsatisfactory Performance** (Less than 250 Points)  
Rarely meets expectations for goals, objectives and job performance factors. Performance at this level is clearly unacceptable and cannot continue. A specific plan for bringing performance to an acceptable level should be clearly outlined in the Employee Development Plan. Immediate improvement is needed. Major shortcomings in performance. Will require reassignment or separation if plans for progress are unsuccessful.
  - [2] **Requires Improvement** (Between 251-350 Points)  
Partially meets expectations for goals/objectives and job performance factors. Performance at this level is at low expectations and should not be considered acceptable. Although several aspects of performance may meet expectations, the work in general is below the level expected of a proficient employee. Employees rated at this level are expected to improve to "Proficient Performance" in a relatively short period. Improvement needed in some key job areas. Considerable guidance and supervision are required. Not all planned objectives were completed within the established standards, and some position responsibilities were not completely met.
  - [3] **Proficient Performance** (Between 351-400 Points)  
Meets expectations for goals/objectives and job performance factors. Performance at this level is satisfactory. May exceed expectations in some areas and require improvement in others, but on balance, the work meet expectations, All position responsibilities were met and planned objectives were accomplished within the established standard. There were no critical areas where accomplishments were less than planned.
  - [4] **Exceeds Standards/Expectations** (Between 401-450 Points)  
Consistently meets and frequently exceeds expectations for goals/objectives and job performance factors. Good working relationships with subordinates, peers, and a superior is noted. Demonstrates extra effort and above average ability.
  - [5] **Outstanding Performance** (More than 450 Points)  
Consistently exceed expectations for goals/objectives and job performance factors. Performance at this level is clearly unique and rarely attained. All position requirements were exceeded. All planned objectives were achieved above the established standards, and accomplishments were made in unexpected areas as well.

## EMPLOYEE MAJOR JOB RESPONSIBILITIES

Identify the employee's major job responsibilities as it relates to the job description, University's Quality Enhancement Plan (QEP), NCAA Policies and Procedures and Compliance Issues, other compliance matters and the duties associated with them. Employee involvement in this process is encouraged. At a minimum, you should discuss job responsibilities with the employee and explain how they relate to the job performance factors in the next section. Additions or changes made in job responsibilities during the appraisal period should also be discussed and recorded as they occur. (Additional sheets may be attached)

Major Job Responsibilities:

## EMPLOYEE JOB PERFORMANCE FACTORS

Using the rating scale below, read each job performance factor and reflect on the employee's job performance. Select the rating that you believe best matches the employee's actual performance. An explanation of each rating is on page 3.

- [5] Outstanding Performance
- [4] Exceeds Standards/Expectations
- [3] Proficient Performance
- [2] Requires Improvement
- [1] Unsatisfactory Performance

You are encouraged to provide comments or supporting examples to document your ratings. Supervisor comments are required for ratings: Requires Improvement and Unsatisfactory Performance. Additional sheets may be attached for comments/support examples.

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[1] **JOB KNOWLEDGE** Weight (05) Rating: \_\_\_\_\_

Demonstrates technical knowledge of job procedures, equipment and materials sufficient for proficient performance. Understands and effectively applies laws, rules, regulations, policies and procedures. Seeks out opportunities to keep knowledge and skills up-to-date.

Comments/Supporting Examples:

[2] **QUALITY OF WORK** Weight (10) Rating: \_\_\_\_\_

Work output is complete, accurate and timely. Work quality positively impacts interactions with the public, clients, other departments and outside agencies. Work quality results in a minimum expenditure of time or resources to correct errors or re-do work Meets specified standards for quality. Provide quality service to students, colleagues and the public.

Comments/Supporting Examples:

[3] **PRODUCTIVITY** Weight (15) Rating: \_\_\_\_\_

Produces an appropriate level of work. Completes assignments within specified time limits. Adjusts to unexpected changes in work demands to meet timetables. Uses available resources effectively to achieve goals. Maintain high level of constructive activity.

Comments/Supporting Examples:

[4] **ACCEPTS RESPONSIBILITY** Weight (5) Rating: \_\_\_\_\_

Demonstrates consistent, reliable work effort. Requires minimal supervision. Maintains positive work attitude. Assists others or takes on added responsibilities when time permits. Willingly accepts all assignments. Demonstrates creativity and ingenuity in developing and improving work methods/results.

Comments/Supporting Examples:

[5] **PUBLIC/CLIENT CONTACTS** Weight (10) Rating: \_\_\_\_\_

Projects a positive, professional attitude. Demonstrates patience, consideration, and respect for others. Views people objectively and avoids biases. Demonstrates ability to work effectively with external groups, other departments and individuals.

Comments/Supporting Examples:

[6] **CO-WORKER CONTACTS** Weight (05) Rating: \_\_\_\_\_

Projects a positive work attitude. Works effectively as a member of a team. Develops cooperative working relationships with peers and supervisors. Demonstrates respect and understanding in co-workers contacts. Assists co-workers or acts as a resource. Works effectively with individuals of diverse styles, abilities, backgrounds and motivations.

Comments/Supporting Examples:

[7] **DIRECTING/APPRAISING** Weight (05) Rating: \_\_\_\_\_

Effectively delegates work to staff while maintaining control and accountability. Establishes performance standards and ensures they are met. Effectively directs the fiscal and human resources under his or her control. Facilitates professional growth. Provides staff with resources and assistance needed to obtain objectives. Conducts timely, effective performance appraisals. Develops and monitors individual employee development plans. Disciplines and rewards employees promptly and consistently.

Comments/Supporting Examples:

[8] **COMMUNICATION** Weight (10) Rating: \_\_\_\_\_

Demonstrates good listening skills. Communicates ideas clearly both orally and in writing. Presents information objectively in clear, concise, logical manner. Demonstrates knowledge of effective communication techniques in achieving objectives.

Comments/Supporting Examples:

[9] **PROBLEM SOLVING/  
DECISION MAKING** Weight (10) Rating: \_\_\_\_\_

Identifies problems and their underlying causes. Gathers, develops and analyzes data. Develops alternative solutions and identifies their consequences and impacts. Makes timely, logical decisions based on available information and reasonable assumptions. Functions effectively in stressful or emergency situations. Demonstrates acceptable ethical standards in making decisions. Makes decisions within scope of agency policies and procedures.

Comments/Supporting Examples:

[10] **WORK COMMITMENT** Weight (10) Rating: \_\_\_\_\_

Willingly accepts all aspects of job. Demonstrates initiative, enthusiasm, dedication and conscientiousness in carrying out job responsibilities. Adapts to changes in procedures, priorities, or work demands. Systematically pursues personal and professional growth.

Comments/Supporting Examples:

**[11] PLANNING/ORGANIZING**

Weight (10)

Rating: \_\_\_\_\_

Demonstrates ability to plan and organize work to meet objectives. Effectively establishes and manages work priorities. Anticipates and effectively deals with problems. Efficiently allocates time and utilizes resources. Effectively handles multiple assignments. Plans consistently on a long and short term basis.

Comments/Supporting Examples:

**[12] LEADERSHIP**

Weight (10)

Rating: \_\_\_\_\_

Ability to motivate, direct, and coordinate staff and gain their support, cooperation and commitment. Takes charge and initiates action. Develops positive work atmosphere that promotes staff participation and fosters teamwork. Adapts leadership style to situation. Resolves conflicts. Accepts accountability for group performance, identifies and resolves issues and problem areas. Establishes and monitors department standards/policies. Provides staff with information and ensures understanding of the University's Quality Enhancement Plan (QEP), goals/decisions, and culture. If applicable, also provides staff with information and ensures understanding regarding NCAA Policies and Procedures and Compliance Issues.

Comments/Supporting Examples:

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**EVALUATION POINTS: \_\_\_\_\_**

(Rating x Weight = Points)

**Review the Ratings on page 3 for an explanation of the evaluation points. If the evaluation points are below 350, please provide a development plan to address the areas of concern. Attach additional sheet(s) if needed.**

## EMPLOYEE WORK RULES

Rate the following work rules for the employee. If it requires improvement or unsatisfactory, please provide a developmental plan and comments to explain the rating.

**Ratings:**

(3) Satisfactory

(2) Requires improvement

(1) Unsatisfactory

**Rules**

**Ratings**

◆ **Observance of Work Hours**

Is punctual for work, meetings, and appointments.

\_\_\_\_\_

◆ **Attendance**

Attendance and punctuality are consistent. Being prudent in use of leave and adhering to leave policies. When absent from work, informs supervisor and ensures work assignments are completed. Attends Faculty/Staff conferences, committee meetings as appropriate, University-sponsored programs (Founders' Day, Convocation, Graduation, etc.) and other University functions.

\_\_\_\_\_

◆ **Safety Practices**

\_\_\_\_\_

◆ **Professional Appearance**

As a representative of the school, presents a businesslike appearance and demeanor which would instill confidence in others. Demonstrates restraint and self-control in difficult situations.

\_\_\_\_\_

◆ **Integrity**

Complies with the Unit's, University's and NCAA Policies and Procedures and compliance policies and guidelines.

\_\_\_\_\_

Supervisor expectations and comments:



## **SPECIAL GOALS AND OBJECTIVES FOR APPRAISAL PERIOD**

At the beginning of the appraisal period, list any significant goals or objectives for which the employee will be responsible during the appraisal period and discuss them with the employee. These could be either individual or unit goals/objectives. Employee involvement in establishing goals and objectives is encouraged. If additions or changes are made during the appraisal period, the immediate supervisor to whom the employee reports should discuss them with the employee and record them below. (Use additional sheets if necessary.)

At the end of the appraisal period, both the employee and supervisor should comment or provide examples of the employee's performance related to the employee's job performance factors rated herein during the appraisal period.

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*Special Goals and Objectives: (Complete at the beginning of appraisal period)*

*Employee Comments and Examples: (Complete at beginning of appraisal period.)*

*Supervisor Comments and Examples: (Complete at beginning of appraisal period.)*

## PROFESSIONAL DEVELOPMENT PLAN

To be completed by the employee at the beginning of the appraisal period. Employer input is optional, at the discretion of the employee. Identify any knowledge, skills or abilities you would like to develop during this appraisal period. These could be areas you would like to either build on or improve. Identify ways you might achieve this development related to the unit and/or departmental goals, as well as the University goals.

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*Identify any short-term or long-term career goals you would to pursue, and explain what steps might be taken to help you achieve these goals. Well written goals are SMART: Specific, Measurable, Achievable, Results Oriented, and Time Bound. Additional sheets may be attached.*

Goal:	Completion Date
Tasks to accomplish goal 1. 2. 3.	
Goal:	Completion Date
Tasks to accomplish goal 1. 2. 3.	
Goal:	Completion Date
Tasks to accomplish goal 1. 2. 3.	
Goal:	Completion Date
Tasks to accomplish goal 1. 2. 3.	

***To be completed by Supervisor at the beginning of the Appraisal Period:***

Based on your knowledge of employee strengths and needs, as well as employee career goals previously listed, identify skills or abilities that should be targeted for development during this appraisal period. Additional sheets may be attached.

Skill	Target Date
Steps to accomplish 1. 2. 3.	
Skill	Target Date
Steps to accomplish 1. 2. 3.	
Skill	Target Date
Steps to accomplish 1. 2. 3.	
Skill	Target Date
Steps to accomplish 1. 2. 3.	

## Summary Report

Employee Name \_\_\_\_\_ Department \_\_\_\_\_

### Summary Rating of Employee Performance

- |   |   |
|---|---|
| <input type="checkbox"/> Unsatisfactory Performance | <input type="checkbox"/> Requires Improvement           |
| <input type="checkbox"/> Proficient Performance     | <input type="checkbox"/> Exceeds Standards/Expectations |
| <input type="checkbox"/> Outstanding Performance    |   |

Supervisor Comments (additional sheets may be attached):

Employee recommended for Merit Increase  Yes  No

*This report represents my true and complete appraisal of this employee during this appraisal period.*

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Supervisor (print name/title)

Supervisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### To Be Completed By Employee

I have reviewed my performance appraisal and had an opportunity to discuss it with my supervisor. My signature below does not necessarily indicate that I agree with all aspects of my performance appraisal. I understand that I may comment on the appraisal in the space below, or submit additional comments within the next five working days.

Comments (additional sheets may be attached):

Employee Signature \_\_\_\_\_ Date \_\_\_\_\_

**Note:** Return the completed performance appraisal form to the Office of Human Resources. Provide the employee with a copy and maintain a copy in your department as supporting documentation. After completing the performance appraisal, the supervisor should schedule a meeting with the employee to start the appraisal process for the next appraisal period.