

Administrative Staff Performance Evaluation Form

EMPLOYEE INFORMATION			
Employee Name:		Department:	
Position Title:		BGSU ID:	
Performance Evaluation Period:		Type of Review:	
To:	From:	Mid Year:	Year End:

GOALS & OBJECTIVES

- Strengthen two-way communication regarding job performance and periodically assess goals and opportunities for the unit and the individual.
- Establish a mutually-understood set of performance expectations.
- Recognize contributions of employees.
- Discuss opportunities for growth and development.
- Provide necessary feedback when performance does not meet expectations as situations warrants in addition to annual evaluation process.
- Align employee performance with the mission and goals of the university and unit.

PROCESS

1. Supervisor requests prior year’s goals/objectives, general performance, associated outcomes as well as other information relevant to the performance review process and reviews them with the employee prior to discussing this year’s evaluation. (Page 6).
2. Employee submits prior year’s goals and their associated outcomes as well as other information relevant to the performance review process at least one week before scheduled meeting (Page 6).
3. Supervisor reviews and compares the full range of this year’s performance to the past year and completes all sections of the *Performance Evaluation*, following the instructions provided.
4. Supervisor provides a working draft of *Performance Evaluation* to the employee. Supervisor and employee determine future meeting date and time.
5. Supervisor and employee meet to discuss the *Performance Evaluation* competency ratings.
6. Supervisor and employee create shared goals and objectives to enhance employee performance and successful completion of departmental and BGSU goals and objectives.
7. The Overall Evaluation Rating is calculated according to the most frequently assigned Competency Ratings and supervisor/employee discussions.
8. Upon completion of the performance evaluation discussion, the employee and supervisor sign the evaluation. The employee and supervisor should utilize the comments section provide additional explanations as needed.
9. Supervisor sends the signed copy to the second level supervisor for review and signature.
10. Once signed, the original document is sent to the Office of Human Resources. An electronic copy may be provided to the employee upon request.
11. Supervisor and employee should then review employee’s Job Analysis Questionnaire (JAQ) to ensure that actual duties match job description and submit changes as needed.

PERFORMANCE EVALUATION – To be completed by Supervisor/Manager**INSTRUCTIONS**

For each competency, mark the rating that best describes the employee’s performance. Select N/A if the competency is not applicable. In the NARRATIVE ASSESSMENT sections, provide specific examples and illustrations. Explanations are required when selecting a rating of “Approaches Expectations” or “Does Not Meet Expectations”.

RATING SCALE	DEFINITION
O = Outstanding	Objectives and standards are clearly and substantially surpassed. Consistently and significantly exceeds all performance expectations and standards. Highest performance level. Demonstrates a personal commitment to a high level of performance and results, even under challenging work goals.
E= Exceeds Expectations	Frequently exceeds job requirements. Makes contributions well beyond job demands. Seizes initiative in development and implementation of challenging work goals. Each project or job is done thoroughly and on time. Thinks beyond details of the job, working toward the overall goals of the component.
M = Meets Expectations	Performance is what is expected of a fully qualified and experienced person in this position. All objectives and standards are met. Consistently meets all performance expectations and standards. Job well done. Errors are minimal and seldom repeated. Prioritizes problems and projects well. Requires normal supervision and follow-up. Almost always completes work or projects on schedule.
A = Approaches Expectations	Objectives and standards are generally met but full results are not totally achieved. Occasionally falls short of consistently meeting performance expectations and standards. Some performance aspects were not met – needs slight improvement. Could result from being newly appointed to the position – continuing to learn all aspects of the position.
N = Does Not Meet Expectations	Objectives and standards are consistently not met. Consistently fails to meet performance expectations. Needs significant improvement. Has been on the job long enough to have shown better performance. Excessive attention by supervisor is required. Does not grasp situation when explained. Corrective action is required.
NA = Not Applicable	Does not apply to job performance expectations.

CORE COMPETENCIES	NARRATIVE ASSESSMENT OF COMPETENCIES
I. JOB KNOWLEDGE	
<ul style="list-style-type: none"> • Understands how position supports the institution’s strategic plan • Demonstrates knowledge and skills necessary to perform the job effectively and applies to critical work issues in a timely manner • Demonstrates willingness to learn new skills, methods, processes to enhance job performance • Performs the full range of duties and responsibilities associated with the job 	
	RATING:
II. INTERPERSONAL SKILLS, COOPERATION, COLLABORATION	
<ul style="list-style-type: none"> • Demonstrates effective positive customer/student service • Develops and maintains professional working relationships with internal and/or external constituencies • Encourages collaboration and sharing of information 	
	RATING:
III. COMMUNICATION SKILLS	
<ul style="list-style-type: none"> • Writes and communicates clearly and accurately • Listens well; is responsive to inquiries, directions, and suggestions • Uses appropriate communication based on the needs at hand 	
	RATING:
IV. PLANNING, ORGANIZING, AND ACHIEVING RESULTS	
<ul style="list-style-type: none"> • Develops goals, plans, and priorities to achieve objectives; evaluates goals and accomplishments • Meets deadlines in a timely and efficient manner • Finds and uses resources well 	
	RATING:
V. PROBLEM ANALYSIS AND DECISION MAKING	
<ul style="list-style-type: none"> • Gathers and analyzes appropriate information before making decisions • Seeks information and input from other stakeholders as appropriate • Develops and implements effective solutions 	
	RATING:

VI. LEADERSHIP	
<ul style="list-style-type: none"> • Demonstrates commitment and provides leadership through personal example and professional expertise • Demonstrates the ability to motivate coworkers • Displays an openness to new ideas and supports an environment of continuous improvement 	
	RATING:
VII. SUPERVISION <i>*Applies to those in supervision/management positions</i>	
<ul style="list-style-type: none"> • Sets clear goals and expectations for employees • Provides adequate support for employees to complete tasks • Creates a positive work climate that encourages employee commitment to teamwork, organizational goals, and strategic plan • Provides informal, ongoing feedback to employees as well as formal performance evaluation • Supports the professional development of employees • Demonstrates fiscal responsibility and plans and controls expenditures and materials • Makes effective staffing decisions • Manages unit effectively during change • Delegates authority and responsibility appropriately 	
	RATING:
OVERALL RATING	

OVERALL EVALUATION

Consistent with the rates above, evaluate the overall performance of the staff member

NARRATIVE ASSESSMENT

COMMENT ON EMPLOYEE'S STRENGTHS

COMMENT ON AREAS FOR GROWTH OR CHANGE

GOALS & COMMENTS

PRIOR YEAR GOAL(S)

GOALS FOR UPCOMING YEAR

GOAL	EXPECTED OUTCOME/ MEASURABLE CRITERIA	TIMETABLE	ISSUE/COMMENTS

OVERALL COMMENTS

SIGNATURES

DATE

Incumbent Signature

Date

Supervisor Signature

Date

Second Level Supervisor Signature

Date