**Step Four**

**Staff Performance Management Process – Annual Review**

|  |  |
| --- | --- |
| Employee Name |  |
| Title |  |
| Employee ID |  |
| Supervisor |  |
| Department |  |
| Date |  |

**Performance Process Timeline:**

|  |  |
| --- | --- |
| July 1, 2014 – June 30, 2015 | Performance cycle |
| August 15, 2014 | Step One planning and goal setting |
| November 14, 2014 | Step Two mid-year check in |
| February 27, 2015 | Step Three mid-year check in |
| May 8, 2015 | Employee self-evaluation due to supervisors |
| **June 17, 2015** | **DRAFT Step Four evaluations due to the ADs** |
| **July 10, 2015** | **ADs release evaluations** |
| **June 10, 2015-August 17, 2015** | **Supervisors conduct Step Four annual evaluation  and establish Step One planning and goal setting** |

Ratings Definitions and Guidelines

0 - Did Not Meet Expectations

1 - Occasionally Did Not Meet Expectations

2 - Fully Met Expectations

3 - Often Exceeded Expectations

4 - Consistently Exceeded Expectations

The rating areas below relate to the major position responsibilities, the university values and the goals that were established at the beginning of the review period. Evaluate your direct report on each of the areas. Take into consideration the performance criteria as you reach an overall evaluation for the category. Your rating should be based on the overall topic. Using observations and documentation cite specific examples of strengths, contributions, or areas that need improvement. You may use additional sheets if needed.

|  |
| --- |
| **Major Position Responsibilities - “the what”**  |
| **Rating**  | **Criteria**  |
| Select a Rating | Understands and carries out the primary job requirements and responsibilities |
| Select a Rating | Produces accurate, thorough and quality work  |
| Select a Rating | Quantity of work produced satisfies the needs of the position |
| Select a Rating | Meets deadlines, responds timely, provides follows up  |
| Select a Rating | Complies with department, Libraries, University and other policies and procedures |
| Select a Rating | Keeps supervisor informed and asks relevant questions |
| Select a Rating | Is punctual and follows established call off and leave procedures  |
| Examples of Effective Behaviors and Expectations Met or Exceeded  |
|  |
| Areas for Growth and Continual Improvement |
|  |
| Select a Rating | **Overall Rating**  |

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| --- |
| **Excellence / Integrity and Personal Accountability – “the how”**  |
| **Rating**  | **Criteria**  |
| Select a Rating | Provides excellent customer and constituent services  |
| Select a Rating | Overcomes obstacles and focuses on solution driven decisions |
| Select a Rating | Takes responsibility for decisions, actions and results |
| Select a Rating | Refines skills and develops new skills applicable to current position  |
| Examples of Effective Behaviors and Expectations Met or Exceeded  |
|  |
| Areas for Growth and Continual Improvement |
|  |
| Select a Rating | **Overall Rating**  |

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| **Collaborating as One University / Diversity in People and Ideas / Openness and Trust – “the how”**  |
| **Rating**  | **Criteria**  |
| Select a Rating | Builds and enhances relationships through effective and respectful communications, collaborations, and conflict resolution |
| Select a Rating | Embraces diversity – people, perspectives and contributions  |
| Select a Rating | Provides and receives constructive feedback with candor and respect |
| Examples of Effective Behaviors  |
|  |
| Areas for Growth and Continual Improvement |
|  |
| Select a Rating | **Overall Rating**  |

|  |
| --- |
| **Change and Innovation / Simplicity in Our Work – “the how”** |
| **Rating**  | **Criteria**  |
| Select a Rating | Takes initiative, assumes new responsibilities  |
| Select a Rating | Is adaptable and flexible – actively supports change efforts |
| Select a Rating | Seeks new, efficient, streamlined, simplistic and/or innovative solutions to execute objectives |
| Examples of Effective Behaviors and Expectations Met or Exceeded  |
|  |
| Areas for Growth and Continual Improvement |
|  |
| Select a Rating | **Overall Rating**  |

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| --- |
| **Supervision**  |
| **Rating**  | **Criteria**  |
| Select a Rating | Successfully manages established budget(s)  |
| Select a Rating | Anticipates unit needs, integrates objectives, effectively prioritizes |
| Select a Rating | Completes performance management process by providing direction and feedback, empowering and holding employees accountable  |
| Examples of Effective Behaviors and Expectations Met or Exceeded  |
|  |
| Areas for Growth and Continual Improvement |
|  |
| Select a Rating | **Overall Rating**  |

|  |
| --- |
| **Use this space to evaluate the performance goals established for the performance period.**  |
| Goal  |  |
| Date complete  |  |
| Results  |  |
| Goal  |  |
| Date complete  |  |
| Results  |  |

|  |
| --- |
| **Use this space to evaluate your direct reports’ professional development goals for the performance period.**  |
| Goal  |  |
| Date complete  |  |
| Results  |  |

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| **Overall Performance Summary**  |
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| **Final Rating**  |
| Select a Rating |

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| --- |
| **Employee Comments – attach additional sheets if necessary**  |
|  |

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| --- | --- | --- |
| **Signatures** | My supervisor and I met and discuss my performance and progress toward my goals.  | **Date**  |
| Employee |  |  |
| Supervisor  |  |  |
| Second Level  |  |  |

**Ratings Definitions and Guidelines**

**Did Not Meet Expectations 0 – 5% (rating percentages are guidelines only)**

Did not meet major job responsibilities and goals; fell short of required performance and improvement is required. Performance caused problems/inconveniences/hardships for colleagues and patrons of the unit, had a negative impact on the unit's effectiveness, demonstrated an on-going pattern of tardiness, inaccuracy, not meeting deadlines, caused more work for others, etc. S***pecific steps for improvements must be included on the performance review.***

**Occasionally Did Not Meet Expectations 0 – 5% (rating percentages are guidelines only)**

Met some major job responsibilities and goals, however fell short of required performance. Level of performance was less than expected. Did not demonstrate an on-going pattern of performance expectations but must improve in order to fully meet performance expectations. Examples may include: sometimes did not keep the supervisor informed, did not ask questions in a timely manner in order to complete a task, and sometimes was tardy or late in meeting deadlines, etc. S***pecific steps for improvements must be included on the performance review.***

**Fully Met Expectations 30 – 60% (rating percentages are guidelines only)**

Met major job responsibilities and goals. Utilized ability and experience to produce the desired results that are expected from a qualified employee. Consistently contributed to the achievements of the overall unit and Libraries' goals. Demonstrated an on-going pattern of performance that fulfilled the job expectations. Correction is not required and the performance is expected to continue at that same level and not decline. Examples may include: arrived and left on time, kept others informed as needed, met all deadlines, followed department and university policies and guidelines, etc. A solid employee committed to doing the job well.

**Often Exceeded Expectations 50 – 70% (rating percentages are guidelines only)**

Often exceeded major job responsibilities and met goals. Superior performance in all aspects of the job, characterized by notable skills, initiative, and superior job knowledge. Sought new and better ways to accomplish tasks. Was willing to assume additional responsibilities. Demonstrated performance that had a significant impact on the unit or the Libraries.

Fully met expectations and additionally took appropriate actions to use skills and initiative. Examples may include: volunteered or effectively participated on a committee, appropriately suggested new or better ways to due a task, sought and/or took on additional or new responsibilities as appropriate, improved the way a task or unit functions, etc.

**Consistently Exceeded Expectations 0 – 10% (rating percentages are guidelines only)**

**C**onsistently exceeded all major job responsibilities and met goals. Demonstrated an on-going pattern of high-level “knock your socks off” extraordinary performance that significantly impacted the entire unit or Libraries at a level recognized as outstanding by peers, unit leaders and others. ***Documentation to support this rating must be attached to the performance review.*** Usually characterized as never been done before, unmatched, not equaled and easily recognized by others in the unit as being *extra*ordinary. This rating is intended to recognize specific, exceptional, “above and beyond” performance in the particular year under review, and not to recognize high-level performance that is generally consistent from year to year.