



Performance Management Form
(Administrative/Professional)

FY2009-2010

Employee Name: _____ Job Title: _____
Supervisor's Name: _____

The purpose of the Performance Management Program is to facilitate effective communication between supervisors and employees, encourage quality work performance and identify developmental opportunities. It is important that we provide clear expectations. Discussion regarding these expectations is an ongoing process. This formal evaluation form should be completed at least annually. If it becomes necessary to modify these goals, note the changes on this form or on an attached sheet.

SECTION I: GOALS

This section of the Performance Assessment Process is meant to set and evaluate specific and measurable goals for the annual period. These goals should support the mission and plans of the department, the division and the University. Goals reflect primary objectives and priorities for the year. These are not meant to be a reiteration of the employee's day-to-day tasks but should instead provide the employee and the department with a specific way to change, grow and develop.

PERFORMANCE EXPECTATIONS / GOALS

ACTUAL RESULTS / PERFORMANCE

Goals should be specific and measurable. Goals should also be reviewed periodically by the employee and manager.

Actual performance toward the goals should be reviewed periodically and the date recorded. Multiple forms may be needed.

- 1. _____ Review date: _____
2. _____ Review date: _____
3. _____ Review date: _____
4. _____ Review date: _____
5. _____ Review date: _____

Supervisor signature: _____ Date: _____ Supervisor signature: _____ Date: _____
Employee signature: _____ Date: _____ Employee signature: _____ Date: _____

SECTION II: KEY PERFORMANCE COMPETENCIES

It is important that employees understand what is expected of them on a daily basis, separate and apart from achievement of specific goals. The below performance competencies are examples of these expectations, although this may vary based upon department and position. Supervisors and employees should discuss the employee's performance competencies on a continuing basis.

<p>Impact and Effectiveness: Examples of performance indicators (not exclusive):</p> <ul style="list-style-type: none"> • Plans and organizes effectively. • Has good problem-solving skills/uses good judgment. • Achieves results. • Is dependable, productive and efficient. • Has good job and organizational knowledge. • Consistently proactive, rather than reactive. • Strives to continue developing and improving. 	<p>Teamwork: Examples of performance indicators (not exclusive):</p> <ul style="list-style-type: none"> • Demonstrates teamwork and cooperation (within and across departments and divisions). • Respects co-workers, is trusted, and resolves conflicts constructively. • Works with team to establish and meet department goals. • Willingly contributes work and effort to achieve group success.
<p>Professionalism: Examples of performance indicators (not exclusive):</p> <ul style="list-style-type: none"> • Takes seriously the impact of performance on co-workers, department, division and University. • Reflects and plans with a goal toward continuous improvement. • Takes responsibility for actions and work product. • Active, engaged and positive. • Actively involved in making SVSU and the community a better place. • Communicates with candor and clarity; listens and solicits honest feedback, open and approachable. 	<p>Customer Service: Examples of performance indicators (not exclusive):</p> <ul style="list-style-type: none"> • Respectful, polite, helpful and cooperative. • Available to help when and where needed. • Ability and willingness to follow through to get the job done. • Takes the time to understand what is needed and makes good recommendations on how to handle. • Repeatedly sought out by others inside and outside of department.
<p>Additional Competencies for Managers: Examples of performance indicators (not exclusive):</p> <ul style="list-style-type: none"> • Coaches/counsels/evaluates staff in timely and helpful manner. Takes this responsibility seriously. • Identifies and supports professional development. • Encourages teamwork and group achievement. • Leads change and obtains support of objectives. • Actively seeks ways to gain an understanding of other people, cultures and ideas. • Motivates others and creates positive energy. • Understands and works to accomplish University strategic goals. 	<p>Other: _____: Examples of performance indicators (not exclusive):</p> <ul style="list-style-type: none"> • • •

Overall remarks on performance competencies (OPTIONAL – please attach additional sheet)