



Performance Management Form
(Support Staff)

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 and tied to the employee's job duties. Goals should also be reviewed periodically by the employee and supervisor.

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

Table with 2 columns: Performance Expectations / Goals and Actual Results / Performance. Contains 5 rows for goal entry, each with a 'Review date:' field.

Supervisor signature: \_\_\_\_\_ Date: \_\_\_\_\_ Supervisor signature: \_\_\_\_\_ Date: \_\_\_\_\_
Employee signature: \_\_\_\_\_ Date: \_\_\_\_\_ Employee signature: \_\_\_\_\_ Date: \_\_\_\_\_

## SECTION II: KEY PERFORMANCE COMPETENCIES

This section of the Performance Assessment Process is meant to evaluate the employee's strengths/areas for growth in key performance competency areas. Supervisors should define expectations for the position. Below are examples of performance indicators for the competencies listed.

- |                                     |   |
|-------------------------------------|---|
| <b>1 Exceptional Performance</b>    | Completely exceeds expectations and accomplishes an incredible result for department/division/SVSU.                 |
| <b>2 Above Expectations</b>         | Consistently meets and frequently exceeds expectations.   |
| <b>3 Meets Expectations</b>         | Consistently meets and occasionally exceeds expectations. Demonstrates basic competencies required in the position. |
| <b>4 Below Expectations</b>         | Fails to meet some expectations. Does not demonstrate all of the competencies required in the position.             |
| <b>5 Unsatisfactory Performance</b> | Consistently fails to meet expectations and does not demonstrate requisite competencies for the job.                |

<p><b><u>Impact and Effectiveness</u></b> <span style="float: right;"><b>Rating:</b></span></p> <p>Examples of performance indicators (not exclusive):</p> <ul style="list-style-type: none"> <li>Plans and organizes effectively.</li> <li>Has good problem-solving skills/uses good judgment</li> <li>Achieves results.</li> <li>Is dependable, productive and efficient.</li> <li>Has good job and organizational knowledge.</li> <li>Strives to continue developing and improving.</li> </ul>	<p><b><u>Teamwork</u></b> <span style="float: right;"><b>Rating:</b></span></p> <p>Examples of performance indicators (not exclusive):</p> <ul style="list-style-type: none"> <li>Demonstrates teamwork and cooperation (within and across departments and divisions).</li> <li>Respects co-workers, is trusted, and resolves conflicts constructively.</li> <li>Works with team to establish and meet department goals.</li> <li>Willingly contributes work and effort to achieve group success.</li> </ul>
<p><b><u>Professionalism</u></b> <span style="float: right;"><b>Rating:</b></span></p> <p>Examples of performance indicators (not exclusive):</p> <ul style="list-style-type: none"> <li>Takes seriously the impact of performance on co-workers, department, division and the University. Reflects and plans with a goal toward continuous improvement.</li> <li>Takes responsibility for actions and work product.</li> <li>Active, engaged and positive.</li> <li>Communicates with candor and clarity; open and approachable.</li> </ul>	<p><b><u>Customer Service</u></b> <span style="float: right;"><b>Rating:</b></span></p> <p>Examples of performance indicators (not exclusive):</p> <ul style="list-style-type: none"> <li>Respectful, polite, helpful and cooperative</li> <li>Available to help when and where needed.</li> <li>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.</li> <li>Repeatedly sought out by others inside and outside of department.</li> </ul>
<p><b><u>Attendance (FMLA leave may not be counted)</u></b> <span style="float: right;"><b>Rating:</b></span></p>	<p><b><u>Other</u></b> <span style="float: right;"><b>Rating:</b></span></p>

**Overall Rating:**

**Additional Remarks on Performance Competencies (optional - please attach an additional sheet).**

Supervisor signature: \_\_\_\_\_ Date: \_\_\_\_\_ Employee Signature: \_\_\_\_\_ Date: \_\_\_\_\_