

EMPLOYEE PERFORMANCE APPRAISAL COVER PAGE

Employee Name:	Department:
Position:	Department Number:
Time in Current Job:	Department Location:
Review Period beginning:	Review Period ending:

Reviewer's Signature	Date	Reviewer's / Supervisor's Signature	Date
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Employee's Signature	Date
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Employee's Comments:

GENERAL INFORMATION ABOUT PERFORMANCE APPRAISAL FORM

Human performance is made up of two, interdependent factors: behavior and results. This appraisal assesses both dimensions, and both dimensions carry equal weight.

The appraisal form is comprised of four appraisal sections: Behavioral Competencies (Core competencies and Job specific competencies); Key Job Responsibilities (including, *if applicable*, Special Projects and/or Department Initiatives); Major Achievements and Contributions (Recognition); and Overall Appraisal Results, (a composite view of ratings results plus prescribed action plans and employee development activities).

Each one of the sections that requires ratings, or scores, employs its own unique type of rating scale; one that's most appropriate to the behaviors or outcomes being evaluated in that section. An average rating is calculated for each separate section of the appraisal, and recorded in the final section; Overall Appraisal Results.

I. BEHAVIORAL COMPETENCY SECTION INTRODUCTION

What is a competency?

A competency is a characteristic or pattern of behavior, skill, and ability that contributes to superior job performance. Competence signifies **what people do** (observable, demonstrated) rather than what they know or know how to do.

This appraisal process fully describes desired performance for each competency area in **behavioral terms**; each competency being evaluated includes a list of behaviors describing what someone who has mastered that competency would actually do. (*If you watched a mastery level performance of the competency, what would you see the performer doing?*) The identified behaviors provide a model or standard for exemplary performance in each competency area.

These specific behavioral descriptions are beneficial because they will ...

- Guide employee performance by making it easier for the performer to understand exactly what is expected;
- Facilitate a more accurate evaluation by making it easier for the rater to know exactly what to look for in the employee's performance;
- Encourage development by providing the employee with specific standards of behavior to strive for; and
- Ease difficult discussions by providing clear and objective standards on which to base evaluation decisions.

The Core Competencies - 7 (For all employees)

Core competencies represent a small number of genuinely important behavioral proficiencies that will give the county what it needs to successfully realize its strategies and values.

- The most critical behaviors all employees must display on the job;
- Everyone, in every position, is held accountable for performing them at a mastery level.

The Job Competencies - 5 (Discretionary; rater may use one or more, only if directly applicable to the job)

Job competencies represent demonstrated knowledge and skill required for success in certain types of jobs, but not every job.

The appraisal includes five job competencies that can be used when applicable to a particular job, as determined by department management.

The Competencies Rating Scale: "Behavior Observation"

A "Behavior Observation Scale" is used in this section to measure each individual behavior associated with a competency. The employee is rated according to **how frequently she/he is observed** successfully demonstrating the documented behavior standard; *always/almost always, frequently, occasionally, rarely, never/almost never*.

A behavior observation scale can ease difficult discussions. For example, instead of saying the employee's performance is "*unsatisfactory*" (an absolute judgment or label that is sometimes difficult for the employee to hear), the appraiser can say, "*I see you performing this behavior at a mastery level 'occasionally'. What do you need to do so I can rate you, 'frequently', or 'always' the next time?*"

BEHAVIORAL COMPETENCIES OVERVIEW

CORE COMPETENCIES *All Employees*

See specific descriptions of desired behaviors for each competency on individual competency pages and rate each individual behavior listed.

1. **Personal Accountability for Results**
 - Focusing on desired outcomes
 - Maintaining productivity and getting the job done
 - Using time and resources wisely
 - Planning, prioritizing, organizing and managing his/her work effectively
 - Striving to improve individual and organizational performance
2. **Customer Service Focus**
 - Demonstrating commitment to identifying and meeting customer needs
 - Striving for both internal and external customer satisfaction
3. **Interpersonal Effectiveness**
 - Communicating openly, honestly and constructively, and encouraging others to do the same
 - Developing and maintaining positive and constructive work relationships
4. **Collaboration and Teamwork**
 - Collaborating and cooperating with co-workers/team members to get the work done.
 - Working effectively with others to accomplish common goals
5. **Personal and Professional Credibility**
 - Earning the trust and respect of others through responsible, reliable, and trustworthy actions and behaviors
6. **Attendance**
 - Satisfactory attendance, punctuality, and adherence to procedures and policies.
7. **Communication Skills** Oral and Written
 - Speaking and writing with clarity and professionalism
 - Using communication skills effectively when conversing or interacting with others

JOB COMPETENCIES *Discretionary*

See specific descriptions of desired behaviors for each competency on individual competency pages and rate each individual behavior listed.

8. **Adaptability**
 - Maintaining effectiveness in varying environments and responsibilities, and with various types of people
 - Changing behavioral style or method of approach when necessary to achieve a desired outcome; adjusting to the needs of the situation
9. **Initiative**
 - Identifying what needs to be done and doing it before being asked, or before the situation demands it
 - Being a self-starter; originating action to achieve results beyond what is normally expected
10. **Innovative Thinking and Problem Solving**
 - Exhibiting creativity and innovation when contributing to organizational and individual objectives
 - Applying original thinking when approaching job responsibilities and/or to improve processes, methods, systems, or services
11. **Leadership**
 - Creating a work environment where people can, and want to, do their best
 - Establishing direction and supervision for the organization/work group
 - Developing and using effective strategies and interpersonal skills to influence others toward the accomplishment of identified objectives
12. **Managing Performance and Developing Others**
 - Taking responsibility for employee performance
 - Enabling staff to grow and succeed through training, encouragement, and feedback
 - Demonstrating an ability to work with others to continuously develop their capabilities

BEHAVIOR OBSERVATION RATING SCALE: A GUIDE

The employee's goal for each individual behavior is "mastery" of the behavior being described. Mastery means that whenever an opportunity arises to demonstrate the behavior, the employee does so.

Note: If there is a behavior that the employee does not have the opportunity to demonstrate in the normal course of his/her work responsibilities, the appraiser can mark that behavior "NA".

THE SCALE

1. **Never/Almost Never** *(Given the opportunity), the employee does not exhibit this behavior when performing his/her job responsibilities. This behavior has generally not been observed.*
2. **Rarely** *(Given the opportunity), the employee only rarely exhibits this behavior when performing his/her job responsibilities. This behavior has been observed on rare occasions only.*
3. **Occasionally** *(Given the opportunity), the employee occasionally exhibits this behavior when performing his/her job responsibilities. This behavior has been observed.*
4. **Frequently** *(Given the opportunity), the employee frequently exhibits this behavior when performing his/her job responsibilities. This behavior has been observed on a frequent basis.*
5. **Always/Almost Always** *(Given the opportunity), the employee consistently and routinely exhibits this behavior when performing his/her job responsibilities. This behavior is observed always, or almost always; everyone who comes into contact with the employee observes mastery in its application.*

Never/Almost Never	Rarely	Occasionally	Frequently	Always/Almost Always	N/A
1	2	3	4	5	

CORE COMPETENCY For Every Employee		DESCRIPTIONS of DESIRED BEHAVIORS	Rating for each Behavior
1. Personal Accountability for Results			
Focusing on desired outcomes		a. Pursues work with energy, urgency, drive, persistence, and a need for completion	
Maintaining productivity and getting the job done		b. Shows concern for quality, accuracy, and completeness of work	
		c. Adapts to varying work situations; balances changing or competing priorities and responsibilities	
Using time and resources wisely		d. Remains focused on results when faced with obstacles, mistakes, or failure	
Planning, prioritizing, organizing and managing his/her work effectively		e. Completes agreed-upon assignments, goals and objectives on time and to specifications	
		f. Meets specified expectations for quantity of work produced	
Striving to improve individual and organizational performance		g. Delivers quality products and services consistently	
		h. Anticipates and prepares for potential problems before they occur	
		i. Seeks input from others before making important decisions	
		j. Learns from what went well and what did not go well	
		k. Takes responsibility for own actions	
		l. Remains open to constructive feedback about his/her job performance	
		m. Works to resolve problems without assigning blame	
		n. Continually seeks to improve work/business processes	
		AVERAGE RATING FOR THIS COMPETENCY	

SUPPORTING COMMENTS

Never/Almost Never	Rarely	Occasionally	Frequently	Always/Almost Always	N/A
1	2	3	4	5	

CORE COMPETENCY For Every Employee		DESCRIPTIONS of DESIRED BEHAVIORS	Rating for each Behavior
2. Customer Service Focus			
Demonstrating commitment to identifying and meeting customer needs Striving for both internal and external customer satisfaction	a.	Is accessible and provides prompt, attentive service	
	b.	Approaches each customer situation with a positive outlook	
	c.	Exhibits a pleasant and respectful manner to customers	
	d.	Shows an attitude of interest and care; customers know he/she is willing to work with them to meet their needs	
	e.	Develops trust, credibility, and productive relationships with customers	
	f.	Delivers services accurately	
	g.	Delivers services timely	
	h.	Resolves challenging customer situations effectively	
	i.	Goes the extra mile to satisfy customer needs and expectations	
	j.	Suggests ways to improve work processes to fulfill customer needs	
AVERAGE RATING FOR THIS COMPETENCY			

SUPPORTING COMMENTS

Never/Almost Never	Rarely	Occasionally	Frequently	Always/Almost Always	N/A
1	2	3	4	5	

CORE COMPETENCY For Every Employee	DESCRIPTIONS of DESIRED BEHAVIORS	Rating for each Behavior
3. Interpersonal Effectiveness Communicating openly, honestly and constructively, and encouraging others to do the same Developing and maintaining positive and constructive work relationships	a. Shares information, seeks feedback from others, and provides appropriate follow-up	
	b. Listens actively and asks questions to ensure understanding of others' thoughts, ideas, and points of view	
	c. Demonstrates consideration for the feelings and needs of others	
	d. Treats others with respect	
	e. Provides timely, honest feedback to others in a constructive and non-threatening way	
	f. Resolves conflicts, disagreements, and complaints in a constructive way	
AVERAGE RATING FOR THIS COMPETENCY		

SUPPORTING COMMENTS

Never/Almost Never	Rarely	Occasionally	Frequently	Always/Almost Always	N/A
1	2	3	4	5	

CORE COMPETENCY For Every Employee	DESCRIPTIONS of DESIRED BEHAVIORS	Rating for each Behavior
4. Collaboration and Teamwork Collaborating and cooperating with co-workers/team members to get the work done. Working effectively with others to accomplish common goals	a. Accepts responsibility for his/her role on the team	
	b. Carries his/her fair share of the workload	
	c. Shares ideas freely and openly	
	d. Values the input and know-how of other team members	
	e. Asks for help, when needed	
	f. Offers help to other co-workers/team members when needed	
AVERAGE RATING FOR THIS COMPETENCY		

SUPPORTING COMMENTS

Never/Almost Never	Rarely	Occasionally	Frequently	Always/Almost Always	N/A
1	2	3	4	5	

CORE COMPETENCY For Every Employee		DESCRIPTIONS of DESIRED BEHAVIORS	Rating for each Behavior
5. Personal and Professional Credibility			
Earning the trust and respect of leaders, coworkers, and customers through responsible, reliable, and trustworthy actions and behaviors	a.	Demonstrates a high level of dependability	
	b.	Acts with integrity and sincerity; builds trust by keeping word, commitments, and promises	
	c.	Is straightforward and honest with people; tells the truth	
	d.	Respects confidentiality of information shared by others	
	e.	Considers the impact of his/her decisions and actions on others	
	f.	Demonstrates consistency and fairness	
	g.	Admits own mistakes; does not blame others	
	h.	Acts ethically; pursues goals, objectives, tasks, responsibilities and commitments in an ethical manner	
	i.	Refrains from misrepresenting him/herself for personal gain	
	j.	Takes steps to learn and develop continuously	
		AVERAGE RATING FOR THIS COMPETENCY	

SUPPORTING COMMENTS

Never/Almost Never	Rarely	Occasionally	Frequently	Always/Almost Always	N/A
1	2	3	4	5	

CORE COMPETENCY For Every Employee	DESCRIPTIONS of DESIRED BEHAVIORS	Rating for each Behavior
6. Attendance Maintaining regular attendance, punctuality, and following policies and procedures	a. Maintains regular attendance	
	b. Is punctual	
	c. Records time and attendance in keeping with specific departmental policies and procedures (Kronos punch, manual Kronos, written time sheet, etc.)	
	d. Is ready to begin working at his/her designated start time	
	e. Provides advance notice to management for planned time off; submits requests timely, in writing, for requested time off (if required by department)	
	f. Follows department specific procedures regarding supervisory notification for unplanned absences and/or tardiness	
	g. Effectively manages personal affairs to ensure reporting to work on a regular and dependable basis	
	h. Adheres to assigned lunch and break schedules	
AVERAGE RATING FOR THIS COMPETENCY		

SUPPORTING COMMENTS

Identify any current or ongoing attendance issues and describe them clearly and specifically here.

If there was a previous attendance issue that has already been resolved through corrective action, but there is no current issue, it is appropriate to add a simple comment like, "Joe was counseled in May (2012) about a tardiness pattern. Since that time there have been no further problems with his punctuality."

Document actual absence/tardy record in Section V., Overall Results.

Never/Almost Never 1	Rarely 2	Occasionally 3	Frequently 4	Always/Almost Always 5	N/A
CORE COMPETENCY For Every Employee		DESCRIPTIONS of DESIRED BEHAVIORS			Rating for each Behavior
7. Communication Skills					
Speaking and writing with clarity and professionalism Using communication skills effectively when conversing or interacting with others		<i>Oral</i>			
		a. Speaks clearly so others can hear and understand what is being said			
		b. Avoids slang, jargon, incorrect English usage and pronunciation in the workplace			
		c. Maintains eye contact when speaking to others			
		d. Organizes thoughts and ideas in a clear, logical flow that can easily be followed by the listener			
		e. Listens actively to ensure mutual understanding and shared learning			
		f. Summarizes or paraphrases what others say to ensure understanding and prevent miscommunication			
		<i>Written</i>			
		g. Creates documents and electronic communications using correct spelling, grammar and punctuation			
		h. Organizes and presents written information clearly so it is easily followed and understood (documents and electronic communications)			
		i. Uses an appropriate writing style consistent with business needs and organizational guidelines			
		j. Tailors writing to effectively reach the intended audience			
AVERAGE RATING FOR THIS COMPETENCY					
SUPPORTING COMMENTS					

Never/Almost Never	Rarely	Occasionally	Frequently	Always/Almost Always	N/A
1	2	3	4	5	

JOB COMPETENCY Discretionary	DESCRIPTIONS of DESIRED BEHAVIORS	Rating for each Behavior
8. Adaptability		
Maintaining effectiveness in varying environments and responsibilities, and with various types of people	<ul style="list-style-type: none"> a. Responds in an open and receptive manner when experiencing changes in work tasks or the work environment; shifts gears comfortably b. Willingly modifies his/her preferred way of doing things when necessary 	
Changing behavioral style or method of approach when necessary to achieve a desired outcome; adjusting to the needs of the situation	<ul style="list-style-type: none"> c. Adjusts methods and approaches to work in situations of ambiguity and uncertainty d. Demonstrates a willingness to learn new ways to accomplish work; new technology, procedures, and processes e. Reevaluates decisions when presented with new information f. Is able to see the merits of perspectives other than his or her own g. Responds appropriately to different personal styles of others 	
AVERAGE RATING FOR THIS COMPETENCY		

SUPPORTING COMMENTS

Never/Almost Never	Rarely	Occasionally	Frequently	Always/Almost Always	N/A
1	2	3	4	5	

JOB COMPETENCY Discretionary		DESCRIPTIONS of DESIRED BEHAVIORS	Rating for each Behavior
9. Initiative			
Identifying what needs to be done and doing it before being asked, or before the situation demands it Being a self-starter; originating action to achieve results beyond what is normally expected	a. Works independently with minimal supervision, direction or structure, as required b. Demonstrates a proactive approach to tasks without reminders or prompts c. Takes prompt action to accomplish work objectives beyond what is required d. Identifies what needs to be done and takes action before being asked e. Seeks out others involved in a situation to learn their perspectives f. Seeks self-development opportunities		
AVERAGE RATING FOR THIS COMPETENCY			

SUPPORTING COMMENTS

Never/Almost Never	Rarely	Occasionally	Frequently	Always/Almost Always	N/A
1	2	3	4	5	

JOB COMPETENCY Discretionary	DESCRIPTIONS of DESIRED BEHAVIORS	Rating for each Behavior
10. Innovative Thinking and Problem Solving Exhibiting creativity and innovation when contributing to organizational and individual objectives Applying original thinking when approaching job responsibilities and/or to improve processes, methods, systems, or services	a. Remains alert for important issues, problems, and opportunities that need to be addressed	
	b. Seeks out opportunities to improve, streamline, and/or reinvent work processes, products, services, procedures or technologies	
	c. Generates new ideas and initiates actions beyond the status quo	
	d. Develops better, faster, or less expensive ways to do things	
	e. Approaches problems and opportunities using analysis and logical, systematic methods	
	f. Determines the significance of issues/problems and carefully weighs priorities	
	g. Collects and compares data from different sources to draw conclusions; <i>notices discrepancies and inconsistencies in available information; distinguishes between relevant and irrelevant data; weighs accuracy of data</i>	
	h. Identifies many possible causes for a problem	
	i. Explores numerous potential solutions and evaluates each one carefully; weighs pros and cons	
	j. Informs others; incorporates multiple inputs to establish shared ownership and action	
AVERAGE RATING FOR THIS COMPETENCY		

SUPPORTING COMMENTS

Never/Almost Never	Rarely	Occasionally	Frequently	Always/Almost Always	N/A
1	2	3	4	5	

JOB COMPETENCY Discretionary		DESCRIPTIONS of DESIRED BEHAVIORS	Rating for each Behavior
11. Leadership			
Creating a work environment where people can, and want to, do their best Establishing direction and supervision for the organization/work group Developing and using effective strategies and interpersonal skills to influence others toward the accomplishment of identified objectives	a.	Remains focused on the big picture	
	b.	Sets direction for the future as well as the present	
	c.	Assesses the impact of his/her decisions on others	
	d.	Promotes confidence and an optimistic attitude among staff	
	e.	Assesses and uses each person's strengths to best advantage	
	f.	Sets goals and develops plans to reach goals	
	g.	Constructively influences and supports others to accomplish common goals	
	h.	Gains support of others to accomplish the work	
	i.	Engages staff in decision making and planning processes where appropriate	
	j.	Encourages and empowers staff to assume ownership of processes and/or problems	
AVERAGE RATING FOR THIS COMPETENCY			

SUPPORTING COMMENTS

Never/Almost Never	Rarely	Occasionally	Frequently	Always/Almost Always	N/A
1	2	3	4	5	

JOB COMPETENCY Discretionary		DESCRIPTIONS of DESIRED BEHAVIORS	Rating for each Behavior
12. Managing Performance and Developing Others			
Taking responsibility for employee performance Enabling staff to grow and succeed through training, encouragement, and feedback Demonstrating an ability to work with others to continuously develop their capabilities	a. Defines and communicates performance expectations clearly b. Holds people accountable for performance expectations and standards c. Expresses confidence in employees' ability to be successful d. Shares information, advice, and suggestions to help others be more successful e. Helps staff learn new systems, processes, or programs f. Delegates work assignments/projects to others in a manner that maximizes both organizational and individual effectiveness g. Gives people "stretch" assignments that will help develop their abilities h. Works collaboratively with others to set meaningful performance objectives i. Provides helpful, behaviorally specific feedback to others j. Provides effective coaching day-by-day k. Regularly meets with employees to review their performance and development progress l. Provides timely performance appraisals m. Recognizes and reinforces employees' successful performance efforts and improvements n. Rewards employee behaviors that support organizational values and goals o. Addresses inappropriate behavior timely		
		AVERAGE RATING FOR THIS COMPETENCY	

SUPPORTING COMMENTS

COMPOSITE COMPETENCY RATING SUMMARY PAGE: Core and Job Competencies

Core Competency Averages:							
1	2	3	4	5	6	7	Combined Average
Job Competency Averages:							
8	9	10	11	12	Combined Average		
						Overall Competency Average	

Indicate strengths and opportunities for development below. Specifically target some of the most critical behaviors for the employee to work on by using the spaces provided to identify the letter of those individual behaviors.

Competency	Strength		Opportunity	
	✓	<i>Specific Behavior(s)</i>	✓	<i>Specific Behavior(s)</i>
Core				
1. Personal Accountability for Results				
2. Customer Service Focus				
3. Interpersonal Effectiveness				
4. Collaboration and Teamwork				
5. Personal and Professional Credibility				
6. Attendance				
7. Communication Skills (written & verbal)				
Job Specific				
8. Adaptability				
9. Initiative				
10. Innovative Thinking/Problem Solving				
11. Leadership and Supervision				
12. Managing Performance and Developing Others				

II. KEY JOB RESPONSIBILITIES

What are Key Job Responsibilities?

Key Job Responsibilities represent the major outcomes for which the employee is held accountable.

- Outcomes do not include day-to-day tasks and chores, duties and assignments. Tasks, duties, etc., only represent the activities employees execute as they pursue their essential outcomes. (We manage tasks and activities, but we evaluate results.)
- Key responsibilities represent independent, discreet and separate areas of job performance. These major areas of responsibility do not connect or overlap.
- Key Job Responsibilities are written as fundamental and uncomplicated statements – usually beginning with a verb and ending with a noun.

Guidelines for Identifying Key Job Responsibilities for a Position

Start by consulting job descriptions.

Here is an example

Position Name: Administrative Assistant

Key Job Responsibilities:

- a. Research, collect, analyze data to complete documents, reports, and projects
- b. Serve as liaison; facilitate flow of information between staff, management, and other departments
- c. Distribute work assignments to support staff
- d. Train new employees
- e. Monitor and acquire supplies
- f. Maintain confidential files (organize, store)
- g. Answer phone and process inquiries
- h. Process mail
- i. Schedule appointments, organize and manage calendars and activities
- j.
- k.
- l.

The Key Job Responsibilities rating scale: “Verbal Descriptors”

A **verbal descriptor** rating scale is used in this section and identifies the degree to which the employee successfully accomplishes each of the key responsibilities, or outcomes, associated with the position. For each key responsibility, the rater evaluates the employee’s performance as *outstanding, very good, a good solid performance, poor, or ineffective*.

SPECIAL PROJECTS / DEPARTMENTAL INITIATIVES (If applicable)

If, during the appraisal period, the job has included any special projects or departmental initiatives beyond the ordinary boundaries of the job description, the employee’s performance is measured relative to those projects in this section of the appraisal as well.

The Special Projects/Departmental Initiatives rating scale: “Expectations Scale”

The employee’s performance for special, departmental projects is compared to the desired outcomes for the project: *far exceeds expectations, exceeds expectations, achieves expectations, meets most expectations, fails to meet expectations*.

VERBAL DESCRIPTORS RATING SCALE: A GUIDE

When using this type of rating scale, the rater is evaluating overall results, not individual tasks or activities. How successfully has the employee accomplished the desired **outcomes** for each of the position's key responsibilities?

THE SCALE

- | | | |
|----|-------------------------------|--|
| 1. | Ineffective | Desired results for this job responsibility have not been accomplished during this evaluation period. The employee's performance in this area of responsibility has not accomplished the desired outcomes. |
| 2. | Poor | Desired results for this job responsibility have only sometimes been achieved during this evaluation period. At times the employee's performance in this area of responsibility accomplished desired outcomes, but results have not been consistent. |
| 3. | Good Solid Performance | Desired results for this job responsibility have been achieved during this evaluation period. The employee's performance in this area of responsibility successfully met expectations for desired outcomes. |
| 4. | Very Good | Desired results for this job responsibility were exceeded during this evaluation period. The employee's performance in this area of responsibility generally exceeded expectations for desired outcomes. |
| 5. | Outstanding | Desired results for this job responsibility were exceeded routinely during this evaluation period. The employee's performance in this area of responsibility was uniquely exceptional and consistently exceeded expectations for desired outcomes. |

Ineffective

Poor

Good Solid Performance

Very Good

Outstanding

1

2

3

4

5

THE JOB

KEY JOB RESPONSIBILITIES

Rating for each
Responsibility

Position Name:

Key Job Responsibilities:

a.	
b.	
c.	
d.	
e.	
f.	

Continue on page 21.

Ineffective

Poor

Good Solid Performance

Very Good

Outstanding

1

2

3

4

5

THE JOB**KEY JOB RESPONSIBILITIES**Rating for each
Responsibility

Continued from page 20.

Position Name:**Key Job Responsibilities:**

g.

h.

i.

j.

COMPOSITE RATING FOR THIS JOB**SUPPORTING COMMENTS**

Far exceeds expectations
5

SUPPORTING COMMENTS

III. MAJOR ACHIEVEMENTS AND CONTRIBUTIONS

Provide recognition here. This is also a good place to tie in and reinforce organizational vision / mission / values / goals, and how employee contributed to those ends.

IV. OVERALL PERFORMANCE APPRAISAL RESULTS

A. Performance Ratings					Additional Data	
	Rating Averages					
I. Competencies						
II. Key Job Responsibilities		Special Projects Rating				
Composite Rating Average for I. and II. (Weigh 50% / 50%)		Attendance *	Hours Absent *			
		Record (12 mos.)		Times Tardy		
* Does not include approved time off like FMLA or LOA						
B. Strengths and Opportunities for Improvement						
** (Include any current attendance issues that must be corrected and clearly outline associated expectations for the employee.)						
C. Next Steps / Action Plans for Improving Current Job Performance						
What on-the-job actions will be taken before the next evaluation to help the individual improve performance? (Actions the supervisor will undertake or oversee to help the employee improve.)						
D. Employee Professional Developmental Goals						
(Recommended training, education, and/or professional growth activities)						
					Completion Date:	
E. Review With Employee						
(Appraiser's closing comments here)						