

The Performance Appraisal Form is completed every 1st, 3rd and 5th month of all new hires and bi-annual for regular employees. Immediate Superiors shall complete the form with the employee's respective performance rating and shall be discussed with the employee prior the given deadline. Once signed, the immediate superior shall submit the soft copy and original copy to HR.

NAME		POSITION			
EMPLOYMENT STATUS	<input type="checkbox"/> Probationary <input type="checkbox"/> Regular	DEPARTMENT			
JOB LEVEL	<input type="checkbox"/> Rank & File <input type="checkbox"/> Supervisory <input type="checkbox"/> Managerial <input type="checkbox"/> Executive	DATE HIRED			
POSITION		APPRAISAL PERIOD			
PERFORMANCE FACTOR					
APPRAISAL STATEMENT (Check the one most appropriate statement for each Performance Factor)					
	1-Unsatisfactory	2-Marginal	3-Effective	4-Commendable	5- Exemplary
Criteria I- Individual Personality and Human Relations					
<b>Dependability:</b> Performance of job duties in the absence of direct or indirect supervision.	<input type="radio"/> Needs constant direct supervision.	<input type="radio"/> Needs frequent direct supervision.	<input type="radio"/> Needs routine indirect supervision.	<input type="radio"/> Seldom needs direct or indirect supervision.	<input type="radio"/> Justifies utmost confidence. A self-starter.
<b>Judgement:</b> Ability to organize and achieve logical conclusions in a timely manner.	<input type="radio"/> Makes frequent errors in judgment.	<input type="radio"/> Judgment adequate in routine situations.	<input type="radio"/> Exercises satisfactory judgment in nearly all cases.	<input type="radio"/> Exercises good judgment and anticipates consequences of actions.	<input type="radio"/> Exceptional judgment. Displays maturity in handling most situations.
<b>Initiative:</b> Resourcefulness, self-reliance, willingness to accept and ability to carry out responsibility.	<input type="radio"/> Needs detailed instructions. Rarely develops more effective way of handling assignments. Requires constant follow-up.	<input type="radio"/> Does minimum required. Seldom exhibits creative thought. Requires some follow-up.	<input type="radio"/> Takes initiative to solve problems and carry out responsibility.	<input type="radio"/> Has drive and resourcefulness to deviate from routine and make effective suggestions.	<input type="radio"/> Frequently makes ingenious suggestions, develops ideas and solutions to problems and follows through completely.
<b>Communication Skills:</b> Ability to communicate with others orally and/or writing.	<input type="radio"/> Frequently unable to communicate clearly. <input type="checkbox"/> Written <input type="checkbox"/> Spoken	<input type="radio"/> Occasionally unable to communicate clearly. <input type="checkbox"/> Written <input type="checkbox"/> Spoken	<input type="radio"/> Possesses appropriate communication skills for position. <input type="checkbox"/> Written <input type="checkbox"/> Spoken	<input type="radio"/> Better than average ability to communicate thoughts and ideas. <input type="checkbox"/> Written <input type="checkbox"/> Spoken	<input type="radio"/> Exceptional communication skills. <input type="checkbox"/> Written <input type="checkbox"/> Spoken
Criteria II: Competency and Efficiency					
<b>Job Knowledge:</b> Understanding of present job duties and related work.	<input type="radio"/> Lacks understanding of duties and knows little about related work.	<input type="radio"/> Understands minimum requirements of the position. Knowledge should improve with experience.	<input type="radio"/> Understands job mechanics, adequately informed. Routine instructions given.	<input type="radio"/> Has very good knowledge of job and related work. Needs little instruction.	<input type="radio"/> Exceptionally well informed on all phases of work. Rarely needs instruction, even in new situations.
<b>Job Skills:</b> Demonstrated skills and abilities necessary for full job performance.	<input type="radio"/> Has demonstrated inability to perform job functions despite training/instruction.	<input type="radio"/> Demonstrates minimal skills and abilities.	<input type="radio"/> Possesses satisfactory skills and abilities to produce acceptable work.	<input type="radio"/> Above average competency in use of necessary skills and abilities.	<input type="radio"/> Consistently superior use of skills and abilities.
<b>Quality of Work:</b> The accuracy, completeness, neatness, and effectiveness of work performed.	<input type="radio"/> Consistently below minimum standards. Work is unacceptable. Work must often be redone.	<input type="radio"/> Usually meets minimum standards however, improvement is needed. Work must be redone occasionally.	<input type="radio"/> Produces satisfactory work. Meets all expectations of the position. Work is seldom redone.	<input type="radio"/> Frequently exceeds expectations. Does above-average work.	<input type="radio"/> Consistently exceeds expectations. Does exceptional work.

Criteria III: Attendance and Record of Infraction					
<b>Attendance:</b> Attendance and punctuality.	<input type="radio"/> Often absent and/or frequently tardy without good excuse.	<input type="radio"/> Lax in attendance or reporting on time.	<input type="radio"/> Attendance and punctuality are satisfactory.	<input type="radio"/> Rarely absent or tardy	<input type="radio"/> Extremely conscientious. Absent only when unavoidable
<b>Record Infraction:</b>	<input type="radio"/> Receives (2) notices of Suspension	<input type="radio"/> Receives (2) Notices of Written Reprimand	<input type="radio"/> Receives (2-3) Invitation of HR Counseling	<input type="radio"/> Receives (1) invitation of HR Counseling	<input type="radio"/> No record of infraction/error/complaints

PERFORMANCE FACTOR	APPRAISAL STATEMENT (Check the one most appropriate statement for each Performance Factor)				
	1-Unsatisfactory	2-Marginal	3-Effective	4-Commendable	5- Exemplary
Criteria IV: Attitude towards organization					
<b>Relationship with People:</b> Works harmoniously and effectively with others.	<input type="radio"/> Has difficulty relating to others, which frequently inhibits effectiveness.	<input type="radio"/> Relates fairly well to others, works with some better than others.	<input type="radio"/> Works well with others, which promotes effectiveness in carrying out duties.	<input type="radio"/> Gets along extremely well with others.	<input type="radio"/> Demonstrates outstanding interpersonal skills and abilities, which are assets on the job.
<b>Organizational Diversity:</b> Encourages staff, team members to participate in the organizational activities/pro-	<input type="radio"/> Does not demonstrate support for the Organizational diversity goals.	<input type="radio"/> Occasionally demonstrates lack of support for the Organization's goal of becoming more inclusive and diverse.	<input type="radio"/> Treats people fairly and supports the Organization's diversity goals.	<input type="radio"/> Shows extra initiative to support the Organization's diversity goals.	<input type="radio"/> Consistently and frequently embodies the Organization's promotion of cultural diversity through formal and informal communications/actions.
<b>Organizational and Administrative Effectiveness and Efficiency:</b> The supervisor's ability to plan, implement and	<input type="radio"/> Exhibits demonstrated inability to organize and/or administer.	<input type="radio"/> Performs routine tasks well.	<input type="radio"/> Plans and implements most tasks quite well with minimal direction.	<input type="radio"/> Can be relied on to plan, implement, and administer tasks well.	<input type="radio"/> Performs all tasks and projects very well with little or no direction.
<b>Leadership:</b> The extent to which the supervisor is able and willing to guide, develop and set a	<input type="radio"/> Avoids or neglects leadership responsibility does not have the respect of employee(s).	<input type="radio"/> Has not adequately developed leadership qualities, but shows potential growth.	<input type="radio"/> Obtains satisfactory results from employee(s).	<input type="radio"/> Motivates others successfully, develops personnel.	<input type="radio"/> Possesses exceptional leadership qualities.

#### I. SUPERVISOR'S APPRAISAL

##### RATING LEVELS - (Check one)

\_\_\_\_\_ **Below Performance Standards:**

Employee appraised at this level is not achieving the performance standards for the position. Such performance is unacceptable. If employment in this class is continued, supervision shall be responsible for identifying improvements necessary for the employee to achieve performance standards. Immediate steps must be taken by the staff member to attempt to achieve performance standards.

\_\_\_\_\_ **Achieves Performance Standards:**

Employee appraised at this level is achieving the performance standards set for the position. This employee performs assigned duties and responsibilities with a normal amount of supervision. Under normal circumstances, most staff members would achieve performance standards. This is the expected and usual level of performance. The staff member is doing a good job.

\_\_\_\_\_ **Special Achievement Modifier:**

Employee given this modifier have been appraised at "Achieves Performance Standards" but their performance during the rating period has occasionally or in some performance categories exceeded performance standards. Job performance lacks the consistency for an overall rating of "Exceeds Performance Standards."

\_\_\_\_\_ **Exceeds Performance Standards:**

Employee appraised at this level performs at an overall level significantly above the standards established for the position. This is the highest performance category and should only be used when performance consistently exceeds standards.

\_\_\_\_\_ **Meritorious Service Modifier:**

Supervisor given this modifier has been appraised at "Exceeds Performance Standards" and has helped meet the needs of University in an extraordinary way. (This achievement is described below in the "Other Comments" section.)

Other Comments:

**Strengths / Accomplishments:** Briefly describe the employee’s most significant strengths, accomplishments and training during this rating period. Please support performance factors rated “Exemplary” by providing specific examples and justification.

**Areas of Improvement:** List areas in which the employee should take special care to address areas that need improvement. Please support performance factors rated “Unsatisfactory” by providing specific examples and justification.

**Goals and Objectives:** Provide a brief description of the major goals and objectives for the next rating period.

II. SUPERVISOR’S RECOMMENDATION

(Check one)

☐ Performance during the appraisal period is, or continues to be, rated at least “Achieves Performance Standards.”

☐ Retain, but action may be taken to discontinue employment unless immediate steps are taken to improve performance to at least the “Achieves Performance Standards” level.

☐ For re-appraisal after 3 months due to rating of “Below Performance Standards.”

☐ Discontinue employment based on the inability to receive an overall rating of at least “Achieves Performance Standards.”

☐ Successful appraisal with an overall rating of “Achieves Performance Standards” or “Exceeds Performance Standards.”

III. SUPERVISORY CERTIFICATION

\_\_\_\_\_

Immediate Superior

(Signature over Printed Name)

Date:

\_\_\_\_\_

Employee’s Signature

(Signature over Printed Name)

Date:

IV. TABULATION GUIDE

Criteria:

I. Individual Personality and Human Relations (20%)

II. Competency and Efficiency (40%)

III. Attendance, Record of Infraction (20%)

IV. Attitude towards the organization (20%)

Over-all Rating: 100%

Components:

Criteria 1(Dependability, Judgement, Initiative, Communication Skills)

Criteria II (Job Knowledge, Job Skills, Quality of work, quality of service)

Criteria III Attendance and Record of Infraction

Criteria IV (Relationship with people, Organizational Diversity)

	Percentage Distribution		Percentage Rate	Total Rate
Criteria 1	Individual Personality and Human Relations	20%		
Criteria 2	Competency and Efficiency	40%		
Criteria 3	Attendance, Record of Infraction	20%		
Criteria 4	Attitude towards organization	20%		
	Over-all	100%		

SCORING GUIDE

Descriptive Interpretation

5- Excellent

4- Highly Satisfactory

3- Satisfactory

2- Fair

FORMULA

1. Total Score

No. of items x ( % ) of criteria= Total Rate

2. Total of Criteria 1-4= Numerical Rate

3. Descriptive Rate