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| Annual Performance Appraisal **Administrative and Professional Staff** |

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| **Employee Name** | Click here to enter name. | **Position Title** | Click here to enter position title. |
| **Appraisal Date** | Click here to enter date. | **College/Division** | Click here to enter college/division name. |

**INSTRUCTIONS**

Goals are to be established at the beginning of the performance cycle. Set 3-5 goals in the greyed in areas **(Goal)**and describe how each goal will be measured **(Measurements/Metrics)** by including expected outcomes, quality measures, dates, timelines and/or descriptive narrative that will be used to verify the achievement of the goal. A minimum of one (1) goal should reflect plans for growth and development.

A mid-year check-in should occur midway through the performance cycle by using either the section provided or a similar tool.

At the end of the performance cycle, document the actual results of the goals in the **Results** field. You may enter any additional comments in the **Comments** section. Complete the remaining sections of the appraisal tool as applicable.

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| **GOALS**  This section is used to establish and evaluate goals in a performance year. Identify goals that clarify performance expectations, align with the strategy of the University as well as the college/division, and plan for professional growth and development. | | | | |
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| **A. Goal:**  Click here to enter a goal. Please enter goals in descending order of importance/impact to the organization. | | | | |
| **Measurement(s)/Metric(s):**  Click here to enter how you will assess achievement of the goal against expected result. | | | | |
| **Results:**  Click here to enter actual results. | | | | |
| **Comments:**  Click here to enter comments. | | | | |
| Consistently Exceeds | Frequently Exceeds | Fully Meets | Partially Meets | Does Not Meet |

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| **B. Goal:**  Click here to enter a goal. Please enter goals in descending order of importance/impact to the organization. | | | | |
| **Measurement(s)/Metric(s):**  Click here to enter how you will assess achievement of the goal against expected result. | | | | |
| **Results:**  Click here to enter actual results. | | | | |
| **Comments:**  Click here to enter comments. | | | | |
| Consistently Exceeds | Frequently Exceeds | Fully Meets | Partially Meets | Does Not Meet |

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| **C. Goal:**  Click here to enter a goal. Please enter goals in descending order of importance/impact to the organization. | | | | |
| **Measurement(s)/Metric(s):**  Click here to enter how you will assess achievement of the goal against expected result. | | | | |
| **Results:**  Click here to enter actual results. | | | | |
| **Comments:**  Click here to enter comments. | | | | |
| Consistently Exceeds | Frequently Exceeds | Fully Meets | Partially Meets | Does Not Meet |

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| **D. Goal:**  Click here to enter a goal. Please enter goals in descending order of importance/impact to the organization. | | | | |
| **Measurement(s)/Metric(s):**  Click here to enter how you will assess achievement of the goal against expected result. | | | | |
| **Results:**  Click here to enter actual results. | | | | |
| **Comments:**  Click here to enter comments. | | | | |
| Consistently Exceeds | Frequently Exceeds | Fully Meets | Partially Meets | Does Not Meet |

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| **E. Goal:**  Click here to enter a goal. Please enter goals in descending order of importance/impact to the organization. | | | | |
| **Measurement(s)/Metric(s):**  Click here to enter how you will assess achievement of the goal against expected result. | | | | |
| **Results:**  Click here to enter actual results. | | | | |
| **Comments:**  Click here to enter comments. | | | | |
| Consistently Exceeds | Frequently Exceeds | Fully Meets | Partially Meets | Does Not Meet |

| **OTHER SIGNIFICANT ACCOMPLISHMENTS NOT CAPTURED IN THE ABOVE GOALS** (Optional) |
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| Click here to enter other significant accomplishments not captured in above goals. |

| **KEY JOB RESPONSIBILITIES** | | | | |
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| Click here to enter comments pertaining to how the employee meets his/her key job responsibilities. | | | | |
| Consistently Exceeds | Frequently Exceeds | Fully Meets | Partially Meets | Does Not Meet |

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| **SKILLS AND COMPETENCIES**  This section is used to examine HOW the employee achieved his/her end results. Accordingly, consider the degree to which each of the following skills contributes to the employee's effectiveness. Please check the appropriate Appraisal Rating. | | | | |
| **To select a performance rating, click on the box and it will automatically check.** | | | | |
|  | **Skills and Competencies Rating** | | | |
|  | **Strong** | **Fully Meets** | **Needs Improvement** | **Not Observed** |
| **Values and Integrity** | Upholds the utmost standards of integrity and ethics; conducts his or herself in compliance with legal/regulatory requirements and university policies. | | | |
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| **Embracing Diversity of Thought** | Values and leverages different perspectives; is willing to change one's mind. | | | |
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| **Adaptability/Flexibility** | Adaptable and flexible in responding to changing priorities. | | | |
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| **Effective Communications: Up, Down & Across** | Takes ownership and plays an active role in communications - up, down, and across the organization; effectively communicates with different groups and constituencies. | | | |
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| **Decision Making & Problem Solving** | Makes effective and timely decisions; solves problems incorporating multiple perspectives; thinks about over-arching considerations when making decisions. | | | |
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| **Delivering Results** | Gets work done in a quality manner; focuses on outcomes; does what it takes to achieve goals and objectives; measures progress; uses resources effectively. | | | |
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| **Focus on the Customer** | Has a service orientation and mindset of customer service; provides high quality-service to customers in his or her area; seeks input of customers; adapts to meet their needs. | | | |
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| **Initiative** | Identifies ways to improve work processes and procedures; makes suggestions and, where appropriate, takes action to make the changes happen. | | | |
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| **Professional/Technical Knowledge** | Develops and maintains expertise within own area, function or field of study and gains the trust and respect of colleagues. | | | |
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| **Teamwork & Collaboration** | Works effectively in a team environment to get work done to reach the best possible solutions; focuses on the objectives and results at the team level; works well with a wide range of people. | | | |
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| **LEADERSHIP SKILLS AND COMPETENCIES**  This section addresses skills and competencies for those with managerial accountability. Please check the appropriate Appraisal Rating. | | | | | | | | | | | | | |
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|  | **Leadership Skills and Competencies Rating** | | | | | | | | | | | | |
|  | **Strong** | | **Fully Meets** | | | | | **Needs Improvement** | | | **Not Observed** | | |
| **Developing People**  **(Self & Others)** | | Constantly improves, grows and develops self and others to reach higher and broader levels; always preparing the next generation of leaders; actively maintains an accurate assessment of self and others including strengths and weaknesses. | | | | | | | | | | | |
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| **Managing Resources Effectively** | | Manages staff and resources effectively; delegates appropriately; aligns and distributes work efficiently to achieve goals. | | | | | | | | | | | |
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| **Leading Innovation & Change** | | Inspires and leads others to innovate and make change happen; develops and articulates a vision for the organization – vividly describes the destination; works to move things forward to reach the next level. | | | | | | | | | | | |
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| **University Wide Perspective** | | Takes action and leads based on a big picture understanding; thinks strategically and knows how his/her part connects to the whole and how the whole impacts his/her part; uses the overall University vision and mission to guide action in own area. | | | | | | | | | | | |
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| **MID-YEAR CHECK-IN**  Complete this section midway through the performance management cycle (**typically December/January**) to provide feedback to the employee on his/her progress in accomplishing agreed upon goals, provide feedback on performance of key job responsibilities, and discuss progress towards meeting professional growth and development goals. |
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| **You have the option to complete this section or choose another tool; provided a mid-year check-in is completed.**  Click here to enter comments. |

| **OVERALL PERFORMANCE RATING (See Performance Rating Definitions)** | | | | |
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| Consistently Exceeds | Frequently Exceeds | Fully Meets | Partially Meets | Does Not Meet |

| **PROFESSIONAL DEVELOPMENT DISCUSSION** |
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| Click here to enter specific recommendations for employee’s continued professional growth and development including any actions to be taken by employee and/or manager. Take into consideration feedback from employee on his/her career aspirations for the next 1, 3, or 5 years. Also, to the extent there is any specific area where performance improvement is required, discuss what actions should be taken. |

| **AREAS OF FOCUS FOR NEXT YEAR** |
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| Click here to enter considerations for goals for next year. |

| **MANAGER COMMENTS**  Comment on the employee’s performance with respect to expectations and standards for his or her job responsibilities and/or skills. |
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| Click here to enter comments. |

| **EMPLOYEE COMMENTS** |
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| Click here to enter comments. |

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| **SIGNATURES\*** | | | |
| **Employee’s Signature:** |  | **Date:** |  |
| **Manager’s Signature:** |  | **Date:** |  |
| **Next Level Manager’s Signature:** |  | **Date:** |  |

\*Employee’s signature implies neither agreement nor disagreement with this appraisal. The signature indicates only that the employee has read this evaluation and discussed it with the manager.

Annual Performance Appraisal

**Rating Definitions**

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|  | ***Consistently Exceeds Expectations*** | ***Frequently Exceeds Expectations*** | ***Fully Meets Expectations*** | ***Partially Meets Expectations*** | ***Does Not Meet Expectations*** |
| *As Applied to a Goal* | Clearly and consistently exceeded **all** established measurements and expectations for goals. Takes the initiative in organizing, prioritizing, and solving problems and makes appropriate decisions to reach a satisfactory outcome for goals. | Frequently exceeded some established measurements and expectations for goals, while others were fully met. Frequently takes the initiative in organizing, prioritizing and solving problems and makes appropriate decisions to reach a satisfactory outcome for goals. Demonstrates a strong commitment to the quality and effectiveness of achieving goals. | Fully, consistently, and completely met established measurements and expectations for goals. Uses understanding and experience to assess situations, prioritize and solve problems, and make appropriate decisions to reach a satisfactory outcome for goals. Demonstrates a command of job responsibilities to execute own work and a commitment to quality in achieving goals. | Partially met the expected outcome for goals. Is not consistently reliable in handling own job responsibilities or in reaching desired results. Needs to become more proficient in performing work to achieve goals. | Did not meet the established expectations to achieve a goal. Does not demonstrate the knowledge or skills required to meet desired results and required significant manager involvement. |
| *As Applied to Job Responsibil-ities* | Clearly and consistently exceeds established expectations for major job responsibility area(s) in terms of quality, timeliness, processes, results, etc. | Frequently exceeds established expectations for major job responsibility area(s) in terms of quality, timeliness, processes, results, etc. | Consistently and completely meets established expectations for major job responsibility area(s) in terms of quality, timeliness, processes, results, etc. | Does not consistently meet established expectations for major job responsibility area(s) in terms of quality, timeliness, processes, results, etc. | Does not meet established expectations for major job responsibility area(s) in terms of quality, timeliness, processes, results, etc. |
| *As Applied to an Overall Rating* | Clearly and consistently exceeds performance expectations in an exemplary manner in the achievement of goals as well as the skills and knowledge required to perform all job responsibilities. Contributes significantly to the broader goals of the department and/or Northeastern. | Frequently exceeds performance expectations in the achievement of goals as well as the skills and knowledge required to perform all job responsibilities. Contributes considerably to the broader goals of the department/ function and/or Northeastern. | Consistently and completely meets performance expectations in the achievement of goals as well as the skills and knowledge required to perform all job responsibilities. Contributes to the broader goals of the department/ function and/or Northeastern. | Does not consistently meet performance expectations in the achievement of goals and/or the skills and knowledge required to perform all job responsibilities. Some expectations may be achieved and others are not or only partially met. Does not satisfactorily or consistently contribute to the departments/function performance. | Does not meet performance expectations in the achievement of goals, nor the skills and knowledge required to perform all job responsibilities. Does not effectively contribute to the function/ department performance. |
| *As Applied to a New or Recently Promoted Employee* | This rating would be appropriate if the level of performance far exceed normal expectations. It requires observation of performance over time and at consistently high levels that may not be observable within the first year of a new job. | This rating would be appropriate if the level of performance exceeded normal expectations. It requires observation of performance over time, which may not be observable in the first year of a new job. | This rating would be an appropriate designation for employees in the first year of a new job who are still learning the job if their performance is consistent with the normal expectations for a new employee with similar skills, experience and capabilities. | This rating should only be used for employees in the first year of a new job who are not meeting the normal expectations for someone with similar skills, experience, and capabilities who is still learning the job and becoming acclimated to the institution. | This rating should only be used for employees who in the first year of a new job are performing unsatisfactorily. |