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| **Classified Staff and Service Professional**  **Performance Appraisal – SUPERVISOR’S ASSESSMENT** | |
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| **EMPLOYEE INFORMATION**   |  |  |  |  | | --- | --- | --- | --- | | Employee Name: Talbert Tso | NAU ID (not SSN): 1824480 | | | | Title: Application Systems Analyst | Department: ITS EIS Application Development Team | | | Supervisor: Vivek Bongu | Period Rated From:07/01/2017 | To:04/27/2018 | | |
| |  | | --- | | **Check one:** | | Annual assessment | | Probationary assessment (CLS only) | | Other | |  |
| **I: JOB FUNCTIONS AND STANDARDS** | |
| Describe the job functions / duties for this position for the appraisal period. For each function, describe the expectation or standard of performance. Indicate any changes since the last appraisal. **(Complete/update at beginning of appraisal period.)** | |
| **1) Function:** Support the design, development, programming, testing, implementation, and user support of ITS EIS Application Development Team applications by programming and developing web interfaces that adhere to standards and styles set within the programming group.  **Standard:** Provide effective program and process solutions throughout all phases of the development process. Demonstrate knowledge of best practices and processes involving testing, customer acceptance, and migration to support the ITS EIS Application Development Team’s multi-tier development environment.  **2) Function:** Communicate with Business Analyst on academic, finance, and administrative roles to determine requirements and provide other support as needed.  **Standard:** Demonstrate excellent documentation, communication, and time management practices.  **3) Function:** Develop and master appropriate technologies to design, program and manage web-based applications and processes for maintenance of public Web sites, administrative intranet systems, and content management systems (CMS) to support prospecting communication, registration management, expense tracking, reporting and other projects.  **Standard:** Demonstrate ability to maintain web services and reports using HTML, ASP.NET, C#, and other Microsoft programming platforms and programming methodologies. Demonstrate knowledge of structured query language and the ability to develop solutions using relational database design, and object oriented design methodologies.  **4) Function:** Address problems, troubleshoot errors, and research solutions in a prompt manner and notify affected employees of the problem and resolution.  **Standard:** Demonstrate the ability to troubleshoot errors and researching problems. Successfully determine solutions, and coordinate implementation of solutions with other team activities and customer schedules.  **5) Function:** Provide technical expertise to programming team as needed by individual members as well as coordinate the team moving forward to new global architecture with new development paradigms, platforms and frameworks to keep in synch with the industry.  **Standard:** Demonstrate leadership and the ability to clearly define the best way forward. | |
| **FUNCTIONS AND STANDARDS SUMMARY (complete at end of appraisal period)**   |  | | --- | | **Unsatisfactory Performance:** *Did not meet job requirements. Significant improvement needed.*  **Needs Improvement:** *Sometimes met job requirements but improvement needed in certain areas.*  **Good Performance** *Consistently met and occasionally exceeded job requirements.*  **Very Good Performance** *Consistently met and frequently exceeded job requirements.*  **Exceptional Performance:** *Consistently exceeded job requirements.* | | |
| Describe any particular areas of the job functions where employee has excelled, could further develop, and/or needs improvement. | |
| Talbert really stepped up for the Application Development Team (ADT) during Fall 2018, when the department was given permission to hire and develop a student worker Tester group; later branded as Apprentice Tester. The purpose of this group is to focus on testing newly developed applications by the ADT, assist in any testing groups that might occur, and possibly assist in updating older application.  Our team did not have any prior job description or interview materials at the ready to immediately start seeking or hiring student workers in this specific field. When Talbert heard about this he immediately jumped on the chance to writing up a job description and developing Tester specific interview questions. Talbert has prior experience as a Tester when he interned for IBM Tucson.  Talbert continued to champion this hiring process by placing flyers and collaborated with others to get the word out to students of the position’s availability. Talbert became the point of contact for all students to contact if they were interested in the Apprentice Tester position. He coordinated with full-time employees and student applicants to conduct fourteen (14) interviews in one week. | |
| **II: GOALS**  Goals can be projects to make progress on or complete, job functions or behaviors to be improved, and/or skills and practices that could be further developed. All goals should be consistent with department and university goals. | |
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| **GOAL DESCRIPTIONS** | |
| **Employee and supervisor should establish goals at the beginning of the appraisal period.** For each goal listed, include expected outcomes for the appraisal period and indicate measures, timelines, and resources. | |
| 1. Improve ITS EIS Application Development Team’s operational efficiency by developing high quality, robust software applications. 2. Speed information delivery with integrated systems and a single database platform. 3. Reduce cost and maintenance cycles by utilizing industry standard hardware and software components. 4. Continued ability staying productive in the use of current development software, languages and techniques used within the ITS EIS Application Development Team Web and Database environments.     Success will be measured by the ability to champion robust, innovative and dynamic technology solutions to ITS EIS Application Development Team initiatives that help provide expanded options to students, faculty and staff. All of the team support and resources in addition to further resources, if needed, are available to accomplish this task. | |
| **PROGRESS REPORT (Optional)** | |
| If helpful, use this section to track progress, updates, and changes as many times as needed throughout the appraisal period. | |
| Goal 1:  July 2016 – March 2017: For the greater part of the appraisal period, Talbert worked with a team on a project for Social Work to create a web application to manage an internal application submitted by students to be placed into internships, offered by third-party agencies. This project will be known as Internship Management. This project was meant to replace a fully paper process. For this project, it was decided by others that this will be utilizing MVC in C# and using a new Entity Framework called Code-First.  Goal 2:  July 2016 – March 2017: For the Internship Management project, Talbert and the team, used Code-First coding techniques. This is a new technique for the Application Development Team. The concept for this technique is that the program developers are able to focus developing code without bringing in database administrators to setup databases and tables. When utilized correctly, Code-First speeds up the development process. As the creation and deletion of entities lies with the developer and there is no waiting on database administrators to implement changes for the developer.  Goal 3:  July 2016 – March 2017: In addition to using MVC Code-First for the Internship Management project, the team also integrated using Trello for project development management. Trello implements Kanban style of project development organization structure. Trello is a web based application, so is accessible for all developers.  Goal 4:  July 2016 – March 2017: In the beginning of the Internship Management project, Talbert had no experience or knowledge in Code-First. He worked with others and used online resources to teach himself the basics of Code-First development. Through continual online resource look-ups, Talbert’s skills and knowledge about Code-First grew.   Later on in the project lifetime, the team for Internships Management, was given incomplete documentation to complete the project. Talbert took time to organize the next phase of development and was able to draft up some supplemental documentation for the team to work off of to continue progress towards completing the project. | |
| **GOALS SUMMARY (complete at end of appraisal period)** | |
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| **Unsatisfactory Performance:** *Did not meet most of the expected outcomes of this appraisal period.*  **Needs Improvement:** *Met some but not all of the expected outcomes for this appraisal period.*  **Good Performance** *Met the expected outcomes for this appraisal period.*  **Very Good Performance** *Frequently exceeded the expected outcomes for this appraisal period.*  **Exceptional Performance:** *Consistently exceeded the expected outcomes for this appraisal period.* | |
| Explain reason for rating. | |
| In the end, the Internship Management project was placed on hold and remains incomplete. During the project timeline, Talbert continually pushed forward to try to complete the project. He worked with student workers to plan out data structures and process flows. He continually helped out student workers, outside of his project, with their task. And overall, supported the ADT and his fellow co-workers in all of their projects. | |
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| **III: BEHAVIORS FOR SUCCESS** | |
| **For each of the behavior groups below, use the following guide for rating each section:**  **Unsatisfactory Performance:** *Failed to meet expectations for most/all behaviors. Significant*  *Improvement needed.*  **Needs Improvement:** *Sometimes met expectations for some behaviors but improvement needed in*  *One or more behaviors.*  **Good Performance:** *Consistently met and occasionally exceeded expectations for most/all behaviors.*  **Very Good Performance** *Consistently met and frequently exceeded expectations for most/all behaviors.*  **Exceptional Performance:** *Consistently exceeded expectations for most/all behaviors. Role modeled for*  *Others.* | |
| **Commitment to service**   * Offers assistance, support and feedback to students, employees, and customers. * Shows initiative, anticipates needs and takes appropriate action to meet needs. * Projects a positive, consistent image that reflects institutional values. * Shows an appropriate sense of urgency in completing work and addressing the needs of others. * Promotes a student-centered approach to all work as it directly or indirectly impacts students. | |
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| **Unsatisfactory  Needs Improvement**  **Good  Very Good  Exceptional** | |
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| **Commitment to forming and maintaining working relationships**   * Is tactful, honest, and respectful in communications. * Shows respect for individual differences (lifestyle, behavior, abilities, attitudes, values, and views). * Demonstrates behaviors that embrace diversity. * Is approachable and accessible; promotes cooperation. * Deals maturely, discreetly, and directly with conflict. | |
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| **Unsatisfactory  Needs Improvement  Good  Very Good  Exceptional** | |
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| **Commitment to the mission of the university and work unit**   * Ensures own actions are consistent with the university’s mission and work unit’s mission. * Assists others in solving problems and achieving common goals. * Makes appropriate use of resources in problem solving. * Supports student success and excellence in their educational experience; promotes educational access for all. | |
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| **Unsatisfactory  Needs Improvement  Good  Very Good  Exceptional** | |
| **Positive approach to change and improvements**   * Demonstrates receptiveness to new ideas and approaches. * Is flexible in methods of work completion. * Shows a willingness to try new methods; takes advantage of learning opportunities. * Offers constructive solutions for making effective changes. | |
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| **Unsatisfactory  Needs Improvement  Good  Very Good  Exceptional** | |
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| **Personal accountability for own work, words, and actions**   * Operates with honesty and integrity. * Completes work in a timely manner. * Asks supervisor to clarify expectations when necessary. * Exercises confidentiality in all aspects of work. * Admits mistakes and attempts to learn from them. * Seeks opportunities for professional growth. * Solves problems by identifying issues and initiating solutions. * Follows through on commitments. * Carries out internal control activities. | |
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| **Unsatisfactory  Needs Improvement  Good  Very Good  Exceptional** | |
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| ***Complete this section only for those employees who supervise other employees (regular, graduate, student or temporary employees):*** | |
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| **Fosters a respectful, effective, and trusting work environment**   * Manages employee performance throughout the year and provides frequent feedback. * Empowers others to make decisions and suggest changes. * Addresses conflict and brings to a constructive conclusion. * Accepts responsibility for mistakes and takes corrective action. * Invites and accepts constructive feedback. * Uses resources efficiently. * Leads in a way that promotes a positive work environment. * Ensures internal control activities are established and clearly communicates expectations about compliance. | |
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| **Unsatisfactory  Needs Improvement  Good  Very Good  Exceptional** | |
| **BEHAVIORS SUMMARY (complete at end of appraisal period)**  Describe any particular areas of the behaviors for success where employee has excelled, could further develop, and/or needs significant improvement. | |
| Talbert continues to maintain good expectations for all behaviors and goes beyond expectations with his fellow co-workers and student workers in forming and keeping stable working relationships. He notably aided Damien Coy in overseeing student workers and assisted in the hiring process for student workers. | |
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| **IV: ADDITIONAL PERFORMANCE INFORMATION** | |
| List accomplishments and contributions not already discussed in previous sections. May update throughout appraisal period. | |
| November 2017, April 2018: Talbert was entrusted to be involved in the hiring process for student workers. This includes interviews, assessments, and notifications.  January 2018 – April 2018: Talbert was entrusted to assist in approving student worker timesheets. | |
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| List training and development opportunities participated in during this appraisal period, including the approximate amount of time spent on each item. May update throughout appraisal period. | |
| 20 hours – MVC training. Self-paced and self-taught from several online sources.  20 hours – Entity Framework Code-First training, self-paced and self-taught.  2 hours – ServiceNow Open lab. Training on the basics of ServiceNow. | |

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| **OVERALL EMPLOYEE PERFORMANCE** | | |
| Considering information from all sections of the appraisal, the employee self-assessment, and (if applicable) peer or customer input, select the best description of the employee’s performance during this appraisal period. | | |
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| **Unsatisfactory:** Performance failed to meet job requirements, goals and/or expectations for behavior. Immediate and continued improvement is necessary.  **Needs Improvement:** Performance was sometimes acceptable but did not consistently meet job requirements, goals and/or expectations for behavior. Performance improvement needed in one or more areas.  **Good performance:** Performance was dependable and met, and occasionally exceeded, job requirements, goals and expectations for behavior. May still be learning portions of the job, but responds to direction and feedback to enhance performance.  **Very good performance:** Performance consistently met, and frequently exceeded, job requirements, goals and expectations for behavior. Regularly contributed above expected levels for position.  **Outstanding performance:** Performance consistently exceeded job requirements, goals and expectations for behavior. Contributed significantly beyond the expected levels for this position. | | |
| **FINAL OVERALL COMMENTS**  Any final summary comments not already provided elsewhere. | | |
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| **ATTENTION SUPERVISORS:** | | |
| Once the current appraisal is completed, new and continuing goals/expected outcomes, and the most updated list of job functions and standards should be discussed with the employee and entered into a new appraisal form for the next appraisal period. | | |
| |  |  | | --- | --- | | Vivek Bongu App Sys Analyst Prog Lead | Marc Lord, Director | | Supervisor Name and Title | Dean/Director/Department Head Name and Title | | Signature Date | Signature Date | | | |
| **It is recommended that the Dean/Director/Department head review this appraisal before providing it to the employee.** | | |
| Employee comments (optional): | | |
| In regards to the Internship Management project for Social Work, I want to comment that project was the most mismanaged project I have ever been a part of for Extended Campuses/Application Development Team. I was met with opposition from the very beginning when I inquired about documentation or requirements gathered. The team was presented a PDF file that contained roughly drafted wireframes; the last set was unfinished. When I asked questions about specifics on how the project was to be managed or project development process I was told that I was asking too many questions and should be typing out more code. The project leader and I conflicted many times over what I was delivering and information from the client not getting to us in a faster timeframe. We had to decipher images on the wireframes as to the intent of features. This slowed down development because sometimes we misinterpreted the functionality of wireframe and had to rewrite that section. Later on, the project manager was tasked with a higher priority project and effectively stopped being the project leader for the Internship Management project. By this time the team got familiar enough with the application we were able to determine features and use of the second phase of the application. I took some time to re-draft up wireframes/mock-ups for the section phase of the project and the team was able to complete that part of the project more effectively. Communication with the project leader did improve, but by the time that happened the project was too far in the year that it would probably be best to use our experience and start over. | | |
| I wish to attach additional information.  I do not wish to attach additional information. | | |
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| I understand that my signature indicates that I have seen and discussed this evaluation with my supervisor and received a copy. | | |
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| Employee Signature Date ­­\_\_  **If employees disagree with part or all, of the performance appraisal**, they have the right to ask for a specific change from the supervisor. The supervisor has the right to make the change **or** let the appraisal stand as is. If no change occurs, employees have the right to request a review through the chain of command. Please refer to the **Right of Review policy (#5.02)** in the NAU Personnel Policy Manual. **Note:** there is a 15 day deadline to request this review. | | |