



Employee Appraisal Info
General Performance Measures
Definitions and Examples

Forms Definitions & Examples

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Performance Appraisal Form

Where to find the new Performance Appraisal Form

- Performance Appraisal Form is available on the Internet on the Human Resources Department Web page (see Forms Packet)
- Employees can download the form and fill out the hard copy, or fill it out on the Web page and print out in the completed format.

Link to the form: www.accd.edu/ACCD/hr/hr.htm

Performance Appraisal Form - Overview

- Introduction
- General information:
 - Employee's name, title, Department, SSN
 - Supervisor's name, title
 - Location
 - Rating Period
- Section I – Job Specific Duties
- Section II – General Performance Measurement
- Section III – Developmental Activities
- Section IV – Signatures

General Definitions:

Task – describes work/job to be done.

“Answers the phone, transfers calls and takes messages as needed”.

Standard – establishes quality and timeliness; how well job needs to be done.

“Answers the phone with courtesy, by the third ring 95% of the time. Takes accurate phone messages.”

Section I: Job Specific Duties

- Each employee should review major job specific duties, included into the job description, agree on objectives with their supervisor for the coming review period, and identify standards to measure how well objectives have been achieved.

Rating Scale

- Includes three levels:
 - Exceeds standards
 - *Consistently exceeds the normal expectations for the position.*
 - *Far exceeds expected criteria for quality, quantity, and timeliness.*
 - *Consistently achieves results far beyond those expected for the position.*
 - Meets standards
 - *Employee consistently performs the duties of the position capably.*
 - *Meets and occasionally exceeds all expected criteria for quality, quantity, and timeliness of work.*
 - *Consistently meets goals and objectives.*
 - Below standards
 - *Employee performs some duties capably.*
 - *Meets some goals and objectives, but requires improvement to fully meet standards.*
 - *May require more supervision than expected for assignments.*
 - *May require additional training.*
- Identify level based on the entire performance evaluation record.
- Consider performance over the entire rating period.
- Compare the employee's performance to performance standards, not other employees.

Section II: General Performance Measurements

- Communication Skills.
- Customer Service.
- Initiative.
- Knowledge.
- Work Quality/Reliability.
- Teamwork/Teambuilding.
- Organizing/Planning/Problem Solving.
- Leadership (for supervisory appraisal).

GENERAL PERFORMANCE MEASUREMENT DEFINITIONS AND EXAMPLES

NOTE: The examples listed on this page are intended to assist the reviewer in their thought process. The reviewer can use any of the following information or write their own statements. The following information can be copied and pasted into the appraisal form. Any of the examples can be modified to fit the situation (ie. does or does not exhibit skills; is or is not able to exhibit skills; always, sometimes or seldom exhibits behavior).

COMMUNICATION SKILLS: Shares ideas and information in a clear, concise and effective manner; courteously interacts with others, both inside and outside the organization; listens effectively; makes effective presentations.

Consider: *Written, oral communications and listening skills; how well the employee expresses her/his thoughts; whether the thoughts are clear and concise; the employee's ability to deal with supervisors, peers, subordinates and contacts outside of ACCD.*

EXAMPLES:

BELOW STANDARDS

- Exhibits poor communications skills; needs substantial improvement to be effective.
- Fails to notify others of critical issues or incidents. Has difficulty maintaining composure.
- Communication requires effort. Is not comfortable with some interactions. Unsure when others should be notified of events. Retains composure in most circumstances.

MEETS STANDARDS

- Effective in expressing and understanding ideas and instruction.
- Communicates clearly with staff, management, vendors and customers.
- Maintains composure even in difficult situations.

EXCEEDS STANDARDS

- Very effective communication skills.
- Establishes and maintains effective work relationships.
- Maintains perspective, sense of humor and composure in a variety of situations.

CUSTOMER SERVICE: Customer Service: (Note: Constituents are those persons served by the employee, e.g., students, fellow staff members, the supervisor, and members of the community at large). Interacts with constituents to identify their needs and expectations. Demonstrates a personal commitment to quality service; constituents are satisfied and want to return.

Consider: *The extent to which employee interacts with constituents to identify their needs and expectations. How much he (she) demonstrates a personal commitment to quality service; customers are satisfied and want to return.*

EXAMPLES:

BELOW STANDARDS

- Does not demonstrate interest in others needs, concerns or work.
- Occasionally places operational tasks above others needs or concerns.
- Needs to value people more highly.

MEETS STANDARDS

- Interacts well with customers.
- Acts effectively and cooperatively to solve problems in a timely fashion.
- Knows value of good service and positive interactions.

EXCEEDS STANDARDS

- Treats customers as a top priority; Clearly communicates their importance.
- Demonstrates effort to meet all requests and needs.
- Ensures all customer commitments and requirements are met or exceeded.
- Goes above and beyond the call of duty to service customer needs.

INITIATIVE: Takes on and completes new tasks. Generates innovative ideas, approaches and solutions. Seeks new challenges and increased responsibility. Tendency to contribute, develop and carry out new ideas. Ability to independently act upon needs. Extent to which employee sets his/her own constructive work practice and recommends or creates new procedures.

Consider: *If employee has the tendency to contribute, develop and/or carry out new ideas or methods, has the ability to independently anticipate and act upon needs and the extent to which employee sets own constructive work practice and recommends and creates own procedures.*

EXAMPLES:

BELOW STANDARDS

- Rarely initiates or suggests new approaches, prefers no change.
- Shows initiative on some occasions but doesn't follow through.
- resistant to new ideas or changes for improvement in work processes

MEETS STANDARDS

- Is resourceful, suggests or implements change and improvements.
- Effective in bringing up new ideas.
- Effective in incorporating new ideas.
- Responds to changing organization.

EXCEEDS STANDARDS

- Frequently suggests new methods; is very imaginative and creative; acts on own initiative to accomplish assignments or identify work to be done.
- Finds creative ways to get things done with limited resources.
- Generates innovative and practical ideas and approaches.
- Creates new and imaginative approaches to work-related issues.
- Generates alternative solutions to problems and challenges.

KNOWLEDGE: Applies job-related knowledge to perform job functions. Keeps abreast of new job-related information or technology. Understands and effectively uses the equipment, technology, and supplies applicable to the job. Grasps new concepts needed for the job. Learns, understands, and makes use of knowledge within the organizational culture.

consider: *The depth and breadth of information concerning work duties, processes, and procedures, which are required for competent performance. How often is assistance required, does the employee have the necessary technical knowledge and skills, keeps up to date with new developments or is able to use computer hardware, software and other equipment.*

EXAMPLES:

BELOW STANDARDS

- Lacks understanding of many aspects, makes little effort to upgrade self.
- Lacks knowledge of some procedures and/or duties, makes an effort to improve.
- Inability to grasp basic concepts of work processes and application to the whole.

MEETS STANDARDS

- Competent in required job skills and knowledge and works to keep it current.
- Able to apply knowledge and make routine decisions on a daily basis.
- Develops skill and knowledge base through on-the-job training sessions.

EXCEEDS STANDARDS

- Has broad knowledge base of his/her job and the campus as a whole.
- Takes advantage of every opportunity to improve self.
- Demonstrates a thorough knowledge and understanding of details related to area of responsibility and can make complex decisions.

WORK QUALITY/RELIABILITY: Maintains attention to detail. Exhibits thoroughness and accuracy in daily work. Maintains control and appropriate follow-through over areas of responsibility. Maintains composure under trying circumstances. Creates/maintains a safe and secure work environment.

Consider: *The correctness and thoroughness of work results when compared to established procedures and methods, does employee show attention to detail, accuracy and thoroughness. Shows a commitment to quality and excellence, looks for and makes continuous improvements completes assignments and meets commitments; requires little supervision on assigned projects and tasks.*

EXAMPLES:

BELOW STANDARDS

- Makes errors in judgment and work is inconsistent with desired quality.
- Unconcerned about attendance and/or reporting for work on time.
- Usually present and on time.

MEETS STANDARDS

- Requires little checking; is exact, precise and complete most of the time.
- Requires virtually no checking; accuracy and quality of work are a priority. Monitors own work to ensure quality.
- Demonstrates accuracy and thoroughness.

EXCEEDS STANDARDS

- Takes accountability for leading change efforts.
- Works in a way that makes others want to work with her/him.
- Holds herself / himself accountable to goals / objectives
- Sets high personal standards of performance.
- Performs under pressure.

TEAMWORK/TEAMBUILDING: Is a team player, participates constructively in group activities, seeks mutually acceptable solutions. Acts with honesty, integrity, & sincerity; demonstrates empathy for others. Demonstrates personal accountability. Receives and uses feedback constructively; is open to suggestions, listens, acknowledges and accommodates diverse relationships; respects individual differences.

Consider: *if employee positively motivates team members to achieve or exceed goals, supports concept of teamwork and is quick to assist others, is easy to approach with ideas and opinions. Drives and mobilizes others progress toward goals.*

EXAMPLES:

BELOW STANDARDS

- Exhibits unwillingness to work with others.
- Not seen as a team player, can be obstacle to accomplishing goals.
- Prefers to work independently, not quick to share information, resources or efforts, but will when asked.

MEETS STANDARDS

- Understands and supports concept of teamwork and is quick to volunteer to assist others.
- Effective team player.
- Encourages collaboration of fellow employees to achieve results.

EXCEEDS STANDARDS

- Creates a harmonious work environment. Puts success of team above own interests.
- Exhibits objectivity and openness to others' ideas. Is exceptional in building consensus within work team.
- Works to get buy-in of individuals based on common good of business.
- Acknowledges and celebrates team accomplishments
- Positively motivates & supports others to gain skills

ORGANIZING/PLANNING/PROBLEM SOLVING: Plans activities efficiently; sets priorities to optimize use of time; anticipates consequences. Follows through to ensure that the best solutions are implemented. Completes assignments/projects on time. Recognizes problems requiring attention. Accumulates relevant information and makes appropriate job-related decisions.

Consider: *If the employee is able to plan and organize his (her) work effectively, always finds reasonable and sound solutions to problems, and is effective in planning for future uncertain situations.*

EXAMPLES:

BELOW STANDARDS

- Crisis work style; no planning evident. Poor utilization of resources. Misses important deadlines.
- Deals with current situation only.
- Needs more planning to meet deadlines and handle multiple tasks.

MEETS STANDARDS

- Not only thinks ahead, sees needs and reacts quickly to new priorities; also good at planning for future situations. Work is completed on time.
- Makes constructive use of time.
- Develops creative solutions.
- Effective problem-solver.
- Makes judgments based upon relevant information.
- Open to the suggestions of others when working on a problem.

EXCEED STANDARDS

- Thinks strategically and is able to combine resources and information with exceptional skill to deal with current and future work; efficiency and effectiveness at the highest level.
- Accurately evaluates the implications of new information or events.
- Actively seeks the root cause of a problem.
- Works diligently until the problem is solved.
- Assumes new and difficult challenges and manages them as opportunities.
- Generates alternative solutions to problems and challenges.

ORGANIZING/PLANNING/PROBLEM SOLVING (FOR SUPERVISORS)

Plans and organizes work to achieve work goals and objectives; schedules personnel; allocates resources efficiently; monitors work progress.

Consider: How well supervisor makes assignments equitably. Gives explicit instructions on what is expected in the assignments. Thinks ahead. Is receptive to change, improves methods and procedures. Coordinates the activities of the work group.

EXAMPLES:

BELOW STANDARDS

- Crisis work style; weak planning efforts are evident.
- Poor Utilization of resources.
- Misses important deadlines and project milestones.

MEETS STANDARDS

- Anticipates unexpected hurdles or obstacles to a plan or project.
- Demonstrates effective leadership talent and skills
- Keeps others informed and involves them appropriately in decision making.
- Effectively organizes resources and plans.

EXCEEDS STANDARDS

- Able to think and plan strategically.
- Includes others within and beyond their own workgroup or organization in problem-solving, planning, or decision making when needed.
- Displays organizational savvy; knows who to contact in order to get things done.

The following definition and examples can be used to appraise supervisors or employees in a leadership role.

LEADERSHIP: Identifies job requirements and seeks qualified employees. Orients and trains new employees. Identifies needs and supports/provides training and development opportunities on an on-going basis. Is a mentor for employees in the area of personal and professional growth. Provides feedback and coaching on an on-going basis. Gives others direct, constructive, and actionable feedback which can be used. Notifies employees of information that will affect them. Solicits input from employees motivates employees to work smoothly together; sets high personal standards and a good managerial example; encourages subordinates to perform efficiently; communicates effectively with subordinates.

Consider: *If employee demonstrates the ability to influence others to obtain satisfactory results while maintaining group cooperation, uses proper interpersonal styles and methods to guide individuals or groups to accomplish a task.*

EXAMPLES:

BELOW STANDARDS

- Little effort expended to motivate or recognize people. Appears insensitive to people's needs. Subordinates do not see supervisor as role model.
- Does not take sufficient responsibility for motivating subordinates. Needs improvement. Needs to strengthen supervisor/subordinate relationship.

MEETS STANDARDS

- Ability to influence decisions in the department.
- Ability to influence others.
- Ability to influence the organization.
- Able to organize efforts of co-workers.
- Understands and takes seriously the development of employees. Creates a good work environment.
- Demonstrates effective leadership talent and skills.

EXCEEDS STANDARDS

- Creates a most positive and highly effective work environment; exceptionally skilled at developing and motivating employees to give best effort.
- Coaches others and prepares them for current and future business demands.
- Empowers others to achieve results and holds them accountable for actions.
- Overall, is a highly effective supervisor.
- Encourages peers and subordinates to challenge his/her views or opinions.
- Gives others direct, constructive, and actionable feedback which can be used.
- Guides and mentors others as they proceed throughout their decision making process.
- Encourages subordinates to take on greater responsibility.

Section III. Developmental Activities

- ACCD is committed to the personal and career development of all employees. Training and skills upgrading are always beneficial.
- Developmental activities are not mandatory but the strategic plan does recommend that each employee take part in two developmental activities during each year.
- Within the framework of staff development, many opportunities are available for improving the quality of your professional activities, career potential, and personal development. The employee's development can be achieved through a variety of activities.
- At NVC, IAP's will be used to document employee work assignments, projects, accomplishments, along with personal and professional development efforts throughout the year. Every employee at NVC will have an IAP.
- *(Templates and samples are on the public V Drive.)*

A partial list of suggested activities follows:

- Workshops
- Certifications
- On-the-Job/Cross-training
- College courses
- Professional organizations
- Local/State/National conferences
- Continuing education
- In-house training

Section IV. Signatures

- Signature indicates the employee has reviewed and discussed the completed form but it does not necessarily imply agreement with the statements.
- Each page of the form should be initialed by the supervisor and employee after the review is completed.
- If the employee does not agree with any statements contained in this appraisal, he/she should check the "Disagree Box" on the form. Employees are also encouraged to attach their written comments to the appraisal form. (Use the Rebuttal Form).
- The employee has five (5) working days to submit any written responses to the Reviewing Officer – for example, Administrator, Dean, Director or above.

Performance Event File

The Performance Event File

- Aids in the recall of negative and positive performance, discussed with the employee and recorded when it happened.
- Should be maintained on all employees.
- Is a confidential document.
- Is kept in a secure area.

Employee Self-Evaluation

Employee Self-Evaluation

- Each employee will have the opportunity to fill out a self-evaluation (either a standard performance evaluation form or a R-A-P worksheet) prior to appraisal meeting.
- Employee and supervisor will go over the self-evaluation during the appraisal meeting and compare differences between supervisor's evaluation and employee's evaluation.



Guide to Employee Performance Appraisal Self-Evaluation

Self-Evaluation - *What is this self evaluation for?*

- Preparation for performance evaluation.
- To give you a voice in your own appraisal.
 - What do you think your work has been worth?
 - What do you think you need to do to get better?
- To help your rater write a complete, accurate appraisal by
 - Including everything that's relevant.
 - Showing him/her your contributions from a different perspective.
- A good self-evaluation takes some thought but it gives you the chance to:
 - Communicate your point of view to your rater.
 - Point out accomplishments your rater may have forgotten.
 - Explain special circumstances that affected your performance.
 - Remind your rater of work you may have done for others.
 - Tell your rater what you're good at and what you'd like to get even better at.
- Before appraisal is written, the rater:
 - Looks for differences in perception of performance.
 - If disagreement is major, meets with you to discuss.
 - Notes accomplishments he/she's not aware of.
 - Integrates your comments into written appraisal.
- After appraisal is written self-eval will be sent with the appraisal for Management Review.
- Your rater cannot:
 - Tell you to change it.
 - Change it him/herself.
 - Judge your writing skills based on it.

What Should I Include?

Last Years Review

- Start by looking over the form from last year or performance expectations in the last appraisal/review.
- This is what you're supposed to have been working toward – expectations.
- What have you done to meet these expectations?

Results

- Link them to expectations and make sure they're SPECIFIC!
- If some results were not related to expectations, put them in anyway but make sure they're SPECIFIC too!

Strengths/Improvement Areas

- Remind the rater what you're good at, particularly if a strength helped meet an objective.
- Recognize weaker areas that affect job performance.

“Work for Others”

- If you've done significant work for someone other than your supervisor, be sure to include this information in your self-evaluation.
- Everything you've done during the reporting period that supports the ACCD mission is worth mentioning.
- Remember...your supervisor probably has several people's accomplishments to recall; you have only your own. A thorough self-assessment helps both of you.

Your Resources

- Job description
- Training records
- Work samples
- Interim appraisals/feedback
- Customer feedback
- Expectations from previous appraisals/reviews

Tips for Writing Your Self-Evaluation

Outline It

- Expectations or performance criteria first.
- Specific Achievements (Results).
- Strengths.
- Areas for Improvement.

Add Support

- Relate each specific achievement to an expectation.
- Show how each strength helped you achieve expectations.
- Say how each improvement area could help you achieve even more.

Writing About Your Accomplishments

- Style: Use “I” and “me.” After all, it’s about you.
- Don’t worry too much about format, grammar, spelling (unless these are part of your performance criteria).
- Content: Discuss things related to job functions and performance criteria.
- For every accomplishment, use the **WHAT-HOW-RESULTS** checklist:
 - WHAT action did you take?
 - HOW did you do it?
 - What were the RESULTS?

If the results accomplished one of the expectations, say so!

Writing About Strengths & Areas for Improvement

✎ Write about strengths in active terms.

“Good at explaining things to others.”

“I can operate every machine in the shop.”

✎ Try to avoid strengths that don’t have anything to do with the job.

“I’m an award winning athlete.”

✎ Write about areas for improvement that the rater may be able to help you with.

“Need training on managing my time better.”

“OJT on new systems would help me be a back up for others.”

Additional Appraisals

- A supervisor may submit a new performance appraisal for an employee in case of
 - Major change in responsibilities.
 - Change of position.
 - Employee promotion or demotion.
 - Emergence of performance issues.

- ***Deadline for Appraisals***

Supervisor written evaluations are due to the District HR Office by Nov 16th 2007.