



Wright State University Performance Appraisal

Due date _____ Review period from _____ to _____

Employee Data

Name _____ Employee classification and type of appraisal:
Unclassified/Exempt _____
University ID Number (UID) _____ Classified/Nonexempt _____
_____ First probationary (midpoint)
Job title _____ _____ Final probationary
Department Name _____ Employee to be retained?
_____ Yes _____ No
_____ Annual
_____ Special

Wright State University is committed to achieving full and equal opportunity in all aspects of university life, including the appraisal of employee performance. The university takes affirmative action to identify and eliminate any barriers to equal employment opportunity. See *The Wright Way Policy #4001* for more details about the EEO/AA plan.

General Information

Performance appraisal is a two-way communication process between manager and employee regarding job expectations and accomplishments.

Performance appraisal is not a once-a-year event. Performance feedback should occur continuously throughout the evaluation period.

Contact the Department of Human Resources if you would like information regarding career planning or professional development opportunities.

Performance Appraisal Process

The performance appraisal instrument contains thirteen individual factors, seven of which are required and six of which are optional.

The following should be communicated, discussed, and understood by both the manager and the employee before the start of the review cycle.

Beginning of the Performance Review Period – Planning:

- Clarify job duties and responsibilities and provide work direction through the development of performance expectations (Section I).
- Identify optional factors that will be used (if any) to evaluate employee performance. Determine weighting assignment for each factor (Section II).
- Review required factors (Section III).
- Review selected optional factors (Section IV).

Wright State University is an Equal Opportunity/Affirmative Action Institution.

Throughout the Review Period – Tracking and Feedback:

- Check progress, monitor and track performance.
- Provide feedback/performance progress updates.
- Adjust performance expectations as required.

End of the Review Period – Performance Review:

- Review content of the job description to determine if the duties and responsibilities of the position have changed significantly since the last review. Discuss any changes, revise the job description, and process through the appropriate administrative channels.
- Review previously established performance expectations.
- Complete the performance appraisal, conduct the review, and forward to Human Resources. Attach additional comment sheets, if needed.

I. Performance Expectations

Performance expectations provide direction, clarify expected results, and help focus individual efforts. Expectations may take the form of goals and objectives or standards of performance. Expectations serve as a basis for counseling and evaluating employees throughout the year. Performance expectations should be developed jointly by the manager and employee at the beginning of the review period and attached to the performance appraisal. Expectations may be subject to change during the review cycle and should be noted. Expectations are required and are to be forwarded to Human Resources along with the completed performance appraisal at the end of the review period.

II. Weighting of Factors and Selection of Optional Factors

Weighting is the process of comparing relative importance of one factor against another. The first seven factors are required. Indicate with a check mark those optional factors which are to be included in the evaluation. Weight assignments for all factors should be established by the supervisor and employee at the beginning of the review period.

	<u>Factors Selected</u>	<u>Weight Assignment (%)</u>
1. Quality of work	Required	_____
2. Quantity of work	Required	_____
3. Dependability and reliability	Required	_____
4. Job knowledge	Required	_____
5. Communication skills	Required	_____
6. Human relations skills	Required	_____
7. Initiative	Required	_____
8. Analytical skills	_____	_____
9. Organization and planning	_____	_____
10. Staff development	_____	_____
11. Employee relations	_____	_____
12. Budget management	_____	_____
13. Administrative tasks	_____	_____
		Total 100%

Contact the Department of Human Resources if additional information regarding the process of weighting performance factors is desired.

III. Required Performance Factors

The following factors are to be used to evaluate job performance of all university employees. Ratings for each performance factor may be marked anywhere along the continuum.

	Outstanding			Commendable			Needs Improvement			Unsatisfactory		
1. Quality of Work <i>Extent to which work is free from error, sufficiently detailed, complete, and meets job expectations.</i>	Work is of superior quality in accuracy and thoroughness. Quality far exceeds job expectations. Errors/revisions are extremely rare.			Work is accurate and detailed. Quality meets and sometimes exceeds job expectations. Errors/revisions are minimal.			Work shows effort, but at times needs more attention to detail, completeness, or requires more review/revision than expected.			Work contains numerous errors, or is often incomplete, requiring significant review/revisions.		
	12	11	10	9	8	7	6	5	4	3	2	1
	/_____ /			/_____ /			/_____ /			/_____ /		
2. Quantity of Work <i>Output or volume of work completed.</i>	Output is extraordinarily high and exceeds job expectations.			Assumes an appropriate to heavy workload. Output is of sufficient quantity to meet and sometimes exceed job expectations.			Inconsistent in maintaining appropriate workload. Output is sometimes insufficient to meet job expectations.			Output is extremely low and frequently inadequate in meeting job expectations.		
	12	11	10	9	8	7	6	5	4	3	2	1
	/_____ /			/_____ /			/_____ /			/_____ /		
3. Dependability and Reliability <i>Extent to which employee is reliable and dependable in accomplishing assigned tasks and goals and in meeting commitments on schedule.</i>	Extremely reliable in meeting goals, tasks, or responsibilities. Often finishes ahead of schedule and rarely requires supervision.			Accomplishes assigned tasks and meets commitments on or sometimes prior to deadline. Requires only a moderate amount of supervision.			Occasionally fails to meet commitments. Achieves desired results with considerable supervision.			Frequently fails to meet commitments and requires extensive supervision.		
	12	11	10	9	8	7	6	5	4	3	2	1
	/_____ /			/_____ /			/_____ /			/_____ /		
4. Job Knowledge <i>Knowledge of all aspects/phases of the job and the ability to apply job knowledge in practical/appropriate ways.</i>	Has exceptional knowledge and skills in all aspects of the job, often exceeding job expectations.			Has the knowledge and skills necessary to complete projects/ assignments within and sometimes beyond job expectations.			Does not fully demonstrate the knowledge and skills required of the job.			Lacks knowledge and skills to complete job assignments.		
	12	11	10	9	8	7	6	5	4	3	2	1
	/_____ /			/_____ /			/_____ /			/_____ /		

	Outstanding			Commendable			Needs Improvement			Unsatisfactory		
5. Communication Skills <i>Ability to communicate clearly, concisely, and effectively either orally or in writing.</i>	Exceptionally thorough, clear, and precise in oral and written communication.			Oral and written communication is clear, effective, and appropriate.			Does not fully demonstrate appropriate oral and written communication.			Does not communicate well either orally or in writing.		
	12	11	10	9	8	7	6	5	4	3	2	1
	/_____ /			/_____ /			/_____ /			/_____ /		

6. Human Relations Skills <i>Ability to maintain effective interpersonal relationships without regard to race, sex, disability, or other cultural barriers (includes students and external publics).</i>	Extremely positive, cooperative, and poised in dealing with people in all types of situations while being highly sensitive to EEO/AA principles.			Gets along well with and is sensitive to the needs and viewpoints of others. Sensitive to EEO/AA principles.			Has some problems getting along well with others. Is sometimes insensitive to the needs and viewpoints of others. May not consistently show sensitivity to EEO/AA principles.			Often insensitive to the needs and viewpoints of others. Unable to maintain good relationships. May display insensitivity to EEO/AA principles.		
	12	11	10	9	8	7	6	5	4	3	2	1
	/_____ /			/_____ /			/_____ /			/_____ /		

7. Initiative <i>Applies resourcefulness to position duties and seeks better ways to achieve results.</i>	Routinely initiates work and completes numerous unrequested but approved projects and tasks.			Initiates actions to complete assigned projects and tasks. Sometimes seeks and completes additional, mutually agreed upon responsibilities.			May exhibit initiative although frequently must be asked to undertake additional responsibilities.			Initiative is either misdirected or lacking.		
	12	11	10	9	8	7	6	5	4	3	2	1
	/_____ /			/_____ /			/_____ /			/_____ /		

Comments or examples that support the ratings of the above required factors: _____

IV. Optional Performance Factors

Any or all of the following factors may also be selected to evaluate employee performance as deemed applicable. Ratings for each performance factor may be marked anywhere along the continuum.

	Outstanding			Commendable			Needs Improvement			Unsatisfactory		
8. Analytical Skills <i>Ability to identify problems, apply logic and reason, and make decisions that are sound and timely.</i>	Demonstrates superior reasoning abilities. Makes an extraordinarily high percentage of good decisions to resolve difficult issues and complex problems.			Exhibits sound judgment and is a good problem solver. Supports decisions with appropriate evidence.			Does not always use sound judgment. May have difficulty resolving problems.			Makes poor or costly decisions. Unable to resolve problems.		
	12	11	10	9	8	7	6	5	4	3	2	1
	/_____ /			/_____ /			/_____ /			/_____ /		

	Outstanding	Commendable	Needs Improvement	Unsatisfactory
9. Organization and Planning <i>Extent to which employee independently organizes and plans work.</i>	Extremely well organized in all aspects of the job, very successful in planning work and anticipating problems.	Organizes, plans, and prioritizes work in an effective manner.	Frequently has difficulty in organizing workload to accomplish routine projects and tasks.	Unable to plan and organize workload.
	12 11 10	9 8 7	6 5 4	3 2 1
	/ _____ /			_____ /
10. Staff Development <i>Degree to which employees are provided with developmental opportunities.</i>	Dedicated to improving the level of knowledge and skills for staff, often preparing them for positions of increased responsibilities.	Evaluates needs and provides training and development opportunities for all staff.	Does not always provide for training and development opportunities for all staff.	Rarely provides programs for the training and development of staff.
	12 11 10	9 8 7	6 5 4	3 2 1
	/ _____ /			_____ /
11. Employee Relations <i>Degree to which employees are treated in a fair, impartial, and consistent manner without regard to race, sex, disability, or other cultural barriers.</i>	Highly respected in the area of employee relations. High level of awareness and leadership in the area of EEO/AA.	Able to resolve difficult and controversial employee relations issues in a fair, impartial, and consistent manner. Full consideration of EEO/AA guidelines is given to employee-related decisions.	Inconsistent when dealing with employee relations issues. Full consideration of EEO/AA guidelines in employee-related decisions may be lacking.	Employee-related decisions are unfair, inconsistent, and may not be based on sound EEO/AA considerations.
	12 11 10	9 8 7	6 5 4	3 2 1
	/ _____ /			_____ /
12. Budget Management <i>Degree of understanding, and ability to develop, maintain, and control all aspects of the budgeting process.</i>	Exceptionally thorough, realistic, accurate, and cost conscious in all areas of the budgeting process. Makes an extraordinarily high percentage of sound budget decisions.	Has a thorough understanding of the budgeting process. Budget decisions seldom require revisions.	Has a limited understanding of the budgeting process. Budget decisions frequently require review and revision.	Budgets are not properly developed, monitored, or controlled. Budget decisions require major revisions.
	12 11 10	9 8 7	6 5 4	3 2 1
	/ _____ /			_____ /

13. Administrative Tasks

Extent to which administrative responsibilities (including performance appraisals, when appropriate) are effectively completed in a timely manner.

Outstanding

Has introduced procedures to simplify and more easily plan, monitor, and control administrative tasks. Assigns tasks and delegates authority, recognizing the capabilities/skills of individual personnel while often exceeding the work unit or department's performance expectations.

Commendable

Effectively completes administrative tasks. Appropriately assigns tasks and delegates authority, allowing the work unit or department to meet and at times exceed performance expectations.

Needs Improvement

Has difficulty completing administrative tasks in an appropriate manner. Does not always show good judgment in assigning tasks or delegating authority.

Unsatisfactory

Administrative aspects of jobs are ignored or poorly handled. Assigns tasks or delegates authority inappropriately.

12 11 10 / 9 8 7 / 6 5 4 / 3 2 1
/_____ /_____ /_____ /_____ /

Comments or examples that support the ratings of the above optional factors: _____

V. Overall Performance Rating

On the basis of individual performance factor ratings and their respective assigned weights, indicate an overall performance level.

Outstanding
12.0 – 9.5

Commendable
9.4 – 6.5

Needs Improvement
6.4 – 3.5

Unsatisfactory
3.4 – 1.0

Performance far exceeds job expectations in all major areas of responsibility.

Performance consistently meets and at times exceeds job expectations.

Performance does not consistently meet job expectations.

Performance is unacceptable.

Overall performance level _____

Overall numerical rating _____

Supervisor's summary comments; examples that support the rating: _____

VI. Comments and Signatures

Attach additional comment sheets, if needed.

I have reviewed and discussed this appraisal with the employee.

Supervisor (Appraiser) signature: _____ Date: _____

I have reviewed and discussed this appraisal with my supervisor.

Check one box: [] Generally, I **agree** with the contents of this appraisal.
 [] Generally, I **disagree** with the contents of this appraisal.

Employee signature: _____ Date: _____

Employee Comments: _____

Reviewed by appraiser's supervisor:

Signature: _____ Date: _____