

Administrative Employees' Performance Evaluation

Employee Name: _____ Position: _____

Date of Evaluation: _____

Manager/Supervisor Name: _____ Position: _____

In the following sections are the definitions for the nine performance criteria that are used to evaluate Administrative positions. Each criterion is briefly defined in broad terms followed by definitions for five performance levels: Needs Improvement, Minimally Acceptable, Meets Standards, Exceeds Standards, and Outstanding (see page 5). As you evaluate performance, either your own (Self Evaluation) or for your employee (Supervisor), reflect on how actual performance compares with the definitions that are provided and mark your performance rating as indicated. There is room for comments under each performance factor.

Explanatory comments are required when a performance rating is 1 or 2; comments must also be made in the Performance Improvement Section. Explanatory comments are also required when a performance rating is 5. Comments should be specific rather than vague, general statements.

Check two that apply	
Self Evaluation	Evaluation by Supervisor
<input type="checkbox"/>	<input type="checkbox"/>
Probationary Evaluation	Annual Evaluation
<input type="checkbox"/>	<input type="checkbox"/>

1. Integrity - Adheres to high ethical standards, complies with applicable policies, procedures, common practices, and norms. Performs consistently and dependably. Honors commitments. Honest. Does the "right" thing even though it may go unnoticed or may be unpopular.

Performance Levels				
Needs Improvement	Minimally Acceptable	Meets Standards	Exceeds Standards	Outstanding
Tends to be guided by his/her personal agenda rather than larger principles. Will compromise policies and precedent if they don't fit personal ambitions.	Meets some of the essential functions, but has not demonstrated mastery of the job.	Principled. Honest. Adheres to policy and precedent. Demonstrates sincerity.	Often exceeds standards in some aspects of the job, otherwise meets standards.	Sets an example for others. Contributes to others' willingness to adhere to ethical standards. Always protects confidences.
Performance Rating				
①	②	③	④	⑤
Comments:				

2. Interpersonal Relations/Client Services - Actively engages and interacts effectively with others representing diverse backgrounds, points of view, cultures, and ethnicity. Welcomes feedback. When called upon to provide client service demonstrates a commitment to achieve the best possible outcome.

Performance Levels				
Needs Improvement	Minimally Acceptable	Meets Standards	Exceeds Standards	Outstanding
Acts as though addressing customer needs is an interruption. Shows reluctance to communicate fully and to reach out for others' input.	Meets some of the essential functions, but has not demonstrated mastery of the job.	Is quick to respond to customer needs, whether internal or external. Open to two-way communication and feedback.	Often exceeds standards in some aspects of the job, otherwise meets standards.	Demonstrates an ability to empathize and build trust with others, anticipating needs and striving to achieve total customer satisfaction.
Performance Rating				
①	②	③	④	⑤
Comments:				

3. Inclusion/Diversity - Makes an intentional effort on behalf of one's self and department to uphold the University's commitment of respect for quality, integrity, openness, community involvement, and cultural diversity.

Performance Levels				
Needs Improvement	Minimally Acceptable	Fully Competent	Exceeds Standards	Outstanding
Makes little or no effort to expand one's perspective by seeking out diverse views.	Meets some of the essential functions, but has not demonstrated mastery of the job.	Embraces University initiatives to enhance workforce diversity. Encourages staff to engage others and be inclusive.	Often exceeds standards in some aspects of the job, otherwise meets standards.	Shows personal commitment and takes steps to go beyond what is expected to build diverse work teams and to include diverse perspectives.
Performance Rating				
①	②	③	④	⑤
Comments:				

4. Critical Thinking/Decision-Making - Uses creativity and ingenuity to gather facts relative to the issue at hand, discerning what is important. Effectively synthesizes, interprets and analyzes the information. Considers the budget/cost implications of decisions. Makes decisions in a timely manner.

Performance Levels				
Needs Improvement	Minimally Acceptable	Fully Competent	Exceeds Standards	Outstanding
Tends to make decisions in a vacuum with little input from others and no clear process. Decisions reveal questionable judgment. Ineffective. Is sometimes too open with sensitive information.	Meets some of the essential functions, but has not demonstrated mastery of the job.	Decision-making process includes consultation with others. Decisions show good judgment and are effective.	Often exceeds standards in some aspects of the job, otherwise meets standards.	Decisions are effective. They reflect big-picture thinking, comprehensive data assessment, inclusive discussions, and good judgment. They are timely and well presented.
Performance Rating				
①	②	③	④	⑤
Comments:				

5. Communication - Demonstrates effective communication, both verbally and in writing. Engages others, encouraging them to provide input and feedback. Reaches out to initiate dialogue with others to facilitate information exchange. Shares information eagerly to ensure that all who "need to know" are informed.

Performance Levels				
Needs Improvement	Minimally Acceptable	Fully Competent	Exceeds Standards	Outstanding
Slow and/or reticent about communicating to others. Tends to keep to one's self. Does not share information when appropriate.	Meets some of the essential functions, but has not demonstrated mastery of the job.	Relatively open and inviting with others. Shares information. Contributes to discussions. Professional and effective in written and verbal communications.	Often exceeds standards in some aspects of the job, otherwise meets standards.	Encourages immediate workgroup to engage in dialogue and reach out to others. Open, honest, willing to disclose and build trust with others. Makes a conscious effort to ensure mutual understanding.
Performance Rating				
①	②	③	④	⑤
Comments:				

6. Initiative - Self-starter. Requires only the expected degree of direction from higher-level authorities. Recognizes when something needs to be done and takes action.

Performance Levels				
Needs Improvement	Minimally Acceptable	Fully Competent	Exceeds Standards	Outstanding
Does what is required and expected but nothing more. Reactive.	Meets some of the essential functions, but has not demonstrated mastery of the job.	Recognizes when change is needed and advises higher authorities. Willingly steps up and commits to action. Accepts responsibility. Executes approved decisions.	Often exceeds standards in some aspects of the job, otherwise meets standards.	Continually examines procedures and processes to find more effective and/or efficient methods. When issues arise, proposes viable solutions and action plans. Willing to make independent decisions, within scope of authority, and move on.
Performance Rating				
①	②	③	④	⑤
Comments:				

7. Flexibility - Adapts to changing requirements, priorities, and/or demands. Stays abreast with new trends and technologies affecting one's area of responsibility. Willingly accepts new/different responsibilities.

Performance Levels				
Needs Improvement	Minimally Acceptable	Fully Competent	Exceeds Standards	Outstanding
Content with the status-quo. Generally slow and/or reluctant to change and adapt.	Meets some of the essential functions, but has not demonstrated mastery of the job.	Generally embraces change and complies with University initiatives. Monitors systems and processes within his/her department and recommends enhancements as appropriate.	Often exceeds standards in some aspects of the job, otherwise meets standards.	Sets the example for his/her team. Adaptable and eager to try new approaches. Willing to work with ambiguity and uncertainty. Recognizes when change is needed and initiates appropriate action.
Performance Rating				
①	②	③	④	⑤
Comments:				

8. Leadership - Models effective leadership: establishes goals for the department that are consistent with University priorities, communicates effectively with employees to ensure understanding, engages employees in such a way that they are motivated to work toward goal achievement, and provides resources, performance feedback and recognition of accomplishments.

Performance Levels				
Needs Improvement	Minimally Acceptable	Fully Competent	Exceeds Standards	Outstanding
Provides little direction to staff. Performs own work with little attention to staff development, delegation, communication, or evaluation.	Meets some of the essential functions, but has not demonstrated mastery of the job.	Maintains an open door; is available to staff when needed. Communicates University and departmental goals. Monitors performance.	Often exceeds standards in some aspects of the job, otherwise meets standards.	Places a priority on building team capabilities and productivity. Committed to staff development and open communications.
Performance Rating				
①	②	③	④	⑤
Comments:				

9. Goals & Objectives - Develops measurable, achievable goals for him/herself and for the department that are consistent with University priorities. Establishes ongoing review process to monitor progress. Appropriately delegates both responsibility and authority in order to maximize productivity.

Performance Levels				
Needs Improvement	Minimally Acceptable	Fully Competent	Exceeds Standards	Outstanding
Objectives are not succinctly defined with measurable criteria. Objectives are often not met.	Meets some of the essential functions, but has not demonstrated mastery of the job.	Objectives are clearly defined with action steps and measurements. Most goals are met.	Often exceeds standards in some aspects of the job, otherwise meets standards.	Objectives are clearly written with timelines and measurements. In formulating goals, a process is followed to include staff. Ongoing monitoring occurs. Most goals (milestones) are accomplished.
Performance Rating				
①	②	③	④	⑤
Comments:				

Supervisor's Comments Regarding Evaluation:

Employee's Comments Regarding Evaluation:

Employee's Performance Strengths:

Employee's Performance Improvement Actions:

Criterion	Rating
1. Integrity	
2. Interpersonal Relations/Client Services	
3. Inclusion/Diversity	
4. Critical Thinking/Decision-Making	
5. Communications	
6. Initiative	
7. Flexibility	
8. Leadership	
9. Goals/Objectives	
Total	

Performance Range	Definitions	Overall Rating "✓"
41-45 (5)	Outstanding - A level rarely achieved by others. Assignments and responsibilities are accomplished at the highest levels of performance.	
34-40 (4)	Exceeds Standards - Often exceeds a number of job requirements. Assignments and responsibilities are accomplished in an effective manner with only general guidance.	
27-33 (3)	Meets Standards - Performance expected of the experienced employee. Performs all aspects of the job requirements. Assignments and responsibilities are accomplished effectively with a normal amount of supervision and direction.	
20-26 (2)	Minimally Acceptable - Meets some essential job requirements but frequently performs below standard. Requires above normal supervision.	
<=19	Needs Improvement - Does not meet job requirements. Performance well below standard and not acceptable. Requires continual close supervision and direction. Produces inadequate results that require immediate improvement.	

Additional Comments:

Signatures/Date:

Employee: Date:

Supervisor: Date:

Next-Level Management: Date: