**WVSU**

**PERFORMANCE REVIEW FORM**

PROFESSIONAL – MANAGERIAL EMPLOYEES

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| Employee’s Name: | | Title: | | Date of Appraisal: |
| Supervisor: | | | Department Division: | |
| Appraisal Period  From:       To: | Employee in a Probationary Period? Yes  No | | | |

**Instructions**

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| Listed below are a number of performance standards covering qualities, traits and abilities that are important for success on the job. Carefully evaluate each of the standards separately and then place a (√) mark in the square next to the phrase which most nearly describes the person being rated. You may use (+) or (-) after each (√) should you deem it appropriate. On the line below each factor indicate briefly the specific job duties or traits the employee must improve upon and what he/she must do to improve any aspect of his/her work. In addition, include statements recognizing commendable performance. The form should be completed once annually on each employee in your unit after the first performance appraisal during the probationary period of a new employee, with the recommendation of retention or termination. |

**Levels of Performance**

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| --- | --- |
| Performance at Unacceptable Levels | Performance at a level much less than expected. Needs considerable improvement or little improvement has resulted from counseling. |
| Performance Meets Requirements | Performance satisfactory; consistently meets overall requirement. |
| Performance Substantially Exceeds Requirements | Performance consistently exceeds requirements. |

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| **Performance Standards** | **Unacceptable Level** | **Meets Requirements** | **Exceeds Requirements** |
| **A. Job Knowledge**  Competence in field or specialty: Consider adequacy of practical, technical and professional skills and knowledge for accomplishing the job. | Has little or no grasp of practical, technical or professional knowledge | Knowledge in field appears to be satisfactory | Well informed in all areas of field specialty |

**Comments or action to be taken:**

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| --- | --- | --- | --- |
| **B. Productivity**  1. Quality of work: Consider the extent to which the employee sets work standards and consistently achieves high quality results that relate to accuracy, neatness, thoroughness, dependability and usefulness of results. | Makes frequent or repeated errors despite counseling-results are of little value | Results are useful and reasonably correct | Results rarely contain errors, omissions, etc. |
| 2. Quantity of work: Consider how much work is produced in relation to reasonable expectations; availability of adequate resources, etc. | Produces too few results | Volume of work is satisfactory | Very industrious, does more than required |

**Comments or action to be taken:**

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| --- | --- | --- | --- |
| **C. Self-Management and Related Factors Influencing Performance**  1. Interpersonal relations: Consider the effectiveness of interpersonal relations with staff, visitors, patrons, users of services, and general public. | Relationships unsatisfactory despite counseling | Maintains positive relations with others | Maintains highly productive relations with others |
| 2. Critical thinking and decision making: Consider the extent to which prior thoughts and analyses if facts and situations are done before initiating action and problem solving. | Does not consider consequences, acts on impulse | Reasonable analysis precedes actions | Actions rarely are inappropriate |
| 3. Attitude and cooperation: Consider enthusiasm, courtesy, adaptability, flexibility, general disposition and spirit of cooperation in the work environment. | Hard to deal with, poor attitude | Reasonable to deal with, positive attitude | Very cooperative, very good attitude |
| 4. Initiative and resourcefulness: Consider the extent to which the employee is a self-starter and can handle unforeseen difficulties successfully. Also consider the employee’s ability to develop new ideas and handle unusual work situations; does or does not require close supervision. | Possesses little or no drive, requires very close supervision | Possesses good initiative and is resourceful most of time, limited supervision | Consistently a highly effective self-starter and adapts readily to change |

**Comments or action to be taken:**

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| --- | --- | --- | --- |
| **D. Overall Professional Effectiveness**  1. Planning: Consider effectiveness in planning, organization, and completion of tasks, assignments, plans, projects, and programs: consider the extent to which employee sets challenging and realistic goals and priorities. Ability to organize resources to achieve goals and priorities. | Unorganized, fails to complete tasks in a timely manner, does not set goals | Fairly organized, completes tasks in a timely manner, strives to set and meet realistic goals | Highly organized, usually completes tasks on time, sets and meets realistic goals |
| 2. Oral and written communications: Consider the professional’s ability to effectively communicate with users, subordinates, peers, superiors, the public and others. Consider sensitivity and responsiveness, timeliness, effect and outcome of communications. | Makes little or no effort to communicate or assist others | Usually considerate of others, few difficulties in communicating with others | Always considerate of others, has no difficulty in communicating with others, very effective |
| 3. Resources management: Consider the employee’s effectiveness in the management and conservation of human, time, financial, physical, and other resources. Ability to perceive and initiate productivity and cost improvement methods. | Has taken little or no steps to reduce costs, labor, methods and processes | Demonstrates satisfactory resource management, strives to reduce costs | Continually seeks new and better ways of managing resources, very successful |
| 4. Contribution to overall goals of department: Consider the extent to which the professional service is contributing to the goals of the department and the users of this service. Is the service consistent and responsible? Does the employee possess a professional team spirit? | Contributes very little to department goals despite counseling | Usually contributes a number of new ideas and suggestions | A strong leader, continually contributes excellent ideas |
| 5. Professional Development: Consider the extent to which the employee works toward professional development on own initiative, through sponsored training and development courses, etc. | Makes no clear effort to improve professionally | Generally pursues improved professional abilities | Strives to be on top of professional developments |

**Comments or action to be taken:**

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| **Performance Objectives and Development Plan** |

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| 1. Employee’s areas of strength: |
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| 2. Outline a plan for development covering specific training needs, self-development, or other approaches which will help the employee in accomplishing his/her responsibilities: |

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| **Overall Performance Rating** |

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| --- | --- | --- |
| Performance at Unacceptable Level | Performance Meets Requirements | Performance Substantially Exceeds Requirements |
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**Other Rater Remarks:**

**Employee Comments:**

If probationary employee, do you recommend retention as a regular employee? Yes  No  If no, explain:

A copy of this report has been given to me and has been discussed with me. This does not necessarily imply agreement or disagreement.

**Signatures:**

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| --- | --- | --- |
| Employee: | Title: | Date: |
| Supervisor: | Title: | Date: |
| Next Level Supervisor: | Title: | Date: |