

**Stephen F. Austin State University
Nacogdoches, Texas**

Performance Management Plan and Review



Name:

Date:

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|--|--|--|----------|--|--|
| Review Period | | Page | | of | |
| From: | | To: | | | |
| Employee: | | Supervisor: | | | |
| Social Security Number: | | Department: | | | |
| Job Title: | | | | | |
| I. Job Performance Expectations (Should take place in January /February) | | Weight: (I = Important; C = Critical) | | | |
| <i>Setting job expectations should include the employee and supervisor working together to identify key job responsibilities. These should include ongoing job responsibilities and special projects. Make sure you include a specific action, measurable result, and a completion date.</i> | | | | | |
| Expectations (To be completed by the supervisor at the beginning of the review period) | | I | C | Accomplishments (To be completed by the employee when accomplishments occur or at the end of the review period) | |
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| Employee Signature: | | Date: | | | |
| Supervisor Signature: | | Date: | | | |

| <i>Expectations (Con't)</i> | I | C | <i>Accomplishments (Con't)</i> |
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| Employee Signature: | Date: | | |
| Supervisor Signature: | Date: | | |

II. Performance Values (Should take place in January /February)

Performance values play an important role in determining a person's success in a job. They emphasize "how" the daily activities of a job are accomplished. During the planning session, the supervisor and the employee should review relevant values, discuss the examples, and arrive at any additional examples which relate to the employee's job.

- **Initiative:** The ability to originate or follow through with a task. (Consider employee's need for direct supervision, whether the employee starts assignments without prompting, and the employee's willingness to take on additional assignments and responsibilities.)
- **Communication:** The ability to effectively relate and exchange information, messages, and ideas with others. (Consider the employee's ability to listen to other's ideas, ask questions when in doubt, and share ideas, opinions, and facts readily.)
- **Teamwork:** The ability to work effectively and cooperatively with others, volunteers time and knowledge to assist co-workers, and accepts constructive advice and direction both within and outside of the department. (Does the employee maintain an awareness of the needs, rights, experience and backgrounds of others? Is the employee open to feedback? Does the employee try to build effective working relationships?)
- **Focus on the Clients (a group of people for whom you provide services):** The ability to meet the client's needs in a timely and appropriate manner. (Consider how the employee listens to clients to identify their needs, responds to the client's questions and problems, delivers to clients what has been agreed, and acts in an ethical manner.)
- **Problem Solving:** The ability to develop options to overcome problems or obstacles. (Consider the employee's anticipation of needs, problems, and deadlines. Does the employee identify and evaluate relevant information, plan and organize their work, and apply knowledge and expertise in performing job duties?)
- **Flexibility:** The ability to be responsive and adaptable to change. (Consider how easily the employee adapts to changing priorities and whether they respond to unscheduled requests in a timely manner.)
- **Judgment:** The ability to make timely and effective consistent decisions with department goals, and take necessary actions to effectively implement those decisions. (Consider the employee's use of common sense to take appropriate risks, their considerations of all the alternatives, and whether they solicit input from others, if appropriate.)
- **Safety/Security:** The actions of following the University's safety and security procedures. (Consider whether the employee operates equipment safely, properly maintains and safeguards the University's equipment, and identifies unsafe practices.)
- **Attendance/Timeliness:** The ability to arrive at work on time and on a regular and consistent basis. (Consider whether the employee arrives at work by the starting time on a regular basis. Consider whether the employee schedules their time off with the supervisor in advance.)

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| Other Values (Accuracy, Meeting Deadlines etc.) (Please explain & give examples) |
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| Specific Strengths (Please example & give examples) |
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| Specific Areas for Improvements (Please example & give examples) |
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| Specific Results (Please example & give examples) |
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III. Employee Development (Should take place in January /February)

Part A – To be completed by supervisor at the beginning of review period

1. What development is needed by the employee to enhance current job skills?
2. Has the employee defined his/her career goals? If so, what are they?
3. What self-development steps is the employee taking to enhance current job skills or prepare for future advancement?

Part B – To be completed by supervisor at the end of the review period

4. What development was completed during this review period?
5. What development activities (in-house, external seminars, on-the-job, etc.) are planned for the next review period? Identify whether the development will enhance current job skills, build on strengths, or prepare the employee for future advancement.

IV. Interim Progress Review (Should take place between May - July)

Employee and supervisor should review Section I, II & III. At the completion of the interim progress review, the supervisor should note any changes to performance expectations, values, and employee development below.

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| Date Interim Review Took Place: | |
| Employee Signature: | Supervisor Signature |

V. Overall Performance Levels (Should be completed by supervisor at end of review period in December.) *Circle only one performance level.*

- **Outstanding:** Performance consistently exceeds expectations in all aspects of the job. This rating is reserved for those few individuals whose exceptional performance is obvious to all.
- **Commendable:** Performance is clearly and consistently above what is required in the job. Achievement is superior and consistently above expectations in most aspects of the job.
- **Fully Acceptable:** Performance meets all requirements and expectations of the job. The employee is doing everything that is called for in the job in a timely and effective manner. Most experienced employees should perform at this level.
- **Needs Improvement:** Performance is acceptable in some but not all aspects of the job. Performance does not consistently meet requirements and the need for further development is recognized.
- **Unsatisfactory:** A rating that may apply to inexperienced newcomers to the job or University. It applies to others whose performance falls far short of expectations. Employees performing at this level would be expected to improve or move out of the job in a reasonable length of time.

VI. Comments and Signatures (All signatures should be obtained before forwarding to HR)

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| Employee Comments: | |
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| Employee Signature: | Date: |
| Supervisor Comments: | |
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| Supervisor Signature: | Date: |
| Reviewing Supervisor Comments: | |
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| Reviewing Supervisor Signature: | Date: |