

Employee's Name:  
 Employee's ID:  
 Department:

## GEORGIA STATE UNIVERSITY PERFORMANCE EVALUATION FORM

**Evaluated Employee's Category:** Non-Supervisory Staff   
 Supervisory Staff/Manager

|   |                                      |                                      |                                |
|---|--------------------------------------|--------------------------------------|--------------------------------|
| Employee's Name:  |                                      | Department:                          |                                |
| Title:  |                                      | Employee ID:                         |                                |
| Today's Date:   |                                      | Date of Employee's last evaluation:  |                                |
| Evaluator's Name:                                       |                                      | Evaluator's Title:                   |                                |
| Evaluator's Supervisor (if applicable):                 |                                      | Evaluator's Supervisor's Title:      |                                |
| Type of Evaluation: <b>check one of the boxes below</b> |                                      | Dates covered by evaluation:         |                                |
| Annual <input type="checkbox"/>                         | Semi-Annual <input type="checkbox"/> | Provisional <input type="checkbox"/> | Other <input type="checkbox"/> |
| If Other, please describe:                              |                                      |                                      |                                |

### **Policy**

Georgia State University supports a consistent, continuous and communicated performance management process. As required by Board of Regents policy, a formal, written performance evaluation is to be completed at least once every fiscal year. The performance evaluation must include an evaluation of the employee's adjustment, capability, productivity, efficiency, and potential for departmental and institutional development.

This performance evaluation is maintained by the Department of Human Resources as the University's official record of classified employee's performance evaluation.

### **Instructions**

1. The job performance of each University staff member **must** be appraised by completing this form:
  - For provisional employees (provisional employees are within their first six months of employment): At least once during provisional period for new University employees. Also recommended: After completing one, three and five months of service during the provisional period.
  - *Once a year for continuing employees.*
  - *Within the final month of any performance improvement plan period.*
  - *Written comments are encouraged for each of the Job Competencies to support the assigned rating, but are required for job competencies rated as "Needs Improvement" and "Not meeting expectations"*
  
2. Results of the performance evaluation are communicated to the employee and Human Resources
  - Supervisors should schedule a meeting with the employee to discuss the results and employees should be given a copy of their performance evaluation.
  - Completed performance evaluations, including all required signatures, should be submitted to the Records Department of Human Resources by March 31<sup>st</sup> of each year.
  - Employees may submit a written response about the contents of the performance evaluation to their supervisor within thirty (30) calendar days of receiving their evaluation. Supervisors should also submit a copy of the employee's written response to the Records Department of Human Resources to be maintained with the performance evaluation.

**NOTE: Please attach a list of employee's primary job duties and responsibilities to this form.**

## I. PERFORMANCE EVALUATION

**Job Competencies:** Job Competencies are skills, abilities, and/or personal characteristics that have been identified as important to an employee's success at Georgia State University.

**Instructions:** Please rate the employee's job performance according to the following Competencies by selecting the rating that best reflects the employee's performance during the appraisal period.

**Rating Criteria:** Please consider the employee's demonstrated overall performance and mark the box which most closely describes that performance.

- **Exceeds Expectations:** Consistently far exceed requirements for effective performance in this category.
- **Meets Expectations:** Consistently meets requirements for effective performance in this category.
- **Needs Improvement:** Consistently meets most of the requirements for effective performance in this category; demonstrates improvement in areas where performance is below expectations.
- **Not Meeting Expectations:** Consistently below the level that is expected for effective performance in this category.

| <p><b>Note:</b> if an employees' performance is rated as either 'Needs Improvement' or 'Not Meeting Expectations', the evaluator must also indicate whether the employee is currently making progress or not in improving in the job competency, and <u>comments must be included.</u></p> | Exceeds Expectations     | Meets Expectations       | Needs Improvement:       | - Making Progress        | - Not Making Progress    | Not Meeting Expectations: | - Making Progress        | - Not Making Progress    | <p align="center"><b>Comments</b><br/> <b>**Required for all performance ratings except 'Meets Expectations'</b></p> |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---------------------------|--------------------------|--------------------------|--|
| <p><b>1. Job Knowledge;</b><br/>                     Knowledge, skills and abilities as it relates to performing job requirements.</p>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> |  |
| <p><b>2. Productivity:</b><br/>                     The amount of work successfully produced while maintaining standards and meeting deadlines.</p>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> |  |
| <p><b>3. Accuracy and Quality:</b><br/>                     The extent to which the employee performs major job duties or responsibilities correctly and completely; professionalism and thoroughness of work produced.</p>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> |  |

| <p><b>Note:</b> if an employees' performance is rated as either 'Needs Improvement' or 'Not Meeting Expectations', the evaluator must also indicate whether the employee is currently making progress or not in improving in the job competency, and <u>comments must be included.</u></p>                        | Exceeds Expectations     | Meets Expectations       | Needs Improvement:       | - Making Progress        | - Not Making Progress    | Not Meeting Expectations: | - Making Progress        | - Not Making Progress    | <p align="center"><b>Comments</b><br/> <b>**Required for all performance ratings except 'Meets Expectations'</b></p> |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---------------------------|--------------------------|--------------------------|--|
| <p><b>4. Customer Service:</b><br/>Ability to understand and meet the needs of internal and external customers by delivering high quality products and services.</p>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> |  |
| <p><b>5. Attendance and Punctuality:</b><br/>Devotes the time necessary to meet job requirements. Regularly reports for work on time, completes work shifts, or attends and is punctual to business meetings. Any time away from work due to FMLA or USERRA Leave <u>cannot</u> be used against the employee.</p> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> |  |
| <p><b>6. Supervision Required:</b><br/>Degree to which employee performs job duties independently without a lot of instruction or monitoring by supervisor; degree to which employee is a self-starter.</p>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> |  |
| <p><b>7. Adaptability:</b><br/>Ability to master new techniques or duties and understand explanations as required for the position. Demonstrates flexibility in meeting the changing demands of the work environment.</p>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> |  |
| <p><b>8. Organizational Skills:</b><br/>Ability to effectively and efficiently plan, arrange, and complete work priorities; makes efficient use of available resources to optimize productivity.</p>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> |  |
| <p><b>9. Communication Skills:</b><br/>Ability to express ideas effectively through verbal and written communication. Ability to communicate in a clear concise manner. Ability to listen and ask appropriate questions.</p>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> |  |
| <p><b>10. Interpersonal Relations/Teamwork:</b><br/>Develops and maintains effective relationships with co-workers, supervisor, faculty, staff, students and others in the handling of job duties. Treats others with honesty, respect, courtesy, tact, and cooperation.</p>                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> |  |

| <p><b>Note:</b> if an employees' performance is rated as either 'Needs Improvement' or 'Not Meeting Expectations', the evaluator must also indicate whether the employee is currently making progress or not in improving in the job competency, and <u>comments must be included.</u></p>   | Exceeds Expectations     | Meets Expectations       | Needs Improvement:       | - Making Progress        | - Not Making Progress    | Not Meeting Expectations: | - Making Progress        | - Not Making Progress    | <p align="center"><b>Comments</b><br/> <b>**Required for all performance ratings except 'Meets Expectations'</b></p> |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---------------------------|--------------------------|--------------------------|--|
| <p><b>11. Supervisory Ability:</b><br/> Ability to effectively delegate and monitor work and follow up with employees; effectively coach, communicate with, reward and discipline employees. Demonstrates understanding and utilization of appropriate financial and budget controls. Adheres to employee safety requirements and practices, and communicates hazards to other employees in the workplace.</p> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> |  |
| <p><b>12. Employee Development:</b><br/> Develops employees through formal and informal training, instills and supports professional standards, challenges staff to expand skills.</p>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> |  |
| <p><b>13. EEO/Affirmative Action:</b><br/> Efforts to comply with and advance GSU's Affirmative Action Program in recruiting, hiring and promoting qualified women and minorities</p>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> |  |

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## II. EMPLOYEE DEVELOPMENT

**\*\*Contact the Office of Employee Development and Wellness Services for resources and consultation on Employee Development at 404-413-3342.\*\***

### Individual Developmental Plan

**Definition:** Individuals will perform best on the job when they clearly understand job expectations. A developmental plan is a written document clarifying strengths, weaknesses, and opportunities for improvement.

**Instructions:** Identify the most critical developmental needs of the employee. Developmental needs can be based on either personal attributes and skills (communication skills, leadership skills) or more technical, job knowledge areas (University policies, procedures). Think in terms of specific action steps this individual must follow in order to improve.

**Individual's Major Strengths in this Job:** *(Include major accomplishments since last performance evaluation.)*

**Discuss and provide documentation that employee has achieved the goals established since the previous performance period?**  Yes  No *(If no, please explain)*

**Areas Where Development is Recommended:** *(Describe job-related performance enhancements which would help this employee to be more effective.)*

**Specific Actions to be Taken to Facilitate Employee Development:\*** *(List performance goals for the next appraisal period. State actions as specifically as possible, and include timing where appropriate. Actions can include such things as formal training and/or special projects or assignments.)*

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### III. COMMENTS AND SIGNATURES

**Evaluator's Comments** (attach additional sheets if necessary):

**Employee's Comments** (attach additional sheets if necessary):

**Overall Rating**

- |  |   |  |   |
|--|---|--|---|
| <input type="checkbox"/> Exceeds Expectations* | <input type="checkbox"/> Meets Expectations | <input type="checkbox"/> Needs Improvement | <input type="checkbox"/> Not Meeting Expectations |
|--|---|--|---|

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Next Level Supervisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*My signature indicates that my manager has reviewed this performance appraisal with me, but it does not necessarily indicate agreement with the ratings. I am aware that I may respond to this evaluation in writing:*

Employee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

***Attach Employee's written response if submitted.***