

EMPLOYEE PERFORMANCE EVALUATION			
Employee Name:	Chris Colonel	Evaluator Name:	Lee Manager
Position Title:	Form Developer	Position Title:	Supervisor
EKU ID No.:	800000000	Review Period:	01 /01/ 2007 through 12 /31/2007
Department:	Fabrication	Review Date:	/ /

SECTION A. TO BE COMPLETED BY EVALUATOR and EMPLOYEE

PERFORMANCE PLANNING ACKNOWLEDGMENT	
To be completed when performance standards are established at the beginning of a review period.	
Employee Signature	Chris Colonel
Evaluator Signature	Lee Manager
Date	

SECTION B. TO BE COMPLETED BY EVALUATOR and EMPLOYEE

ANNUAL REVIEW ACKNOWLEDGMENT	
To be completed to indicate that the evaluation has been reviewed with the employee. Signature of	
Employee Signature	Evaluator Signature
Date	Date

The areas of this sample form that are highlighted in yellow should be completed for **2007 Performance Planning**

SECTION C. TO BE COMPLETED BY EVALUATOR and EMPLOYEE

ANNUAL REVIEW FINAL RATING – complete this section for all employees						
	Ratings					Comments <i>(required for 1 or 5 ratings)</i>
	Below Expectations	Meets Expectations	Exceeds Expectations			
Overall Performance and Effectiveness Rating	Self					
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
	Evaluator					
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	

SECTION D: TO BE COMPLETED BY EVALUATOR and EMPLOYEE

GENERAL COMPETENCIES – complete this section for all employees						
Core Performance Competencies	Rating Scale					Comments (required for 1 or 5 ratings)
	Below Expectations		Meets Expectations		Exceeds Expectations	
JOB KNOWLEDGE <i>Consider: degree to which the employee demonstrates the expected level of job knowledge and/or skills to perform the job; proper use of established information, materials, equipment and techniques for the position; development of job knowledge</i>	Self					
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
	Evaluator					
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
QUALITY OF WORK <i>Consider: employee's completion of assignments to established quality standards; accuracy, neatness, thoroughness of work; compliance with established work, health and safety rules.</i>	Self					
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
	Evaluator					
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
QUANTITY OF WORK <i>Consider: employee's demonstrated ability to manage assigned workload; employee's effectiveness in establishing and managing priorities effectively; employee's consistency, productivity and timeliness in completion of work.</i>	Self					
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	Review expectations related to the core competencies on this and the next two pages			
<input type="checkbox"/> 1	<input type="checkbox"/> 2					
ADAPTIBILITY <i>Consider: ease with which the employee adjusts to change in duties, procedures, supervision or work environment; employee's response to new ideas, approaches to work and suggestions for work improvement; employee's learning and/or application of new information.</i>	Self					
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
	Evaluator					
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
INITIATIVE & PROBLEM SOLVING <i>Consider: degree to which the employee seeks and assumes greater responsibility; employee's recognition of problems and effectiveness in analysis and taking action with solutions; employee's contribution in generating innovative ideas, approaches and solutions.</i>	Self					
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
	Evaluator					
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	

GENERAL COMPETENCIES (continued) - complete this section for all employees						
Core Performance Competencies	Rating Scale					Comments (required for 1 or 5 ratings)
	Below Expectations		Meets Expectations		Exceeds Expectations	
COOPERATION & TEAM WORK <i>Consider: employee's effectiveness with co-workers, supervisors and others as a contributing team member; employee's demonstrated consideration of and support to others; appropriate involvement of others in planning and completing assignments.</i>	Self					
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
	Evaluator					
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
DEPENDABILITY <i>Consider: employee's response to direction and amount of time spent directing the employee; employee's self-monitoring and follow-through on assigned duties and projects; employee's adherence to time frames, including punctual and regular work attendance, and timeliness for appointments.</i>	Self					
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
	Evaluator					
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
COMMUNICATION & INTERPERSONAL SKILLS <i>Consider: job related professionalism and effectiveness in interacting with co-workers, students and others; demonstrated ability to express ideas clearly both orally and in writing; works to portray proper image of EKU.</i>	Self					
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
	Evaluator					
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
ETHICAL CONDUCT <i>Consider: whether employee follows University code of ethics and other applicable professional ethical codes; whether employee exhibits good judgment and discretion related to handling of sensitive and confidential information; employee's demonstration of honesty and trustworthiness in actions.</i>	Self					
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
	Evaluator					
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
DIVERSITY <i>Consider: employee's effectiveness in recognizing, evaluating and addressing how diversity impacts workplace and community needs; degree to which the employee contributes to a climate that respects and celebrates diversity.</i>	Self					
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
	Evaluator					
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	



Where Students and Learning Come First

SUPERVISOR/MANAGER COMPETENCIES – complete this section only for supervisors, managers or when applicable

Core Performance Competencies	Rating Scale Below Meets Exceeds Expectations Expectations Expectations	Comments (required for 1 or 5 ratings)
LEADERSHIP <i>Consider: effectiveness in gaining respect and cooperation of subordinates; inspires and motivates subordinates; effectiveness in maintaining a cohesive work unit and directing work group; appropriate delegation of authority and responsibilities; demonstration of integration of university planning with department/work unit functions.</i>	<p style="text-align: center;">Self</p> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	
HUMAN RELATIONS SKILLS <i>Consider: effectiveness in working with subordinates, other employees, other members of management both within and outside the department and division; awareness of and sensitivity to the needs, rights, experience and background of others; effectiveness in recruiting and selecting staff; involvement and effectiveness with internal and external community.</i>	<p style="text-align: center;">Evaluator</p> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	
EMPLOYEE DEVELOPMENT <i>Consider: employee's ability to provide feedback to others; ability to coach for improved performance; gives appropriate level of responsibility when delegating work. Communicates performance expectations clearly to subordinates; provides feedback to subordinates; evaluates staff effectively Provides meaningful orientation and professional development;</i>	<p style="text-align: center;">Self</p> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	
RESOURCE MANAGEMENT <i>Consider: effectiveness of employee's use of staff, budget and materials; budgets appropriately; controls expenditures and contributes cost reduction ideas; makes decisions in the best interest of the University; continually seeks improvements in efficiency.</i>	<p style="text-align: center;">Evaluator</p> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	

Review this section only if the employee is a supervisor or manager

SECTION E: TO BE COMPLETED BY EVALUATOR and EMPLOYEE

JOB SPECIFIC DUTIES – complete this section for all employees using the job description for the position

Duties	Rating Scale					Comments <i>(required for 1 or 5 ratings)</i>
	Below Expectations		Meets Expectations		Exceeds Expectations	
[Redacted]	Self					
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
[Redacted]	Evaluator					
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
[Redacted]	Self					
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
[Redacted]	Evaluator					
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
[Redacted]	Self					
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
[Redacted]	Evaluator					
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
[Redacted]	Self					
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
[Redacted]	Evaluator					
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	

Review job duty expectations
for the new review period

 Contact [HR Compensation](#) if
job duties need to be
developed or updated

SECTION F: TO BE COMPLETED BY EVALUATOR

SUMMARY NARRATIVES

1. What were this employee's three greatest accomplishments during the review period?

2. What area of this employee's performance is in greatest need of improvement and why?

3. What has the employee contributed to the goals and objectives of the University's strategic plan during the review period?

4. Additional comments:

Information from this section of 2006 Annual Performance Review is invaluable for Performance Planning for the new review period

SECTION G: TO BE COMPLETED BY EVALUATOR

Goals Set for Current Review			
Goal Type	Goal	University or Departmental Goal/Direction Supported	Outcomes
Performance Goals			
Professional Development Goals			

Complete this section with goals for the new review period

SECTION G: (continued)

Goals Set for Next Review			
Goal Type	Goal	University or Departmental Goal/Direction Supported	Outcomes
Performance Goals			
Professional Development Goals			