



The areas of this sample form that are highlighted in yellow should be completed for **2008 Planning**.

# SAMPLE

## EMPLOYEE PERFORMANCE EVALUATION

Employee Name:	Chris Colonel	Evaluator Name:	Lee Manager
Position Title:	Form Developer	Position Title:	Supervisor
EKU ID No.:	800000000	Review Period:	01/01/2008 through 12 /31/2008
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	Evaluator Signature
<i>Chris Colonel</i>	<i>Lee Manager</i>
Date 01/15/2008	Date 01/15/2008

### 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 does not indicate agreement with the ratings.	
Employee Signature	Evaluator Signature
Date	Date

### SECTION C. TO BE COMPLETED BY EVALUATOR and EMPLOYEE

ANNUAL REVIEW FINAL RATING – complete this section for all employees						
Overall Performance and Effectiveness Rating	Ratings					Comments (required for 1 or 5 ratings)
	Below Expectations	Meets Expectations	Exceeds Expectations			
	<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	
<b>JOB KNOWLEDGE</b> <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>	<b>Self</b>					
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
	<b>Evaluator</b>					
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
<b>QUALITY OF WORK</b> <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>	<b>Self</b>					
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
	<b>Evaluator</b>					
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
<b>QUANTITY OF WORK</b> <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>	<b>Self</b>					
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
	<b>Evaluator</b>					
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
<b>ADAPTIBILITY</b> <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>	<b>Self</b>					
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
	<b>Evaluator</b>					
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
<b>INITIATIVE &amp; PROBLEM SOLVING</b> <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>	<b>Self</b>					
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
	<b>Evaluator</b>					
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	

Review expectations related to the core competencies on this and the next page.



<b>GENERAL COMPETENCIES (continued) - complete this section for all employees</b>						
<b>Core Performance Competencies</b>	<b>Rating Scale</b>					<b>Comments (required for 1 or 5 ratings)</b>
	Below Expectations		Meets Expectations		Exceeds Expectations	
<b>COOPERATION &amp; TEAM WORK</b> <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>	<b>Self</b>					
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
	<b>Evaluator</b>					
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
<b>DEPENDABILITY</b> <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>	<b>Self</b>					
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
	<b>Evaluator</b>					
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
<b>COMMUNICATION &amp; INTERPERSONAL SKILLS</b> <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>	<b>Self</b>					
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
	<b>Evaluator</b>					
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
<b>ETHICAL CONDUCT</b> <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>	<b>Self</b>					
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
	<b>Evaluator</b>					
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
<b>DIVERSITY</b> <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>	<b>Self</b>					
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
	<b>Evaluator</b>					
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	



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

Core Performance Competencies	Rating Scale					Comments (required for 1 or 5 ratings)
	Below Expectations	Meets Expectations	Exceeds Expectations			
<b>LEADERSHIP</b> <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>	<b>Self</b>					
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
	<b>Evaluator</b>					
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
<b>HUMAN RELATIONS SKILLS</b> <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>	<b>Self</b>					
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
	<b>Evaluator</b>					
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4		
<b>EMPLOYEE DEVELOPMENT</b> <i>Consider: 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; promotes wellness activities.</i>	<b>Self</b>					
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4		
	<b>Evaluator</b>					
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4		
<b>RESOURCE MANAGEMENT</b> <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>	<b>Self</b>					
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
	<b>Evaluator</b>					
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	

Review (and later evaluate) this section only if the employee being reviewed is a supervisor or manager as indicated in the job description.  
  
Otherwise, the section can be marked "Not Applicable" or "N/A"



**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			
<i>Job duty one from the job description is listed here.</i>	<p style="text-align: center;"><b>Self</b></p> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5					
	<p style="text-align: center;"><b>Evaluator</b></p> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5					
<i>Job duty two from the job description is listed here.</i>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<div style="border: 2px solid red; background-color: yellow; padding: 5px;"> <p style="text-align: center;">Review job duty expectations for the new review period</p> <p style="text-align: center;">Contact <a href="#">HR Compensation</a> if job duties need to be developed or updated</p> </div>			
	<input type="checkbox"/> 1	<input type="checkbox"/> 2				
<i>Job duty three from the job description is listed here.</i>	<input type="checkbox"/> 1	<input type="checkbox"/> 2				
	<input type="checkbox"/> 1	<input type="checkbox"/> 2				
<i>Job duty four from the job description is listed here.</i>	<p style="text-align: center;"><b>Self</b></p> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5					
	<p style="text-align: center;"><b>Evaluator</b></p> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5					
	<p style="text-align: center;"><b>Self</b></p> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5					
	<p style="text-align: center;"><b>Evaluator</b></p> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5					



**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:



**SECTION G: TO BE COMPLETED BY EVALUATOR**

Goals Set for Current Review			
Goal Type	Goal	University or Departmental Goal/Direction Supported	Outcomes
Performance Goals	Performance Goal 1	Univ/Dept Goal Supported	<p>Leave this area blank.</p> <p>You will report on outcomes for employee's goals (objectives) as part of the Annual Review.</p>
	Performance Goal 2	Univ/Dept Goal Supported	
	Performance Goal 3	Univ/Dept Goal Supported	
Professional Development Goals	Professional Development Goal 1	Univ/Dept Goal Supported	
	Professional Development Goal 2	Univ/Dept Goal Supported	
	Professional Development Goal 3	Univ/Dept Goal Supported	

Complete this section with goals (objectives) for the new 2008 review period.

Leave this area blank.

You will report on outcomes for employee's goals (objectives) as part of the Annual Review.



SECTION G: (continued)

**Goals Set for Next Review**

Goal Type	Goal	University or Departmental Goal/Direction Supported	Outcomes
Performance Goals			
Professional Development Goals			

Leave this section blank.  
You will complete it as part of  
the Annual Review.