



STAFF PERFORMANCE APPRAISAL
(See Instruction Sheet for explanatory guidelines)

¡ Please print clearly in blue ink or type ¡ Do not write in shaded areas ¡ Complete all applicable information ¡ Sign and date the bottom of form ¡

EMPLOYEE NAME (Last, First, Middle Initial) _____
 EMPLOYEE DEPARTMENT _____
 FIVE DIGIT DEPARTMENT CODE _____ WORKING TITLE _____
 UNIQUE IDENTIFIER _____

Purpose of Current Review

- £ Annual Appraisal £ Provisional Mid-Point £ Special (Either particular accomplishment, evaluation of new duties, or problem which requires documents)

*** Definition of Dates:**

Provisional Period End Date – A six position numeric field identifying the anticipated date (MM/DD/YY) that the provisional period will conclude; the date should be adjusted if the provisional period is extended.
Performance Evaluation Date – A six position numeric field identifying the date (MM/DD/YY) of the current performance appraisal interview (provisional, annual, or special). For new hire, promotion, or transfer, this is the date that the midpoint provisional appraisal meeting was held. For regular staff, this is the date of either the annual or a special performance appraisal meeting.

STATEMENT OF PHILOSOPHY

This performance appraisal process is designed to evaluate an employee’s performance over a specified period of time. When the process works well, the employee and his/her supervisor plan together to build on strengths and develop those areas needing improvement. During the performance appraisal interview, time is set aside to 1) clarify expectations about job responsibilities and performance standards, 2) evaluate job performance against previous goals and expectations, and 3) discuss future professional goals and relate them to organizational needs.

The performance appraisal process is meant to build on the working relationship between employee and supervisor.

Supervisors: In evaluating an employee’s performance, you are to identify strengths and areas of performance which require improvement. You are asked to provide examples of the employee’s performance to illustrate the ratings you give. Examples based on your own observations work best. However, second hand observations are permissible if you have verified the information. Such examples clarify your message. After the interview, follow-up on the plans mutually developed by you and the employee.

Employees: The more involved you are in the appraisal interview, the more effective the process is likely to be. Be prepared by completing the self-appraisal on page 4. Listen and offer suggestions about how the supervisor can help you improve your performance. During the interview, ask the supervisor to clarify his/her expectations of your performance. Discuss your accomplishments and long-term professional goals, as well. After the interview, follow-up on the plans mutually developed by you and your supervisor.

PERFORMANCE RATING

- | | |
|-------------------------------|--|
| Consistently beyond standards | Work performance consistently exceeds performance standards |
| Often beyond standards | Work is fully satisfactory and often exceeds performance standards |
| Meets standards | Work is fully satisfactory; employee consistently meets and occasionally may exceed performance standards. This represents the expected level of performance as established by the supervisor. |
| Below standards | Performance standards are not fully achieved; employee needs to improve performance during the next appraisal period (e.g. 12 months) |
| Consistently below standards | Employee must demonstrate improved work performance within immediate period of time (e.g. 3 months) |

Employee Acknowledgment - - - Please initial one option:

- ____ 1. I discussed my appraisal with my supervisor and I agree with it.
 ____ 2. I discussed my appraisal with my supervisor and I don’t agree with it.
 ____ 3. I did not discuss my appraisal, but I agree with the appraisal form.
 ____ 4. I did not discuss my appraisal and I disagree with the appraisal form.

PLEASE CIRCLE ONE

I have completed a Self-Appraisal
 YES NO

DESCRIPTION	NAME (Print Clearly)	CAMPUS PHONE	E-MAIL ADDRESS	SIGNATURE	DATE
Employee Being Reviewed					
Immediate Supervisor					
Next Level Review					
Next Level Review					
FAIS Account Administrator					



University of Pittsburgh

HUMAN RESOURCES

FORM 0040 (593) PROCEDURE 07-05-01

PLEASE REVIEW THE INSTRUCTION SHEET CAREFULLY

PERFORMANCE FACTORS

Rate the employee on those performance factors relevant to his/her job. For each selected performance factor, identify job behaviors that are instrumental to effective job performance by checking (✓) the appropriate line(s) to the left. The job behaviors stated below each performance factor typically reflect a rating of "meets standards."

Supervisors are encouraged to provide specific examples and illustrations particularly when selecting a rating above or below that of "meets standards." (See separate Instruction Sheet for explanatory guidelines.)

- | |
|-----------------------------------|
| 1 = Consistently Beyond Standards |
| 2 = Often Beyond Standards |
| 3 = Meets Standards |
| 4 = Below Standards |
| 5 = Consistently Below Standards |

Examples and Illustration

	1	2	3	4	5
PLANNING AND ORGANIZING: <input type="checkbox"/> Establishes priorities appropriately <input type="checkbox"/> Organizes time, personnel, and material efficiently. <input type="checkbox"/> Plans activities effectively <input type="checkbox"/> -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EXECUTION: <input type="checkbox"/> Routine work usually reflects accuracy and thoroughness <input type="checkbox"/> Meets commitments and deadlines consistently <input type="checkbox"/> Meets established work standards <input type="checkbox"/> -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DECISION MAKING: <input type="checkbox"/> Acts in a manner consistent with departmental policy, objectives, and goals <input type="checkbox"/> Gathers and analyzes appropriate information before making decisions <input type="checkbox"/> Resolves Issues and solves problems <input type="checkbox"/> Takes timely action to prevent problems <input type="checkbox"/> -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUALITY OF WORK: <input type="checkbox"/> Work is completed efficiently (with minimum time, cost, etc.) <input type="checkbox"/> Professional or technical proficiency contributes positively to the work unit <input type="checkbox"/> Executes assignments in a manner which generates positive results for the department <input type="checkbox"/> -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
INTERPERSONAL COMMUNICATIONS: <input type="checkbox"/> Written and oral communication are clear and accurate <input type="checkbox"/> Interactions with people (students, employees, patients, etc.) promote the achievement of departmental goals <input type="checkbox"/> Handles sensitive situations appropriately <input type="checkbox"/> Willing to share duties and work in a collaborative manner <input type="checkbox"/> -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
JOB/KNOWLEDGE: <input type="checkbox"/> Knows how and when to execute work procedures <input type="checkbox"/> Demonstrates knowledge of critical work issues <input type="checkbox"/> Demonstrates knowledge of relevant University policies and procedures <input type="checkbox"/> -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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BEFORE COMPLETING EACH SECTION

- | |
|-----------------------------------|
| 1 = Consistently Beyond Standards |
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| 3 = Meets Standards |
| 4 = Below Standards |
| 5 = Consistently Below Standards |

Examples and Illustrations

	1	2	3	4	5	
WORK HABITS:						
<input type="checkbox"/> Consistently adheres to established work schedules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Works steady and effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Works within established guidelines seeking assistance as required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Adjust to changes in work procedure, setting, or task showing flexibility and willingness to learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
INITIATIVE:						
<input type="checkbox"/> Takes independent action when appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Exercises judgment and discretion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Seeks additional assignments when regular duties are up-to-date	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Suggests methods and procedures to improve departmental operation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
SELF-IMPROVEMENT:						
<input type="checkbox"/> Solicits guidance or resources to improve job performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Acknowledges/identifies work skills to be improved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Participates in training and development activities as appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
LEADERSHIP:						
<input type="checkbox"/> Develops improved work methods or programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Serves as a positive role model	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Encourages employee contributions to the achievement of departmental objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
SUPERVISORY SKILLS:						
<input type="checkbox"/> Selects Personnel who meet organizational needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Assigns work tasks with forethought	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Monitors the completion of work assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Plans and conducts performance appraisals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
SUPERVISORY RELATIONSHIPS WITH SUBORDINATES:						
<input type="checkbox"/> Creates a work climate that encourages employee commitment to departmental goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Works with employees to improve performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Encourages subordinates to participate in relevant training/professional development activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
OVERALL RATING:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



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SELF- APPRAISAL

(Add FORM 0040-1 Supplement to Employee's Self-Appraisal as needed.)

EMPLOYEE'S COMMENTS	SUPERVISOR'S COMMENTS
Accomplishments	
Areas of Strength	
Areas for Improvement	
Objectives: (To improve job skills, build on strengths, meet the needs of the work area, etc.)	
Professional Development	