

Colorado State University Performance Management Program Planning Confirmation and Overall Evaluation Form

Planning Period: From: _____	To: March 31, 20_____
Employee: _____	Employee number (Personnel/Payroll System): _____
Job Title: _____	Position Number _____
Department & 4-digit mail code: _____	Supervisor: _____

This section must be completed during the Performance Planning Stage

The PDQ for this position was reviewed and is current and accurate. Supervisor Initials: _____ Date: _____	
The performance plan has been reviewed and understood.	
Supervisor Signature _____	Date: _____
Employee Signature _____	Date: _____

This section must be completed during the Mid-Year Progress Review

At least one coaching, or progress review, meeting is required for each evaluation period; more are recommended. Indicate the date the meeting was held and the issues that were discussed.

Issues
Discussed

Supervisor Signature _____	Date: _____
Employee Signature _____	Date: _____

This section must be completed during the Performance Evaluation Process

Check (√) the overall performance rating for the evaluation period (see rating level definitions below):

Level 1 Level 2 Level 3

Supervisor Signature _____	Date: _____
Reviewer Signature _____	Date: _____
Employee Signature _____	Date: _____

I agree with this evaluation: _____ I disagree with this evaluation: _____

Definitions of Overall Performance Rating Levels:

Level 3 (Exceptional Performer): This rating represents consistently exceptional and documented performance or consistently superior achievement beyond the regular assignment. Employees make exceptional contribution(s) that have a significant and positive impact on the performance of the unit or the organization and may materially advance the mission of the organization. The employee provides a model for excellence and helps others to do their jobs better. Peers, immediate supervision, higher-level management and others can readily recognize such a level of performance.

Level 2 (Successful Performer): This rating level encompasses a range of expected performance. It includes employees who are successfully developing in the job, employees who exhibit competency in work behaviors, skills, and assignments, and accomplished performers who consistently exhibit the desired competencies effectively and independently. These employees are meeting all the expectations, standards, requirements, and objectives on their performance plan and, on occasion, exceed them. This is the employee who reliably performs the job assigned and may even have a documented impact beyond the regular assignments and performance objectives that directly supports the mission of the organization.

Level 1 (Needs Improvement): This rating level encompasses those employees whose performance does not consistently and independently meet expectations set forth in the performance plan as well as those employees whose performance is clearly unsatisfactory and consistently fails to meet requirements and expectations.

Marginal performance requires substantial monitoring and close supervision to ensure progression toward a level of performance that meets expectations. Although these employees are not currently meeting expectations, they may be progressing satisfactorily toward a level 2 rating and need coaching/direction in order to satisfy the core expectations of the position.

Enter overall rating in Personnel/Payroll System, make department/employee copies of this form & forward original to HR by April 30th. Performance Evaluation section MUST include employee, supervisor & reviewer signatures.

Planning and Evaluation Form

Unit Mission Statement:

How this position supports the Unit Mission:

Standards/Goals/Objectives Associated with Success in This Position

“Standards/Goals/Objectives” are specific statements or requirements and agreed upon by the supervisor and the employee. “Measurement Method” reflects the evaluation basis for the expected results. “Results achieved” are the accomplishments of the employee during the evaluation period.

1	Standard/Goal/Objective:	Results Achieved:
	Measurement Method:	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 1

Comments:

2	Standard/Goal/Objective:	Results Achieved:
	Measurement Method:	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 1

Comments:

3	Standard/Goal/Objective:	Results Achieved:
	Measurement Method:	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 1

Comments:

4	Standard/Goal/Objective:	Results Achieved:
	Measurement Method:	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 1

Comments:

5	Standard/Goal/Objective:	Results Achieved:
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	Measurement Method:	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 1
	Comments:	

6	Standard/Goal/Objective:	Results Achieved:
	Measurement Method:	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 1
Comments:		

7	Standard/Goal/Objective:	Results Achieved:
	Measurement Method:	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 1
Comments:		

Appendix C – Example Planning and Evaluation Forms (Continued)

Core Competencies

Job Knowledge/Potential: Possesses knowledge of established policies and procedures. Possesses sufficient skills and knowledge to perform all parts of the job effectively and efficiently. Provides technical assistance to others and is consulted by others on technical matters. Pursues professional development. Displays innovation.

Level 1 Level 2 Level 3

Comments:

Accountability: Accepts responsibility for actions. Meets changing conditions and situations in work responsibilities. Accepts constructive criticism and suggestions and makes appropriate changes. Handles conflict in a constructive manner. Seeks solutions acceptable to all. Willingness to accept supervision. Can consistently be relied on to perform in a professional manner. Seldom needs to be reminded. Is fully ready to work at beginning of work schedule and continues until workday is done. Does not abuse leave practices.

Level 1 Level 2 Level 3

Comments:

Interpersonal Relations: Maintains smooth working relations, support and respect of others. Demonstrates tact and diplomacy in negotiations or confrontations with others. Contributes to employee morale and motivation. Is accessible to others and responsive to their questions, needs and concerns. Supports and appreciates the diversity of co-workers, students, customers, and visitors. Shares information, credit and opportunities. Displays an appropriate balance between personal effort and team effort and ability to establish rapport with internal and external customers.

Level 1 Level 2 Level 3

Comments:

Communication/Verbal and Written: Uses appropriate language and terminology. Communicates in a manner that is understood, courteous and effective. Demonstrates effective listening skills. Seeks and considers ideas from others on issues. Keeps supervisor, co-workers and internal units informed. Is considerate of the communication styles of others. Prepares written communications/documents that are complete, clear and understandable.

Level 1 Level 2 Level 3

Comments:

Customer Service: Provides prompt and friendly service to internal and external customers. Helps identify customer needs through courteous questioning and a sincere desire to be helpful. Follows up with customers, as appropriate, to insure satisfaction. Considers/recommends alternatives to customers when needed.

Level 1 Level 2 Level 3

Comments:

All supervisors must have the following core competency in their performance plan:

Supervision/ Performance Management: Employees supervised demonstrate productivity, competence and high morale. Provides supervision, feedback and training for employees. Utilizes employee's skills and abilities. Conducts performance Planning and evaluations for employees in a timely manner. Develops goals, objectives and deadlines and communicates them to employees. Resolves routine personnel issues or problems.

Level 1 Level 2 Level 3

Comments:

Appendix C – Example Planning and Evaluation Forms (Continued)

The following are examples of additional competencies that may be appropriate for specific situations. They are provided here only as examples and are not meant to limit the inclusion of competencies beyond those mandated by the State.

____ **Motivation/Commitment:** Displays drive and energy in accomplishing tasks. Handles several responsibilities concurrently. Conveys positive and professional image of work unit to others. Puts forth-extra effort when needed. Agrees to modify schedule or adapt Programs when necessary. Self-starter. Displays positive attitude in work assignments and interactions with others.

Level 1 Level 2 Level 3

Comments:

____ **Competence/Responsibility:** Maintains quality/quantity standards. Accepts responsibility for all areas of job. Uses time effectively with minimal errors. Completes work thoroughly in a reasonable amount of time. Meets or surpasses established goals. Works accurately, neatly, and attends to detail.

Level 1 Level 2 Level 3

Comments:

____ **Problem Solving/Reasoning:** Recognizes and analyzes work related problems. Uses available resources to evaluate and recommend potential solutions. Ability to use good judgment to arrive at sound conclusions. Ability to take timely action.

Level 1 Level 2 Level 3

Comments:

____ **Safety:** Aware of job safety procedures. Keeps abreast of changes in safety procedures. Practices safety work habits. Reports possible safety hazards to supervisor. Attends safety-training programs, as appropriate.

Level 1 Level 2 Level 3

Comments:

____ **IT Security and Controls:** Possesses knowledge of and adheres to University and departmental IT Security policies and procedures, including storage, access, handling and confidentiality; ensures security control effectiveness (i.e., controls implemented correctly, operating as intended, meeting security requirements for information system); determines risk to organizational operations and assets, individuals, other organizations, and the University; applies security settings appropriately.

Level 1 Level 2 Level 3

Comments:

____ **Additional Competency 1:**

Level 1 Level 2 Level 3

Comments:

____ **Additional Competency 2:**

Level 1 Level 2 Level 3

Comments:

Appendix C – Example Planning and Evaluation Forms (Continued)

Development Programs

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Narrative Section

(For use by Supervisor to amplify the evaluation or Employee to explain disagreement with the evaluation; attach additional pages if necessary).