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| STRICTLY CONFIDENTIAL |
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| **Exempt Employee Performance Review** |

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| --- | --- | --- | --- |
| **Employee Name:** |  | **Employee Title:** |  |
| **Employee Dept:** |  | **Employee ID#:** |  |
| **Conducted By:** |  | **Date of Review:** |  |

**Signatures**

|  |  |  |  |
| --- | --- | --- | --- |
| Type Dept Head Name: |  | | |
|
| Dept. Head Signature: |  | Date: |  |
|
| Type Supervisor Name: |  | | |
|
| Supervisor Signature: |  | Date: |  |
|
| Type Employee Name: |  | | |
|
| Employee Signature: |  | Date: |  |
|

**General Instructions:**

Managers should use this form to complete reviews of their Exempt (salary paid) Employee(s). In each section, select a rating for each competency based on this past year’s performance. The Employee’s signature acknowledges that this performance review was reviewed with their supervisor but does not necessarily acknowledge agreement with the assessments made herein. The Employee is encouraged to add comments based on this review in the section provided on page 3.

How to Use 1. Tab to each field to move through the document. 2. Comment sections will expand as information is typed in. 3. Save an electronic copy of review for your records (and in case you need to update it). 4. Sign on page one. 5. After printing, supervisor must initial each page. 6. Send applicable pages with original signatures to HR by deadline.

**Rating Definitions:**

**5-Outstanding-** This grouping is for the highest performers who consistently exceed performance expectations; only a small number of employees will attain this standard

**4-Very Good-** This grouping is for superior performers who always meet and often exceed performance expectations

**3-Good-** This grouping is for good performers who consistently meet (and may occasionally exceed) performance standards; most employees will fall into this category

**2-Needs improvement-** This grouping is for employees who have difficulty consistently meeting performance expectations; for these employees the supervisor must engage with them and manage their development and/or performance

**1-Unsatisfactory-** This grouping is for employees who do not meet performance expectations; contact HR for advice on a formal performance improvement plan and/or disciplinary measures

**Section 1. Major Areas of Responsibilities from Job Description**

Using the Position Job Description, in the spaces below fill in the 4 “major responsibilities” of the job (usually these would be those requiring the largest % of effort). Rate the employee’s performance of those responsibilities using the checkboxes. Brief comments – 1-4 sentences – can be used to provide specific examples and to identify training, where applicable. [Note: if the 4 “major responsibilities” are insufficient to evaluate performance, contact HR for help in re-writing the Job Position Description!

| **Major Responsibility (1):** | | | | |
| --- | --- | --- | --- | --- |
| **5-Outstanding** | **4-Very Good** | **3-Good** | **2-Needs Improvement** | **1-Unsatisfactory** |
|  |  |  |  |  |
| **Comments:** | | | | |

| **Major Responsibility (2):** | | | | |
| --- | --- | --- | --- | --- |
| **5-Outstanding** | **4-Very Good** | **3-Good** | **2-Needs Improvement** | **1-Unsatisfactory** |
|  |  |  |  |  |
| **Comments:** | | | | |

| **Major Responsibility (3):** | | | | |
| --- | --- | --- | --- | --- |
| **5-Outstanding** | **4-Very Good** | **3-Good** | **2-Needs Improvement** | **1-Unsatisfactory** |
|  |  |  |  |  |
| **Comments:** | | | | |

| **Major Responsibility (4):** | | | | |
| --- | --- | --- | --- | --- |
| **5-Outstanding** | **4-Very Good** | **3-Good** | **2-Needs Improvement** | **1-Unsatisfactory** |
|  |  |  |  |  |
| **Comments:** | | | | |

**Section 1A. Annual Goals**

It is highly recommended that goals be established for the employee which can be based on College, Division, Department or Professional Development goals. These goals should be discussed and agreed upon with the employee. For each goal established, specify a comprehensive description of that goal in the chart below (row height will automatically adjust to text overflow) as well as a target date when work toward that goal will commence and a target date for goal completion. The status column can be used to track progress toward that goal.

|  |  |  |  |
| --- | --- | --- | --- |
| **Goal Description** | **Initiation Date** | **Completion Date** | **Goal Status** |
| 1. |  |  |  |
| 2. |  |  |  |
| 3. |  |  |  |
| 4. |  |  |  |

**Section 2. Core Competencies**

**1. The employee strives for personal excellence at work.** Examples of how employees might demonstrate this competency include: Committing to making the best of their talents at work by strengthening existing talents or developing new ones. Talents might include *interpersonal skills* such as listening, being a team player, cooperating, collaborating, etc., *business skills* like project management, customer service, making presentations, public speaking, etc. and *personal traits* like honesty, integrity, diligence, intentionality, etc. **To what extent does the employee do this?**

| **5-Outstanding** | **4-Very Good** | **3-Good** | **2-Needs Improvement** | **1-Unsatisfactory** |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |

**1a. Comments:**

**2. The employee assumes responsibility for the tasks, processes and tools in his or her job.** Examples of how employees might demonstrate this competency include: Committing to doing the best they can do at work. Understanding the job and how it supports the College. Seeking improvement and efficiencies through the use of creativity and innovation. Being a good steward of College resources. Managing risks and reducing losses.

**To what extent does the employee do this?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **5-Outstanding** | **4-Very Good** | **3-Good** | **2-Needs Improvement** | **1-Unsatisfactory** |
|  |  |  |  |  |

**2a. Comments:**

**3. The employee’s focus is on the needs of the people his or her work supports.** Examples of how employees might demonstrate this competency include: Understanding & satisfying the needs of customers and clients. Finding ways to improve service. Being a highly effective communicator (both written and verbal communications).

**To what extent does the employee do this?**

| **5-Outstanding** | **4-Very Good** | **3-Good** | **2-Needs Improvement** | **1-Unsatisfactory** |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |

**3a. Comments:**

**4. The employee engages with the values and mission of the College.** Examples of how employees might demonstrate this competency include: Seeking to understand what differentiates Holy Cross from other workplaces. Understanding essential values, as expressed in the Holy Cross Mission Statement. Finding ways to engage with the College Community through programs and practice.

**To what extent does the employee do this?**

| **5-Outstanding** | **4-Very Good** | **3-Good** | **2-Needs Improvement** | **1-Unsatisfactory** |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |

**4a. Comments:**

**5. Employee Comments**(The Employee has the ability to write in comments that they may have about their review here):

**COMPLETE THIS SECTION ONLY IF THE EMPLOYEE YOU ARE REVIEWING SUPERVISES**

**ONE OR MORE STAFF MEMBERS. IF NOT, ONLY PRINT THE ABOVE PAGES.**

**Section 3. Supervisory Competencies**

**1. The supervisor takes responsibility for employee development.** Examples of how supervisors might demonstrate this competency include: Assuming responsibility for the development of the employees who report to them, helping them to make the best of their talents and realize their full potential. Engaging their employees, taking the time to understand their wishes and aspirations and objectively assessing their capabilities and weaknesses. Creating training and work experiences to help employees grow and develop. Not shying away from conversations that may be challenging and uncomfortable. Giving effective feedback. **To what extent does the employee do this?**

| **5-Outstanding** | **4-Very Good** | **3-Good** | **2-Needs Improvement** | **1-Unsatisfactory** |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |

**1a. Comments:**

**2. The supervisor engages in good supervisory practices to get the best from employees.** Examples of how supervisors might demonstrate this competency include: Understanding what motivates people to do their best (and the primacy of internal sources of motivation). Engaging regularly with employees to build rapport and trust. Setting clear expectations. Recognizing and rewarding good performance. Making decisions based on business reasons. Avoiding unfair treatment. Practicing “active listening” - asking questions to clarify understanding and intent and avoiding leaps to judgment. Giving individualized attention to employees and using encouragement, praise, direction and correction, as the situation requires. Understanding when to direct and when to coach. Using a coaching approach in supervision.

**To what extent does the employee do this?**

| **5-Outstanding** | **4-Very Good** | **3-Good** | **2-Needs Improvement** | **1-Unsatisfactory** |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |

**2a. Comments:**

**3. The supervisor plans & organizes work logistics so as to create conditions for success.** Examples of how supervisors might demonstrate this competency include: Taking practical steps to remove obstacles that may hold back employees and arranging work so that the employee has the best chance to succeed. Obstacles may include things like physical working conditions, technology, tools, processes, and/or mindsets. Obstacles may not be in the employee’s direct control but in others whom the employee has to work with to get his or her job done, e.g. vendors, customers, suppliers, other Holy Cross departments,etc.

**To what extent does the employee do this?**

| **5-Outstanding** | **4-Very Good** | **3-Good** | **2-Needs Improvement** | **1-Unsatisfactory** |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |

**3a. Comments:**