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| STRICTLY CONFIDENTIAL |
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| **Non-Exempt Performance Review**  **(Except Facilities and Dining Services)** |

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

**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 Non-Exempt (hourly paid) Employee(s). In each section, select a rating for each competency based on this past year’s performance. Add specific comments to support your rating if desired. 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 with the overall score.

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 the 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:**

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

**2- 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

**4- Needs improvement-** This grouping is for employees who have difficulty consistently meeting performance expectations; for these employees the supervisor must manage their development and performance more closely.

**5- 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 3 “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 3 “major responsibilities” are insufficient to evaluate performance, contact HR for help in re-writing the Position Job Description!

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

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

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

**Section 2. Competencies**

**1. The employee strives for personal excellence and quality work.** The employee might demonstrate this competency by: Completing duties as assigned thoroughly and accurately. Performing job duties as efficiently as possible without jeopardizing quality, striving to increase productivity while maintaining a high level of quality.

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

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

**1a. Comments:**

**2. The employee assumes responsibility for the tasks, processes and tools in his or her job.** The employee might demonstrate this competency by: 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?**

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

**2a. Comments:**

**3. The employee’s focus is on the needs of the people his or her work supports.** The employee might demonstrate this competency by: Understanding and satisfying the needs of customers. Finding ways to improve service. Resolving work problems and making appropriate decisions. Applying prior experiences to new situations. Appropriate escalation of issues to the responsible supervisor. Can anticipate problems and develop alternative plans.

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

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

**3a. Comments:**

**4. The employee is a team player and contributes to teamwork to their best abilities.** The employee might demonstrate this competency by: Degree to which employee works effectively and cooperatively with other workers and departments. Responsiveness and teamwork to facilitate collaboration for the College mission. Maintains harmonious working relationships with supervisors, co-workers, faculty, and others; interacts appropriately with all members of the College community; helps to create a hospitable environment.

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

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

**4a. Comments:**

**5. The employee is an effective communicator.** The employee might demonstrate this competency by: Degree to which employee communicates on matters of importance. Ability to transmit information orally with individuals or groups. Ability to persuade others to a certain point of view. Degree to which employee interacts politely with others using personal skills such as speaking, listening, and maintaining a good attitude.

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

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

**5a. Comments:**

**6. The employee exhibits professionalism, initiative, flexibility and dedication.** The employee might demonstrate this competency by: Accepts responsibility for all aspects of job and takes accountability for good and bad outcomes. Strives to gain new skills and insights by keeping informed about new techniques, equipment and materials. Embraces new challenges, adapts to new situations and changing work responsibilities. Is open to suggestions and feedback; utilizes input from others. Displays interest in and enthusiasm for the job; fosters a sense of ownership. Demonstrates commitment, cooperation, and positive behavior.

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

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

**6a. Comments:**

7. The employee actively engages with the values and mission of the College and pursues “…shared responsibility for the life and governance of the College…” by taking part in activities that build community, create a campus culture of freedom, mutual respect and civility, respect differences, demonstrate openness to new ideas, and that serve others. Examples of how employees might demonstrate this competency include: volunteering to be on a Title IX or student discipline panel, advising a student group, participating in a mission-related program (e.g. 19th Annotation retreat, Mission Seminar, etc.), serving as a Mission & Diversity Ambassador or HCFirst Mentor, leading an employee affinity group, joining an employee volunteer project, or other service and active participation on Campus committees, programs and groups.

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

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

**7a. Comments:**

**Directions: If Auxiliary positions complete question 8, if Office position, complete question 9 ONLY**

**8. The employee conducts their processes and responsibilities following departmental policy and procedures with the appropriate judgement and technical skills.**  The employee might demonstrate this competency by: Keeping the work area neat, clean, organized and safe. Working safely by following all safety rules, practices, and procedures. Being “safety aware” for oneself and others. Always conducting oneself appropriately and holding others accountable for the same expectation. Working effectively when not under direct supervision or guidance.

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

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

**8a. Comments:**

**9. The employee conducts their processes and responsibilities following departmental policy and procedures with the appropriate judgement and technical skills.** The employee might demonstrate this competency by: Improving systems and procedures after analyzing operating practices, recordkeeping systems, forms control, and personnel requirements. Understanding what is appropriate and inappropriate behavior in the workplace. Always conducting oneself appropriately and holding others accountable for the same expectation. Keeping the work area and work in general neat, clean, and organized. Working effectively when not under direct supervision or guidance. Proficiency using standard office equipment and tools (e.g. all Microsoft suite applications).

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

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

**9a. Comments:**

**Section 3. Annual Work Goals & Professional Development Goals**

Highly recommended that goals and/or Performance Development Identification be established for the employee based on the College, Division, or Department goals, and professional development goals for individual growth. These goals should be discussed and agreed upon with the employee. For each item 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 goals.

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

**The Overall Rating assists in merit increase determination: (If supervisor, please complete next page and enter rating here)**

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

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

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

**Section 4. 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?**

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

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

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

**3a. Comments:**