 **Performance Review**

*Click in the Employee’s Name box and then continue through the form by using the tab key.*

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| **Employee Name:**  | **Title:**  |
| **Banner ID:**  | **Department:**  |
| **Supervisor Name:**  | **Period of Review: From:** **To:**  |
| **Type of Review: Annual** **[ ]  6 Month** **[ ]  Other** **[ ] :**  |
| **Section I – Critical Success Factors:** Please review the job description and contact Human Resources to discuss questions or discrepancies related to the description. Employees are to be evaluated on the following critical success factors in relation to the tasks and duties described in the job description. Supervisors should use the section titled “As evidenced by.” to provide feedback and examples to support the ratings of Excels, Needs Improvement and Unsatisfactory, but can also be used for other ratings as necessary to illustrate evidence of the rating.  |
| **Customer Focus:** Is responsive to the expectations and needs of internal and external customers; provides quality customer service by creating a welcoming and supportive environment; always acts with the student in mind; anticipates future needs and identifies opportunities to remove barriers; is consistent and timely in delivering on commitments and resolving customer issues. |
| **Approachability** |
| **Excels** | **On Target** | **Acquiring** | **Needs Improvement** | **Unsatisfactory** |
| [ ]  Sought out by others due to unrivaled willingness to help; always displays self-control and a positive attitude, even when handling difficult people or situations; always demonstrates genuine interest and empathy.  | [ ]  Is easy to approach and talk to; pleasant and able to maintain composure when faced with difficult situations; puts others at ease; builds trust and rapport; displays genuineness; is a good listener. | [ ]  Continues to develop composure in a variety of settings; may be uncomfortable when approached with certain situations which projects to others; shows the ability to enhance skills needed to listen carefully and clarify meanings. | [ ]  May be seen as unapproachable in certain situations; often demonstrates negative or disingenuous behaviors; actions and non-verbal responses may be inconsistent or inappropriate to the situation. | [ ]  Unapproachable; is unpleasant, pessimistic and difficult to be around; is abrasive when interacting with others; creates tension; projects attitude of superiority and finds fault with others; is dismissive of others concerns or ideas. |
| As evidenced by:       |
| **Responsiveness** |
| **Excels** | **On Target** | **Acquiring** | **Needs Improvement** | **Unsatisfactory** |
| [ ]  Consistently knows when extra effort is necessary and intuitively reacts to customer needs; displays a high level of dedication in everyday situations; goes above and beyond to ensure needs are met; regularly surprises customers with unexpected levels of service. | [ ]  Actively seeks information to understand and anticipate customer needs; shows initiative and takes action to ensure expectations are met and issues resolved; takes ownership and is accountable.  | [ ]  Developing a proficiency in seeking information from others to ensure customer needs are met; learning more about College services to best assist customers; will benefit from exposure to those who demonstrate a high degree of responsiveness. | [ ]  Inconsistently solicits appropriate information to assist with customer needs; does not always follow through to fulfill customer expectations; often does not accept responsibility for actions and decisions. | [ ]  Does not demonstrate the ability to gather information and take action to ensure customer expectations are met; often fails to deliver on customer needs; does not exhibit initiative or take ownership in responding to requests.  |
| As evidenced by:       |
| **Ethics & Values:** Demonstrates professionalism in dealing with a diverse population; emphasizes the importance of understanding and respecting each other’s view of the world, personalities and working styles; behaves in a manner consistent with the College’s standards of ethical conduct. |
| **Embraces Differences in Others** |
| **Excels** | **On Target** | **Acquiring** | **Needs Improvement** | **Unsatisfactory** |
| [ ]  Highly values differences and relates exceptionally well to others; engages in a healthy interplay of ideas without judgment or preconceived notions; recognizes and celebrates each person’s talents; is versatile and adaptable with a variety of people and situations. | [ ]  Works well with, and is open to all people, even those with differing backgrounds and experiences; deals effectively with all races, nationalities, cultures, disabilities, ages and both sexes; focuses on each person’s positives, and supports equal and fair treatment for all. | [ ]  Actively developing comfort in interacting with individuals with different ideas and perspectives; continuing to enhance ability to adapt to a variety of personalities, working styles and cultural experiences.  | [ ]  Does not consistently value differences in others; has difficulty engaging in a healthy interplay of ideas; lacks ability to adapt to others with differing backgrounds and points of view.  | [ ]  Not effective interacting with others who are different from him/her; reacts inappropriately when faced with a variety of personality types, working styles and cultural experiences; not open to ideas and perspectives from those with dissimilar backgrounds.  |
| As evidenced by:       |
| **Professionalism** |
| **Excels** | **On Target** | **Acquiring** | **Needs Improvement** | **Unsatisfactory** |
| [ ]  Seeks a higher degree of professional excellence; immediately conveys a positive impression; exhibits unrivaled ethical behavior; demonstrates unwavering self-assurance and competence; dedicated to the student, the profession and the organization. | [ ]  Polite, respectful and courteous; words and actions are appropriate for the situation; exhibits confidence and capability; is polished and poised; exhibits behaviors consistent with College standards of conduct; conforms to proper standards of professional dress.  | [ ]  Seeks opportunities to increase professionalism; identifies appropriate models and examples to develop skills and knowledge necessary to excel in the professional setting; increasing awareness of office protocol and standards of professional dress. | [ ]  May be seen as lacking in confidence and competence; at times words and actions are not appropriate for the professional setting; occasionally displays a lack of respect towards others; inconsistent in appearance and standards of professional dress. | [ ]  Shows a poor image of the College; often acts or communicates in an inappropriate and disrespectful manner; lacks competence and motivation to develop skills and grow professionally; does not conform to professional standards of dress. |
| As evidenced by:       |
| **Communication:** Reads, writes, speaks, and listens effectively; applies effective techniques to create working relationships with others to achieve common goals; successfully communicates and collaborates with others to achieve goals.  |
| **Interpersonal Skills** |
| **Excels** | **On Target** | **Acquiring** | **Needs Improvement** | **Unsatisfactory** |
| [ ]  Clearly articulates thoughts and adds value in a variety of settings and styles; cultivates professional relationships across the College and at all levels of the organization; makes frequent use of active/reflective listening. | [ ]  Builds constructive and effective professional relationships; uses diplomacy and tact; communicates articulately and concisely verbally and in writing; understands and uses active/reflective listening.  | [ ]  Actively developing interpersonal style to build productive professional relationships; recognizes the need to further develop verbal and written communication skills; may benefit from coaching and observation of those who demonstrate effective skills. | [ ]  Inconsistent ability to develop professional relationships with others; often inarticulate; does not consistently demonstrate diplomacy and tact; communication skills are weak or inconsistent. | [ ]  Lacks the interpersonal skills to develop productive professional working relationships; unable to deliver appropriate messages verbally and in writing; does not demonstrate effective communication and listening skills. |
| As evidenced by:       |
| **Cooperation and Teamwork** |
| **Excels** | **On Target** | **Acquiring** | **Needs Improvement** | **Unsatisfactory** |
| [ ]  Establishes rapport with everyone; unrivaled willingness to assist others; fosters development of a common vision; is viewed by others as an ambassador for the department and the College. | [ ]  Works well with others; promotes teamwork and collaboration within and outside of the department; invites input from others; makes a valuable contribution to team/College objectives. | [ ]  Learning how to work with others to enhance the achievement of objectives; should be encouraged to move beyond comfort zone; may benefit from serving on committees or cross-functional teams. | [ ]  Is often reluctant to help others or share information; shows a lack of cooperation on team projects; appears more interested in promoting self interests over the good of the department.  | [ ]  Unwilling to cooperate; has consistently failed to achieve goals as a team member; develops road blocks to working as a team. |
| As evidenced by:       |
| **Critical Thinking:** Demonstrates skills necessary for analysis, synthesis and evaluation; provides an intellectual atmosphere conducive to the stimulation and interchange of ideas; makes decisions in a timely manner, sometimes with incomplete information and under deadlines; can look at situations and processes critically to make recommendations for improvement. |
| **Problem Solving** |
| **Excels** | **On Target** | **Acquiring** | **Needs Improvement** | **Unsatisfactory** |
| [ ]  Uses a variety of analytical techniques; addresses root causes in developing cohesive solutions; views problems as exciting challenges; always strives to improve quality, service and process | [ ]  Can analyze facts, information and evidence logically; looks beyond the obvious and doesn’t stop at first answers; makes a strong effort to be part of the solution; reviews even routine tasks and results to initiate good conceptual ideas with practical application. | [ ]  Developing the ability to logically analyze facts and explore alternative approaches to recurring challenges; learning to identify underlying issues to effectively solve problems rather than symptoms; should be encouraged to bring forth new ideas to routine practices.  | [ ]  Sometimes will anticipate problems; weak analytical skills; finds problems but doesn’t “own” them or solve them; reluctant to vary from conventional practices; tends to focus on who caused the problem instead of resolving problems. | [ ]  Lacks problem analysis skills; lets others find and fix problems; displays an unwillingness to be part of the solution. |
| As evidenced by:       |
| **Decision Making** |
| **Excels** | **On Target** | **Acquiring** | **Needs Improvement** | **Unsatisfactory** |
| [ ]  Consistently takes into account the needs of all stakeholders; always weighs ramifications of decisions; demonstrates an ability to effectively influence key decision makers. | [ ]  Involves others appropriately when making decisions; weighs alternative decisions before taking action; can be relied on to make sound decisions. | [ ]  Has desire to work with others when making decisions; developing essential skills to gather information and form appropriate decisions; motivated to improve decisiveness. | [ ]  At times, does not appropriately involve others when making decisions; fails to foresee the consequences of decisions; sometimes makes inappropriate decisions. | [ ]  Avoids decision making situations; fails to gather necessary information for decision making; regularly makes inappropriate decisions.  |
| As evidenced by:       |
| **Work Effectiveness:** Demonstrates the skills and uses the technology necessary to collect, verify, document and organize information from a variety of sources; uses logic to determine effective solutions; understands job duties, college processes and related work; is dependable and can be counted on to complete work on time and in an accurate manner; can flex and adapt to changing goals and work requirements. |
| **Job Knowledge** |
| **Excels** | **On Target** | **Acquiring** | **Needs Improvement** | **Unsatisfactory** |
| [ ]  Demonstrates complete and accurate knowledge of job; work is always of the highest quality; continually strives to stay informed; requires minimal instruction and direction; always assures that work is done right, thoroughly or precisely. | [ ]  Possesses knowledge and skills necessary to effectively perform the job; seeks opportunities to increase knowledge; is attentive to details and produces work with consistent accuracy; may occasionally require instruction and direction to complete work. | [ ]  Demonstrates appropriate skills to succeed in role; will deliver consistent quality work with additional job knowledge, experience and exposure; has desire to increase understanding of role; requires routine instruction.  | [ ]  Possesses only basic job skills required for the job; makes little effort to increase knowledge; requires regular instruction, direction and oversight to complete routine tasks; inconsistently produces accurate work; shows concern when errors are made but does not make efforts to fix them. | [ ]  Lacks skills required for the role; makes no effort to increase knowledge; requires extensive instruction, direction and oversight; produces work that contains notable and careless errors; demonstrates lack of concern for getting details right. |
| As evidenced by:       |
| **Adaptability and Flexibility** |
| **Excels** | **On Target** | **Acquiring** | **Needs Improvement** | **Unsatisfactory** |
| [ ]  Successfully alters activities to suit demands of new or changing requirements; embraces and readily accepts change; adapts easily to new situations; comfortably refocuses when priorities shift; successfully diffuses stressful situations.  | [ ]  Openly adapts to change; understands impact of change and can be flexible when faced with new situations; handles stressful situations calmly and professionally.  | [ ]  Open to change; attempts to adapt to new situations; learning to seamlessly shift priorities; may require help to understand the impact of change; learning to adapt to unusual stressful situations. | [ ]  Focuses on barriers; inflexible and is reluctant to shift priorities or make adjustments when change is necessary; may become defensive or irritated when times are tough. | [ ]  Demonstrates a high level of resistance to change; is negative and incapable of shifting priorities when faced with changing situations; unable and unwilling to adapt to change.  |
| As evidenced by:       |
| **Dependability** |
| **Excels** | **On Target** | **Acquiring** | **Needs Improvement** | **Unsatisfactory** |
| [ ]  Work consistently exceeds acceptable standards by a significant degree; extremely punctual and reliable; excellent follow-through. | [ ]  Can be counted on to deliver on commitments and provide quality work; ensures timely follow-through; is reliable and punctual; work is completed in a consistent and timely manner.  | [ ]  Is enhancing the ability to determine priorities to consistently deliver on projects and tasks; developing skills to ensure commitments are met in a timely manner; may benefit from support in determining priorities and setting schedules.  | [ ]  Work is not consistently completed in a timely manner; often misses or is late with appointments, deadlines and other commitments; does not consistently follow-through. | [ ]  Projects and tasks are not completed in a timely manner; is not present and punctual; lacks commitment and follow-through. |
| As evidenced by:       |
| **Leadership:** Promotes a common purpose consistent with stated College goals; demonstrates a commitment to students and the learning environment; displays innovation and promotes continuous improvement in organizational performance and fiscal accountability; invests in others to assist and help them reach and realize their potential; effectively bridges differences to facilitate consensus or agreement. |
| **Ability to Manage Conflict** |
| **Excels** | **On Target** | **Acquiring** | **Needs Improvement** | **Unsatisfactory** |
| [ ]  Strong ability to detect and address conflict in its early stages; always sets a tone for interactions that are respectful and productive; consistently able to mediate workable agreements. | [ ]  Recognizes the potential for conflict; openly addresses conflict for resolution; looks for win-win solutions; helps find agreement on issues and follows through.  | [ ]  Developing the ability to recognize and remain objective in situations that involve conflict; may be uncomfortable trying to negotiate agreements; would benefit from observing others who are effective at resolving difficult situations. | [ ]  Has difficulty recognizing the potential for conflict; when faced with challenging situations, will often respond defensively; has difficulty resolving conflicts in a positive and constructive manner.  | [ ]  Avoids or aggravates conflicts; frequently involved in confrontations and disagreements; often becomes defensive and emotional. |
| As evidenced by:       |
| **Coaching/Developing Others** |
| **Excels** | **On Target** | **Acquiring** | **Needs Improvement** | **Unsatisfactory** |
| [ ]  Able to identify when others are struggling; openly and willingly shares information and resources; regularly seeks to engage others in a constructive learning process.  | [ ]  Promotes a positive and supportive environment; provides additional information, resources and support to others as needed; provides appropriate feedback to encourage growth and success. | [ ]  Is capable of providing support and development; learning to identify when others need help; developing confidence to approach others, provide assistance and share feedback to encourage growth. | [ ]  Inconsistent ability to identify when others are struggling; feedback lacks a positive and constructive tone; may become frustrated when others are learning.  | [ ]  Not willing to provide support or assistance to others; withholds information and resources; lacks empathy when others are learning. |
| As evidenced by:       |
| **Human Resources Management** |
| **This Employee:** | **Excels** | **On Target** | **Acquiring** | **Needs Improvement** | **Unsatisfactory** |
| [ ]  Engages in informal or formal leadership activities[ ]  Manages or supervises others[ ]  Does not apply | [ ]  Intuitively knows when to use a team approach or to act independently; delegates authority in a way that empowers employees; gives effective feedback, even when the message is difficult to deliver; monitors progress and proactively removes barriers to help employees accomplish goals.  | [ ]  Can discern when to use a team or individual approach; appropriately delegates authority; regularly provides feedback regarding both strengths and development needs; provides adequate resources for employees to accomplish their goals. | [ ]  Developing the comfort and skill to identify and use the appropriate approach when managing people and situations; learning when to delegate responsibility; may be reluctant to give feedback about performance; may benefit from regular meetings with employees to ensure goals are met. | [ ]  Micro-manages or takes a hands-off approach to many employee activities; does not appropriately delegate duties and responsibilities; has not fully established working relationships based on trust; inconsistently or inappropriately provides feedback to employees. | [ ]  Does not manage employee activities; does not hold self accountable for employee and team performance; fails to provide employees with the resources needed to accomplish goals, does not provide appropriate feedback. |
| As evidenced by:       |
| **Fiscal Accountability** |
| **This Employee:** | **Excels** | **On Target** | **Acquiring** | **Needs Improvement** | **Unsatisfactory** |
| [ ]  Engages in informal or formal leadership activities[ ]  Manages or supervises others[ ]  Does not apply | [ ]  Proactively plans budgetary and financial efforts; maximizes existing financial resources and partners appropriately to identify new funding sources when needed; effectively manages College and departmental resources following financial goals, policies and procedures.  | [ ]  Utilizes College resources wisely; is not wasteful; maintains, plans, and projects for budgetary and financial needs; manages budget and related paperwork within policy guidelines; demonstrates the ability to use financial resources effectively. | [ ]  Keeps within established budget guidelines; may need assistance in identifying ways to effectively utilize resources; will benefit from additional learning to ensure consistency and timeliness in completing paperwork. | [ ]  May be wasteful; has difficulty keeping within established budget guidelines; provides inconsistent management of financial resources; regularly submits budget and accounting paperwork incorrectly or late. | [ ]  Does not keep within established budget guidelines; fails to use College resources wisely; decisions result in fiscal misuse or waste; demonstrates improper utilization of financial resources; does not follow financial policies and procedures. |
| As evidenced by:       |
| **Section II. Goals** – Employees are expected to establish goals and objectives for the upcoming year with his/her supervisor. These goals may be carried forward from the previous year if still applicable, or they may be new as appropriate. Goal setting should be a participatory process and result in observable, measurable and attainable objectives for the upcoming year. In part A below, the employee and supervisor should review and comment on the achievement of last year’s goals. In part B, the employee and supervisor should establish objectives for the upcoming year. Part C should specifically address training and development.**Part A: Narrative describing achievement of goals from last year:**      **Part B: Establishment of a minimum of three (3) goals that relate to the mission of the College for the upcoming year.**      **Part C: Training and Development goals:**       |
| **Section III. Supervisor’s Comments.** Based on this performance evaluation, check the overall rating of this employee’s performance. [ ]  Excels [ ]  On Target [ ]  Needs Improvement\* [ ]  Unsatisfactory\***Additional Supervisor Comments:**       \* An overall rating of Needs Improvement or Unsatisfactory must be discussed with Human Resources prior to presenting the review to the employee. In addition, a performance improvement plan must be created to include time-specific, achievable and measurable levels of improvement.  |
| **Section IV. Employee comments.** How clearly do you understand what is expected of you regarding your job performance?[ ]  Completely clear. I know exactly what is expected of me.[ ]  Usually clear. I seldom have to ask.[ ]  Not clear. I’m unsure of my duties and responsibilities.Do you agree or disagree with this performance review?[ ]  I agree. [ ]  I disagree.If you would like to meet with a representative of Human Resources to discuss this review, position description or any other area concerning your employment with Florida SouthWestern State College, please call Human Resources at 489-9293. |
| **Additional Employee Comments:**  |
| Signature does not imply concurrence with rater’s review, only that the review was administered.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Employee Date**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Supervisor Date**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Next Level Supervisor/Administrator Date** |
| Employee declined to sign review: [ ] \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Supervisor Date** |

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