Lake Superior State University

**Annual Performance Evaluation Program**

**Introduction -** Documented performance evaluations are communication tools that ensure supervisors and direct reports have a shared understanding about expectations and requirements. The evaluation process also provides opportunities for regular interaction and in-person communication. This is an excellent way to optimize clarity and alignment.

**Annual Goals** - Goals are an important part of the Performance Evaluation Program. This allows University strategic goals to be connected through leaders to individual employee goals. The alignment of goals is an important way to focus attention on the outcomes that are desired to drive overall success.

**SMART Goals** - Meaningful goals are written as SMART goals, where SMART stands for Specific, Measurable, Achievable, Realistic and Time-based.

**Job Related Competencies** - Competencies are job related knowledge, skill and ability (KSAs) and ensure the right person is in the right job. Defining and measuring competencies allows for the maintenance and development of workforce talent.

**Ratings** – Ratings are done using a five point, narrative scale. This is one way to ensure consistency across raters.

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| **Not Met (NM)**  Consistently performs below standard; requires immediate improvement. Requires a Performance Improvement Plan. | **Partially Meets (PM)**  Performance does not fully meet expectations. Requires a Development Plan. | **Meets (M)**  Performs at expected levels; is fully effective and proficient in job performance. | **Exceeds (E)**  Consistently performs above expected levels; recognized as an internal resource. | **Far Exceeds (FE)**  Consistently far exceeds expected levels; makes significant progress towards University goals; recognized as an organizational leader. |

**Plan Year** – The Plan Year (or Plan Cycle or Annual Performance Cycle) follows the Fiscal Year – July 1 to June 30.

**Timing** – The Performance Plan comes first, during which goals and dates to meet are set. Periodic meetings take place during the Plan Year. Completing the final evaluation comes last. As the Plan Year is closing, planning begins for the next year.

**Communication** – All of the above also sets the stage for frequent and meaningful communication between supervisors and employees. This communication, guided by the evaluation program, ensures a minimal set of similar communications taking place across campus. This is a powerful way to achieve alignment. Additional communication is also strongly recommended.

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| **Section #1 –ANNUAL PERFORMANCE EVALUATION PROGRAM** | | | |
| **Dept. Name:** |  | **Employee Name:** |  |
| **Supervisor Name:** |  | **Employee A#:** |  |
| **Supervisor Title:** |  | **Employee Title:** |  |

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| **Section #2 – PERFORMANCE GOALS** |

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| **ANNUAL GOALS (Written as SMART goal statements: Specific, Measurable, Achievable, Realistic, Time-based)** | **Enter Rating (NM, PM, M, E, FE)** |

|  |  |  |
| --- | --- | --- |
| **1** |  |  |
| **2** |  |  |
| **3** |  |  |
| **4** |  |  |
| **5** |  |  |
| Comments: | | |

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| **Section #3 – JOB RELATED COMPETENCIES & PERSONAL DEVELOPMENT GOALS** | | |
| **JOB RELATED COMPETENCIES (Use duties from job description)** | | **Enter Rating (NM, PM, M, E, FE)** |
| **1.** |  |  |
| **2.** |  |  |
| **3.** |  |  |
| **4.** |  |  |
| **5.** |  |  |
| **6.** |  |  |
| **7.** |  |  |
| **8.** |  |  |
| Comments: | | |
| **PERSONAL PROFESSIONAL DEVELOPMENT GOALS (Not formally scored. Serve as coaching opportunities.)** | | |
| At the beginning of the performance cycle, supervisor and employee discuss development opportunities and list goals for the current cycle. Describe goals as SMART goals (specific, measurable, achievable, realistic, time-based). Discuss progress regularly with the employee. | | |
| **1.** |  | |
| **2.** |  | |
| **3.** |  | |
| **4.** |  | |
| **5.** |  | |
| **PERSONAL DEVELOPMENT COMMENTS** | | |
| Comments: | | |
|  | | |
| **Section #4 - OVERALL RATING AND SIGNATURE SHEET** | | |
| Supervisors should comment on ratings that are above or below **Meets**. Attach additional sheets and relevant evidence as needed.  A Performance Improvement Plan is required for all overall ratings of **Not Met** and a Development Plan for all overall ratings of **Partially Met**. | | |
| Final Summation Narrative: | | |

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| **OVERALL RATING** | | | | |
| **Not Met (NM)**  Consistently performs below standard; requires immediate improvement. Requires a Performance Improvement Plan. | **Partially Meets (PM)**  Performance does not fully meet expectations. Requires a Development Plan. | **Meets (M)**  Performs at expected levels; is fully effective and proficient in job performance. | **Exceeds (E)**  Consistently performs above expected levels; recognized as an internal resource. | **Far Exceeds (FE)**  Consistently far exceeds expected levels; makes significant progress towards University goals; recognized as an organizational leader. |
| **☐** | **☐** | **☐** | **☐** | **☐** |

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| --- | --- | --- | --- |
| **Employee Signature:** |  | **Date:** |  |
| **Supervisor Signature:** |  | **Date:** |  |