

# CHICAGO STATE UNIVERSITY

## CIVIL SERVICE AND ADMINISTRATOR PERFORMANCE EVALUATION

### EMPLOYEE INFORMATION

Employee Name: \_\_\_\_\_  
Employee ID: \_\_\_\_\_  
Job Title: \_\_\_\_\_ Department: \_\_\_\_\_  
Manager: \_\_\_\_\_  
Date: \_\_\_\_\_ Review Period: \_\_\_\_\_ to \_\_\_\_\_

### INSTRUCTIONS

**S** – Specific    **M** – Measurable    **A** – Attainable    **R** – Relevant    **I** – Time Based

1. **Goal/Objective.** Briefly describe each goal/objective and when it should be met or accomplished.
2. **Measurement.** How will the goal/objective be evaluated?
3. **Importance.** Rank the goal/objective as Essential, Important, or Desirable as follows:  
*Essential* – required for job performance  
*Important* – helpful for job performance  
*Desirable* – asset for job performance
4. **Employee Initial.** Employee should initial that the goals were discussed and the performance expectation is clear.

GOAL/OBJECTIVE

EMPLOYEE INITIAL \_\_\_\_\_

Description:

Measurement:

Importance:     Essential     Important     Desirable

Rating:     Above Expectations     Meets Expectations     Needs Improvement

Employee Name: \_\_\_\_\_

GOAL/OBJECTIVE

EMPLOYEE INITIAL \_\_\_\_\_

Description:

Measurement:

Importance:  Essential  Important  Desirable

Rating:  Above Expectations  Meets Expectations  Needs Improvement

GOAL/OBJECTIVE

EMPLOYEE INITIAL \_\_\_\_\_

Description:

Measurement:

Importance:  Essential  Important  Desirable

Rating:  Above Expectations  Meets Expectations  Needs Improvement

GOAL/OBJECTIVE

EMPLOYEE INITIAL \_\_\_\_\_

Description:

Measurement:

Importance:  Essential  Important  Desirable

Rating:  Above Expectations  Meets Expectations  Needs Improvement

Employee Name: \_\_\_\_\_

**2. CORE COMPETENCY AND ACHIEVEMENT:** Assess the employee's accomplishments and contributions as they relate to the following competencies. Please use the section at the end of this form, *Manager's Comments on Performance*, to provide clarifying remarks, areas in need of improvement, or to highlight particular accomplishments or strengths.

<p>1. <b>Accountability:</b> Accepts full responsibility for self and contribution as a team member; displays honesty and truthfulness; confronts problems quickly; displays a strong commitment to organizational success and inspires others to commit to goals; demonstrates a commitment to delivering on his/her public duty and presenting oneself as a credible representative of the University</p> <p><input type="checkbox"/> Exceptional Performance                      <input type="checkbox"/> Improvement Needed Performance <input type="checkbox"/> Above Expectations Performance                      <input type="checkbox"/> Unsatisfactory Performance <input type="checkbox"/> Satisfactory Performance</p>
<p>2. <b>Customer Focus and Responsiveness:</b> Must be able to achieve excellence in delivering the planned customer service outcomes (i.e. service levels and standards) for the department and monitoring the unit's service delivery in order to achieve the service delivery targets and to ensure the highest level of customer care and customer satisfaction. Must be able to display positive attitudes and behaviors, which demonstrate an awareness and willingness to respond to customers in order to respond to and meet their needs, requirements and expectations.</p> <p><input type="checkbox"/> Exceptional Performance                      <input type="checkbox"/> Improvement Needed Performance <input type="checkbox"/> Above Expectations Performance                      <input type="checkbox"/> Unsatisfactory Performance <input type="checkbox"/> Satisfactory Performance</p>
<p>3. <b>Flexibility:</b> Is open to change and new information; rapidly adapts to new information, changing conditions, or unexpected obstacles.</p> <p><input type="checkbox"/> Exceptional Performance                      <input type="checkbox"/> Improvement Needed Performance <input type="checkbox"/> Above Expectations Performance                      <input type="checkbox"/> Unsatisfactory Performance <input type="checkbox"/> Satisfactory Performance</p>
<p>4. <b>Functional/Technical Skills:</b> Possesses required functional and technical knowledge and skills to do his or her job at a high level of accomplishment; demonstrates active interest and ability to enhance and apply new functional skills.</p> <p><input type="checkbox"/> Exceptional Performance                      <input type="checkbox"/> Improvement Needed Performance <input type="checkbox"/> Above Expectations Performance                      <input type="checkbox"/> Unsatisfactory Performance <input type="checkbox"/> Satisfactory Performance</p>
<p>5. <b>Integrity:</b> Behaves in an honest, fair, and ethical manner. Shows consistency in words and actions. Models high standards of ethics.</p> <p><input type="checkbox"/> Exceptional Performance                      <input type="checkbox"/> Improvement Needed Performance <input type="checkbox"/> Above Expectations Performance                      <input type="checkbox"/> Unsatisfactory Performance <input type="checkbox"/> Satisfactory Performance</p>
<p>6. <b>Problem Solving:</b> Must be able to solve problems by analyzing situations and apply critical thinking in order to resolve problems and decide on courses of action and implement the solutions developed in order to overcome</p>

<p>problems and constraints. Must be able to define issues, problems and opportunities, generate different courses of action, evaluate the constraints and risks associated with each course of action identified and selects the viable option in order to address the problems and/or opportunities identified.</p>	
<input type="checkbox"/> Exceptional Performance <input type="checkbox"/> Above Expectations Performance <input type="checkbox"/> Satisfactory Performance	<input type="checkbox"/> Improvement Needed Performance <input type="checkbox"/> Unsatisfactory Performance
<p>7. <b>Teamwork and Collaboration:</b> Must be able to work co-operatively with other individuals and makes valued contributions to the outputs of others in order to assist own team or project to achieve the required outputs.</p>	
<input type="checkbox"/> Exceptional Performance <input type="checkbox"/> Above Expectations Performance <input type="checkbox"/> Satisfactory Performance	<input type="checkbox"/> Improvement Needed Performance <input type="checkbox"/> Unsatisfactory Performance
<p>8. <b>Technical Proficiency:</b> Must be able to apply the technical knowledge and skills required in the specialist and professional job role and responsibilities in order to achieve the expected outputs.</p>	
<input type="checkbox"/> Exceptional Performance <input type="checkbox"/> Above Expectations Performance <input type="checkbox"/> Satisfactory Performance	<input type="checkbox"/> Improvement Needed Performance <input type="checkbox"/> Unsatisfactory Performance
<p>9. <b>Compliance:</b> Must be able to execute all job responsibilities and duties in full compliance with all applicable state mandates, university rules and Federal regulations. Cooperates with the directives and initiatives of the Office of Compliance and its efforts to promote a culture of compliance throughout the university.</p>	
<input type="checkbox"/> Exceptional Performance <input type="checkbox"/> Above Expectations Performance <input type="checkbox"/> Satisfactory Performance	<input type="checkbox"/> Improvement Needed Performance <input type="checkbox"/> Unsatisfactory Performance

3. **MANAGER’S COMMENTS ON PERFORMANCE:** Please provide comments on accomplishments and areas of improvement. Any unsatisfactory performance must be explained.

**EMPLOYEE'S COMMENTS ON PERFORMANCE**

Employee Name: \_\_\_\_\_

Employee Name: \_\_\_\_\_

**Overall Appraisal Rating:**

- Exceptional Performance** - is significant overachievement of expectations.
- Above Expectations Performance** - is often beyond expectations.
- Satisfactory Performance** - consistently fulfills expectations.
- Improvement Needed Performance** - is inconsistent performance, with expectations only partially achieved. Deficiencies should be addressed in the performance appraisal.
- Unsatisfactory Performance** - is the failure to achieve the majority of expectations. Deficiencies should be specifically addressed in the performance appraisal.

I have received and reviewed this evaluation of my performance. My signature indicates neither agreement nor disagreement with this evaluation.

**Reviewer:**

**Employee:**

\_\_\_\_\_  
Name and Date

\_\_\_\_\_  
Name and Date

**EMPLOYEE REFUSE TO SIGN PERFORMANCE EVALUATION**

If an employee refuses to sign the performance evaluation, please obtain a signature from another employee acknowledging that the conversation occurred. If another supervisor is present during the performance evaluation conversation, they may serve as the witness. If it is necessary to obtain a witness, call someone in the room with you and the employee who has been evaluated and read the following statement aloud: **"This individual will serve as a witness that you have refused to sign your performance evaluation. I will not recap our conversation in order to maintain your privacy. The context of our conversation is written in this evaluation and I shall provide you with a copy. You may also obtain a copy from the Office of Human Resources upon your request."**

WITNESS (Signature) \_\_\_\_\_

DATE \_\_\_\_\_

**Complete only if the employee serves in a supervisory role**

## LEADERSHIP COMPETENCIES

**Developing Others:** Must be able to develop and coach others and constructively review the work of others in order to improve and advance the skills, knowledge and performance levels of those who report to them.

- |   |   |
|---|---|
| <input type="checkbox"/> Exceptional Performance        | <input type="checkbox"/> Improvement Needed Performance |
| <input type="checkbox"/> Above Expectations Performance | <input type="checkbox"/> Unsatisfactory Performance     |
| <input type="checkbox"/> Satisfactory Performance       |   |

**Diversity Management:** Must be able to adapt to diverse cultural practices, customs, values and norms of individuals and groups in order to meet equity requirements, contribute to the transformation of work unit and department.

- |   |   |
|---|---|
| <input type="checkbox"/> Exceptional Performance        | <input type="checkbox"/> Improvement Needed Performance |
| <input type="checkbox"/> Above Expectations Performance | <input type="checkbox"/> Unsatisfactory Performance     |
| <input type="checkbox"/> Satisfactory Performance       |   |

**Drives for Results:** Motivated by success and passionate about working and achieving higher results. Persists to complete tasks / responsibilities, even in the face of difficulties, is optimistic and tenacious all through. Operates with personal ownership and looks for ways and means to improve performance all the time. Displaying a strong commitment to making service performance improvements and a determination to achieve positive service outcomes for the students and staff.

- |   |   |
|---|---|
| <input type="checkbox"/> Exceptional Performance        | <input type="checkbox"/> Improvement Needed Performance |
| <input type="checkbox"/> Above Expectations Performance | <input type="checkbox"/> Unsatisfactory Performance     |
| <input type="checkbox"/> Satisfactory Performance       |   |

**Functional/Technical Skills:** Clearly establishes and communicates expectations and accountabilities; monitors and evaluates performance; provides effective feedback and coaching; identifies development needs and helps employees address them to achieve optimal performance and gain valuable skills that will translate into strong performance in future roles

- |   |   |
|---|---|
| <input type="checkbox"/> Exceptional Performance        | <input type="checkbox"/> Improvement Needed Performance |
| <input type="checkbox"/> Above Expectations Performance | <input type="checkbox"/> Unsatisfactory Performance     |
| <input type="checkbox"/> Satisfactory Performance       |   |

**Integrity:** Must be able to build cohesive and productive work and project teams in order to achieve the required outputs, either as a work unit or as a component within the organization.

- |   |   |
|---|---|
| <input type="checkbox"/> Exceptional Performance        | <input type="checkbox"/> Improvement Needed Performance |
| <input type="checkbox"/> Above Expectations Performance | <input type="checkbox"/> Unsatisfactory Performance     |
| <input type="checkbox"/> Satisfactory Performance       |   |

### Overall Appraisal Rating:

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