# Fort Valley State University Performance Feedback Form Classified Staff

Name					
Title					
Department [					
Division					
Performance Revi	iew Reason			Hire Date	
Performance Revi	iew Period	То			
Supervisor's Nam	e				
Supervisor's Title			<u> </u>		<u> </u>

This form must be completed annually for each classified employee as well as at the end of the six month provisional period and before a temporary employee moves to a regular position. The performance evaluation should be the result of a process which begins with the identification of job responsibilities and performance standards followed by a regular and continuous process of providing feedback and coaching to the employee. At the review period, the employee's performance will be measured against performance standards, which were established during this planning stage. A performance appraisal is required as follows:

**Annual Appraisal**: The job performance of all regular employees <u>must</u> be appraised once a year, between February 1 and March 15. The review period is January through December of the prior calendar year. The annual performance appraisal <u>must</u> be submitted to the Department of Human Resources not later than March 31 of each year.

**Provisional Period:** The job performance of all new regular employees must be evaluated at least once during the employee's six month Provisional Period. It is recommended that the new employee be evaluated after three (3) months and then again prior to the conclusion of the six (6) month provisional period. The provisional period appraisal **must** be submitted to the Department of Human Resources not less than 10 days prior to the end of the new employee's six (6) month provisional period.

**Temporary to Regular Employment:** The job performance of all temporary employees must be evaluated before the employee is hired to a regular position. The appraisal must be submitted to the Department of Human Resources not less than 10 days before the start date of regular employment.

## **Performance Management Process Form**

#### **Classified Staff**

#### **Performance Management Plan Instructions**

#### I. Beginning of Review Period

The Supervisor and employee will meet at this time to discuss and confirm the performance plan for the year. The Supervisor will submit written documentation to the Office of Human Resources documenting this meeting.

#### II. During Review Period

During the course of the year, the supervisor will review key work products and observe job performance and will keep examples of work or notes on critical incidents. The supervisor will meet briefly with the employee midway through the year to conduct an interim review. The supervisor will provide feedback to the employee regarding performance, and they may meet again to review progress before the end of year review, if appropriate.

#### III. End of Review Period

At the end of the performance period, the supervisor will evaluate the employee's results relative to the key performance factors. The supervisor will review the employee's examples of work and notes kept during the year, and prepare an evaluation. The supervisor will discuss the proposed evaluation with the next level of management, and then will meet with the employee to discuss past performance and the development plan for next year. After discussion, the performance management plan will be signed and dated by the employee and supervisor and forwarded to the next level of management.

#### **Performance Levels**

The rating scale consists of five performance levels with a provision whereby overall exceptional performance can be recognized. Overall Exceptional Performance requires an attachment containing additional documentation, which can be found on page 9 of this form. Exceptional Performance also requires concurrence of a Vice President, which should be obtained before the rating is discussed with the employee. The five performance levels are defined below. If a performance factor is not applicable, a notation should be made in the comments section.

#### **Needs Improvement**

Employee has not achieved acceptable results in meeting the requirements of the specific performance factor. Deficiencies in performance demonstrate a lack of ability or willingness to perform. Performance at this level must be documented by specific examples or instances of the employee's work during the rating period. Performance should be closely monitored and the supervisor should provide frequent feedback.

#### **Barely Meets Expectations**

Employee fails to achieve acceptable results in meeting the requirements of the specific factor on a continuous and consistent basis. Performance at this level must be documented by specific examples or instances of the employee's work during the rating period. Performance should be closely monitored and the supervisor should provide frequent feedback.

### **Meets Expectations**

Employee achieves acceptable results and consistently meets the requirements of the specific performance factor. Accomplishments demonstrate well-developed abilities and the employee consistently achieved quality results. Assessment at this level recognizes the employee as a good, solid contributor and for a job well done.

#### **Exceeds Expectations**

Employee periodically surpasses the standards and established performance expectations in the specific performance factor

#### **Exceptional**

Employee consistently achieves results that surpass the standards and expectations of the performance factor. Performance at this level must be documented by specific examples or instances of the employee's work during the rating period.

Rating Comments	
ob Knowledge	e and Development: Understanding job procedures, policies and responsibilities; keeping up-to-date
professionally;	acting as a resource person on whom others rely for assistance.
Rating	
Comments	

Rating				
Comments				
	·k: Completing assignments in a	thorough and accurate ma	nner; producing work wi	th no or a low level o
	k: Completing assignments in a	thorough and accurate ma	nner; producing work wi	th no or a low level o
errors	k: Completing assignments in a	thorough and accurate ma	nner; producing work wi	th no or a low level o
errors	k: Completing assignments in a	thorough and accurate ma	nner; producing work wi	th no or a low level o
errors	·k: Completing assignments in a	thorough and accurate ma	nner; producing work wi	th no or a low level o
errors	·k: Completing assignments in a	thorough and accurate ma	nner; producing work wi	th no or a low level o
errors	k: Completing assignments in a	thorough and accurate ma	nner; producing work wi	th no or a low level o
errors	k: Completing assignments in a	thorough and accurate ma	nner; producing work wi	th no or a low level o
errors	k: Completing assignments in a	thorough and accurate ma	nner; producing work wi	th no or a low level o
errors	k: Completing assignments in a	thorough and accurate ma	nner; producing work wi	th no or a low level o
errors	k: Completing assignments in a	thorough and accurate ma	nner; producing work wi	th no or a low level o
errors	k: Completing assignments in a	thorough and accurate ma	nner; producing work wi	th no or a low level o
errors	k: Completing assignments in a	thorough and accurate ma	nner; producing work wi	th no or a low level o
errors	·k: Completing assignments in a	thorough and accurate ma	nner; producing work wi	th no or a low level o
errors	·k: Completing assignments in a	thorough and accurate ma	nner; producing work wi	th no or a low level of
errors	·k: Completing assignments in a	thorough and accurate ma	nner; producing work wi	th no or a low level o

Rating	
Comments	
workload requi	llenges: Maintaining high performance under conditions of pressure or uncertainty; dealing with varying rements; remaining composed when decisions have to be made quickly.
workload requi	llenges: Maintaining high performance under conditions of pressure or uncertainty; dealing with varying rements; remaining composed when decisions have to be made quickly.
workload requi Rating	llenges: Maintaining high performance under conditions of pressure or uncertainty; dealing with varying rements; remaining composed when decisions have to be made quickly.
workload requi Rating	llenges: Maintaining high performance under conditions of pressure or uncertainty; dealing with varying rements; remaining composed when decisions have to be made quickly.
workload requi Rating	llenges: Maintaining high performance under conditions of pressure or uncertainty; dealing with varying rements; remaining composed when decisions have to be made quickly.
workload requi Rating	llenges: Maintaining high performance under conditions of pressure or uncertainty; dealing with varying rements; remaining composed when decisions have to be made quickly.
workload requi Rating	llenges: Maintaining high performance under conditions of pressure or uncertainty; dealing with varying rements; remaining composed when decisions have to be made quickly.
workload requi Rating	llenges: Maintaining high performance under conditions of pressure or uncertainty; dealing with varying rements; remaining composed when decisions have to be made quickly.
workload requi Rating	llenges: Maintaining high performance under conditions of pressure or uncertainty; dealing with varying rements; remaining composed when decisions have to be made quickly.
workload requi Rating	llenges: Maintaining high performance under conditions of pressure or uncertainty; dealing with varying rements; remaining composed when decisions have to be made quickly.
workload requi Rating	llenges: Maintaining high performance under conditions of pressure or uncertainty; dealing with varying rements; remaining composed when decisions have to be made quickly.
workload requi Rating	llenges: Maintaining high performance under conditions of pressure or uncertainty; dealing with varying rements; remaining composed when decisions have to be made quickly.
workload requi Rating	llenges: Maintaining high performance under conditions of pressure or uncertainty; dealing with varying rements; remaining composed when decisions have to be made quickly.

Rating	
Comments	
Cooperation	nd Toomworks Putting the department or group's success ahead of personal goals; sharing information
resources with	nd Teamwork: Putting the department or group's success ahead of personal goals; sharing information others; giving timely responses to requests made by others; promoting teamwork.
Cooperation a resources with a Rating Comments	nd Teamwork: Putting the department or group's success ahead of personal goals; sharing information others; giving timely responses to requests made by others; promoting teamwork.
resources with	nd Teamwork: Putting the department or group's success ahead of personal goals; sharing information others; giving timely responses to requests made by others; promoting teamwork.
resources with	nd Teamwork: Putting the department or group's success ahead of personal goals; sharing information others; giving timely responses to requests made by others; promoting teamwork.
resources with	nd Teamwork: Putting the department or group's success ahead of personal goals; sharing information others; giving timely responses to requests made by others; promoting teamwork.
resources with	nd Teamwork: Putting the department or group's success ahead of personal goals; sharing information others; giving timely responses to requests made by others; promoting teamwork.
resources with	nd Teamwork: Putting the department or group's success ahead of personal goals; sharing information others; giving timely responses to requests made by others; promoting teamwork.
resources with	nd Teamwork: Putting the department or group's success ahead of personal goals; sharing information others; giving timely responses to requests made by others; promoting teamwork.
resources with	nd Teamwork: Putting the department or group's success ahead of personal goals; sharing information others; giving timely responses to requests made by others; promoting teamwork.
resources with	nd Teamwork: Putting the department or group's success ahead of personal goals; sharing information others; giving timely responses to requests made by others; promoting teamwork.
resources with	nd Teamwork: Putting the department or group's success ahead of personal goals; sharing information others; giving timely responses to requests made by others; promoting teamwork.

Rating						
Comments						
		_				
Communicatio	<b>ns:</b> Speaking clearly	y and concisely a	nd listening care	fully to understan	d; preparing writt	en communicati
C <b>ommunicatio</b> n a clear, conci	ns: Speaking clearly se manner and using	y and concisely ang appropriate form	nd listening care nat, spelling and	fully to understan grammar.	d; preparing writt	en communicati
n a clear, conci	ns: Speaking clearly se manner and using	y and concisely at gappropriate form	nd listening care nat, spelling and	fully to understan grammar.	d; preparing writt	en communicati
n a clear, conci Rating	ns: Speaking clearly se manner and using	y and concisely arg appropriate form	nd listening care nat, spelling and	fully to understan grammar.	d; preparing writt	en communicati
n a clear, conci	ns: Speaking clearly se manner and using	y and concisely arg appropriate forn	nd listening care nat, spelling and	fully to understan grammar.	d; preparing writt	en communicati
n a clear, conci Rating	ns: Speaking clearly se manner and using	y and concisely at gappropriate form	nd listening care nat, spelling and	fully to understan grammar.	d; preparing writt	en communicati
n a clear, conci Rating	ns: Speaking clearly se manner and using	y and concisely and appropriate form	nd listening care nat, spelling and	fully to understan grammar.	d; preparing writt	en communicati
n a clear, conci Rating	ns: Speaking clearly se manner and using	y and concisely at gappropriate form	nd listening care nat, spelling and	fully to understan grammar.	d; preparing writt	en communicati
n a clear, conci Rating	ns: Speaking clearly se manner and using	y and concisely ang appropriate form	nd listening care nat, spelling and	fully to understan grammar.	d; preparing writt	en communicati
n a clear, conci Rating	ns: Speaking clearly se manner and using	y and concisely ang appropriate form	nd listening care nat, spelling and	fully to understan grammar.	d; preparing writt	en communicati
n a clear, conci Rating	ns: Speaking clearly se manner and using	y and concisely ang appropriate form	nd listening care nat, spelling and	fully to understan grammar.	d; preparing writt	en communicati
n a clear, conci Rating	ns: Speaking clearly se manner and using	y and concisely ang appropriate form	nd listening care nat, spelling and	fully to understan grammar.	d; preparing writt	en communicati
n a clear, conci Rating	ns: Speaking clearly se manner and using	y and concisely arg appropriate forn	nd listening care nat, spelling and	fully to understan grammar.	d; preparing writt	en communicati
n a clear, conci Rating	ns: Speaking clearly se manner and using	y and concisely ang appropriate form	nd listening care	fully to understan grammar.	d; preparing writt	en communicati
n a clear, conci Rating	ns: Speaking clearly se manner and using	y and concisely arg appropriate form	nd listening care	fully to understan grammar.	d; preparing writt	en communicati
n a clear, conci Rating	ns: Speaking clearly se manner and using	y and concisely and appropriate form	nd listening care	fully to understan grammar.	d; preparing writt	en communicati
n a clear, conci Rating	ns: Speaking clearly se manner and using	y and concisely arg appropriate form	nd listening care	fully to understan grammar.	d; preparing writt	en communicati

Rating	
Comments	
loes not abuse s	Attendance: Arrives to work on time, follows procedure regarding supervisor pre-approval of leave ick leave.
does not abuse s Rating	Attendance: Arrives to work on time, follows procedure regarding supervisor pre-approval of leave ick leave.
does not abuse s	Attendance: Arrives to work on time, follows procedure regarding supervisor pre-approval of leave ick leave.
does not abuse s Rating	Attendance: Arrives to work on time, follows procedure regarding supervisor pre-approval of leave lick leave.
does not abuse s Rating	Attendance: Arrives to work on time, follows procedure regarding supervisor pre-approval of leave ick leave.
does not abuse s Rating	Attendance: Arrives to work on time, follows procedure regarding supervisor pre-approval of leave ick leave.
does not abuse s Rating	Attendance: Arrives to work on time, follows procedure regarding supervisor pre-approval of leave ick leave.
does not abuse s Rating	Attendance: Arrives to work on time, follows procedure regarding supervisor pre-approval of leave ick leave.
does not abuse s Rating	Attendance: Arrives to work on time, follows procedure regarding supervisor pre-approval of leave ick leave.
does not abuse s Rating	I Attendance: Arrives to work on time, follows procedure regarding supervisor pre-approval of leave ick leave.
does not abuse s Rating	Attendance: Arrives to work on time, follows procedure regarding supervisor pre-approval of leave ick leave.
does not abuse s Rating	Attendance: Arrives to work on time, follows procedure regarding supervisor pre-approval of leave tok leave.

The following factors are applicable to only those employees with management and supervisory responsibilities.

Rating					
Comments					
7 H l.					
Feedback ar	d Coaching: Providing er	nployees with freque	ent performance feed	lback and coaching	;; providing recogni
F <b>eedback ar</b> For areas of h	d Coaching: Providing er igh or improved performan	nployees with frequence; working with em	ent performance feed aployees to correct p	lback and coaching erformance probler	;; providing recogni ns.
for areas of h	d Coaching: Providing erigh or improved performan	nployees with frequence; working with en	ent performance feed aployees to correct p	dback and coaching erformance probler	;; providing recogni ns.
for areas of h	d Coaching: Providing er igh or improved performan	nployees with freque ce; working with en	ent performance feed aployees to correct p	lback and coaching erformance probler	;; providing recogni ns.
for areas of h	d Coaching: Providing er igh or improved performan	nployees with frequence; working with em	ent performance feed aployees to correct p	dback and coaching erformance probler	;; providing recogni ns.
for areas of h	d Coaching: Providing erigh or improved performan	nployees with freque ce; working with en	ent performance feed aployees to correct p	lback and coaching erformance probler	;; providing recogni ns.
for areas of h	d Coaching: Providing er igh or improved performan	nployees with freque ce; working with en	ent performance feec aployees to correct p	dback and coaching erformance probler	;; providing recogni ns.
for areas of h	d Coaching: Providing erigh or improved performan	nployees with frequence; working with en	ent performance feed aployees to correct p	dback and coaching erformance probler	;; providing recogni ns.
for areas of h	d Coaching: Providing erigh or improved performan	nployees with freque ce; working with en	ent performance feed aployees to correct p	lback and coaching erformance probler	;; providing recogni ns.
for areas of h	d Coaching: Providing erigh or improved performan	nployees with frequence; working with en	ent performance feed aployees to correct p	lback and coaching erformance probler	g; providing recognins.
for areas of h	d Coaching: Providing erigh or improved performan	nployees with freque ce; working with en	ent performance feed aployees to correct p	dback and coaching performance probler	;; providing recogni ns.
for areas of h	d Coaching: Providing erigh or improved performan	nployees with frequence; working with en	ent performance feed aployees to correct p	lback and coaching erformance probler	;; providing recogni ns.
for areas of h	d Coaching: Providing erigh or improved performan	nployees with freque ce; working with en	ent performance feed aployees to correct p	lback and coaching erformance probler	;; providing recogni ns.
for areas of h	d Coaching: Providing erigh or improved performan	nployees with frequence; working with en	ent performance feed aployees to correct p	lback and coaching erformance probler	;; providing recogni ns.
for areas of h	d Coaching: Providing erigh or improved performan	nployees with freque ce; working with en	ent performance feed aployees to correct p	dback and coaching performance probler	;; providing recogni ns.
for areas of h	d Coaching: Providing erigh or improved performan	nployees with frequence; working with en	ent performance feed aployees to correct p	dback and coaching performance probler	;; providing recogni ns.
or areas of h	d Coaching: Providing erigh or improved performan	nployees with freque ce; working with en	ent performance feed aployees to correct p	lback and coaching performance probler	;; providing recogni

The following factors are applicable to only those employees with management and supervisory responsibilities.

Rating			
Comments			

## **Part 2: Performance Rating**

Select the overall performance rating:
Needs Improvement: Employee has not achieved acceptable results in meeting the requirements in many areas of the job.  Substantial improvement is critical. Must include performance improvement plan in Part 3.
<b>Barely Meets Expectations:</b> Employee fails to achieve results in meeting the requirements in many areas of the job on a consistent and continuous basis; improvement needed. Must include performance improvement plan in Part 3.
Meets Expectations: Employee achieves acceptable results and consistently meets the requirements and established performance expectations in many and the most important areas of the job.
<b>Exceeds Expectations:</b> Employee periodically surpasses the standards and established performance expectations in many areas of the job.
Exceptional: Employee consistently achieves results that surpass the standards and expectations in all areas of the job.  *Requires completion of Part 6 Documentation of Exceptional Performance and Part 7 Vice President Signature.
Part 3: Performance Summary
Comment on the employee's overall performance for the past year including strengths and weaknesses. Performance improvement plan must be completed in this section if overall rating is a needs improvement or barely meets expectations. Attach additional sheets as necessary.
Comments
Part 4: Employee Comments
Employee comments are optional. If the employee is not in agreement, the area(s) of disagreement should be indicated. Attach additional sheets as necessary.
Comments
I .

# Part 5: Signatures

The employee's signature acknowledges that the with the supervisor's conclusions. Please note: I transfer, promotion, demotion, retention, incr Presidentas the final approving authority fo salary issuesreserves the right to approve, d decision.	The performance evaluation shall creases, supervisory assistance, and or all merit increases, promotions,	onstitute a basis for decisions regarding future employment references. However, the transfers, demotions, adjustments, and/or
Employee Signature	-	Date
Supervisor Signature	-	Date

Please send completed forms with all signatures to the Office of Human Resources.

#### Part 6: Exceptional Performance

Attachment: Exceptional Performance (Requires the concurrence of the Vice-President which should be obtained before the rating is discussed with the employee).

Please indicate below specific examples of performance that clearly are exceptional. The achievements cited should have resulted from great effort and/or the capacity to develop opportunities presented during the period in such a way as to constitute a unique contribution. Attach additional sheets as necessary

Comments	
Part 7: Exceptional Performance	
Documentation of Exceptional Performance is Attached	
<u>Bocumentation of Exceptional Performance is Attached</u>	
Vice President Signature	Date

Please send completed forms with all signatures to the Office of Human Resources.