**PERFORMANCE DEVELOPMENT EVALUATION SHORT FORM**

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| **Employee Name:** |  | **Evaluation Period:** |  |
| **Title:** |  | **Reports To:** |  |
| **Department:** |  |  |  |

**INTRODUCTION**

Williams is committed to the practice of meaningful, timely and productive performance development for all staff. Thank you for supporting this commitment. The goal of the performance development process is to reach a mutual understanding of the expected standards of performance, and rate the employee’s performance based on those standards. This document and the accompanying guide are important tools in maximizing the performance evaluation experience. Please take the time to think through and complete all sections of the form. This will become part of the employee’s personnel record, and may be used in decisions concerning advancement, future training needs, performance-related salary adjustments, or possible disciplinary actions.

**CORE COMPETENCIES**

***Instructions***

Competencies are grouped into three broad headings: expertise, professionalism, and interpersonal skills. Ratings are required for each of the competencies. Comments and examples are required for each broad heading.

***Rating Scale***

| Rating | Definition |
| --- | --- |
| Exceptional | Performance far exceeded expectations; exceptionally high quality of work performed in all essential areas of responsibility, resulting in an overall quality of work that is superior. Annual goals were met or exceeded. The rating is achievable infrequently. |
| Exceeds expectations | Performance consistently exceeded expectation in all essential areas of responsibility, and the quality of work overall was excellent. Annual goals were met. |
| Meets expectations | Performance consistently met expectation in all essential areas of responsibility, at times possibly exceeding expectation, and the quality of work overall was very good. The most critical annual goals were met. |
| Improvement needed | Performance did not consistently meet expectations. Performance failed to meet expectation in one or more essential area of responsibility, and/or one or more of the critical goals were not met. |
| Unsatisfactory | Performance was consistently below expectations in most essential areas of responsibility and/or reasonable progress toward critical goals was not made. Significant improvement is needed in one or more important areas. A professional development plan to improve performance, including timelines, must be attached to this document and monitored to measure progress. |

| Competency | Rating |
| --- | --- |
| **Expertise:** Demonstrates the knowledge and skills that are needed to perform the job. |  |
| **Innovation, problem solving, and critical thinking**: Identifies and resolves work problems using innovative and creative ideas with the goal of continuous improvement. |  |
| **Resource Management:** Effectively manages and utilizes the college’s time, money, materials, and human resources consistent with the institution’s priorities, and the principle of sustainability. |  |
| **Accountability and responsibility:** Follows through on professional commitments (including attendance and punctuality) and takes personal ownership of one’s work. |  |
| **Service to constituents:** Identifies and responds to the needs and expectations of internal and external constituents. |  |
| **Professional Development:** Seeks opportunities to expand work-related knowledge, skills, and expertise. |  |
| **Communication:** Proactively shares information. Effectively communicates both verbally and in writing. Demonstrates effective listening skills. Handles confidential information appropriately. |  |
| **Collaboration:** Works effectively as part of a team. Solicits input and assistance from others. Makes time to help colleagues. Exhibits courtesy and respect. |  |
| **Affirming and Enabling Diversity:** Contributes to creating an environment where we all can live, learn, and thrive.  Acknowledges and values the unique differences that make us who we are.  Provides service in a way that demonstrates sensitivity and responsiveness to the unique identities of all members of the Williams community. |  |
| **Developing others (if applicable):** Guides and supports the professional development of others through coaching, training, and mentorship. |  |

**Supervisor Comments on Overall Performance:**

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**Employee Comments** (optional, may be submitted separately):

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**SIGNATURES**

Employee and Supervisor acknowledge that they have met to review the performance evaluation. The employee may attach comments to the evaluation if desired. After Department Head and Senior Staff approval, all signers receive a copy of this evaluation and it will become part of the personnel record.

**Employee:**

|  |  |  |  |
| --- | --- | --- | --- |
| Signature: |  | Date: |  |
| Name: |  | Title: |  |

*(Signing indicates you have received this performance review, not that you necessarily agree with it.)*

Check if you have attached comments to this document.

**Supervisor:**

|  |  |  |  |
| --- | --- | --- | --- |
| Signature: |  | Date: |  |
| Name: |  | Title: |  |

**Department Head (as appropriate):**

|  |  |  |  |
| --- | --- | --- | --- |
| Signature: |  | Date: |  |
| Name: |  | Title: |  |

**Senior Staff Member:**

|  |  |  |  |
| --- | --- | --- | --- |
| Signature: |  | Date: |  |
| Name: |  | Title: |  |

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