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| **TALENT APPRAISAL FORM*****Exempt & Non-Exempt Staff*****Please use MS Word to type all information into this form. Handwritten submissions will not be accepted.**  |
| 1. **EMPLOYEE INFORMATION**
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| **EMPLOYEE NAME (Please Print Legibly)** | **EMPLOYEE TITLE (Please Print Legibly)** |
| **EMPLOYEE STATUS (Select One)**[ ]  **Exempt** [ ]  **Non-Exempt** | **DEPARTMENT/SCHOOL (If applicable)** |
| **SUPERVISOR (Please Print Legibly)** | **SUPERVISOR TITLE (Please Print Legibly)** |
| **The Talent Appraisal Process is intended to summarize employee performance and provide the employee and evaluator an opportunity to discuss performance and future development.** |
| 1. **APPRAISAL SELECTION (Check One)**
 | **APPRAISAL PERIOD (Insert Date Below)** |
| **☐ New/Initial Hire Expectation Setting/Review** **(**Meeting to discuss initial job priorities and expectations/follow up to verbal discussions)  Employee Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Supervisor’s Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **Appraisal is for the period:** |
| Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| [ ]  **End of Probation Period Review** (Meeting held at the end of the probationary period to discuss expectations and make adjustments if needed)Employee Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Supervisor’s Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **Appraisal is for the period:** |
| Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| [ ]  **Midway Feedback** (Meeting midway of the appraisal period to address any job priorities, expectations, corrections, and make adjustments if needed)Employee Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Supervisor’s Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **Appraisal is for the period:** |
| Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| [ ]  **Final Appraisal Review**(Meeting at the end of the appraisal review cycle)Employee Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Supervisor’s Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **Appraisal is for the period:** |
| Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 1. **OPERATIONAL OBJECTIVES - Optional**

**(Clearly define operational goals of the department and UMES as a whole – box will expand as you type)***As outlined in the three Memorandums of Understanding (MOU’s) for Exempt, Non-Exempt and Sworn Police located on the HRM website –* [*www.umes.edu/hr*](http://www.umes.edu/hr) *, operational objectives are optional. Supervisory staff may want to utilize this section to establish operational objectives with clearly defined outcomes that are aligned with the goals of the department and UMES as a whole. Objectives should be measurable and achievable during the appraisal period identified. Some of the objectives can be obtained from the employee’s job description.* |
| **General Instructions and Appraisal Definitions**The performance definitions, provided below can help the evaluator accurately document an employee’s performance. The comment boxes are used to indicate specific examples that support the rating. **If a rating of “Above Standards” or “Below Standards” is given, comments must be provided in the appropriate area.** |
| **Above Standards- 3** | **Performance clearly and consistently exceeds the requirements needed to fulfill the principal duties, responsibilities, objectives, and expectations of the position;** performance excels in all aspects of the job, having reached the ultimate in job performance on a sustained basis;employee demonstrates a very high degree of expertise and serves as a model of excellence or coach to other employees;adds value to the organization beyond what is expected; steps outside of existing responsibilities and adds value to the university on a daily basis; actively promotes cooperation, understanding, and teambuilding**.** Consistently exceeds job requirements by seeking new ways to perform job responsibilities; all or most planned objectives were achieved above the established standards and accomplishments were made in an exemplary timeframe; quality of work is excellent;sets and meets challenging professional goals and shows initiative in achieving goals. |
| **Meets Standards- 2** | **Performance consistently meets the requirements needed to fulfill the principal duties, responsibilities, objectives, and expectations of the position;** employee consistently demonstrates the expected standard of consistent and reliable performance with a minimum of supervision; performance consistently meets and occasionally exceeds job requirements; adds value to the university; quality of work is good; capable, satisfactory performance that consistently meets and occasionally exceeds job requirements; requires occasional supervision. |
| **Below Standards- 1** | **Performance meets some requirements of the position but does not consistently meet the key, most important duties, responsibilities, objectives, and expectations of the position;** performance usually meets the normal requirements in most of the job areas but occasionally fails to meet minimum criteria and standard of job performance;requires more than the normal amount of guidance, supervision, instruction, and follow-up to assure that work assignments are completed adequately;adds minimal degree of value to the organization;does not consistently complete assignments in an accurate and timely manner; does not accomplish results expected within some of the key performance areas; requires continued improvement to consistently meet performance expectations;performance or behavior causes occasional problems for department and/or co-workers.  |
| 1. **ESSENTIAL RESPONSIBILITIES (Please list ONLY 4 – Box will expand as you type)**

**1.****2.****3.****4.** |
| 1. **Employee Competencies Rating Criteria**

 **(Use the scale above to rate the employee) – Text box area will expand as you insert comments.** | **Numerical****Rating** |
| **Quality of Work:** Work assignments are complete, accurate, and neat according to specifications, producing output in an acceptable manner with minimal errors. **Comments**:  |  |  |
| **Quantity of Work:** Consistently produces a high volume of acceptable work; completes assigned work efficiently and in an organized manner within an established timeframe, works to complete objectives and sees assignments through to the end while taking into consideration current responsibilities and workload. **Comments:**  |  |  |
| **Individual Effectiveness:** Displays a cooperative attitude in the workplace, attends work regularly as scheduled, is punctual. **Comments:** |  |  |
| **Communications:** Expresses ideals and information in writing and verbally in a manner that is complete, clear, concise, organized and appropriate. Conveys information to supervisors, co-workers and others in a timely and clear manner; listens to others and is open-minded and accepts suggestions from others. **Comments:**  |  |  |
| **Service Focus:** Takes a personal interest in both internal and external customers, creates a pleasant atmosphere for interaction; takes initiative to assist with meeting the needs and expectations of the customer. **Comments:** |  |  |
| **Judgement and Decision Making:** Able to evaluate information; to separate important from unimportant; to assess consequences and take appropriate action and demonstrate ability to make timely decisions; to make decisions or alternate decisions that meet the objectives of the department. **Comments:** |  |  |
| **Team Work:** Seeks group participation to improve work, set priorities, and solve problems. **Comments:**  |  |  |
| **Job Knowledge:** Demonstrates knowledge of techniques, processes, equipment, procedures, and materials necessary to perform job. **Comments**: |  |  |
| **Initiative:** Develops ideas and initiates action to gain information to solve problems or follow through with a task, self-starter. **Comments:** |  |  |
| **Ongoing Skills Improvement:** Shows an interest in and uses initiative to not only maintain current skills butImproves skills to meet changing requirements of the job. **Comments:** |  |  |
| **Dependability:** Is available to work, sometimes without close supervision and takes ownership in the work to be performed. **Comments:** |  |  |
| **Attendance and Punctuality:** Reports on time. Employee’s attendance meets university’s requirements. **Comments:** |  |  |
| **Overall Employee Rating on competencies** |  |
| 1. **Supervisory Leadership Competency Appraisal**

**(ALL EMPLOYEES SUPERVISING OTHERS MUST BE RATED UTILIZING THIS FORM)** |  |
| **Leadership Competencies** | Numerical Rating |
| Accountability | Maintains an acceptable attendance record and is punctual; takes ownership of tasks and assignments; follows through on commitments; reliably produces results with little need for oversight; effectively manages employees; including completing performance appraisals for employees in a thorough and timely manner. |  |
| Comments: |
| Administration | Ensures compliance of relevant workplace policies and procedures; ensures that all reports and supporting documents are up to date and available for review upon request; tracking performance to ensure the unit is meeting its objectives; initiating timely action when required by internal or external change; recommending departmental changes to upper level administrators for the good of the department.  |  |
| Comments: |
| Collaboration | Demonstrates willingness to work harmoniously and effectively with colleagues at various levels to solve problems; improve work processes; or accomplish specific tasks; earns respect; builds trust and collaborates effectively with coworkers; demonstrates willingness to assist, encourage, and support others; contributes to goals, objectives, and morale of work group; values and contributes to a professional and inclusive environment. |  |
| Comments: |
| Communication | Displays ability to utilize appropriate channel(s) for communication and/or problem solving; express ideas clearly and accurately, both verbally and in writing; listens actively and patiently; balances both listening and talking; conveys information effectively in an informative manner; encourages an open exchange of ideas and opinions; maintains channels of communication throughout the organization between employees and higher management; is receptive to feedback. |  |
| Comments: |
| Customer Service/Focus | Makes a concerted effort to serve the needs of internal and external customers; anticipates the needs of internal and external customers and acts accordingly; fosters cooperative relations; exercises tact and diplomacy in dealing with others; is courteous, considerate, patient and respectful; understands the needs of the internal and external customer; making special efforts to be responsive in meeting their needs and in building customer satisfaction. |  |
| Comments: |
| Cultural Competence | Demonstrates intercultural awareness and understanding; communicates effectively across cultures; integrates multiple perspectives and values; leverages differences. |  |
| Comments: |
| Performance Drivers | Communicates explicit expectations; drives excellence and sets high standards; promotes innovation; demands accountability. |  |
| Comments: |  |
| People Centeredness | Models high emotional intelligence, self-awareness, and self-confidence; invests in and develops others; unleashes talent in others; practices “shared leadership”, effectively integrates work and personal life. |  |
| Comments: |  |
| Training | Completed all university compliance training required for the appraisal period (i.e. sexual harassment, cybersecurity) April 1, 20\_\_\_\_\_\_\_through March 31, 20\_\_\_\_\_\_\_; identify training needs of subordinates; support employees in increasing their capabilities to contribute to the organization/dept. |  |
| Comments: |  |
| **Overall Employee Rating on Supervisory Leadership**  |  |

Employee Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Supervisor’s Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**\*Employee signature indicates that the supervisory appraisal was held; it does not necessarily indicate agreement with the supervisory appraisal.**

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| 1. **Performance Goals and Development Plans**
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*In the appropriate section, employee and supervisor should discuss all factors including support, to outline performance and development needs for the next performance period.*

**SMART goals for the upcoming performance period:**

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| --- | --- |
| Determine if your SMART Goals are: | Then ask yourself… |
| **S** | specific, significant, stretching | What do I want to accomplish? Why is this goal important? Who is involved? Where is it located? |
| **M** | measureable, meaningful, motivational | How much? How many? How will I know when it is accomplished? |
| **A** | achievable, attainable, , acceptable, action-oriented | How can I accomplish this goal? How realistic is the goal based on other constraints such as finances? Are there other obstacles? |
| **R** | realistic, relevant, reasonable, rewarding, results-oriented | Does this seem worthwhile? Is this the right time? Does this match efforts/needs of my department? Am I the right person to reach this goal? Do I possess the skills and knowledge to accomplish this? |
| **T** | time-based, timely, tangible, trackable | When? What can I do today, six weeks or six months from now? When should I be finished? |

**Example – Learn Microsoft Office 2019. (*Use SMART Goal chart as a roadmap to guide you)***

**S** – Learn the 2019 version of Word, Excel, and PowerPoint beginning January 2021 to improve job efficiency.

**M** – Devote 1 hour each day to learn and practice the 2019 version of Word, Excel, and PowerPoint.

**A** – Register for and attend class sessions in the Department of Business and Economics at UMES that does not conflict with my other obligations.

**R** – As the Administrative Assistant for my department, I will adjust my schedule and appointments to meet the needs of my training to increase my knowledge and to improve my job performance.

**T** – Attend classes each Thursday, from 3:00 p.m. – 4:00 p.m. beginning January 27, 2021, and complete training by the end of the Spring Semester 2021.

**Employee Goals and Development Plans**

For the period: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ through \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Examples of possible activities for performance goals and development plans - (i.e. professional development conferences, professional organization membership, working toward licensures or certifications, etc. may be noted in this area).*

|  |  |  |  |
| --- | --- | --- | --- |
| Select One | Performance Goals/ Development Plans | Timeframe | Achieved or Not Achieved (This will be rated during the next appraisal cycle) |
| Recommended – RMandatory - M |  |  |  |
| 1. |  |  |  |
| 2. |  |  |  |
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| 1. **Appraisal Ratings Worksheet of Overall Performance**
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**Visit** [**www.umes.edu/hr**](http://www.umes.edu/hr) **for complete instructions for Appraisal Ratings Worksheet.**

**Ratings Sheet is in Excel also.**

|  |  |
| --- | --- |
| **Individual Performance Factors (IPFs)** | **Manager/Supervisor Performance Factors (MSPFs)** |
| Factor | Rating | Factor | Rating |
| Quality of Work |  | Accountability |  |
| Quantity of Work |   | Administration |  |
| Individual Effectiveness |  | Collaboration |  |
| Communications |  | Communication |  |
| Service Focus |  | Customer Service/Focus |  |
| Judgement & Decisions |  | Cultural Competence |  |
| Team Work |  | Performance Drivers |  |
| Job Knowledge |  | People Centeredness |  |
| Initiative |  | Training |  |
| Ongoing Skills |  |  |  |
| Improvement |  |  |  |
| Dependability |  |  |  |
| Attendance/Punctuality |  |  |  |
|  |  |  |  |
| Sub-Total Rating of 12 Factors | 0 | Sub-Total Rating of 9 Factors | 0 |

Hit F9 to re-calculate cell each time you change a number

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| Operational Objectives (Optional) | Overall Score | **A** | **B** |
| Objective | Rating | Factors (A) | No. of Factors & Objectives (if applicable) | Section Ratings |
| I |  | Individual Performance Factors | 0 | 0 |
| II |  | Managerial/Supervisory Factors | 0 | 0 |
| III |  | Operational Objectives (optional) |  |  |
| IV |  | Totals | 0 | 0 |
| V |  |  |  |  |
| Total number of objectives ( )(Insert # of objectives in this area) | 0 | Overall Score (B)/(A)(Select overall rating below) |  |

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| **Overall Performance Rating (Select One)** |
| [ ]  | Above Standards  | From 2.5 to 3.0 |
| [ ]  | Meets Standards | From 1.5 to 2.49 |
| [ ]  | Below Standards | From 1.0 to 1.49 |

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| **Supervisor’ Comments: Based on the employee’s performance, summarize and explain any comments that influenced the overall ratings of the employee. (Text box will expand as you type).** |
| **Employee’s Comments: (Text box will expand as you type)** |
| **Supervisor’s Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Employee’s Signature:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***(Employee’s signature does not indicate agreement or disagreement with the evaluation. It indicates that the evaluation has been discussed with the employee)*** |