



# PERFORMANCE MANAGEMENT

## **Self-Appraisal, Goal Setting, and Performance Appraisal**

The performance review process includes setting clear and specific performance expectations for each employee and providing periodic informal and/or formal feedback about employee performance relative to those stated goals throughout the year.

Dear Colleague,

Performance appraisals are periodic evaluations of an employee's job performance against a set of expectations and goals. The results of this process are used to make informed decisions for both the individual employee and the University in areas such as compensation, promotion, employee development, staffing and succession planning, among others.

This packet has been designed to include the three main components of the performance management process, which are 1) self-appraisal, 2) goal setting, and 3) performance appraisal.

### **SELF-ASSESSMENT**

The self-assessment is an opportunity for employees to provide an assessment of their own performance. This helps promote a honest performance-feedback discussion and help ensure that an employee's contributions are not overlooked by a busy manager.

### **GOAL SETTING**

Each year, employees should clearly understand the goals that the supervisor has set for their performance evaluation. These goals should relate to and support the departmental and divisional goals that have been formed to further the organizational strategy.

### **PERFORMANCE REVIEW MEETING**

Once the appraisal has been calibrated (reviewed and discussed with the Next Level Reviewer) and ratings are set, the manager meets with each of his or her direct reports to discuss the appraisal and final rating, if applicable.

We hope that you will see the value in this process, which underscores the value that we see in you. Through coaching and performance development, the management team will demonstrate its commitment to your professional development.

Should you have any questions or concerns related to this process, please reach out to any member of the Human Resources team or your direct supervisor.

Best regards,

**Bernette Taylor, MHED**  
Director of Human Resources



## Performance Appraisal Self-Assessment

Last Name	Click or tap here to enter text.	First Name	Click or tap here to enter text.	U-Number	Click or tap here to enter text.
Division	Click or tap here to enter text.	Position Title	Click or tap here to enter text.	Date	Click or tap here to enter text.

Supervisor's Name: \_\_\_\_\_

Performance Review Period: \_\_\_\_\_

### Employee Instructions:

***Please complete and return the performance management packet to your supervisor by July 31st.***

Your thorough and timely participation in the appraisal process will help facilitate a fair and comprehensive review of your progress and accomplishments since the last performance review. If you have been employed by the company less than a year, substitute references to "since the last performance appraisal/review" with "since you were hired" and answer the questions accordingly.

1. List your most significant accomplishments or contributions since last year. How do these achievements align with the goals/objectives outlined in your last review?  
Click or tap here to enter text.
2. Since the last appraisal period, have you successfully performed any new tasks or additional duties outside the scope of your regular responsibilities? If so, please specify.  
Click or tap here to enter text.
3. What activities have you initiated, or actively participated in, to encourage camaraderie and teamwork within your group and/or office? What was the result?  
Click or tap here to enter text.

4. Describe your professional development activities since last year, such as offsite seminars/classes (specify if self-directed or required by your supervisor), onsite training, peer training, management coaching or mentoring, on-the-job experience, exposure to challenging projects, other—please describe.  
 Click or tap here to enter text.
  
5. Describe areas you feel require improvement in terms of your professional capabilities. List the steps you plan to take and/or the resources you need to accomplish this.  
 Click or tap here to enter text.
  
6. Identify two career goals for the coming year and indicate how you plan to accomplish them.  
 Click or tap here to enter text.
  
7. Evaluate yourself on all factors that apply to you since your last performance appraisal, or date of hire if employed here less than one year. If a category does not apply to you, indicate N/A.

**Rating Scale:**    **3** – Exceeds Expectations                      **2** – Meets Expectations  
                                  **1** – Needs Improvement                                      **N/A** – Not applicable

<b>Category</b>	<b>Self-Rating</b>
a. Technical Skills related to your specific job	_____
b. Technical Knowledge (up-to-date on industry/discipline news, articles and best practices)	_____
c. Quality of Work Product (comprehensive, accurate, timely, etc.)	_____
d. Technology Skills	_____
e. Time Management & Organizational Skills	_____
f. Interpersonal Skills (positive attitude; ability to get along well with co-workers/clients/vendors)	_____
f. Communication Skills—Verbal/Written (proposals/reports, letters, e-mails, etc.)	_____

- g. Innovation or Creativity \_\_\_\_\_
- h. Collaboration/Teamwork \_\_\_\_\_
- i. Policies and Procedures (knowledgeable of and compliant with company policies and procedures) \_\_\_\_\_
- j. Leadership Skills (applies to anyone—not restricted to supervisory level employees) \_\_\_\_\_
- k. Professionalism (punctuality, attendance; conduct; responsiveness and follow through) \_\_\_\_\_
- l. Overall** \_\_\_\_\_

***Thank you for taking the time to complete the Employee Self-Assessment.***

## Goal Setting

FY \_\_\_\_\_

At Southern University at New Orleans, the senior leadership team encourages the supervisory team to align performance metrics with the University's strategic plan. This means that individual managers should use these strategic goals to set their departmental objectives and their own objectives, and then collaborate with employees to help develop employees' individual objectives.

We evaluate the performance of managers and employees based primarily on their accomplishment of these objectives.

For the new academic year, managers are to develop a goals and/or objectives for their employee to meet. In doing so, the manager will also discuss with the employee the resources and/or support that he or she will need to be successful.

Please remember that performance management is an ongoing process. Managers should be routinely meeting with their employees to monitor their progress.

### Performance Indicators

Goals and/or objectives	Resources and/or support needed to meet performance metric.
Click or tap here to enter text.	Click or tap here to enter text.
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## Performance Appraisal

Last Name	Click or tap here to enter text.	First Name	Click or tap here to enter text.	U-Number	Click or tap here to enter text.
Division	Click or tap here to enter text.	Position Title	Click or tap here to enter text.	Date	Click or tap here to enter text.

### INSTRUCTIONS

Listed on the following pages are performance factors and goals that are important in the successful evaluation of your performance. After the entire form has been completed and reviewed, the original is forwarded to the Office of Human Resources. Both supervisor and the employee should retain a copy.

### Part I: Performance Evaluation

#### DEFINITION OF TERMS

1 = NEEDS IMPROVEMENT: Performance is at a level below established objectives with the result that overall contribution is marginal and substandard. Performance requires a high degree of supervision. SCORE SCALE BELOW 65

3 = MEETS REQUIREMENTS: Meets established objectives in a satisfactory and adequate manner. Performance requires normal to some degree of supervision. SCORE SCALE 65-89.

5 = EXCEEDS REQUIREMENTS: Job performance easily exceeds job requirements. Performance approaches best possible attainment. SCORE SCALE 90-100.

**For any rating that "Exceeds Requirements" or "Needs Improvement," a comment is required.**

	EXCEEDS REQUIREMENTS	MEETS REQUIREMENTS	NEEDS IMPROVEMENT	NOT APPLICABLE	SCORE
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#### Performance Factors

<b>Understanding the job:</b> Does the employee have adequate knowledge to complete the tasks required by the job?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
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**Comment:**



	EXCEEDS REQUIREMENTS	MEETS REQUIREMENTS	NEEDS IMPROVEMENT	NOT APPLICABLE	SCORE
<b>Institutional Commitment:</b> Does the employee demonstrate commitment to institutional effectiveness and assessment environment? <b>Comment:</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
<b>Quality of Work:</b> Is the quality of work acceptable and does it meet established standards? <b>Comment:</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
<b>Productivity and Efficiency:</b> Does the employee complete assignments and manage time well? <b>Comment:</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
<b>Work Quality:</b> Does the employee perform work accurately and timely? <b>Comment:</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
<b>Communication:</b> Does the employee express ideas clearly both orally and in writing? <b>Comment:</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.



	EXCEEDS REQUIREMENTS	MEETS REQUIREMENTS	NEEDS IMPROVEMENT	NOT APPLICABLE	SCORE
<b>Communication:</b> Does the employee listen well and respond appropriately?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
<b>Comment:</b>	<hr/> <hr/>				

Behavioral Traits					
	EXCEEDS REQUIREMENTS	MEETS REQUIREMENTS	NEEDS IMPROVEMENT	NOT APPLICABLE	SCORE
<b>Initiative:</b> Does the employee demonstrate initiative by acting with minimum direction?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
<b>Comment:</b>	<hr/> <hr/>				

<b>Ethics:</b> Does the employee exhibit honesty and high ethical standards while performing his/her job duties?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
<b>Comment:</b>	<hr/> <hr/>				

<b>Planning and Organizing:</b> Does the employee set objectives and goals and establish priorities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
<b>Comment:</b>	<hr/> <hr/>				

<b>Judgment:</b> Does the employee effectively analyze problems?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Comment:</b>	<hr/> <hr/>				

	EXCEEDS REQUIREMENTS	MEETS REQUIREMENTS	NEEDS IMPROVEMENT	NOT APPLICABLE	SCORE
<b>Judgment:</b> Does the employee effectively determine appropriate action once he/she has identified the problem? <b>Comment:</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
<b>Judgment:</b> Does the employee effectively exhibit a responsiveness to take timely and decisive action? <b>Comment:</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
<b>Judgment:</b> Does the employee think logically? <b>Comment:</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.

**Leadership Ability**

	EXCEEDS REQUIREMENTS	MEETS REQUIREMENTS	NEEDS IMPROVEMENT	NOT APPLICABLE	SCORE
<b>Professionalism:</b> Does the employee project and sustain a positive image of SUNO within the educational and local communities? <b>Comment:</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
<b>Problem Solving:</b> Does the employee identify and provide alternative solutions to a problem?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Click or tap here to enter text.

**Comment:**

	EXCEEDS REQUIREMENTS	MEETS REQUIREMENTS	NEEDS IMPROVEMENT	NOT APPLICABLE	SCORE
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<b>Problem Solving:</b> Does the employee make sound decisions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
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**Comment:**

<b>Responsibility:</b> Does the employee manage the human and fiscal resources entrusted to them with efficiency and accuracy?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
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**Comment:**

<b>Responsibility:</b> Has the employee monitored his/her employees for mandatory training completion?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
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**Comment:**

<b>Responsibility:</b> Has the employee evaluated his/her employees in accordance with the performance management cycle?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
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**Comment:**

**Overall Work Performance & Ethic**

	EXCEEDS REQUIREMENTS	MEETS REQUIREMENTS	NEEDS IMPROVEMENT	NOT APPLICABLE	SCORE
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<b>Teamwork:</b> Does the employee work effectively with others to accomplish common goals and objectives? <b>Comment:</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
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<b>Teamwork:</b> Does the employee effectively use formal and informal methods to improve the productivity of the group? <b>Comment:</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
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<b>Human Resource Management:</b> Does the employee align his or her hiring practices and performance management skills to operational goals and institutional effectiveness. <b>Comment:</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
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<b>Human Resource Management:</b> Does the employee take timely action when addressing performance issues? <b>Comment:</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
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**Managing Change and Innovation:** Does the employee adapt to change necessary to improve SUNO's performance and strategic goals?  
**Comment:**

Click or tap here to enter text.

**Customer Service:** Does the employee exhibit customer service skills that support SUNO's overall goals and objectives?

Click or tap here to enter text.

**TOTAL SCORE**  
 (Add scores and divide by 26)

**TOTAL SCORE POINT VALUE**

SCORE SCALE 100-90	40
SCORE SCALE 89-80	30
SCORE SCALE 79-70	20
SCORE SCALE 69-60	10
SCORE SCALE 59 and below	0

Performance Evaluation Point Value: \_\_\_\_\_

**Part II: Performance Indicators**

**DEFINITION OF TERMS**

1 = GOAL NOT MET: The employee did not meet the prior year goal and has not presented any justifiable barriers that prevented him or her from meeting goal. SCORE SCALE BELOW 65

3 = GOAL SOMEWHAT MET: Employee came reasonably close to meeting goal and presented justifiable barriers that prevented him or her from reaching the prior year goal. SCORE SCALE 65-89.

5 = MET GOAL: Employee exceeded the prior year goal. SCORE SCALE 90-100.

**POSITION SPECIFIC GOALS**

**GOAL      GOAL MET      GOAL SOMEWHAT MET      GOAL NOT MET      SCORE**

**Performance Indicators**

Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
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Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.

**TOTAL SCORE (Add scores and divide by the number of goals)**

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**TOTAL SCORE POINT VALUE**

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SCORE SCALE 100-90	60
SCORE SCALE 89-80	50
SCORE SCALE 79-70	40
SCORE SCALE 69-60	30
SCORE SCALE 59-50	20
SCORE SCALE 49-40	10
SCORE SCALE 39 and below	0

Performance Indicator Point Value: \_\_\_\_\_

**OVERALL PERFORMANCE RATING**

(Part I Point Value + Part II Point Value)

- 90-100: Exceeds Requirements
- 89-65: Meets Requirements
- Below 65: Needs Improvement

### NEXT LEVEL REVIEWER'S APPROVAL

Before meeting with the employee, the performance evaluation form must be approved by the Next Level Reviewer (2<sup>nd</sup> Rater).

**Supervisor** \_\_\_\_\_  
**Signature/Date**  
**Next Level Reviewer** \_\_\_\_\_  
**Signature/Date**  
**Next Level Reviewer** Click or tap here to enter text.  
**Comments**

**Supervisor's Comments**  
Click or tap here to enter text.

**Employee's Comments**  
Click or tap here to enter text.

I have reviewed this document and discussed the contents with my supervisor. I understand that my signature does not necessarily indicate agreement with the evaluation, but that I have been advised of my performance status and that I have read and understand the evaluation that has been presented to me.

**Employee**  
**Signature/Date** \_\_\_\_\_