



Performance Management Evaluation Form Instructions

All performance evaluations must include an evaluation on the five statewide core competencies. Each core competency description can be modified in the performance plan for the employee. If the supervisor and employee did not modify the core competencies, please use these general descriptions:

- *Accountability: The degree to which the employee's work behaviors demonstrate responsible personal and professional conduct, which contributes to the overall goals and objectives of Mines.* The employee knows and adheres to attendance, leave and other relevant policies, procedures, rules and regulations; displays a positive attitude, conveys a positive image of Mines, and encourages others to do well; takes the initiative to improve professional growth; is motivated, flexible, and committed to performing high quality work; demonstrates high standards of ethical conduct; etc.
- *Interpersonal Relations: The degree to which the employee interacts effectively with others to establish and maintain smooth working relations.* The employee develops and maintains effective, professional relationships; gains confidence and trust; considers and responds tactfully to the needs of others; takes personal responsibility for own words and actions, respects the opinions of others, etc.
- *Job Knowledge: The degree to which the employee is skilled in job-specific knowledge that is necessary to provide the appropriate quantity and quality of work in a timely and efficient manner.* The employee meets work standards, schedules, and deadlines; demonstrates efficiency in completing duties; sets priorities, is motivated; makes sound, well-informed, objective decisions; resolves problems; makes continuous improvements and takes on additional duties as needed.
- *Customer Service: The extent to which the employee works effectively with internal and external customers and/or clients to satisfy their service/product expectations.* The employee demonstrates a knowledge of products and services; gets the customer's input; assesses their needs; focuses on finding solutions and/or offers alternatives; responds to requests for information, products, or services promptly, courteously, and effectively; etc.
- *Communication: The degree to which the employee effectively communicates by actively listening and sharing relevant information with co-workers, supervisor(s), and clients so as to anticipate problems and ensure the effectiveness of Mines.* The employee keeps co-workers, supervisors, and customers informed; actively listens; provides clear instructions and expectations; and communicates effectively orally and in writing in a manner that is well organized, appropriate, and courteous; etc.
- *Supervision/People Management: Used only if the employee supervises others.* The degree to which the supervisor assigns work, develops deadlines, and provides ongoing feedback; demonstrates leadership by promoting teamwork, diversity, and cooperation; provides opportunities and gives recognition; clarifies and communicates performance expectations; provides ongoing behavioral feedback and annual performance appraisals; exercises discipline and resolves conflict fairly and constructively; trains, coaches, and develops subordinates; delegates responsibility as appropriate; etc.

Individual Performance Measures (IPM): Most jobs should have at least two IPMs in the performance plan covered by the evaluation. These typically are goals tied to the primary responsibilities, duties or tasks of the job and are related to department objectives. They can include projects, primary areas of focus, ongoing activities, and learning objectives (e.g., completing a set of learning programs or acquiring a set of skills).

Rating Level Standard Definitions

Statewide Definitions of Ratings Levels -- By state personnel rule, standard definitions are established by the State Personnel Director. These definitions are displayed below and are intended as a framework and guide for evaluation decisions and for distinguishing among levels of performance. You may clarify or augment the content of the definition, but you may not weaken the definition for use in your annual evaluations. If you have augmented or clarified the definition, those changes should have been reflected and recorded in the performance plan upon which the performance evaluation is based.

Exceptional Performance: This rating represents consistently outstanding, documented performance or consistently superior achievement beyond the regular assignment. Employees make exceptional contribution(s) that have significant and positive impact on the performance of the unit or the School and may materially advance the mission of the School. The employee provides a model for excellence and helps others to do their jobs better. Peers, immediate supervision, higher-level management, and others can readily recognize such a level of performance.

Meets Expectations: This rating level encompasses a range of expected performance. It includes employees who are successfully developing in the job, employees who exhibit competence in work behaviors, skills, and assignments, and accomplished performers who consistently exhibit the desired competencies effectively and independently. These employees are meeting all the expectations, standards, requirements, and objectives on their performance plan and, on occasion, exceed them. This is the employee who reliably performs the job assigned and may even have a documented impact beyond the regular assignments and performance objectives that directly supports the mission of the organization.

Needs Improvement: This rating level encompasses those employees whose performance does not consistently and independently meet expectations set forth in the performance plan as well as those employees whose performance is clearly unsatisfactory and consistently fails to meet requirements and expectations. Marginal performance requires substantial monitoring and close supervision to ensure progression toward a level of performance that meets expectations. Although these employees are not currently meeting expectations, they may be progressing satisfactorily towards a Meets Expectations standard and need coaching/direction in order to satisfy the core expectations of the position.

Completing the Form

General notes:

- The evaluation form itself is intended only to be a *summary* of performance.
- The evaluation ratings are “drop down” fields; just place your cursor in the field and click on the drop down arrow to display the choices.
- Many form fill-in fields have help boxes. To access help, with the cursor in the field of interest, press the F1 key.
- Most form fill-in fields are limited in length; accessing the help function will tell you the field length limit.

Section Instructions

Section I: Complete all of the required fields and provide the identifying information requested.

Section II: Check the correct response box for each of the two statements.

Section III: Fill in the blank with the date the annual performance plan was completed.

Section IV: Enter the mid-year progress review rating. The Evaluation form is intended to hold only a summary of the mid-year review.

Section V: Choose from the drop down box the appropriate evaluation rating for the performance elements A through F. For the Individual Performance Measures, enter the brief description in the text box, then choose the appropriate rating from the drop-down box for each. If you need more than three IPMs, stop protection on the form, add additional IPM sections by copying the existing template, restart protection BEFORE entering any additional data or text, then complete the IPMs that you have added.

*Note: **Details of the evaluation are to be entered on the Supplement Form** that is to be provided to the employee and sent to Human Resources with the signed completed evaluation form. Unless the Reviewer directs otherwise, these forms do not go to the Reviewer.*

Section VI: Choose the appropriate overall rating from the drop-down box.

Section VII Signatures: Enter the dates and obtain the signature of the employee, add the supervisor's signature, make sure the employee checks the 'agree or disagree' box. If the disagree box is checked, the employee may attach an explanation but is not required to do so. Once the form is signed and an explanation, if any, is attached, forward the form to the Reviewer for his or her signature and comments (if any). **NOTE: THE SUPERVISOR MUST PROVIDE THE EMPLOYEE THE DISPUTE RESOLUTION FORM IF THE EMPLOYEE WISHES TO DISPUTE THE EVALUATION – IF THE SUPERVISOR IS IN DOUBT, PROVIDE THE FORM.**

The form is located at:

<http://inside.mines.edu/UserFiles/File/hr/HR%20Forms/CSM%20dispute%20resolution.doc>

The supervisor must also document that s/he has advised the employee of the deadline to submit the Dispute Resolution form which is within three (3) working days after the day the employee receives the performance evaluation from the supervisor.

Section VII Institutional Review: Reviewer checks the "as submitted" box or the "as amended" box, adds any comments if desired, signs and dates, and returns completed form to the Supervisor for copying and distribution to employee and Human Resources.