

UNIVERSITY OF MAINE SYSTEM
PART 2 - EMPLOYEE PERFORMANCE ASSESSMENT

Employee: Date of Appointment to Current Job:

Title: Assessment Period: From To:

Supervisor: Date of Assessment Meeting:

Type of Assessment (*check one*): Probationary Annual Interim

The rating factors are:

- Outstanding: (O) Indicates exceptional performance.
- Commendable: (C) Performs beyond normal requirements and competence.
- Effective: (E) Fulfills the normal job requirements with some strong points.
- Needs Improvement: (N) Performs slightly below job requirements.
- Unsatisfactory: (U) Job performance must be improved substantially to be acceptable.

I. Performance of Duties in Job Description

A. The supervisor and employee should review the site-specific job description (if one exists; otherwise use the system-wide generic job description) to ensure that they have a common understanding of the job responsibilities. Identify changes that have occurred in the position. Attach a copy of the job description to this form.

B. Did the employee meet the responsibilities of the job as defined by the job description? Rate the employee's performance on the most important duties assigned to this employee on the job description, and write in the number of the duty on the job description that you are rating. Or, if preferred, you may rate on all duties in the job description. Continue on an additional page if necessary. For any duty performed by the employee but not rated, the performance of that duty will be considered satisfactory. Any rating of *Outstanding* should be accompanied by a supervisory comment. Any rating of *Needs Improvement* or *Unsatisfactory* requires a supervisory comment, and development of a Performance Improvement Plan (see Part IV) is recommended to help the employee achieve a satisfactory performance level.

<p>Job #: <input style="width: 40px; height: 20px;" type="text"/> o c e n u <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>Job #: <input style="width: 40px; height: 20px;" type="text"/> o c e n u <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>Job #: <input style="width: 40px; height: 20px;" type="text"/> o c e n u <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>Job #: <input style="width: 40px; height: 20px;" type="text"/> o c e n u <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>Job #: <input style="width: 40px; height: 20px;" type="text"/> o c e n u <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>Job #: <input style="width: 40px; height: 20px;" type="text"/> o c e n u <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>Job #: <input style="width: 40px; height: 20px;" type="text"/> o c e n u <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>Job #: <input style="width: 40px; height: 20px;" type="text"/> o c e n u <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
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Comments:

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II. Assessment of Performance

Consider each of the following areas of performance and check the rating that most nearly describes the employee's performance during the last year (*refer to the attached Employee Performance Criteria for more information*). **Any rating of Needs Improvement or Unsatisfactory requires a supervisory comment**, and development of a Performance Improvement Plan (see Part IV) is recommended to help the employee achieve a satisfactory performance level.

A. Job Qualities and Job Performance Skills

1. Job Knowledge	o	c	e	n	u	7. Judgment	o	c	e	n	u
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Productivity	o	c	e	n	u	8. Adaptability to change	o	c	e	n	u
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Dependability	o	c	e	n	u	9. Organization and planning	o	c	e	n	u
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Attendance (do not consider approved leave)	o	c	e	n	u	10. Problem solving and decision making	o	c	e	n	u
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Understanding and following directions	o	c	e	n	u	11. Use of tools and technology	o	c	e	n	u
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Safety and injury prevention	o	c	e	n	u						
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						

Comments:

B. People Skills

1. Oral and written communication	o	c	e	n	u	4. Leadership and supervision (if applicable)	o	c	e	n	u
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Customer service skills	o	c	e	n	u	5. Teamwork	o	c	e	n	u
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Relationship with others	o	c	e	n	u						
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						

Comments:

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III. Goals

Setting goals lets employees know what is expected of them and helps determine timeframes and criteria for measuring success. Refer to the online guide *Conducting Employee Performance Assessments* at www.maine.edu/pdf/pasetsmart.pdf for suggestions and prompts on goal setting.

A. Goals for the Past Year

Refer to goals set at the time of the last performance assessment and comment on each of the following in the chart:

- 🕒 Were goals for this period achieved?
- 🕒 Were significant accomplishments achieved that were not stated goals?
- 🕒 If some goals were not achieved, explain the reason.

Goals and Accomplishments	Were Goals Achieved?	Reason if Not Achieved

B. Goals for the Next Year Establish reasonable goals for the next year and specific steps to achieve goals, with projected dates of achievement. Goals must be appropriate to the employee's job classification. Progress toward these goals will be evaluated in the next Performance Assessment.

Goals	Steps to Achieve Goals	Target Date

C. Identify training, employee development, support, or assistance needed to achieve goals (may be directly related to the job or to help the employee acquire skills for advancement):

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IV. Performance Improvement Plan (if needed):

Development of a Performance Improvement Plan is recommended for any rating of *Needs Improvement* or *Unsatisfactory* on Part I or Part II of this assessment. The goal of the Performance Improvement Plan is to encourage constructive discussion between the employee and supervisor about areas of work performance that the employee must improve. After the Performance Improvement Plan is developed, the supervisor monitors work performance and provides feedback to the employee in the timeframe identified. An improvement plan that results in work performance improving to a satisfactory level is considered completed. If satisfactory performance is not achieved in the identified timeframe, further corrective action, including discipline, may be necessary.

	Area #1	Area #2
Performance area to be improved		
Action to be taken for improvement		
Supervisor's role in helping employee improve performance		
Date for performance feedback		
Expected results		
Date by which improvement is expected		

V. Overall Assessment: The employee's overall job performance for the assessment period is (*check one*):

Satisfactory

Unsatisfactory

VI. Signatures

Supervisor's Signature: _____ Date: _____

I have reviewed the above assessment with my supervisor and have received a copy. I understand that a copy of the assessment will be retained in my personnel file, and that if I do not sign and return the assessment within seven (7) days, an unsigned copy will be placed in my personnel file. My signature does not necessarily indicate agreement with the assessment. I understand that I may attach a written response or comments to this assessment.

Employee's Signature: _____ Date: _____

Department or Unit
 Head's Signature: _____ Date: _____