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| --- | --- | --- | --- | --- | --- |
| **Affiliate ID:** |  | **Performance period:** |  | **Evaluation date:** |  |
| **Employee name:** |  | **Position title:** |  |
| **Supervisor:** |  | **Department:** |  |
| **Type of review:** |  |  | **Annual** |  | **Other Please describe:**  |
|  |  |  |  |  |

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| **Important:** Review the evaluation rating chart and university core expectations on page two before filling out this form. |
| **Department** | Results:Summarize the employee’s performance against core job duties, projects and defined goals for the review period. Please list examples.  |
|  |
| Enter performance results rating 1 2 3 4 or 5: |  | A rating of five is high, and a rating of one is low. |
| **Core expectations: How results were accomplished – behaviors.** |

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| **Universi****t****y** | **Core expectations for staff** | **Rating** | **Supervisor comments** |
|  |  | Required comments for ratings five and one. It is recommended for ratings four, three or two. |
| Creates a culture of service to students and colleagues. |  |  |
| Sets the standard for trust, integrity, transparency. |  |  |
| Develops staff and fosters teamwork. |  |  |
| Executes strategies to get results. |  |  |
| Decision making and accountability. |  |  |
| Cultivates intellectual and cultural diversity. |  |  |
| Fiscal responsibility, process improvement, sustainability. |  |  |
| Enter core expectations rating 1 2 3 4 or 5: |  | A rating of five is hight, and a rating of one is low. |
| **Final overall evaluation — leader’s summary comments.** |
|  |
| Enter overall rating 1 2 3 4 or 5: |  | A rating of five is high, and a rating of one is low. |
| **5 – Consistently exceeds performance expectations.** | **4 – Frequently exceeds performance expectations.** | **3 – Performance expectations fulfilled.** | **2 – Inconsistently fulfills performance expectations.** | **1 – Fails to meet performance expectations.** |
| **Focus** | **Planning for the next 12 months.** |
| Performance — core job duties, expectations, standards and defined goals. | Professional development — growth in place or for advancement. |
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|  | **Employee comments** |  | Concur |  | Do not concur |  |
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| **Employee signature:** |  | **Date:** |  | **Date entered into PeopleSoft:**  |  | **Attachments, yes or no:** |  |
| **Supervisor signature:** |  | **Date:** |  |  **Management review:** |  | **Date:** |  |

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| **Evaluation rating chart** |
| **5** | **Consistently exceeds performance expectations.** | **4** | **Frequently exceeds performance expectations.** | **3** | **Performance expectations fulfilled.** | **2** | **Inconsistently fulfills performance expectations.** | **1** | **Fails to meet performance expectations.** |
| * Demonstrates exceptional quality of work in all essential areas of responsibility.
* **Consistently** exceeds performance expectations.
* Almost always makes an exceptional or unique contribution in achievement of unit, department and university objectives.
 | * Demonstrates performance of a **very** high level of quality.
* Consistently fulfills performance expectations and **frequently** exceeds them.
* Significantly contributes to the success of the services and projects they support.
 | * Work is of high quality in all significant areas of responsibility.
* Consistently fulfills performance expectations and **periodically** may exceed them.
* Any performance concerns are resolved through coaching, feedback and self initiative.
 | * The employee’s work does not consistently meet the job requirements of the position. While the employee may have performed acceptably in some areas, job performance needs to be improved.
* For a “results” or “overall” rating of two, a performance improvement plan is recommended. A PIP is not needed for a two rating in a core competency.
* Coaching from the supervisor is recommended.
 | * The employee’s work is below the basic requirements and immediate and continued improvement is required.
* A performance improvement plan is to be discussed and agreed to by the employee and the supervisor.
* Continued failure to show improvement may result in additional action.
 |
| **University core expectations — ASU Managers** |
| **Creates a culture of service to students and colleagues.** | **Sets the standard for trust, integrity, transparency.** | **Develops staff and fosters teamwork.** | **Executes strategies to get results.** | **Decision making and accountability.** | **Cultivates intellectual and cultural diversity.** | **Fiscal responsibility, process improvement, sustainability.** |
| * Promotes exemplary service and sets a precedent for others.
* Sets high standards for quality and accuracy within department.

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* Takes personal responsibility for one’s actions.
* Follows through on commitments, agreements.
* Ensures employees complete required safety training and performs job functions in compliance with ASU health and safety policies.

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* Identifies employees’ strengths or weaknesses and provides feedback to improve and enhance team performance.
 | * Conducts ongoing strategic analyses to guarantee programs achieve identified goals.
* Is a self-starter who actively sets and achieves goals.
 | * Holds self and others accountable for delivering on commitments and standards through assigning clear authority and decision making.
* Seeks opportunities to achieve results, no matter what roadblocks occur.
 | * Promotes a culture of inclusion by building a diverse team and embracing a variety of perspectives.
 | * Is accountable for fiscal controls within department.
* Seeks strategies to improve internal processes.
* Participates in and encourages team to support the university’s sustainability programs.

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