EXEMPT (NON-CLASSIFIED) EMPLOYEE PERFORMANCE APPRAISAL
STATEMENT OF POLICY

TAMU-CC recognizes Performance Appraisal as an essential management program which supports three major objectives:

1. To provide employees with feedback on their performance and to develop employees for better performance.
2. To provide measurement of performance for promotion decisions and/or merit considerations.
3. To acknowledge employees for job accomplishments.

In keeping with this policy, employees will receive a formal performance review at least once a year. This form should be used to appraise or evaluate the performance of all administrative, professional and supervisory employees. The performance and developmental plans do not create an employment contract.

PERFORMANCE MANAGEMENT PROGRAM

TAMU-CC’s Performance Management Program is an ongoing process that consists of performance planning, periodic progress review and performance evaluation. This form should be used as a communication tool and a formal written document to assure a mutual understanding of what is expected and how well those expectations are being met.

INSTRUCTIONS

Prior to using this performance appraisal instrument, supervisors should attend the TAMU-CC training program on conducting effective performance appraisals.

I. GOALS/JOB DUTIES/ASSIGNMENTS (pages 3-4)

   . Goals - Broadly defined organizational direction and focus
   . Job Duties - Ongoing, major duties identified in current job description.
   . Assignments - Non-routine major projects occurring during appraisal period.

A. At the beginning of the appraisal period, the supervisor, working with the employee:

   1. List goals, duties and/or assignments. Generally five to seven items are identified. The mix of goals versus job duties or assignments is a managerial choice. For example, one position may emphasize ongoing job duties, while another position may be more heavily involved with goals and varied assignments. Consider how results will be measured; i.e., completion date, number of items completed, thoroughness expected, etc. Develop written performance standards for goals, duties and assignments.

   2. Assign an appropriate number using the IMPORTANCE LEVEL table on page 2.

B. At the end of the appraisal period, the supervisor, working with the employee:

   1. Review each job duty/assignment and assign a rating that best fits the employee’s ACTUAL performance during the entire appraisal period using the RATING SCALE on page 2.

   2. Comments in A Results are required and should substantiate the rating chosen.

It is recommended that the employee and the supervisor each complete the appraisal form in pencil prior to meeting for the annual review process.
II. KEY MANAGEMENT CRITERIA (page 5)

Assign a rating of unsatisfactory, satisfactory or exceeds satisfactory. The assigned rating should best describe the employee’s actual performance during the entire appraisal period. KEY CRITERIA NOT RELATED TO THE EMPLOYEE’S JOB DUTIES OR GOALS SHOULD BE MARKED N/A. This section is designed to identify strengths and weaknesses in job related skills and abilities. It is an indicator of areas where improved performance could be attained through additional development and training.

III. PROFESSIONAL DEVELOPMENT/PERFORMANCE SUMMARY (page 6)

1. List any professional self-development activities completed during the appraisal period.
2. Describe the employee’s major strengths or significant accomplishments during the appraisal period.
3. Describe specific areas of performance upon which the employee may improve.

IV. PERFORMANCE AND PROFESSIONAL DEVELOPMENT PLAN (page 7)

Based on the interchange of information during the performance review, the supervisor and employee should jointly plan activities to enhance performance and professional development or to correct deficiencies. The supervisor and employee should have periodic follow-up meetings to assess progress, especially where deficiencies are involved. The Supervisor/Employee Consultation form in conjunction with a fact file kept by the supervisor, are excellent tools which may be used to facilitate this process.

NOTE: Use additional pages or attachments where necessary.
### I. GOALS/JOB DUTIES/ASSIGNMENTS

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<th>Importance Level</th>
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Results:
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## II. KEY MANAGEMENT CRITERIA

Indicate the employee’s actual performance during the entire appraisal period. Key Criteria not related to the employee’s job duties or goals should be marked N/A.

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<thead>
<tr>
<th>N/A</th>
<th>U (Unsatisfactory)</th>
<th>S (Satisfactory)</th>
<th>ES (Exceeds Satisfactory)</th>
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### DEMONSTRATED ACHIEVEMENT

A. Coordinating and Controlling Resources - Controlling costs and personnel resources; monitoring and overseeing utilization of funds.

B. Acts Affirmatively - Makes positive effort to succeed in all affirmative action/equal opportunity matters, including faculty, staff, students, also purchasing and contract opportunities.

C. Initiative - Shows a sense of personal mission and direction to accomplish key job duties, responsibilities, objectives, and projects.

D. Analytical Skills - Thoroughly works through problems looking for cause/effect relationships and determine realistic alternatives, taking into account all relevant information.

E. Judgement - Makes sound decisions and is willing to take recognized risks.

F.Courtesy/Service Support - Consideration, cooperation and generosity in providing service. Sensitive to the needs of internal and external customers such as students, administrators, other staff, visitors and public.

### CREATIVITY/INNOVATION/VISION

G. Creativity/Opportunity/Recognition - Comes up with new ideas and strategic options that are applicable to achieving desired results; consistently looking for better ways of doing things.

### AGENDA CONTROL

H. Planning - Establishes long and short term objectives and standards.

I. Time Utilization - Focuses quickly on priority issues and is able to accomplish multiple tasks at once.

J. Time Effectiveness - accomplishments objectives by agreed upon target dates and performs expected follow-up.

K. Resource Utilization - Actively seeks credible relationships with internal and external sources to get the job done.

L. Organizational Skills - Works effectively within the framework of organizational policies, procedures, rules, goals; carrying out orders and directives; supporting reasonable policies of higher authorities in organization.

M. Administration and Paperwork - Performing day-to-day administrative tasks such as reviewing reports, approving routine requests, etc; time management; keeping accurate records; administering policies.

### COMMUNICATION AND RELATIONSHIPS

N. Communications - Oral communications are open, credible and consistent. Written communications are clear, concise, readable and understandable.

O. Interpersonal Skills - Developing and maintaining smooth and effective working relationships with superiors, peers, and subordinates; displaying personal concern for subordinates; backing up and supporting subordinates as appropriate; encouraging and fostering cooperation between subordinates.

P. External Relations - Involved and supportive of university activities and external affairs and relationships; sensitive to advancement, development and public relations; effectively represents organization; persuades others outside the institution to accept own good ideas; understands overall mission and has ability to see the big picture.

### EFFECTIVE LEADING

Q. Leadership - Establishes and communicates direction for the team, and accomplishes results through committed actions of the team; credits others.

R. Delegation - Empowers team members to get the job done within established points of control.

S. Succession Management - Mentoring; encourages and provides growth opportunities for staff.

### CHANGE RESILIENCE

T. Adapting to Change - Anticipates changes and minimizes resistance to changes by developing flexible action steps.


### EXPERIENCE LEARNING

V. Self Development - Continues to grow and seek job challenge.
III. PROFESSIONAL DEVELOPMENT/PERFORMANCE SUMMARY

1. List any professional development activities completed during the appraisal period.

2. Describe the employee's major strengths or significant accomplishments during the appraisal period.

3. Describe specific areas of performance upon which the employee may improve.

Supervisor's Comments:

Employee's Comments:

____________________________________________________
______________________________________________________

Employee's Signature *       Date   Evaluator's Signature    Date

* I have reviewed this Performance Evaluation and discussed the contents with my Manager/Supervisor. My signature means I have been advised of my performance, but does not imply that I agree with either the evaluation or the comments.
IV. PERFORMANCE AND PROFESSIONAL DEVELOPMENT PLAN

Based on the interchange of information during the performance review, the supervisor and employee should jointly plan activities to enhance performance and professional development.

<table>
<thead>
<tr>
<th>Name</th>
<th>Job Title</th>
<th>Date of this Review</th>
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New/modified job duties, responsibilities, assignments, objectives and projects

Target Date

Development Plan as a result of the Key Management Criteria analysis or to support job duties, responsibilities, objectives and projects:

- Business Writing
- Supervisor Skills
- Interpersonal Skills
- Leadership Skills
- TQM
- Negotiation Skills
- Presentation Skills
- Time Management
- Problem Solving/Decision Making
- Information Technology
- Affirmative Action Skills

Development/Training Activities:

Other:

Career Goals:

Comments:

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Employee’s Signature (I have reviewed and discussed this Performance Plan with my supervisor.) Date

Immediate Supervisor’s Signature Date

Administrative Official’s Signature Date