

PART I: PROFICIENCY FACTORS

At the beginning of the performance cycle, Manager and Rating Supervisor discuss the factors and identify priority factors to be emphasized in the evaluation. At the end of the cycle, using the performance rating scale, Manager self-evaluates and Rating Supervisor evaluates the Manager's proficiency in each of the factors.

Proficiency Factors
(Evaluate how work is performed)

Ratings: Manager = M Rating Supervisor = S

1. Commitment to the University's/System's Mission, Vision, and Values (Check if priority)

Significantly Exceeds	Exceeds	Meets	Needs Improvement	Unsatisfactory
Enthusiastically articulates and demonstrably supports the University's/System's mission, vision and values. Outwardly develops and monitors unit goals and work products to ensure consistency and alignment with the organizational mission and vision. Demonstrates support for the mission and vision through assigning the highest priority to and successfully accomplishing aligned goals and objectives. Verbalizes organizational values and visibly demonstrates behavior that promotes and sets the highest standard consistent with organizational values.	Actively articulates and supports the University's/ System's mission, vision and values. Ensures alignment of goals and work products with the organizational mission and vision. Effectively demonstrates how accomplished goals and objectives support the organizational mission and vision. Exhibits behavior that promotes and is consistent with organizational values.	Manages consistent with the University's/System's mission, vision and values. Maintains operations that support the accomplishment and are consistent with the University's/System's goals and objectives. Understands the alignment of individual goals and work products with the University's/System's goals and objectives. Ensures behavior is consistent with organizational values.	Produces results or manages operations in a manner not always consistent with the University's/System's mission, vision and values. Generates some work products that do not support the goals and objectives of the organization. Gives priorities inconsistent with organizational or unit priorities to some work. Behavior is at times inconsistent with organizational values.	Produces results or manages operations in a manner inconsistent with the University's/System's mission, vision and values. Engages in activities that routinely detract from accomplishment of the University's/System's goals and objectives. Does not understand the necessary linkage of individual work products to University's/ System's goals and objectives. Is insensitive to or behaves inconsistent with organizational values.
M <input type="checkbox"/> S <input type="checkbox"/>	M <input type="checkbox"/> S <input type="checkbox"/>	M <input type="checkbox"/> S <input type="checkbox"/>	M <input type="checkbox"/> S <input type="checkbox"/>	M <input type="checkbox"/> S <input type="checkbox"/>
Manager Comment:				
Rating Supervisor Comment:				

2a. Leadership (or alternatively, complete Initiative and Commitment below) (Check if priority)

Significantly Exceeds	Exceeds	Meets	Needs Improvement	Unsatisfactory
Inspires confidence in the organizational mission and generates excitement, enthusiasm and commitment to unit or team goals and objectives. Anticipates the need for and facilitates changing conditions within the organization. Is highly adept in organizing and maximizing operations or functions as demonstrated through exceeding stated goals. Effectively communicates thoughts and concepts and is adept at gaining buy-in and enthusiasm for ideas. Exhibits strong written and communication skills. Demonstrates sound and thorough analytical judgment and considers the organizational implications of events or decisions. Serves as an exemplary role model for other University/System leaders.	Articulates the organizational mission and encourages commitment to unit or team goals and objectives. Is proficient in organizing and managing operations or functions to exceed stated goals. Anticipates the need for and effectively addresses changing conditions within the organization. Solicits support and buy-in for ideas. Communicates ideas with clarity of thought and intent. Systematically gathers relevant data, analyzes information and makes appropriate decisions consistent with organizational needs. Accepts ownership or decisions. Establishes norms for group behavior and personally models desired behaviors.	Organizes and maintains operations or functions to meet stated goals. Is aware of and effectively manages changing conditions within the organization. Solicits others' input for ideas. Communicates appropriate information clearly and in a timely fashion. Uses an orderly and systematic approach to solve problems and make decisions. Supports decisions reached and informs others affected.	Work products and operations managed generally meet stated goals, but at times falls short of expectations. Sometimes adjustments for changing conditions are not made in sufficient time to avoid problems or to ensure continuity of efficient operations. At times, behavior is inconsistent with expected professional values. Some approaches to problem solving lack sound methodology or result in data or information that are insufficient for sound decision making. Does not always support decisions or inform those impacted in a timely fashion.	Does not consistently produce work products, maintain operations or manage functions to meet stated goals. Is unaware of or unable to adjust to changing conditions. Rarely sets a professional example. Demonstrates lack of good judgment. Jumps to conclusions based upon no or minimal evidence. Fails to use authority responsibly.
M <input type="checkbox"/> S <input type="checkbox"/>	M <input type="checkbox"/> S <input type="checkbox"/>	M <input type="checkbox"/> S <input type="checkbox"/>	M <input type="checkbox"/> S <input type="checkbox"/>	M <input type="checkbox"/> S <input type="checkbox"/>
Manager Comment:				
Rating Supervisor Comment:				

2b. Initiative and Commitment (Check if priority)

Significantly Exceeds	Exceeds	Meets	Needs Improvement	Unsatisfactory
Demonstrates a consistently enthusiastic approach to work, both within and outside the organization. Demonstrates a belief that the work of the organization has intrinsic value. Takes personal ownership in the success of PASSHE/university. Keeps organizational needs in the forefront and articulates and strives for support of those needs with both internal and external constituencies. Anticipates and takes action to create opportunities and to avoid a crisis well in advance. Generates and maintains a creative environment among staff and colleagues leading to new and effective ideas to benefit PASSHE/university. Motivates others to achieve goals well beyond normal performance expectations. Sets and meets challenging and far reaching goals.	Consistently performs one's job with the broader goals of the organization in mind. Is self-motivated and displays a sense of personal responsibility for the welfare of the organization and colleagues. Talks positively about the organization, both internally and externally. Acts quickly and decisively in a crisis and in a time-sensitive situation. Works to expand abilities, both professionally and personally. Thinks "outside the box" and beyond the traditional boundaries to improve a situation or result. Persists until personal and team goals are achieved. Sets and maintains high performance standards and objectives that exceed normal expectations for self and others.	Demonstrates an overall understanding of the needs of the organization. Produces work consistent with organizational values and needs. Conscientiously abides by the rules, regulations and procedures governing work. Demonstrates personal accountability and responsibility for the work done. Expresses pride in the organization. Identifies problems and obstacles to meeting objectives and addresses them in advance. Identifies and takes active steps to take advantage of future opportunities. Recognizes when a situation calls for or could benefit from a new approach or better quality of approach. Helps and supports fellow employees in their work to contribute to overall organizational success. Consistently strives to achieve better than average results.	Does not demonstrate a reasonable dedication to the success of PASSHE/university. Produces work sometimes inconsistent with the needs of the organization. Does only what is necessary to meet basic job standards and requirements. Rarely works proactively to identify and resolve problems or to identify or suggest improvements to processes or work products. Rarely expresses pride in the organization. Infrequently sets difficult goals or strives for better than average results.	Displays personal ethics that are contrary to expected work ethics. Remains satisfied with the status quo, even when work is determined to be barely sufficient and of mediocre quality. Does not make reasonable suggestions for improvement in work process or work products. Talks negatively about the organization. Focuses only on one's own job and neglects to support or hinders fellow employees in their work to support the overall organization. Sets easy to achieve goals and achieves mediocre results.
M <input type="checkbox"/> S <input type="checkbox"/>	M <input type="checkbox"/> S <input type="checkbox"/>	M <input type="checkbox"/> S <input type="checkbox"/>	M <input type="checkbox"/> S <input type="checkbox"/>	M <input type="checkbox"/> S <input type="checkbox"/>
Manager Comment:				
Rating Supervisor Comment:				

3. Management Practices (Check if priority)

Significantly Exceeds	Exceeds	Meets	Needs Improvement	Unsatisfactory
Exhibits insight and thoroughness in anticipating organizational or unit needs as demonstrated through prompt, efficient adaptation of goals to meet needs or to address new and changing priorities. Develops innovative plans and strategies that realistically anticipate and prepare for obstacles. Sets priorities with a knowledgeable and informed sense of what's important to the organization. Produces optimum results in excess of goals and objectives with minimal resources and is innovative in obtaining alternate resources. Discovers and develops hidden talents and latent potential in employees, team members or others. Effectively works with staff to identify and effectively employ their strengths and strengthen or negate the effect of deficiencies. Uses state-of-the-art methods and actively engages the support of others in planning, directing, coordinating, and organizing activities. Completes administrative tasks and projects in a manner that results in reduced costs and/or time investment.	Plans with an awareness of organizational or unit needs. Develops and implements sound, effective plans and modifies them as necessary to achieve stated results. Sets priorities that maintain a focus on organizational goals. Often gets more out of available resources than expected. Guides and coaches employees, team members or others to improve their performance. Effectively allocates and adjusts time and resources to ensure accomplishment of stated objectives. Develops and uses effective techniques in planning, directing, coordinating and organizing activities so as to achieve or exceed desired results. Completes administrative tasks and projects on or ahead of time and on or under budget.	Understands organizational or unit needs. Develops and implements realistic plans and strategies. Eliminates activities that are unnecessary. Sets priorities consistent with organizational goals. Organizes activities to best utilize staff and other resources. Communicates standards and expectations and encourages productive performance in employees, team members and others. Effectively plans, directs, coordinates, organizes operations and cooperates with others to achieve desired results. Adheres to applicable policies, procedures and regulations. Completes administrative tasks and projects on time and on budget.	Work plans or strategies generally reflect an understanding of organizational or unit needs, but may fall short in some areas. Some activities performed do not contribute to planned goals. At times, does not shift resources or adjust work products to meet changing organizational needs or goals. Organizes activities in a way that does not make maximum use of staff and resources. Does not consistently encourage productive performance or communicate standards required of positions. Does not take advantage of available cost efficiencies. Adheres to required policies and procedures. Some assignments are not completed in a timely manner or go over budget.	Is inconsistent or ineffective in establishing courses of action that ensure accomplishment of objectives. Does not use appropriate resources or shift resources in order to meet objectives. Is ineffective in directing or organizing the capabilities of people and/or resources to achieve desired results. Does not maintain cost effective operations. Does not clearly explain to others or apply standards required of the position. Does not consistently complete assignments on time or within budget.
M <input type="checkbox"/> S <input type="checkbox"/>	M <input type="checkbox"/> S <input type="checkbox"/>	M <input type="checkbox"/> S <input type="checkbox"/>	M <input type="checkbox"/> S <input type="checkbox"/>	M <input type="checkbox"/> S <input type="checkbox"/>
Manager Comment:				
Rating Supervisor Comment:				

4. Relational Skills (Check if priority)

Significantly Exceeds	Exceeds	Meets	Needs Improvement	Unsatisfactory
Works with staff to create a sense of group commitment and ownership. Is viewed positively by colleagues and subordinates. Successfully promotes and generates unit or team commitment. Succeeds in building trust even in difficult situations. Places a high value on improving employee or team member skills and abilities. Continually and successfully finds common ground. Actively seeks the input of others and encourages their participation. Gives others multiple opportunities to share concerns, ask questions, and offer ideas, and makes following up with information a top priority. Works to achieve results that generally benefit all involved parties. Consistently and actively supports EEO/diversity programs and creates opportunities to support cultural diversity. Respects, values and promotes the benefit in considering and addressing differing opinions.	Supports teamwork and collaboration within and across units. Is readily able to reduce resistance, increase acceptance and gain commitment from team members or employees. Builds trust among team members. Values team member's skills and abilities and works to capitalize on their strengths. Always takes a positive approach to conflict. Encourages and empowers others to succeed. Publicly credits the good work of others on the team. Understands diversity issues and embraces activities that support a diverse community. Respects and encourages differing opinions.	Works effectively with others. Cooperates with the team and supports team decisions. Appreciates the value of team member trust. Shares relevant information with employees, team members and others. Understands the contributions of employees and team members. Demonstrates sensitivity to the rights and opinions of others, even in disagreement. Respects cultural differences and ensures a supportive environment. Acknowledges conflicts and works to resolve conflicts constructively. Respects and is tolerant of differing opinions.	Generally, is able to work effectively with others when requested. Does not contribute to the fullest extent when working with a team. When in disagreement, demonstrates insensitivity to others' perspectives. Does not demonstrate an appreciation for team efforts or team results. Rarely suggests or speaks in favor of collaborative approaches. Sometimes holds back information that would be of value to the group. Does not regularly seek input from others or use input received to the best advantage. Is tolerant of differing opinions.	Creates conflict. Does not work to understand others' perspectives. Does not understand the value of team collaboration. Avoids or resists contributing to team efforts. Demonstrates little respect for others or for differing opinions. Does not establish trust or credibility. Does not readily share information with others or seek the input of others. Is insensitive to the differing needs of diverse groups.
M <input type="checkbox"/> S <input type="checkbox"/>	M <input type="checkbox"/> S <input type="checkbox"/>	M <input type="checkbox"/> S <input type="checkbox"/>	M <input type="checkbox"/> S <input type="checkbox"/>	M <input type="checkbox"/> S <input type="checkbox"/>
Manager Comment:				
Rating Supervisor Comment: v				

5. Job Knowledge (Check if priority)

Significantly Exceeds	Exceeds	Meets	Needs Improvement	Unsatisfactory
Uses resources, technology and expertise in a highly effective, creative manner. Ensures outcomes reflect advanced professional standards, appropriate best practices, and effective procedures so as to maximize accomplishment of objectives. Demonstrates superior professional and technical knowledge/expertise and is generally recognized as an authority/expert in the field. Emphasizes and is recognized for efforts in continuous improvement that have proven beneficial to the unit or organization as a whole. Develops practical and effective solutions and/or applications for complex issues and circumstances. Identifies and seeks professional growth opportunities.	Uses resources, technology and expertise proficiently. Strives for and encourages continuous improvement. Applies established professional standards, practices, and procedures to maximize accomplishment of objectives. Demonstrates a comprehensive, advanced and thorough understanding of professional and technical expertise ideally required for the position. Grasps essentials of complex issues and develops practical, effective solutions and/or applications for complex issues and circumstances. Takes advantage of professional growth opportunities.	Uses resources, technology and expertise appropriately. Recognizes and understands the effect that resources and technology have on the organization. Appropriately applies professional standards, practices, and procedures. Demonstrates an understanding of professional and technical knowledge necessary for the position. Sorts relevant from irrelevant information. Uses job knowledge to effectively deal with complex issues and make recommendations for improvement. Participates in professional growth opportunities provided.	Generally, applies resources, technology and expertise in a manner consistent with the expectations of the position. At times, does not demonstrate or employ the required technical knowledge for the position. Demonstrates an unawareness of certain professional standards and practices. Applies some standards or practices to work products or operations in an inappropriate or ineffective manner. Lacks an understanding of the details and misses relevant information critical to addressing some complex issues. Some responses to problems or recommendations are impractical to implement or have elements that are ineffective. Responses to problems do not take into account or anticipate changing conditions.	Does not use resources, technology or expertise in a manner consistent with the expectations of the position. Does not consistently demonstrate the professional/technical knowledge required or expected of the position. Does not consistently apply appropriate standards, practices or procedures. Is unable to grasp essentials of complex issues. Cannot determine relevant information. Is unable to develop practical or effective responses for problems or to appropriately address issues in unexpected or changed circumstances. Does not participate in identified professional growth opportunities.
M <input type="checkbox"/> S <input type="checkbox"/>	M <input type="checkbox"/> S <input type="checkbox"/>	M <input type="checkbox"/> S <input type="checkbox"/>	M <input type="checkbox"/> S <input type="checkbox"/>	M <input type="checkbox"/> S <input type="checkbox"/>
Manager Comment:				
Rating Supervisor Comment:				

6. Communication Skills (Check if priority)

Significantly Exceeds	Exceeds	Meets	Needs Improvement	Unsatisfactory
<p>Is articulate, professional, and persuasive in presenting information. Makes effective use of accurate and convincing support data or information. Builds commitment through the use of fact-based, rational arguments. Writes effectively, with clarity of intent and an excellent grasp of the subject matter. Facilitates and conducts meetings or group discussions which assure varying points of view are solicited and appropriately considered with the goal of reaching consensus. Demonstrates exceptional professionalism and actively promotes civility in communicating with others. Communicates openly, with appropriate candor. Probes for new ideas and works to break down communication barriers.</p>	<p>Proficiently organizes and presents difficult facts in a clear, concise, manner, both orally and in writing. Highly competent in establishing and maintaining effective communications with all levels in the organization. Manages meetings effectively to ensure that they have clearly stated objectives, documented accomplishments and follow-up items. Works to ensure others' understanding of issues through effective information sharing. Demonstrates civility in communications with others. Listens with true interest and invites comments.</p>	<p>Shares appropriate information with internal and external constituents in a timely and responsible manner. Manages meetings effectively to achieve stated objectives. Possesses effective listening and speaking skills. Uses appropriate style and format in writing. Presents facts, ideas, and concepts in a way that can be easily understood. Shows respect for the opinions of others and listens without interrupting.</p>	<p>Shares necessary information with others internally and externally, usually on a timely basis. Communications lack refinement and are not written with consideration of the reader. Some meetings are not planned and managed in a way that achieves expected results. Does not demonstrate good listening skills or tries to control the conversation. Written material is incomplete or ineffective because it does not include the ideas of others or address differing points of view. Presents complex ideas and facts in a way that it is difficult for others to understand unless they are in the same discipline.</p>	<p>Does not communicate with clarity or attempt to improve understanding. Does not share appropriate information or keep others informed. Is an ineffective listener and/or frequently interrupts. Does not solicit, or include the ideas of others' points of view. Does not comply with standards for written documents. Manages meetings ineffectively, with little results or with wasted time spent to achieve minimal results.</p>
<p>M <input type="checkbox"/> S <input type="checkbox"/></p>	<p>M <input type="checkbox"/> S <input type="checkbox"/></p>	<p>M <input type="checkbox"/> S <input type="checkbox"/></p>	<p>M <input type="checkbox"/> S <input type="checkbox"/></p>	<p>M <input type="checkbox"/> S <input type="checkbox"/></p>
<p>Manager Comment:</p>				
<p>Rating Supervisor Comment:</p>				

PART IIA: MAJOR WORK PRODUCTS AND OBJECTIVES

Part IIA creates the performance deliverable, which will be measured and scored in Part IIB at the end of the cycle. At the beginning of the performance cycle and working collaboratively, the Manager and Rating Supervisor identify 4 to 6 major work products or objectives, check the strategic goal each work project or objective addresses, check priority items to be emphasized in the evaluation, and complete professional development work plan. If priorities change over the course of the year, the Manager and Rating Supervisor should adjust deliverables accordingly.

<i>Check if priority</i>	Major Work Products or Objectives (Evaluate what work is performed)	University Strategic Goal As determined by the University President (check applicable goal)
--------------------------	-------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------

		First Goal	Second Goal	Third Goal	Fourth Goal	Fifth Goal
<input type="checkbox"/>	1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Professional Development Plan (by Rating Supervisor):

The Manager and the Rating Supervisor attest that they have met at the beginning of the performance cycle and have discussed and agreed to the above initiatives as measurable deliverables for the performance cycle.

Manager's Signature:	Date:
Rating Supervisor's Signature:	Date:

PART IIB: PERFORMANCE RESULTS

At the end of the performance cycle, Manager provides description of accomplishments for each of the performance items in Part IIA in the spaces below. Manager self-evaluates and Rating Supervisor evaluates the manager's performance for each performance deliverable using the performance rating scale on page 1. Manager describes results obtained for professional development initiatives. Rating Supervisor adds comments or makes any adjustments to performance accomplishments and professional development results

Rating Scale: Significantly Exceeds = S Exceeds = E Meets = M Needs Improvement = N Unsatisfactory = U

Manager Completes	Manager					Rating Supervisor				
	S	E	M	N	U	S	E	M	N	U
1.	<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.	<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.	<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.	<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.	<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.	<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"/>
Professional Development Plan Results:										
Rating Supervisor Comment on Results:										
Manager Comment on Results:										

PART III: SUMMARY OF OVERALL PERFORMANCE

At the end of the performance cycle, the Rating Supervisor summarizes in the space below the evaluation of the Manager's performance during the performance cycle.

Rating Supervisor Summary Evaluation:

PART IV: PERFORMANCE RATING FOR PARTS I AND II

The Rating Supervisor checks the box for the overall performance rating and provides feedback on specific recommendations designed to improve performance. These recommendations should be carried forward and included in the planning process for the next rating period. **For evaluations of "Needs Improvement" or "Unsatisfactory", the Rating Supervisor must complete this section, providing recommendations to improve or correct performance and a comprehensive improvement plan, which should be reflected in the proficiency factors, work products or objectives, and professional development plan for the next rating period.**

Overall Performance Rating:

Significantly Exceeds Standards/Expectations <input type="checkbox"/>	Exceeds Standards/Expectations <input type="checkbox"/>	Meets Standards/Expectations <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
---------------------------------------------------------------------------------	-------------------------------------------------------------------	-----------------------------------------------------------------	------------------------------------------------------	---------------------------------------------------

Recommendations for Improvement:

V: SIGNATURES

Upon completion, the Rating Supervisor seeks review and approval from the Reviewing Officer, signs the form and then provides the form to the Manager. The Manager then signs the form, attesting to having reviewed and discussed the evaluation with the Rating Supervisor, and if requested by the Manager, having been afforded the opportunity to meet with the Reviewing Officer. The Manager's signature does not necessarily indicate that the manager agrees with the evaluation. Manager comments are optional.

Reviewing Officer's Signature:	Date:
Rating Supervisor's Signature:	Date:
Manager's Signature:	Date:

Manager Comments: