

University of California, San Francisco
Employee Performance Evaluation
(For Professional and Support Grades)

<i>Employee Name</i>		<i>Department</i>		<i>Division</i>	
<i>Payroll Title</i>		<i>Supervisor's Name</i>		<i>Supervisor's Payroll Title</i>	
<i>UC Hire Date</i>	<i>Length of Time in Present Classification</i>	<i>Length of Time You Have Supervised This Employee</i>		<i>Period Covered by This Evaluation</i>	
	YRS: MOS:	YRS: MOS:		FROM: TO:	

SECTION I

<p>JOB WEIGHTING (JW) <i>(check one)</i></p> <p>C = Critical V = Very Important M = Moderately Important</p>	<p>PERFORMANCE RATING (PR) <i>(check one)</i></p> <p>CE = CONSISTENTLY EXCEEDS all standards or goals MA = MEETS ALL standards or goals and, in many instances, exceeds them M = MEETS standards or goals PM = PARTIALLY MEETS minimum standards or goals; improvement needed FM = FAILS TO MEET standards or goals; performance unacceptable</p>
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<i>Primary Job Function for Period of Evaluation</i>	<i>JW</i>	<i>Standards & Goals for This Evaluation Period</i>	<i>Comments</i>	<i>PR</i>

Section II A: General Factors

FACTOR	RATING <i>(choose one for each factor)</i>	COMMENTS <i>(Type in space provided)</i>
COMMUNICATION: Effectiveness in spoken and written communications	Outstanding communication skills	
	Communicates clearly; Responds promptly; Messages understood	
	Communication unclear; Fails to keep others informed; Misunderstood	
DEPENDABILITY: Reliability in work habits and completing assignments; Ability to meet deadlines	Justifies utmost confidence	
	Reliable and conscientious; Requires only minimal supervision	
	Requires considerable supervision, unreliable; Fails to meet deadlines	
INITIATIVE AND INNOVATION: Motivation, resourcefulness and contribution to improving operations, methods and procedures	Finds ways to improve operations; Exceptionally resourceful	
	Willing to learn new skills; Seeks ways to improve	
	Resists change	
JOB KNOWLEDGE: Understands position requirements and information related to work assignments, including protocols (where appropriate); Stays current in field.	Exceptionally well informed on all aspects of the job; Consulted by others	
	Understands all important aspects of the job	
	Does not understand some important aspects of the job	
JUDGEMENT: Utilization of analytical and problem-solving skills, and ability to make decisions	Exceptional analytic skills; Recognized and consulted by others	
	Makes decisions consults others appropriately; Considers all key factors	
	Overlooks key factors; Decisions ineffective	
PLANNING & ORGANIZING: Ability to set priorities, goals and objectives; Adapt to changing demands; Select appropriate work methods, Obtain necessary resources	Exceptionally well organized	
	Plans realistically; Sets appropriate goals; Organizes work effectively	
	Often disorganized; Plans may be unrealistic or inappropriate	

PRODUCTIVITY: Volume, speed and consistency of performance		Consistently exceeds expectations	
		Consistently meets expected levels; Work flow satisfactory	
		Below acceptable levels; Work backlogged, delayed	
QUALITY OF WORK: Accuracy, completeness, thoroughness and effectiveness of work results		Work consistently exceeds expectations; Always accurate, thorough and complete	
		Meets quality standards for job; Complete and accurate	
		Work incomplete; Accuracy unacceptable	
RESOURCE MANAGEMENT: Utilization of space, money and staff		Makes optimal use of resources; Keeps accurate, up-to-date records	
		Uses resources efficiently; Maintains complete, accurate records	
		Sometimes wastes resources; Records incomplete, inaccurate	
SAFETY: Compliance with University/Hospital safety policies and procedures		Suggests ways to improve safety policies	
		Follows safety practices and procedures; Encourages others to work safely	
		Fails to observe safety practices and procedures	
WORKING WITH OTHERS: Effectiveness of work relationships with peers, supervisors and others		Actively promotes and is recognized for cooperative efforts	
		Cooperative, receptive, responsible to needs of others	
		Does not work well with others; Often unreceptive, uncooperative	
OPTIONAL FACTOR:			
OPTIONAL FACTOR:			

SECTION II B: SUPERVISORY FACTORS *(Complete for Supervisors Only)*

STAFF MANAGEMENT: Ability to set standards, encourage efficient and productive performance, take appropriate corrective actions		Provides leadership for staff; Motivates staff to maximum effort	
		Sets example for staff; Obtains adequate results from staff	
		Hinders staff initiative, participation	
AFFIRMATIVE ACTION: Compliance with University Affirmative Action policies and procedures		Actively promotes Affirmative Action policies; Makes extra efforts to achieve goals	
		Treats others fairly; Follows AA policies	
		Fails to consider Affirmative Action goals; Does not comply with policies	
STAFF DEVELOPMENT: Ability to select, develop and motivate employees		Assesses potential accurately, promotes staff development	
		Assesses overall potential; Provides some development opportunities	
		Does not assess staff potential accurately; Neglects development	
CONFLICT MANAGEMENT: Resolution of conflicts through appropriate intervention		Shows great tact, diplomacy; Promotes positive, constructive resolution	
		Intervenes appropriately; Makes helpful suggestions for resolving conflicts	
		Lacks tact; Tends to complicate rather than resolve disputes	

SECTION III

(Enter an "X" in the appropriate box)

CONSISTENTLY EXCEEDS	MEETS ALL	MEETS	PARTIALLY MEETS	FAILS TO MEET

SUPERVISOR'S COMMENTS: Summary of the overall rating and assessment of employees contribution. This may include comments on major goals during the appraisal period, relative difficulty of the work, relevance of this job to organizational objectives, and other information pertinent to job performance.

EMPLOYEE’S COMMENTS: Employee’s assessment of contributions. This may include comments on major goals during the appraisal period, relative difficulty of the work, relevance of this job to organizational objectives and other information pertinent to job performance.

SECTION IV

PLANNING FOR NEXT APPRAISAL: This section should reflect planning with input from the employee in establishing any changes in goals, standards, job responsibilities or priorities.

PLANNING FOR PROFESSIONAL GROWTH AND DEVELOPMENT:

Supervisor/Departmental role in future development:

Employee’s role in future development:

<i>Signature of Immediate Supervisor:</i>	<i>Date:</i>	<i>Employee’s Signature</i>	<i>Date:</i>
<i>Department Head’s Signature:</i>	<i>Date:</i>	<i>Your signature indicates neither agreement nor disagreement with the evaluation, but it does indicate that you have read the evaluation and it has been discussed with you.</i>	