

EMPLOYEE INFORMATION

Name: _____ Title: _____

UC Hire Date: _____

Through _____

STAFF: Demonstrate your self-awareness by writing a balanced assessment of your performance highlights.

1. Summarize progress on goal achievement. Clarify which goals were attained.
2. Include only your proudest accomplishments and omit routine responsibilities – less is more.
3. Highlight special recognition you received throughout the year.
4. Identify areas that should be targeted for improvement.
5. Share a few examples of how demonstrating key performance factors enabled your performance.

GOALS AND ACCOMPLISHMENTS

Goals and accomplishments achieved upon for this review period were achieved. Highlight significant recognition received throughout the year. Identify areas that should be targeted for improvement. Provide assessment comments on the key performance factors in this section. See

Self-Assessment

REVIEWER: Provide your evaluation, recognition, and recommendations by commenting on the self-assessment.

1. If you disagree with any self-assessment comments, be sure to indicate your concern(s) in this section.
2. Recognize in your comments when expectations were exceeded.
3. Avoid using vague language (e.g., “bad attitude” or “good performance”) and making assumptions.
4. Be objective by using facts and examples.
5. Acknowledge goal achievement. For unattained goals, include suggestions to improve in the year ahead.
6. Clarify your expectations by describing what the employee needs to continue doing and what needs to change.

Reviewer Comments/Appraisal on (Key Performance Factors)

PROFESSIONAL DEVELOPMENT PLAN

STAFF: Your development matters. Take care in this section to highlight progress and ask for what you need to develop.

1. Summarize what you learned last year using brief examples.
2. Highlight areas you want to improve in and strengths you want to build on.
3. Recommend learning opportunities that will provide growth in your current job and/or support your career aspirations.
4. Link learning opportunities to goal completion for the upcoming year to validate your suggestions.
5. Consider your learning preferences and suggest a mix of options (e.g., training, reading, networking, and on-the-job learning).

Professional development activities achieved last year (e.g., on-the-job learning such as projects and special assignments). Describe what is needed for professional development in the upcoming year.

Self-Assessment

REVIEWER: Acknowledge development from the previous year and confirm the employee’s professional development plan for the next review cycle.

1. Recognize developmental activities achieved last year.
2. Add comments that clarify what development is needed to help the employee enhance their proficiencies on Key Performance Factors.
3. If you agree with the recommendations in their self-assessment, add comments to indicate your endorsement.
4. Recommend professional development that will help the employee achieve their goals in the next year.
5. Identify one or two on-the-job learning opportunities (e.g., a new assignment, cross-training).

Reviewer Guidance

UNIVERSAL PERFORMANCE FACTORS

The following performance factors apply to **all** staff employees, regardless of job title/level.

1.0 Functional and Technical Skills: The effectiveness with which the employee applies the required skills and knowledge to the job.

- 1.1 Demonstrates and applies the knowledge and skills necessary to perform the job effectively.
- 1.2 Chooses appropriate tools or technology for tasks.
- 1.3 Understands and complies with position procedures, University policies, external laws, and regulations.
- 1.4 Remains current on new developments in area of responsibility.
- 1.5 Acts as a resource upon whom others rely for assistance.

Reviewer Rating
1.1
1.2
1.3
1.4
1.5
Overall

Reviewer Comments:

REVIEWER: Be clear, balanced, and objective by providing facts and examples.

1. Review comments the employee may have included in the first section of the form regarding the key performance factors for input.
2. Choose words that focus on performance, not personality. Focus on the employee's ability to carry out their on-the-job duties.
3. Employees grow from constructive feedback. Include recommendations that will help them improve.
4. To ensure a balanced and objective review, use the following format for your comments on each Key Performance Factor:
 - Provide a concrete example to support the assessment for all overall ratings other than "3".
 - Provide guidance for the year ahead (e.g., reinforce a strength, recommend improvement).

Use **Performance Factors and Behavioral Indicators** to determine scores for each rating element. Select the description that **most often** reflects the performance of the individual in each element, and note the score in the appropriate box.

Employees who consistently demonstrate behaviors that Successfully Meet Performance Expectations ("3" rating) in all rating elements of a given factor should be rated as Successfully Meeting Performance Expectations ("3") for that specific factor.

Employees whose rated performance for at least half of the rating elements of a given factor is either rated as Exceeds Performance Expectations ("4" ratings) or Exceptional Performance ("5" rating) should be rated as Exceeding Performance Expectations ("4") for that specific performance factor.

Employees whose rated performance for **all** of the rating elements of a given factor is rated as Exceptional ("5" rating) should be rated as Exceptional ("5") for that specific performance factor.

2.0 Communication Skills: The effectiveness of the facilitation/participation in sharing information, and

- 2.1 Demonstrates effective written and oral communication.
- 2.2 Communicates clearly and knowledgeably.
- 2.3 Encourages open communication and appropriate feedback.
- 2.4 Practices active listening, encouraging communication.
- 2.5 Adapts communication to diverse audiences.
- 2.6 Protects private and confidential information.

Reviewer Rating
2.1
2.2
2.3
2.4
2.5
2.6
Overall

Reviewer Comments:

3.0 Client Service: The effectiveness of the demonstrated commitment to improve

- 3.1 Consistently meets needs and expectations of clients.
- 3.2 Solicits and acts on client feedback.
- 3.3 Solves problems at first point of contact.
- 3.4 Skillfully serves a diverse client base.
- 3.5 Responds to all client requests in a timely manner.
- 3.6 Develops and manages positive client relationships.

Reviewer Rating
3.1
3.2
3.3
3.4
3.5
3.6
Overall

Reviewer Comments:

4.0 Problem Solving & Decision Making: The manner in which the employee completes job assignments, including judgement, problem solving, and use of appropriate resources in decision making.

- 4.1 Approaches problem solving in a systematic matter.
- 4.2 Decisions are clear, consistent, and timely, and have positive results.
- 4.3 Identifies and implements effective solutions to problems; proposed resolutions do not have an unduly negative impact on others.
- 4.4 Utilizes appropriate resources (people, tools, research, analysis, resources) in seeking solutions.
- 4.5 Proactively solves problems.

CAMPUS WIDE PERFORMANCE STANDARDS

The UCR Campuswide Performance Standards include: UCR Principles of Community, UC Ethical Values and Standards of Ethical Conduct, Diversity, Health & Safety, and Service Orientation and Management/Supervision (*managers and supervisors only*). Please refer to the second section of the Performance Factors and Campus Standards Guidelines for a detailed description of each performance factor. Performance in any area must be addressed. Select one box below. If an employee does not meet the minimum performance standards, the performance in that area must be addressed in the comments section.

REVIEWER: This rating is determined by measuring both goal achievement and the Key Performance Factor ratings.

1. To determine the overall rating, take into account:
 - a. The complexity and difficulty of the employee's goals. Relatively easy goals that were exceeded should be gauged differently than very challenging goals that were difficult to attain.
 - b. The importance of and relative performance demonstrated for each factor. Identify the essential functions of each job by looking at the job description. Use this information when determining how important each factor is to the job, and factor this into the overall rating you choose.
2. Employees who earn all/most Exceptional Performance ("5" rating) on all performance factors, should be given a "5" rating overall. Employees who earn all/most Exceeds Performance Expectations ratings on all performance factors should be given a "4" rating overall. Employees who earn all/most Successfully Meets Performance Expectations on all performance factors should be given a "3" rating overall.
3. Employees with any Unsatisfactory rating in performance factors should be given a rating of no greater than "2" overall.

PRACTICE TIP: Reviewers who plan to give employee an overall rating of "1" or "2" should consult with their Organization's HR Specialist *prior* to issuance.

campuswide performance standards

UCR campuswide performance standards

RATING

ASSESSMENT

...al achievement and demonstrated competence. Please

	<input type="checkbox"/> Performance Needs Improvement (2)	<input type="checkbox"/> Unsatisfactory Performance (1)
<p>...eets e s</p>	<p>Performance did not consistently meet goals, job requirements and expectations – performance failed to meet expectations in one or more essential areas of responsibility and/or one or more of the most critical goals were not met. A plan to improve performance, including timelines, must be outlined and monitored to measure progress.</p>	<p>Unacceptable performance, which does not meet minimum position requirements. Situation requires immediate review and action. Continued performance at this level will result in termination. A plan to correct performance, including timelines, must be outlined and monitored to measure progress.</p>

Reviewer Comments:

