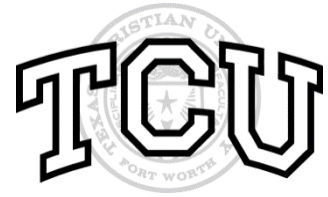


# Performance Management – Non-Exempt Staff

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## Instructions

- Review the current position description with employee and discuss how the tasks relate to the performance standards.
- Use the following rating scale for each performance standard. High and low ratings must be supported by specific examples of critical incidents occurring during the appraisal period.

<p><b>EE - Exceeds Expectations</b></p> <p><i>Performance consistently exceeds expectations of the position.</i> Reserve this rating for a highly-motivated employee who demonstrates superior quality work and maintains a high level of effectiveness with little or no supervision. Document specific critical incidents of behavior that illustrate this rating on the back of the performance management form.</p>
<p><b>ME - Meets Expectations</b></p> <p><i>Performance consistently meets expectations of the position.</i> Use this rating for a fully-trained employee who performs all expectations of the position.</p>
<p><b>NPD - Needs Performance Development</b></p> <p><i>Needs on-the-job or outside training to gain new skills and/or knowledge.</i> Use this rating for an employee who is newly hired, recently promoted or has assumed new responsibilities.</p>
<p><b>DNM - Does Not Meet Expectations</b></p> <p><i>Performance does not meet expectations of the position. Corrective action has been identified and discussed with the employee.</i> Reserve this rating for an employee who has not benefited from development and training, and continues to have difficulty with job responsibilities. Document specific critical incidents of behavior that illustrate this rating on the back of the performance management form.</p>

- Standards are divided into three categories: basic performance standards, optional performance standards and supervisor's performance standards. Basic standards are designed to be used for all jobs. Supervisors can use optional standards in addition to the basic standards. They may also write standards that are specific to the job on additional paper and attach them to the form. The supervisor's performance standards are for jobs with clearly-defined supervisory responsibilities and are used in addition to the basic and optional standards for all supervisory jobs.
- The appraisal period is identified at the top of the form. To determine ratings, only use critical incidents that took place during this appraisal period.
- The section for goal setting is provided to promote discussion during the appraisal interview. Supervisors can identify goals for the next appraisal period, indicate training needs, or specify corrective action when appropriate. Once an employee and supervisor have set goals on a previous performance management form, supervisors will request the employee to conduct a self-assessment of progress towards these goals prior to the next performance appraisal interview.
- When an employee receives an EE rating, identify the critical incidents that support the rating. This rating cannot be used unless critical incidents are identified.
- When an employee receives an NPD or DNM rating, define corrective action required, identify an appropriate time frame for desired results, and discuss any appropriate training needs. If verbal or written counseling has occurred on the same topic during the appraisal period, indicate dates of the counseling and identify any evidence of progress.
- Have the employee sign the form when the appraisal interview is completed. The signature indicates all the information on the form has been discussed with the supervisor.
- Make copies of the completed form and give one copy to the employee, keep one copy for department files, and forward original to human resources.

<b>Employee's Name</b>		<b>Title</b>	
<b>TCU ID</b>	<b>Dept</b>	<b>Date</b>	
<b>Appraisal Period</b>		<b>Supervisor</b>	

**Section One: Basic Performance Standards** – Complete the basic standards in Section I and select any optional standards from Section 2 that are appropriate for the job. If the job has supervisory responsibilities, complete Section I, any applicable standards from Section 2 and all of Section 3. Use ratings EE – Exceeds expectations, ME – Meets expectations, NPD – Needs performance development, or DNM – Does not meet expectations. If you use EE, NPD or DNM, you must document with specific examples of critical incidents to support the ratings on the back page.

<b>Job Knowledge</b>	Possesses knowledge of basic functions of the job. Does not require supervisor to explain routine tasks.
<b>Judgment</b>	Analyzes situation before making decisions. Obtains feedback from appropriate individuals before making decisions. Follows policies and procedures. Maintains confidentiality.
<b>Organization</b>	Manages multiple projects, priorities or deadlines to meet long-term and short-term goals. Plans work and sets course of action for completing tasks.
<b>Problem Solving</b>	Identifies problems, secures relevant information and relates data from different sources to determine possible solutions.
<b>Quality</b>	Completes tasks accurately, neatly and thoroughly. Checks work; limited rework required.
<b>Productivity</b>	Uses time effectively to complete work within prescribed deadlines with limited supervision.
<b>Relationships</b>	Works effectively with others to accomplish tasks. Shares information, accepts and incorporates suggestions from others. Keeps supervisor informed.
<b>Safety</b>	Applies safe work habits for safety of self and coworkers. Uses tools and protective equipment carefully and correctly. Follows department and university safety rules.
<b>Service</b>	Responds to people in a helpful, polite, cooperative and friendly way.

**Section Two: Optional Performance Standards** – Select any optional standards that are job related. You can also write standards that are specific to a job on a separate piece of paper.

<b>Initiative</b>	Recognizes need for intervention and independently takes effective action.
<b>Attendance</b>	Arrives on time, schedules time off in advance. Sick leave accumulates regularly.
<b>Creativity</b>	Generates and applies creative ideas that improve operating procedures. Makes suggestions to simplify and improve procedures or tasks.
<b>Versatility</b>	Accepts changes in job or work area. Remains flexible and tries new approaches.
<b>Oral Communication</b>	Expresses thoughts clearly to others. Listens to questions and comments of others.
<b>Written Communication</b>	Expresses information clearly and concisely in writing.
<b>Job Enhancement</b>	Identifies job-related goals and ways to achieve them. Acquires new skills, increases education level when appropriate for job.
<b>Professional Appearance</b>	Dresses neatly and appropriately. Portrays image appropriate for job.

**Section Three: Supervisor's Performance Standards** – Use the following standards in addition to basic performance standards for jobs with formal supervisory responsibilities.

<b>Development Skills</b>	Motivates employees through training and coaching. Works with employees to identify, develop and achieve goals.
<b>Counseling</b>	Is accessible to employees. Creates an environment of understanding, welcomes feedback. Counsels employees effectively, documents critical incidents.
<b>Accountability</b>	Regularly reviews work and performance of assigned staff. Takes immediate action to correct problems or substandard work.
<b>Organization</b>	Plans and implements a realistic work schedule designed to meet deadlines. Expectations of staff are appropriate for the job.
<b>Safety</b>	Recognizes and investigates unsafe acts, equipment and conditions. Corrects unsafe behavior in employees. Provides safety training.
<b>Compliance</b>	Follows and monitors compliance with university policies. Completes required paperwork within acceptable time frames.

**Rating Summary** – Count the total number of ratings in each category.

**EE** - Exceeds Expectation   
 **ME** - Meets Expectation   
 **NPD** - Needs Performance Development   
 **DNM** - Does Not Meet Expectations

**Goals** – Use this area to set goals and identify training needs.

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**Goals**

**Training Needs**

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**High/Low Ratings** – Identify specific critical incidents of behavior that support EE, NPD or DNM ratings.

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**Standard      Date      Description of Critical Incident**

Standard	Date	Description of Critical Incident

**Supervisor**

Supervisor's Signature	Date
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**Unit Head**

Unit Head's Signature	Date
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**Employee's Comments**

<i>Signing this form means your supervisor has discussed all the information on the form with you. You do not have to agree with the appraisal summary when you sign the form. You may choose to make comments. Use additional paper if necessary.</i>	
Employee's Signature	Date