

**PERFORMANCE
APPRAISAL
FORM
INSTRUCTIONS**

Performance Appraisal Instructions

Step 1: Key Duties. In this section, you will define the overall requirements of the job by identifying the three to five key duties. A key duty may consist of: a **task, duty, or responsibility** as reflected in the position description, a **special project** which was not part of the description, or a **competency** expected to be displayed in the position (such as teamwork, leadership, problem solving, customer service, or fiscal responsibility).

It is important that you **involve the employee** in this process. The employee typically has more detailed and specific information concerning what he or she does in performing the job. Further, the process will be fairer and less threatening to employees if you solicit and use their input in defining the job.

Step 2: Priority. It is unlikely that all of the job duties will be equally important. You should prioritize the duties so you and the employee have a mutual understanding of the relative importance of the major duties. In determining which duties are most important you need to consider: why the job exists (i.e., its purpose) and how it contributes to the achievement of the department's goals.

You may want to establish **percentage weights** to indicate the **importance** of each duty to the effective functioning of the department or the university. To assign percentage weights, allocate 100 points between the job duties to reflect their relative importance or impact on the department's functioning.

The following is an example showing the priorities for a Project Manager position.

SECTION 1: APPRAISAL MATRIX

1. List the three to five **Key Duties** (use a word or short phrase to describe the duty) of the position.
2. Indicate the **priority percentage** for each duty (should total 100%).
3. **Appraise each duty** in Sections 3 & 4 on the following pages, then **transcribe the rating** to the column below.

EXAMPLE:

<u>Key Duties</u>	<u>Priority</u>	<u>Rating</u>
1. Consults with user community	40%	
2. Project management	25%	
3. Supervision	20%	
4. System problem-resolution	10%	
5. Administration	<u>5%</u>	
	Total:	100%

Note: Even similar jobs may have different priorities.

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Step 3: Performance Standards. In this section, you will define the performance expectations for the job by specifying your performance standards for each of the key duties. The Rutgers Performance Appraisal process differentiates two performance levels: **Meets Standards** and **Does Not Meet Standards**.

The Meets Standards rating encompasses a wide range of performance from employees satisfactorily meeting job expectations to making exceptional contributions in advancing the objectives of their departments and/or the university. Almost all APS employees perform their jobs efficiently and with professionalism so it is expected that most will be rated in this category.

Note: Rutgers University strives to be among a select group of superior universities. The “Meets Standards” level of performance is what we expect our professional staff to accomplish to help Rutgers achieve this goal.

SECTION 3: PERFORMANCE STANDARDS

For each key duty, describe the performance expectations for the **Meets Standards** level of performance. You may describe the performance expectations for **Does Not Meet Standards**, if desired, to more fully explain your performance expectations.

EXAMPLE:

Key Duty # 1: Manage Projects

Meets Standards

- Develops accurate and realistic project plans that are accepted by the user.
- Completes tasks within agreed upon time frame and within budget.
- Anticipates problems and recommends a range of realistic & cost-efficient solutions.
- Updates project status to all involved in the project on a weekly basis.
- Maintains a global perspective when analyzing problems (i.e., re-use in other applications).
- Maintains complete and accurate records and complies with all university regulations.

Does Not Meet Standards

It is important to do a little "reality checking" before implementing your standards. If they are excessively high, employees will not even attempt to meet them. If they are too low, you are not likely to get the best from your employees.

If several managers in a unit have employees with similar jobs, they should discuss standards among themselves and try to reach consensus on what appropriate standards should be.

THE PERFORMANCE REVIEW

Performance Review is the process of documenting performance accomplishments, determining whether and how well performance standards were met, and assigning an appropriate rating based upon this assessment. It consists of two steps included on the appraisal form:

- 1) **Appraisal & Documentation** for each duty, in Section 4;
- 2) Making the **Overall Assessment** and assignment of a rating, as well as providing comments, in Section 2.

Appraisal & Documentation - Section 4

Documentation provides a **factual basis** for performance ratings and overall assessment. These ratings have an impact on employees and it is important to have a sound basis for your judgment. Proper documentation increases the likelihood that an employee will understand his/her rating. By providing measures of results and specific accomplishments or examples, you convey to the employee that your decision is based on facts and reasoned judgement. By keeping records all year long, you prevent the “recency effect” error. Thus, you use an employee’s overall performance throughout the year to make your rating, rather than just the last couple of months.

Documentation should be accurate and specific. Cite distinct examples of performance, both positive and negative, including the context in which they occurred, the behavior or inaction, and the outcome or consequence. It is important to distinguish between fact and opinion in documenting performance. Documentation should focus on facts, which are events, behaviors or results. You are describing a fact when you describe what you know, and what you take in from your five senses. (What did you see? What did you hear?) Examples of documentation could include copies of employee work product, notes of discussions between the employee and supervisor, copies of communications between the employee and supervisor, and recorded observations of the supervisor.

Based upon this documentation, a determination is made whether the performance standards were met. Part of this determination is a supervisor’s reasoned judgement as to the quality of an employee’s work performance on each duty.

Overall Assessment - Section 2

Based upon the rating for each key duty and its priority level, indicate the employee’s overall appraisal rating which reflects his/her performance during the past year. Explain your assessment using the documentation included in section 4.

Note: *The overall assessment requires carefully combining the performance ratings and accounting for the relative importance of the duties. Supervisors must give the ratings on the higher priority duties a greater weight in the overall assessment.*

For more information see the Performance Appraisal Guide on the University Human Resources website at <http://uhr.rutgers.edu/comp/P4POverview.htm> , or call 732-932-3020.