

**FY18 INTERIM PERFORMANCE FEEDBACK FORM  
FOR ADMINISTRATIVE STAFF (Grades 7 - 24)  
DISCUSSION AND REVIEW**

Employee: \_\_\_\_\_ Job Title: \_\_\_\_\_

Department: \_\_\_\_\_ Reviewer/Supervisor: \_\_\_\_\_

Performance Feedback Period: July 2017 – June 2018

**I. OVERALL PERFORMANCE FOR THE YEAR:** Describe overall performance including goals that were achieved and how results were achieved. (e.g., through leadership, teamwork). Describe actions and progress made. Identify areas for improvement and professional development that will be accomplished to support the improvement.

Supervisor/Manager Comments:

Employee – Self Evaluation:

**II. PERFORMANCE GOALS AND OBJECTIVES:** Identify 3 - 5 goals based on the **ESSENTIAL FUNCTIONS** or primary responsibilities of employee’s job description or special projects if significant. If in reviewing the job description, it needs to be revised please contact Human Resources to make appropriate changes. See instructions for assistance forming “SMART” goals. Provide comments and work related evidence supporting the employee’s achievement of the goals on going in Q1, Mid-Y, Q3, and YE.

**Rating Codes:**

Rating	Abbreviation
Achieved Goals/on target to meet goals	AG
*Needs Improvement/not on target to meet goals	NI
Did Not Achieve Goals	DNAG

\*Do not use the NI rating code if an employee is not on target to meet goals due to a change in business priorities of the University/School/Division/Department/Office, not due to their own need for improvement or inability to achieve the goal. Add content that explains the reason and do not rate the goal.

<b>(Performance Goal#1)</b>		<b>Objectives/Comments:</b>  <b>Supervisor/Manager Comments:</b>        <b>Employee – Self Evaluation:</b>
<b>Rating:</b>		
Goal Planning	Date:	
Q1	Date:	
Mid-Y	Date:	
Q3	Date:	
YE	Date:	

<b>(Performance Goal#2)</b>		<b>Objectives/Comments:</b>  <b>Supervisor/Manager Comments:</b>        <b>Employee – Self Evaluation:</b>
<b>Rating:</b>		
Goal Planning	Date:	
Q1	Date:	
Mid-Y	Date:	
Q3	Date:	
YE	Date:	

<b>(Performance Goal#3)</b>		<b>Objectives/Comments:</b>  <b>Supervisor/Manager Comments:</b>     <b>Employee – Self Evaluation:</b>
<b>Rating:</b>		
<b>Goal Planning</b>	<b>Date:</b>	
<b>Q1</b>	<b>Date:</b>	
<b>Mid-Y</b>	<b>Date:</b>	
<b>Q3</b>	<b>Date:</b>	
<b>YE</b>	<b>Date:</b>	

<b>(Performance Goal#4)</b>		<b>Objectives/Comments:</b>  <b>Supervisor/Manager Comments:</b>     <b>Employee – Self Evaluation:</b>
<b>Rating:</b>		
<b>Goal Planning</b>	<b>Date:</b>	
<b>Q1</b>	<b>Date:</b>	
<b>Mid-Y</b>	<b>Date:</b>	
<b>Q3</b>	<b>Date:</b>	
<b>YE</b>	<b>Date:</b>	

<b>(Performance Goal#5)</b>		<b>Objectives/Comments:</b>  <b>Supervisor/Manager Comments:</b>
<b>Rating:</b>		
<b>Goal Planning</b>	<b>Date:</b>	

		<b>Employee – Self Evaluation:</b>
<b>Q1</b>	<b>Date:</b>	
<b>Mid-Y</b>	<b>Date:</b>	
<b>Q3</b>	<b>Date:</b>	
<b>YE</b>	<b>Date:</b>	

**III. PERFORMANCE COMPETENCIES for grades 7 through 24**

Consider the degree to which each of the following competencies contributes to the employee’s effectiveness. Write comments using work related evidence to describe employee’s effectiveness in each performance competency.

**1. ORGANIZING AND INITIATIVE:** Considers the degree to which the employee plans, prioritizes, and achieves his/her/their goals. Has the ability to keep work organized allows workers to focus on different projects without getting disoriented or lost, thereby increasing productivity and efficiency in the workplace. Employee accurately researches assignments to understand and communicate goals; creates and follows action plans; and interprets issues in a manner to support sound conclusions, conducts thorough research and presents sound alternatives based on key facts. Considers the degree to which the employee approaches issues and problems with ingenuity. Displays energy and enthusiasm in completing tasks. Seeks out new responsibilities and acts on opportunities. Generates new ideas and follow through on a plan of action.

SUPERVISOR/MANAGER COMMENTS:

EMPLOYEE – SELF EVALUATION:

**2. CUSTOMER FOCUS AND QUALITY OF SERVICE:** Considers the needs of internal and/or external students/faculty/employees/vendors/alumni/parents, etc. when making decisions or designing programs and responds in a timely, courteous, respectful and responsive manner. Demonstrates a commitment to deliver professional services according to Lesley’s standards and determines appropriate steps or courses of action to problem solve issues raised. Serves our students by seeking direct feedback from students.

SUPERVISOR/MANAGER COMMENTS:

EMPLOYEE – SELF EVALUATION:

**3. TEAM EFFORT:** Ability to work collaboratively with other employees in the department and throughout the University, consider willingness to assist others and ability to take into account other's point of view. Employee contributes to ensuring fair and equitable work environment and encourages respect for all people and points of view.

SUPERVISOR/MANAGER COMMENTS:

EMPLOYEE – SELF EVALUATION:

**4. DIVERSITY AND INCLUSION: (Mandatory)** Considers the degree to which behaviors support Lesley's commitment to strengthening its diversity and inclusion goals. Demonstrates behaviors that include fairness, respect, inclusiveness, empathy, integrity and ethical conduct. Fosters a climate and culture in which each person is accepted and has the opportunity to grow and develop. Practices behaviors that promote diversity and inclusion in dealings with and on behalf of the University. Respects and supports the diverse needs of all members of Lesly University.

SUPERVISOR/MANAGER COMMENTS:

EMPLOYEE – SELF EVALUATION:

**5. INTERPERSONAL AND COMMUNICATION SKILLS:** Considers the degree to which employee comprehends others and expresses and presents ideas appropriately and clearly. Considers the organization, clarity and conciseness of both the written and verbal communication. Upholds and incorporates global values appropriately when communicating in written and verbal formats. Uses active listening skills to improve relationships and services to internal/external customers. Gives and receives feedback that is supportive and encourages successful communications. Is able to participate in difficult discussions and reach compromise and/or consensus.

SUPERVISOR/MANAGER COMMENTS:

EMPLOYEE – SELF EVALUATION:

**6. DEPENDABILITY, RELIABILITY AND ATTENDANCE:** Considers the employee's ability to meet deadlines; and degree and accuracy by which the employee completes work assignments including appropriate reports and records and being at work consistently on time. Employee demonstrates dependability on the job and is responsive to the needs of the school/department and University.

SUPERVISOR/MANAGER COMMENTS:

EMPLOYEE – SELF EVALUATION:

**7. PRODUCTIVITY AND QUALITY OF WORK:** Considers employee's volume of work given time expectations and available resources and the degree to which employee completes his/her/their job responsibilities in an organized, accurate and thorough manner.

SUPERVISOR/MANAGER COMMENTS:

EMPLOYEE – SELF EVALUATION:

**8. ADAPTABILITY:** Considers the degree to which employee adapts to change and is able to adjust strategy in response to new information; responds appropriately without having all parameters defined and seeks innovative and creative solutions to new or changing situations. Takes professional risks and challenges self or others not to accept the status quo. Ability to prioritize and/or adjust work assignments to meet changing organizational goals.

SUPERVISOR/MANAGER COMMENTS:

EMPLOYEE – SELF EVALUATION:

**IV. EMPLOYEE PROFESSIONAL DEVELOPMENT ACTION PLAN**

Identify professional development goals. Professional development goals relate to the competencies or knowledge, skills and abilities that an employee needs to perform essential functions of his/her current position and/or to prepare him/her for future career growth. These might include areas for improvement, projects that need to be done, or actions that can be undertaken to contribute to the employee's professional development (e.g, attend a training seminar, etc).

**Planning and Goal Setting**

Reviewer/Supervisor Signature: \_\_\_\_\_ Date \_\_\_\_\_

Reviewing Manager/Department Head Signature: \_\_\_\_\_ Date \_\_\_\_\_

Employee Signature: \_\_\_\_\_ Date \_\_\_\_\_

**1st Quarter End - Feedback**

Reviewer/Supervisor Signature: \_\_\_\_\_ Date \_\_\_\_\_

Employee Signature: \_\_\_\_\_ Date \_\_\_\_\_

**2nd Quarter End – Mid-Year Review**

Reviewer/Supervisor Signature: \_\_\_\_\_ Date \_\_\_\_\_

Reviewing Manager/Department Head Signature: \_\_\_\_\_ Date \_\_\_\_\_

Employee Signature: \_\_\_\_\_ Date \_\_\_\_\_

**3rd Quarter End - Feedback**

Reviewer/Supervisor Signature: \_\_\_\_\_ Date \_\_\_\_\_

Employee Signature: \_\_\_\_\_ Date \_\_\_\_\_

**Year-End – Annual Review**

Reviewer/Supervisor Signature: \_\_\_\_\_ Date \_\_\_\_\_

Reviewing Manager/Department Head Signature: \_\_\_\_\_ Date \_\_\_\_\_

**VI. EMPLOYEE'S COMMENTS (optional)**

Employee's comments concerning the performance review may be recorded here:



Employee Signature:\*

Date:

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\*Employee's Signature implies neither agreement nor disagreement with this performance review. The signature indicates only that the employee has read this evaluation and discussed it with his/her supervisor