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Self appraisal comments template

PERFORMANCE REVIEW
BEHAVIOR EXAMPLES FOR CORE COMPETENCIES
Mastery of the core competencies will vary depending upon the background and duties of an employee. For example, a maintenance worker's performance would not necessarily be measured the same way as a receptionist's. Additionally, senior level positions would be held to higher standards than entry-level positions. The following are examples of behaviors a supervisor might use in measuring these competencies.
<b>Communication</b>
<ul style="list-style-type: none"><li>• Thought and considered ideas from others on issues that affected them.</li><li>• Communicated orally in a well-organized, courteous, and effective manner.</li><li>• Communicated to provide or exchange information while keeping others informed.</li><li>• Maintained sensitivity to the feelings and efforts of others.</li><li>• Listens effectively to others ideas, problems, suggestions.</li><li>• Demonstrates effective public speaking skills.</li><li>• Demonstrates effective phone skills.</li><li>• Seeks feedback on the effectiveness of written and oral communication.</li><li>• Adapts communication methods to respond to different audiences.</li><li>• Provides accurate, timely information (oral/written).</li><li>• Actively listens to others.</li><li>• Involves others in problem solving.</li><li>• Provides clear instructions and expectations.</li><li>• Works in an open manner, shares information with others to get the job done.</li><li>• Expresses ideas clearly and effectively orally and in writing.</li><li>• Listens carefully and sincerely considers the ideas of others.</li><li>• Maintains confidentiality, and exercises good judgment about what to say and when to say it.</li><li>• Responds in a prompt and friendly manner to requests and inquiries.</li><li>• Keeps others informed.</li><li>• Meets routinely with supervisor and key customers to exchange information and clarify expectations.</li><li>• Asks appropriate questions to clarify information/needs.</li><li>• Provides accurate, timely information (oral/written).</li></ul>
<b>Interpersonal Relations</b>
<ul style="list-style-type: none"><li>• Well regarded by colleagues, can interact easily with a diverse workforce.</li><li>• Treats others with respect.</li><li>• Pleasant, friendly, affable, cheerful.</li><li>• Polite, courteous, empathetic.</li><li>• Demonstrates appreciation, thanks others for their assistance.</li><li>• Is courteous and acknowledges the contributions of others. Respectful of the feelings of others.</li><li>• Respects other persons' time and priorities.</li><li>• Treats others fairly and without prejudice or bias.</li><li>• Seen by peers as someone whom they can depend on.</li><li>• Does not initiate conflict and actually takes measures to ensure that conflict does not occur.</li><li>• Demonstrates tact and diplomacy when resolving conflicts, addressing concerns directly with the individual(s) involved.</li><li>• Takes initiative to address concerns with other staff in a timely manner promoting understanding and cooperation.</li><li>• Approach to conflict resolution is exceptional, creating enhanced teamwork, without hard feelings.</li><li>• Contributes to a positive work environment through their interactions with others.</li><li>• Demonstrates flexibility by adapting to changes in priorities and the work environment.</li><li>• Demonstrates positive personal regard when confronting problems with others.</li><li>• Demonstrates respect for responsible dissent.</li><li>• Behaves in ways designed to keep problems impersonal whenever possible.</li></ul>

Self-Evaluation

The self-evaluation rubrics are designed to help you in your process of self-reflection. Each skill in the rubric has questions to help you understand what the skill means and descriptions of what it means to be beginning, developing, and succeeding in each skill. The skills are divided into a primary set, which you should focus on first, and an advanced set, which you should move on to once you feel like you are succeeding in the primary set.

Once you pick the class in which you want to self-evaluate, use the rubrics to identify skills that you want to work on each week and write about your progress in those skills in your self-evaluations. Honest, thoughtful reflection is key here: there is no way to "succeed" if you are not truthful with yourself about how you are doing.

Primary Skills		
Skill	Questions to ask yourself	Beginning
Persistence	<ul style="list-style-type: none"><li>• What do you do when you're frustrated?</li><li>• Do you independently pursue understanding?</li></ul>	I tend to try one or two things. I give up more easily than I should.
Organization	<ul style="list-style-type: none"><li>• Do you keep accurate, thorough, and consistent records of work?</li><li>• Do you submit materials in a timely manner?</li><li>• Do you refer to your records to support conclusions?</li></ul>	There are significant gaps in my records, and/or I consistently forget to complete assignments on time.
Connections	<ul style="list-style-type: none"><li>• Do you try to make connections with new people who might be able to help you in the future?</li><li>• Do you make use of your connections when you need help?</li></ul>	I tend to go it alone.
Self-compassion	<ul style="list-style-type: none"><li>• When you're having difficulty with something, how do you feel about yourself?</li><li>• Do you make productive use of failure?</li></ul>	I have trouble with feeling like a failure, and those feelings often make me feel like giving up. I'm my own worst critic.

<b>Administration</b> - Measures effectiveness in planning, organizing and efficiently handling activities and eliminating unnecessary activities	<b>Outstanding</b> Exceeds Expectations Meets Expectations Below Expectations Unsatisfactory NA	
<b>Knowledge of Work</b> - Consider employee's skill level, knowledge and understanding of all phases of the job and those requiring improved skills and/or experience.	<b>Outstanding</b> Exceeds Expectations Meets Expectations Below Expectations Unsatisfactory NA	
<b>Communication</b> - Measures effectiveness in listening to others, expressing ideas, both orally and in writing and providing relevant and timely information to management, co-workers, subordinates and customers.	<b>Outstanding</b> Exceeds Expectations Meets Expectations Below Expectations Unsatisfactory NA	
<b>Teamwork</b> - Measures how well this individual gets along with fellow employees, respects the rights of other employees and shows a cooperative spirit.	<b>Outstanding</b> Exceeds Expectations Meets Expectations Below Expectations Unsatisfactory NA	
<b>Decision Making/Problem Solving</b> - Measures effectiveness in understanding problems and making timely, practical decisions.	<b>Outstanding</b> Exceeds Expectations Meets Expectations Below Expectations Unsatisfactory NA	
<b>Expense Management</b> - Measures effectiveness in establishing appropriate reporting and control procedures; operating efficiently at lowest cost; staying within established budgets.	<b>Outstanding</b> Exceeds Expectations Meets Expectations Below Expectations Unsatisfactory NA	
<b>Human Resource Management</b> - Measures effectiveness in selecting qualified people; evaluating subordinates' performance; strengths and development needs; providing constructive feedback, and taking appropriate and timely action with marginal or unsatisfactory performers. Also considers efforts to further the university goal of equal employment opportunity.	<b>Outstanding</b> Exceeds Expectations Meets Expectations Below Expectations Unsatisfactory NA	
<b>Independent Action</b> - Measures effectiveness in time management; initiative and independent action within prescribed limits.	<b>Outstanding</b> Exceeds Expectations Meets Expectations Below Expectations Unsatisfactory NA	

Job Performance Evaluation Form

Page 4

Evaluation of Sales

Section	#	Points of Evaluation	Quality Rating												
PRODUCTIVITY RATIOS	11.1	Are the goals and territory appropriate for this sales office?	Y	N	N/A	1	2	3	4	5	6	7	8	9	10
	11.2	How can this sales office maximize revenues?	Y	N	N/A	1	2	3	4	5	6	7	8	9	10
	11.3	What resources are required maximize revenues?	Y	N	N/A	1	2	3	4	5	6	7	8	9	10
	11.4	Average number of sales calls per person per month	Y	N	N/A	1	2	3	4	5	6	7	8	9	10
	11.5	Average revenue produced per sales call	Y	N	N/A	1	2	3	4	5	6	7	8	9	10
	11.6	Average cost per sales call	Y	N	N/A	1	2	3	4	5	6	7	8	9	10
	11.7	T&E cost per sales call	Y	N	N/A	1	2	3	4	5	6	7	8	9	10
	11.8	Average number of rooms sold per sales call	Y	N	N/A	1	2	3	4	5	6	7	8	9	10
	11.9	Number of new accounts opened per month	Y	N	N/A	1	2	3	4	5	6	7	8	9	10
	11.10	Annual sales office cost as % of total revenues booked	Y	N	N/A	1	2	3	4	5	6	7	8	9	10
	11.11	Face to face sell time as % of total available time	Y	N	N/A	1	2	3	4	5	6	7	8	9	10
	11.12	What is the sales ratio for this sales manager?	Y	N	N/A	1	2	3	4	5	6	7	8	9	10



