

**Roger Williams University's**  
**PERFORMANCE MANAGEMENT PROGRAM**  
**(Nonaligned Executive, Administrative, Professional, Special Services and Support Staff)**

**PREFACE**

Roger Williams University ("University") demands, expects, depends upon and invests in performance excellence from its nonaligned executive, administrative, professional, special services and support staff. Achievement of strategic and operational objectives in fulfillment of the University's mission demands not only unqualified commitment to performance excellence but effective, efficient performance management, methodology and process from and concerning this constituency. In furtherance thereof, the University adopts and directs the responsible operation of the Performance Management Program, as herein outlined.

**THE PROGRAM**

The University's Performance Management Program ("The Program") is comprised of three essential, fluid and interrelated components, designed to maximize employee performance, consistent with the goals and objectives of the employing department and the mission of the University. In this regard, it facilitates ongoing communication from and participation of employees in the performance management process, provides a tailored method and constructive forum for reviewing both employee performance and the process itself and establishes accountability for performance and its management by linking it directly with the University's compensation, employment security and employment opportunity programs.

**Performance Planning:** This component is basic to responsible management and focuses on the identification of departmental responsibilities and opportunities both in a macro sense and as specifically pertinent to the position's identified essential characteristics (competencies) and corresponding expectations.

Here employee and supervisor review the essential characteristics of the prototype employee's performance in the position as well as setting goals and objectives, with corresponding timetables for the incumbent over the ensuing year or other specifically designated performance review term. Mutual investment is a dual responsibility of employee and supervisor and is highly preferred but accountability for establishing a performance plan is formally assigned to the supervisor.

**Performance Coaching:** A continual process and program responsibility of all supervisors, Performance Coaching follows performance planning and demands responsible leadership competency and program investment by supervisory personnel, providing continual feedback as to performance; recognizing positive performance, confronting and communicating problem areas, exploring performance adjustment opportunities, providing specific direction as to modalities for positive adjustment, and modifying or reprioritizing goals and objectives as necessary while remaining focused on departmental and positional responsibilities and

concomitant expectancies from the University. It is a primary responsibility of supervisory personnel and will be evaluated as such.

**Evaluation:** The final component, Evaluation provides formal, recorded, periodic assessment(s) of performance based upon performance plan, incorporating the position description and the position's defined competencies.

The evaluation process shall involve an opportunity for an employee's self assessment. This is designed to provide the evaluator with a direct indication of the employee's understanding of his/her positional expectations, professional maturity and investment in critical self assessment as a means to performance enhancement and University enrichment. Its purpose is improved communication and notice of the employee's perspective.

The evaluation by the supervisor culminates the planning and performance process for the record, focusing on those core, functional and leadership competencies applicable to the position, along with the translation of those competencies to previously set and position inherent goals, objectives, responsibilities and expectations.

Core competencies are menued and provided for reference to each evaluator (attached as Appendix A). Functional competencies are position tailored and deal with professional expertise necessary to successful performance by the incumbent (see Appendix A). All established competencies are subject to amendment from time to time and applicability to an individual position may be amended from time to time. Amendments need be approved by the University and noticed to the affected personnel. The Department of Human Resource's "Training & Development" Staff will be available to provide direction as to procedure and guidance as to process.

The format of the evaluation is simplistic and straight forward by design (attached as Appendix B). The evaluator reviews the incumbent's performance relative to necessary, prescribed competencies as set out in job description and/or as elaborated upon by the evaluator and the charted and inherent expectations (performance agenda) over the previous performance period as either having exceeded, achieved mastery of standards, met, minimally meets or fallen short of the noticed and inherent expectancies of the position. Where an incumbent has either exceeded, achieved mastery of standards, minimally meets or fallen short of performance expectancies, a narrative explanation is mandatory. The evaluation instrument records a summary of performance and serves as but one communication device to enhance performance through a critique of performance criteria. Therefore, while narrative as to satisfactorily met performance competencies is not mandatory it is encouraged.

Finally, a narrative summary concerning position expectancies and incumbent response is necessary.

The evaluation(s) shall be reviewed by the evaluator's supervisor for acceptance, concurrence with comment or rejection. An approved evaluation, along with recertified match of competencies to position, shall serve as guiding factors in setting applicable goals and objectives

for the ensuing performance period. A rejection shall be accompanied with rationale and must be considered in evaluating the performance management of the evaluator:

**Compensation:** The approved evaluation shall serve as the dominant guide in annual performance based compensation adjustment, as set out in the University's Salary Program Policy & Procedure. Where an employee either minimally meets or has fallen short of the noticed and inherent expectancies of the position, the employee **will not** be eligible for any salary adjustment.

**Timetable:** While performance management is a continual process, periodic performance review, amendments, adjustments and revisitation of chartered and inherent goals and objectives is not only sensible it is necessary to ensure focused, quality performance, maintaining the integrity of the University's employment policy and corresponding practices.

In this regard, performance planning shall generally be annualized although shorter or lengthier terms are appropriate where noticed to the employee and approved by the University. Evaluations are to be conducted at least annually. Evaluations may be conducted more often where certain performance characteristics or aptitudes are determined by the performance manager to be in need of formal, recorded review and communication.

All standard performance cycles will correspond to the university's Salary Program Policy & Procedure. Accordingly, the evaluation cycle will line up with the university's fiscal year and the performance year will be the fiscal year. Therefore, all employees hired on or before December 31st of the fiscal year preceding the year of award will be formally evaluated and considered for salary compensation adjustment. Employees hired between December 31st and March 31st of the performance year preceding the year of award may be evaluated and considered for a non-salary base merit award, at the discretion of the evaluating supervisor, upon authorization of the division Vice President.

Formal annual evaluation shall be completed by the evaluating supervisor and submitted to the division Vice President and/or Senior Vice President for performance based, compensation consideration no later than thirty (30) days before the start of the new performance year. Completed formal annual evaluations and performance based, compensation must be approved by the division Vice President and/or division Senior Vice President on or before June 1st.

# **Appendix A**

Core Competencies

and

Functional Competencies

# RWU

Roger Williams University

## **Performance Management Program's Competencies Reference Guide**

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## Introduction

Few managers will argue that all employees perform at the same level, providing the same contributions to their employer day in and day out in furthering the employer's objective of achieving success, but many struggle to quantify and/or qualify the demonstrable successes or failures emanating from an employee's performance. This is particularly true when there are neither easily quantifiable milestones attendant to an employee's expected contributions nor segregated assignment of measurable task, project, on-going program or function.

What is often overlooked in both performance planning and coaching, and then difficult to evaluate, is the manner and method of one's performance; we will call them "competencies," that of themselves are both readily identifiable and critical to production of those milestone successes that may or may not be directly or easily attributable to an individual's performance. Competencies are those performance characteristics that are essential to the position's successful performance by its incumbent. Competencies are witnessed daily in and surrounding employee performance and their measure is a vital building block to the appropriate communication between evaluator and evaluatee in teaching and managing success among the university's human resources.

This guide is illustrative. It identifies common competencies in the workplace and provides brief illustration of those competencies in action. It is purposely not all inclusive of pertinent competencies designated and/or charted for effective performance monitoring and evaluation. The university's performance management program anticipates specifically identified competencies and clusters of competencies tailored to a position and its short, medium and long range performance, that may well be identified and communicated to the evaluated employee but is not stated in the same manner or even found in this Guide.

Competencies are identified in each position description and both position description and/or this guide are to be referenced in assessing an employee's performance. There are two basic categories of competencies under the Program. **Core Competencies** are those that are at the basic design of the university's intended employment culture and generally standard in each position, although their utility and demonstration will vary widely from position to position. **Functional Competencies** are position specific and each competency itself has unique application to the prototype performance.

Evaluating supervisors are encouraged to meet with the Department of Human Resources to refine, expand and/or discard previously identified competencies as prudent to program efficacy.

## **CORE COMPETENCIES**

**April 20, 2004**

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### **Honesty & Integrity**

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**Definition:**

The resolute commitment to and demonstrable respect for the spirit and intent of the rules and core values of the organization, setting an example of true professionalism and ethical propriety.

**Illustration:**

- Exhibits a fundamental, stabilizing ethic that is transparent, true to charged responsibility and devoid of manipulation of facts.
- Passionate in devotion to the positions' greater expectations and benign in approach to personal interjections or self-gratification.
- Never scapegoats, manipulates facts for personal gain, behaves insubordinately nor undermines leadership nor the charted mission, goals, objectives or agenda entrusted to the incumbent's stewardship.
- Respects confidentiality, parameters of operation, professional protocols, individual privacy and the truth in fact. Rejects prurient interests, responsibility manipulation and lack of candor.



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## Professionalism

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**Definition:**

Conducts oneself at all times in a conscientious, committed, and ambassadorial manner demonstrating respect for the position, colleagues, and the University's best interest.

**Illustration:**

- Conforms to technical and/or ethical standards as defined by the University for the particular position.
- Exhibits a courteous, conscientious and businesslike manner in the workplace. Adheres to ethical principles.
- Demonstrates an honest dignity, devoid of personal judgment.

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## Achievement Orientation

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**Definition:**

Demonstrates a genuine commitment to concern for achieving or surpassing results against legitimate and increasingly elevated standards of excellence, showing passion for continually improving the delivery of services. Self-motivated to out-perform standard expectations.

**Illustration:**

- Sets and achieves stretch objectives, accepting and thriving on elevated challenges.
- Personna consistently works to exceed existing quality standards and/or beat legitimate deadlines.
- Demonstrates growth in own personal and professional development through a self-charted path of on the job and formal learning practices, volunteering for new initiatives, and learning opportunities that are outcome specific and challenging.
- Accepts constructive criticism as a measure of modeling improved performance and outcomes.

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## Accomplishment Aptitude

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**Definition:**

Exhibits a high degree of initiative for bringing tasks to successful completion and succeeding in achieving stated goals. Maximizes the use of available resources in order to consistently deliver successful outcomes.

**Illustration:**

- Improves operations by recommending and/or implementing changes and delivering timely results.
- Persists in achieving standards of performance that meet or exceed expectations set by management.
- Demonstrates a high level of ownership of and commitment to achieving charted objectives.
- Maintains a consistent and dependable efficiency of service without sacrificing substance in delivery.

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## Client/Customer Focus

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**Definition:**

Initiates and develops positive working relationships with internal agents of the University and external clients that are built on trust and integrity. Ability to assess employee “needs” and “wants” to deliver positive and professional outcomes. Encourages feedback and communication to ensure continuous quality improvement.

**Illustration:**

- Adapts to changing needs of the clients while maintaining a high standard of quality.
- Takes personal responsibility and accountability for consistently raising the standard of customer service.
- Demonstrates courtesy and a professional attitude in handling customer concerns. Offers appropriate and innovative solutions.
- Learns client/customer portfolio and issue in depth to improve quality of contact and collaboration.

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## **Commitment to Mission & Objectives**

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**Definition:**

Demonstrates loyalty to University and Department goals. Embodies and articulates the core values of the organization, respecting the University's pursuits, from local to global.

**Illustration:**

- Promotes the direction of the University via words, behaviors and actions.
- Supports leadership in achieving broadly defined goals. Aligns day-to-day actions with the University's progressive organizational strategies and departmental objectives.
- Exhibits thorough comprehension of and clearly articulates the University Mission.
- Subjugates personal prioritization and continual learning focus to that which best delivers charted institutional priorities and pursuits.

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## Initiative

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**Definition:**

Proactively identifies problems, obstacles and opportunities. Implements decisive action appropriate to the position; assesses needs and concerns of the workplace environment in order to address current or future challenges. Acts prudently within the bounds of and to the extent of position authority.

**Illustration:**

- Anticipates and takes action to create an opportunity or avoid future crisis.
- Offers innovative techniques and/or methods in order to improve existing processes.
- Manages goals and priorities in order to consistently deliver results and exceed expectations of given constituency against department objectives.
- The prototype non procrastinator finds and thrives on method and manner alternatives to unresolved challenges.

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## Continuous Improvement

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### **Definition:**

- Analyzes and adjusts goals, objectives, and/or courses of action to meet needs in a changing environment. Recognizes when a situation calls for or could benefit from a different approach. Queries the utility of conventional methodologies.

### **Illustration:**

- Challenges the status quo, providing valuable input in change efforts. Looks for ways to enhance the efficiency and effectiveness of the job/department/unit and the services provided to others.
- Generates and maintains a creative and forward-thinking atmosphere leading to new and innovative ideas and approaches to work product.
- Constructively critical, adapting own thinking to meet changes or unexpected external constraints, and takes initiative to perform tasks that are unique and leading edge.
- Self critical, self motivated and intellectually hungry.

# FUNCTIONAL COMPETENCIES

## April 20, 2004

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### Range

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**Definition:**

Demonstrable excellence encompassing a significant expanse of knowledge, skills and abilities. Successfully performs a broad array of requirements within all levels of the responsibilities of the position.

**Illustration:**

- Adept at quickly and effortlessly shifting skills to accommodate changing priorities and/or demands.
- Recognizes and utilizes as appropriate to the demands of any given issue or workplace situation, a diversified approach in bringing a matter to a successful closure.
- Adept at prioritizing and offering substantive value to both the major and minor functions of the positions' agenda recognizing mastery of each will make the incumbent successful.
- Demonstrates a qualified, maturely selected arsenal of competencies in response to a multifaceted task or series of tasks of a differing professional nature.



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## **Adaptability**

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**Definition:**

Exhibits versatility and flexibility in order to meet and/or exceed the expectations of evolving priorities and needs. Evaluates situations with an open mind and has the ability to efficaciously adjust to changes in environment.

**Illustration:**

- Demonstrates acute comprehension and acceptance of improvements and changes to current work norms.
- Genuinely and efficiently interacts with, engages and positively influences others of diverse cultures, opinions, and backgrounds.
- Maintains professional character and adopts necessary, prudent and passionate approach to the diverse challenges confronting the incumbent.

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## Teaming Orientation and Aptitude

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**Definition:**

Works effectively with others, sharing relevant knowledge and information as needed. Ability to join and sever, with acumen, group relationships as appropriate to resolution. Subjugates one's own position in order to reach positive, mutually advantageous consensus of the greater group's decisions while demonstrating behavior that respects the contribution of others.

**Illustration:**

- Exhibits positive, engaging behavior regarding investment in and expectations from the group, finding positive contributions from team members and treating them respectfully.
- Evaluates all opinions judicially without exhibiting personal bias or prejudice toward any particular member or members of the team.
- Communicates in a way that is non-confrontational and helps to resolve any conflicts within the team.
- Injects vigor and substantive depth and breadth into the group, energizing the teaming effort and exhibiting ownership of teamed successes.

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## Conflict Resolution

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**Definition:**

Identifies competing interests, disagreements and contradictory positions directly, accurately, and dispassionately, resolving them collaboratively, while seeking to build consensus and invoke the best interests of the University.

**Illustration:**

- Demonstrates both an aptitude and a commitment to treating people and disparate ideas equitably, identifying positive, working solutions while always keeping the university's best interest in the forefront.
- Effectively establishes and articulates viable position(s), while limiting criticism of alternate proposals to constructive, well-informed critique.
- Conducts oneself in a disarming, professional manner, confronting the issue and not the person, exploring areas of agreement and remaining invested until effective resolution is implemented.

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## Consensus Development

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**Definition:**

Ability to forge effective agreement from a broad, diverse and sometimes adverse constituency, influencing productive outcomes.

**Illustration:**

- Creates an environment where a common goal or mission will be adopted and adhered to, comprehended and promoted by those whose support is appropriate.
- Maintains ownership of a situation until all present have comprehended and accepted resolution to a particular problem or issue.
- Manages opportunity and invokes influence strategy in order to efficiently move a group toward resolution.
- Uses diversity of thought and level of investment to build productive, progressive outcomes.

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## Communication Acumen

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**Definition:**

Expresses oneself clearly, purposefully and effectively in both one on one and group settings, and both written and verbal context. Effectively and seemingly effortlessly adjusts style to the specific audience in a non-discriminatory way using accepted University protocols.

**Illustration:**

- Imparts information and thoughts so that they are understood and effect the response desired.
- Ability to listen and comprehend others' statements, behaviors and concerns, elevating the dialogue, responding in an appropriate, professional and sensitive manner.
- Prepares and presents materials in a logical and thoughtful manner that is appropriate to the audience.
- Imparts both one message to a diverse audience and complex multiple messages to a singular audience delivering the intended effect.

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## Relationship Building

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**Definition:**

Ability to initiate, foster and maintain mission productive, favorable associations while developing networks with both internal and external constituents as appropriate.

**Illustration:**

- Proactively finds avenues for mutual enrichment, building consensus with others.
- Incumbent is viewed as a respected colleague with the ability to give and receive information in a non-personalized, confidential, productive manner.
- Serves as mentor to those whose investment predicts success for the University while always adopting the environmentally dynamic persona of ambassador for the University.

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## Leadership

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**Definition:**

Inspires, motivates and provides example to others in pursuit of excellence. Steadfast in pursuit of achievement and passionate in commitment to responsibilities and unequivocal purpose.

**Illustration:**

- Portrays and communicates a strong, clear vision, devoid of personal affectation.
- Establishes specific, measurable, achievable goals that are aligned with the University mission and departmental goals and objectives.
- Provides ongoing honest and straightforward feedback and assessment of employees' performance and performance capacities' progress towards defined goals and objectives.
- Effects that aspect of professional repertoire that is called upon to cultivate, maintain, balance and revitalize performance of the whole, personal achievement to that of the greater good.

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## Issue Analysis & Resolution

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**Definition:**

Ability to examine a complex situation, its elements, and their relationship to other factors and come up with manageable, value added solutions. Understands and identifies the environmental influences impacting the situation.

**Illustration:**

- Ability to break down elements of problems and reach reasonable conclusions and anticipates consequences of actions.
- Foresees any factors impeding progress and implements a functional strategy to accomplish the objective through alternative steps as necessary.
- Creates innovative ways to determine most effective outcomes for a particular situation or issue.
- Demonstrates a natural and learned proclivity to breakdown an unresolved matter or situation to its component parts and evaluate viable solutions from alternative reconstruction of the matter or situation.



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## **Influence Strategy Acumen**

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**Definition:**

Ability to affect the beliefs prejudices and “buy in” of colleagues and target constituencies in order to gain consensus or demonstrable support for the plan or program.

**Illustration:**

- Employs conscious but material persuasion, reasoning techniques, and focused discussions in order to impact the conduct of others.
- Thorough knowledge of communicating the techniques necessary to persuade a group of individuals to move in a particular direction.
- Disciplined adoption of that passion and knowledge necessary to become a genuine advocate for the desired action.

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## Developing Others

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**Definition:**

Ability to recognize the talents and elicit investment of employees toward greater performance capacity. Recognizes aptitude and opportunity matches promoting the continued professional development of employees.

**Illustration:**

- Coaches, mentors and challenges in order to promote an achievement orientation and develop refined accomplishment aptitude.
- Encourages professional maturation resulting in increased contribution to the University.
- Promotes an atmosphere that both empowers and challenges employees to strive towards excellence.
- Provokes, stimulates and challenges the learning curve of others towards mastery of the discipline and succession plan realization.

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## Discipline Expertise

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**Definition:**

Maintenance of contemporary thought, and current practices in clerical, professional, or technical discipline entrusted as part of the regular living agenda of the incumbent.

**Illustration:**

- Regularly and continually utilizes a wide range of internal and external networks and resources to advance useable knowledge.
- Knowledge and utility thereof above the 80<sup>th</sup> percentile of practitioners.
- Depth and breadth of the substantive knowledge and modalities for practical utility that of itself stands out and up against challenge.

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## Organizational Awareness

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**Definition:**

Possessing a thorough, thoughtful and thought provoking insight into the mission, standards and values of the University. Actively and publicly engaged in the pursuit of institutional knowledge.

**Illustration:**

- Cognizant of the full array of influences effecting the overall operation of the entity.
- Perpetuates a global outlook and is a catalyst for effective maturation.
- Adept at picking up and analyzing varied perspectives, subcultures, and practices that move or obstruct University mission and its correlative objectives.



## **Appendix B**

Evaluation Form A

Evaluation Form B



## The Evaluation Instrument

Please use Either Form A or Form B to complete the performance appraisal. The choice of format is at the discretion of the evaluator however, both formats require addressing selected performance competencies as demonstrated by the evaluated employee and both formats require signature of evaluator, evaluatee and division executive.



# RWU

Roger Williams University

## PERFORMANCE PLANNING & APPRAISAL

Name	SSN
Dept.	Title
Appraiser	Date
Performance Period: From	TO

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## Competencies

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**Planning performance at the beginning of the performance period:** From the RWU Competencies Reference Guide and/or the position description, choose the competencies that are most relevant to this individual's charted performance or customize, notice and implement, upon university approval, other competencies. Thereafter, if necessary, identify and customize performance requirements for selected competencies that are not illustrated in the manual.

**Appraising performance at the end of the performance period:** Enter a check mark in the column at right which best describes this individual's performance in the selected competencies. You may rate each performance requirement individually or the competency as a whole. The rating codes are:

1. **EE:** Consistently *exceeds* established requirements and expectations. Performance clearly and consistently demonstrates mastery of the position, serving as the prototype employee whom cannot be improved upon. Employee performs at a level and with a performance character that *surpasses* that expected and charted for the job.
2. **MS:** Consistently demonstrates *mastery* of the position's established requirements and responsibilities. Demonstrates an inexhaustible learning curve and initiative within the position's parameters while meeting essential expectations in all regards.
3. **MR:** Consistently *meets* most or all established requirements and reasonable expectations. All employees are expected to meet those standards as set out for them in position description and published performance program as a condition of employment in good standing.
4. **MM:** *Minimally meets* some of the established requirements and may meet some reasonable expectations. Employee inconsistently meets the minimum levels of acceptable performance and improvement is imperative.
5. **FS:** *Falls short* of established requirements and reasonable expectations too often for position success.

If you rate any competency or performance requirement EE, MS, MM or FS, provide written evaluation to support the rating. For any competency or performance requirement rated MM or FS, provide directive and afford performance modalities, as appropriate to the concern.

Competency	EE	MS	MR	MM	FS	Customized Performance Requirements (NOT IN Manual)

Competency (cont'd)	EE	MS	MR	MM	FS	Customized Performance Requirements (NOT IN Manual)

Competency Rated EE, MS, MM or FS	Competency Evaluation (context/action/outcome/expectations)

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## Goals and Standards

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**Planning performance at the beginning of the performance period:** Establish goals and standards of performance for the next performance period. The goals and standards should be focused on tangible results; such as services or deliverables to internal and/or external customers. Identify performance expectations as necessary.

**Appraising performance at the end of the performance period:** Enter a check mark in the column at right which best describes this individual's achievement/accomplishment of charted goals and standards. The rating codes are:

1. **EE:** Consistently *exceeds* established requirements and expectations. Performance clearly and consistently demonstrates mastery of the position, serving as the prototype employee whom cannot be improved upon. Employee performs at a level and with a performance character that *surpasses* that expected and charted for the job.
2. **MS:** Consistently demonstrates *mastery* of the position's established requirements and responsibilities. Demonstrates an inexhaustible learning curve and initiative within the position's parameters while meeting essential expectations in all regards.
3. **MR:** Consistently *meets* most or all established requirements and reasonable expectations. All employees are expected to meet those standards as set out for them in position description and published performance program as a condition of employment in good standing.
4. **MM:** *Minimally meets* some of the established requirements and may meet some reasonable expectations. Employee inconsistently meets the minimum levels of acceptable performance and improvement is imperative.
5. **FS:** *Falls short* of established requirements and reasonable expectations too often for position success.  
If you rate any competency or performance requirement ER or FS, provide written evaluation to support the rating. For any competency or performance requirement rated FS, provide directive and afford performance modalities, as appropriate to the concern.

If you rate any result EE, MS, MM or FS, provide a complete explanation to support the rating.

Goals/Standards	EE	MS	MR	MM	FS	Identify Expectations as Necessary
<b>Results Rated EE, MS, MM or FS</b>						

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## Performance Summary

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Check the category below which most clearly describes the employee's total performance:

Overall Rating:

☐

EE

☐

MS

☐

MR

☐

MM

☐

FS

Discuss employee's overall contribution to the department and the University as well as comments on areas for development (please use additional sheets if necessary):

Additional space for "Competency", "Goals and Standards" and/or "Performance Summary" Commentary:

## **SIGNATURES AND EMPLOYEE COMMENTS**

### **EMPLOYEE'S SECTION**

This evaluation has been discussed with me and I have been offered the opportunity to comment on it.

Employee's signature: \_\_\_\_\_ Date: \_\_\_\_\_

1. I concur with the evaluation \_\_\_\_\_ I do not concur with the evaluation \_\_\_\_\_

Employee Comments:

If the employee wishes to do so, any comments concerning the evaluation may be indicated in this section or by an attachment.

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2. How do you feel your performance can be improved upon?

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### **UNIVERSITY CERTIFICATION**

**Note: Follows Steps 1 through 3 below prior to meeting with employee and/or obtaining employee's signature. After employee signature is obtained, return completed form back to the Office of Human Resources. The Office of Human Resources will share information as necessary, with appropriate representatives of the university and/or the employee.**

1) Signature of Evaluation Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

2) Signature of Department/Office Head: \_\_\_\_\_ Date: \_\_\_\_\_  
(if different than above)

3) Signature of Divisional Vice President: \_\_\_\_\_ Date: \_\_\_\_\_

4) Signature of Human Resources: \_\_\_\_\_ Date: \_\_\_\_\_



Roger Williams University

## **THE NARRATIVE**

In the following narrative, the charted performance competencies, as existing in the position description or as specifically identified by the evaluator, as well as any charted and measurable outcomes, must be addressed in candid narrative describing the performance of the evaluated employee over the course of the designated performance period. The evaluated employee may append commentary to the evaluation and both evaluator, evaluatee and division executive must provide signature, ratifying completion of the process.

### Competency Performance Ratings

6. **EE:** Consistently *exceeds* established requirements and expectations. Performance clearly and consistently demonstrates mastery of the position, serving as the prototype employee whom cannot be improved upon. Employee performs at a level and with a performance character that *surpasses* that expected and charted for the job.
7. **MS:** Consistently demonstrates *mastery* of the position's established requirements and responsibilities. Demonstrates an inexhaustible learning curve and initiative within the position's parameters while meeting essential expectations in all regards.
8. **MR:** Consistently *meets* most or all established requirements and reasonable expectations. All employees are expected to meet those standards as set out for them in position description and published performance program as a condition of employment in good standing.
9. **MM:** *Minimally meets* some of the established requirements and may meet some reasonable expectations. Employee inconsistently meets the minimum levels of acceptable performance and improvement is imperative.
10. **FS:** *Falls short* of established requirements and reasonable expectations too often for position success.

## Narrative Evaluation

Name	SSN
Dept.	Title
Appraiser	Date
Performance Period: From To	

**Summarize the employee's response to position expectations, direction and charted initiatives as well as demonstration of those performance characteristics that affect position success:**



**Check the category below which most clearly describes the employee's total performance:**

**Overall Rating:**

☐

**EE**

☐

**MS**

☐

**MR**

☐

**MM**

☐

**FS**

**PERFORMANCE PLAN**

**The goals and objectives for next year – needs to be clearly communicated, preferably in writing (please use additional sheets if necessary):**

## **SIGNATURES AND EMPLOYEE COMMENTS**

### **EMPLOYEE'S SECTION**

This evaluation has been discussed with me and I have been offered the opportunity to comment on it.

Employee's signature: \_\_\_\_\_ Date: \_\_\_\_\_

1. I concur with the evaluation \_\_\_\_\_ I do not concur with the evaluation \_\_\_\_\_

Employee Comments:

If the employee wishes to do so, any comments concerning the evaluation may be indicated in this section or by an attachment.

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2. How do you feel your performance can be improved upon?

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1) Signature of Evaluation Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

2) Signature of Department/Office Head: \_\_\_\_\_ Date: \_\_\_\_\_  
(if different than above)

3) Signature of Divisional Vice President: \_\_\_\_\_ Date: \_\_\_\_\_

4) Signature of Human Resources: \_\_\_\_\_ Date: \_\_\_\_\_