

Life University

Employee Information

Name:	<input style="width: 95%;" type="text"/>	Overall Rating:	<input style="width: 95%;" type="text"/>
Reviewer Name:	<input style="width: 95%;" type="text"/>	Job Title:	<input style="width: 95%;" type="text"/>
Review Period:	<input style="width: 95%;" type="text"/>	Reviewer Job Title:	<input style="width: 95%;" type="text"/>
Hire Date:	<input style="width: 95%;" type="text"/>	Review Type:	<input style="width: 95%; border: 1px solid black;" type="text" value="90 Day Employee Performance Appraisal"/>
		Department:	<input style="width: 95%;" type="text"/>

This appraisal uses behavior-based scales. Each statement in the Performance Appraisal describes a behavior category and is accompanied by a numbered rating scale that represents a continuum of behavior patterns within that category. The numbers associated with each of these behavior patterns were designed to describe those patterns as follows:

Rating Scale Legend

Rating	Abbrev	Description
Level 1*	1	<p>Description: Destructive or apathetic to job requirement, duties and/or responsibilities.*</p> <p><i>*A rating of "Level 1" requires comment describing the pattern of behavior including at least one specific instance and possible strategies to elevate the behavior pattern to the "Responsive" or "Proactive/Anticipatory" level.</i></p>
Level 2	2	<p>Description: Compliant (careless) in the performance of duties and responsibilities; behaviors do not consistently meet the Standards. The University's expectation is that employees will perform at Level 3 or above).</p>
Level 3	3	<p>Description: Receptive and responsive and to requests and assignments.</p>
Level 4*	4	<p>Description: Anticipatory, proactive and/or considerate of the broader/future impact of actions. NOTE: a rating of "Level 4" includes all the positive behaviors associated with a rating of "Level 3" plus additional positive behaviors.*</p> <p><i>*A rating of "Level 4" requires a description of the pattern of anticipatory responses and/or the employee's broad consideration of his/her actions on others. Please cite at least one specific example.</i></p>

Section 1: Review of Performance

I) An Attitude of Helpfulness

Category Rating:

Competency	Rating
<p>I-A) Owns the Problem Until It's Resolved</p> <ol style="list-style-type: none"> 1. Ignores problems or inappropriately passes them along to others 2. Attempts to resolve problems based on limited information or understanding 3. Displays adequate understanding of problems and makes appropriate attempts to resolve them 4. Skillfully assesses problems and personally resolves them when appropriate or determines and ensures appropriate resolutions available from others 	<p style="text-align: center;">1 2 3 4</p> <p style="text-align: center;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>I-B) Consistently Displays Courtesy</p> <ol style="list-style-type: none"> 1. Displays rude, abrasive or disrespectful behavior towards others 2. Communicates in curt or abrupt manner 3. Interacts when approached by others in a manner that is perceived as professional, collegial or friendly 4. Proactively interacts courteously with others 	<p style="text-align: center;">1 2 3 4</p> <p style="text-align: center;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>I-C) Actively Listens and Responds to Others' Needs</p> <ol style="list-style-type: none"> 1. Refuses to listen to others, will not acknowledge questions 2. Listens sufficiently to meet basic request 3. Listens and asks questions that allow request to be fully met as appropriately 4. Actively listens and offers appropriate recommendations for future requests and processes 	<p style="text-align: center;">1 2 3 4</p> <p style="text-align: center;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>I-D) Displays a Commitment and Responsibility to Help</p> <ol style="list-style-type: none"> 1. Refuses to help when asked, offers no alternatives 2. Compiles only with specific requests, shares only most basic information needed or offers suggestions for incomplete resolution 3. Is appropriately helpful to anyone who asks 4. Goes out of his/her way to appropriately offer help, even if not specifically requested 	<p style="text-align: center;">1 2 3 4</p> <p style="text-align: center;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>I-E) Manages Information Effectively</p> <ol style="list-style-type: none"> 1. Withholds or delays helpful or necessary information or provides false and/or antagonistic information 2. Shares pertinent information only when asked 3. Provides sufficient information, as appropriate, for efficient and effective communication 4. Seeks to identify the appropriate constituency for information and disseminates it proactively 	<p style="text-align: center;">1 2 3 4</p> <p style="text-align: center;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>I-F) Appropriately and Reliably Records Information</p> <ol style="list-style-type: none"> 1. Fails to record or inappropriately records necessary information and/or fails to distribute it 2. Records and distributes necessary information only when instructed 3. Records and appropriately distributes necessary information when requested 4. Seeks more effective ways to reliably record and distribute information, as appropriate, in its most useable and accessible form 	<p style="text-align: center;">1 2 3 4</p> <p style="text-align: center;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
Comments	

II) A Personal Commitment to Building Relationships

Category Rating:

Competency	Rating
<p>II-A) Accepts Responsibility for Decisions, Actions, and Results</p> <ol style="list-style-type: none"> 1. Refuses responsibility for actions related to, and/or fails to complete assignments 2. Accepts responsibility for assignments as directed, accepts responsibility for and corrects errors when identified by others 3. Completes assignments and responsibilities with minimal errors or reminders; accepts responsibility for decisions, actions and results 4. Manages all assignments and responsibilities without supervision, including handling unanticipated challenges and issues appropriately 	<p style="text-align: center;">1 2 3 4</p> <p style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p>
<p>II-B) Appropriately Celebrates Others' Work Contribution</p> <ol style="list-style-type: none"> 1. Discounts or ridicules others' successes and accomplishments 2. Acknowledges successes and accomplishments when brought to his/her attention 3. Actively acknowledges others' successes and accomplishments 4. Consistently initiates appropriate acknowledgment of others' successes and contributions both informally and formally 	<p style="text-align: center;">1 2 3 4</p> <p style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p>
<p>II-C) Displays Inclusiveness with People of Diverse Backgrounds</p> <ol style="list-style-type: none"> 1. Uses derogatory, stereotyped descriptions of people with different backgrounds 2. Displays inclusive behavior only with people of similar backgrounds 3. Interacts inclusively with a wide variety of people of diverse backgrounds 4. Seeks out and promotes opportunities to interact with all members of LIFE's community 	<p style="text-align: center;">1 2 3 4</p> <p style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p>
<p>II-D) Displays Professionalism</p> <ol style="list-style-type: none"> 1. Displays a lack of self-control, unethical behavior, inappropriate appearance and/or language in the work setting or when representing Life University 2. Usually demonstrates acceptable conduct, appearance and behavior in the work setting and when representing Life University 3. Reliably demonstrates professional conduct, appearance and behavior in the work setting and when representing Life University 4. Sets the example for others in demonstration of professional conduct, appearance and behavior in the work setting and when representing Life University, even in stressful situations 	<p style="text-align: center;">1 2 3 4</p> <p style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p>
<p>II-E) Expresses Pride In and Ownership of the Institution</p> <ol style="list-style-type: none"> 1. Ridicules or negates the value of the institution's mission/direction and/or expresses disrespect for its physical environment 2. Demonstrates tolerance for the institution's mission and makes a minimal effort to maintain its physical environment 3. Supports the institution's mission and values; observes care in daily use and appearance of its physical environment 4. Actively seeks to understand and promote the institution's mission and values; observes, practices and communicates ways to improve its physical environment 	<p style="text-align: center;">1 2 3 4</p> <p style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p>
<p>II-F) Actively Seeks Out and Builds Relationships that Optimize Function</p> <ol style="list-style-type: none"> 1. Engages in destructive, counterproductive or unproductive interactions with colleagues 2. Seeks others' expertise when directed 3. Maintains awareness of others' functions and interacts effectively 4. Recognizes, seeks out and promotes opportunities to connect with others in ways that optimize functions 	<p style="text-align: center;">1 2 3 4</p> <p style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p>
Comments	

III) Manages to the Best Solution

Category Rating:

Competency	Rating
III-A) Acquires and Develops Job Skills <ol style="list-style-type: none"> 1. Demonstrates an inability or unwillingness to acquire/apply the necessary skills to effectively and accurately perform required tasks 2. Demonstrates the minimum skill level to effectively and accurately perform required tasks along with an unwillingness to expand skills 3. Regularly takes advantage of opportunities to expand skills and applies them to improve job performance 4. Assesses the need for and acquires new skills, and seeks to share them with others when appropriate 	<p style="text-align: center;">1 2 3 4</p> <p style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p>
III-B) Asks appropriate questions to discover needs and offers alternative solutions <ol style="list-style-type: none"> 1. Offers limited suggestions that don't address needs or result in misdirection 2. Responds only to the immediate request, doesn't seek necessary clarification or amplification to fully understand/meet requests 3. Asks appropriate questions for clarification and amplification to fully understand and appropriately meet needs 4. Skillfully and efficiently anticipates and interprets the situation to best resolve needs 	<p style="text-align: center;">1 2 3 4</p> <p style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p>
III-C) Uses and Promotes Creative Approaches <ol style="list-style-type: none"> 1. Demears or discourages others' new ideas or approaches 2. Demonstrates an inability or unwillingness to generate new ideas or approaches 3. Addresses issues at hand by generating and/or welcoming new approaches that appropriately meet/resolve the needs being presented 4. Recognizes opportunities and develops creative strategies for improvement; encourages creativity in others 	<p style="text-align: center;">1 2 3 4</p> <p style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p>
III-D) Maintains Productivity <ol style="list-style-type: none"> 1. Distracts or prevents self or others from being productive 2. Performs only as instructed or directed 3. Appropriately identifies needed tasks and projects, and completes them efficiently 4. Envisions tasks needed for efficient operation and develops strategies for implementation 	<p style="text-align: center;">1 2 3 4</p> <p style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p>
III-E) Envisions and Plans for Change <ol style="list-style-type: none"> 1. Derides suggestions for change and/or is obstructionistic 2. Plans for and/or makes changes reluctantly or only as directed 3. Recognizes the need for and adapts to change 4. Maintains an awareness of and a readiness to adapt current best practices and trends in his/her area 	<p style="text-align: center;">1 2 3 4</p> <p style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p>
III-F) Collaborates in a Positive Manner with Others <ol style="list-style-type: none"> 1. Refuses to work collaboratively with others, doesn't see, ignores or derides the need to collaborate 2. Collaborates on assignments as appropriate 3. Demonstrates and expects positive collaboration; actively listens and is open to suggestions in seeking resolution 4. Actively seeks opportunities to collaborate toward the best solution 	<p style="text-align: center;">1 2 3 4</p> <p style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p>
III-G) Supports Decisions That Are Made Collaboratively <ol style="list-style-type: none"> 1. Actively derides or fails to abide by final decisions 2. Abides by final decisions 3. Supports collaborated solutions and seeks clarification if needed 4. Demonstrates commitment and public support for and promotes decision's goals/objectives 	<p style="text-align: center;">1 2 3 4</p> <p style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p>
III-H) Negotiates with Respect, Resolves Conflicts and Reaches Agreement <ol style="list-style-type: none"> 1. Refuses to participate or negotiate in conflict resolution 2. Participates only when required and/or demonstrates limited engagement in the resolution of disagreement or conflict 3. Responds respectfully and appropriately in resolution when conflict is identified, and minimizes escalation 4. Actively recognizes and tactfully resolves existing conflicts, and actively works to prevent potential conflict 	<p style="text-align: center;">1 2 3 4</p> <p style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p>
Comments	

IV) User Friendly Always

Category Rating:

Competency	Rating								
IV-A Respects Own and Others' Time <ol style="list-style-type: none"> 1. Shows disregard for his/her own and/or others' time obligations 2. Meets time obligations and completes assignments only with reminders 3. Is self-directed in meeting time obligations; informs others when unable to do so 4. Considers and plans for potential delays and is consistently on time 	<table style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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IV-B Acquires and Applies Knowledge <ol style="list-style-type: none"> 1. Demonstrates an unwillingness to acquire the necessary knowledge or participate in the training necessary to perform required tasks 2. Acquires the necessary knowledge to perform required tasks when prompted 3. Regularly pursues opportunities to acquire and apply new knowledge toward personal growth and increased effectiveness 4. Assesses the need for, acquires and applies new knowledge toward personal growth and enhanced job performance, and seeks appropriate opportunities to share with others who might benefit 	<table style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
IV-C Responds to Requests in a Timely Manner <ol style="list-style-type: none"> 1. Ignores personal, email and phone call requests 2. Acknowledges requests long after received 3. Promptly and appropriately responds to all requests 4. Consistently responds in a prompt and appropriate manner to all requests, providing complete or better information/service than expected 	<table style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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IV-D Utilizes Good Planning Practices <ol style="list-style-type: none"> 1. Sabotages others' planning efforts and/or refuses to plan or participate in planning 2. Follows and/or makes plans when directed 3. Creates personal work plans, participates in and contributes to planning processes; utilizes plans as intended 4. Uses planning processes and implementation to increase personal, departmental and institutional productivity and effectiveness 	<table style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
IV-E Actively Seeks Ways to Improve Internal Processes and Operations <ol style="list-style-type: none"> 1. Ignores or impedes efforts to improve internal processes and operations 2. Tolerates suggestions for improvement to internal processes and operations 3. Is receptive to and appropriately acts on efforts to improve processes and operations 4. Consistently recognizes, identifies and appropriately communicates opportunities for improvement 	<table style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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IV-F Greets All Others in a Friendly Manner <ol style="list-style-type: none"> 1. Ignores others or shows contempt for others' presence 2. Tolerates others instead of actively acknowledging their presence 3. Acknowledges others' presence in a friendly, approachable way 4. Actively engages others, ensures welcoming acknowledgment is made and needed information is appropriately shared 	<table style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
IV-G Considers Impact of Decisions and Actions (including Failure to Act) on Others <ol style="list-style-type: none"> 1. Disregards the impact on others when acting or making decisions 2. Considers the impact of actions or decisions on others 3. Explores and considers the impact of actions and decision in a broad context 4. Consistently anticipates and appropriately communicates the impact of actions and decisions on others, and offers alternate arrangements or options 	<table style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Comments									

Overall Performance Rating:

*1. Destructive or apathetic to job requirements, duties and/or responsibilities**

**A rating of "1" requires comment describing the pattern of behavior*

*4. Anticipatory, proactive and/or considerate of the broader/future impact of actions; a rating of "4" includes all the positive behaviors associated with a rating of "3" plus additional positive behaviors.**

**A rating of "4" requires a description of the pattern of anticipatory responses and/or the employee's broad consideration of his/her actions on others. Please cite at least one specific example.*

Section 2: Review of Progress in Meeting Goals

Section 3: Performance Plan for Upcoming Review Period -- List of Goals

Section 4: Overall Comments

Overall Comments

Development Plan

Employee Comments

Signatures

Manager/Supervisor Date

Employee Date

Human Resources Date

By signing, employee acknowledges that all necessary forms have been reviewed with them and does not necessarily imply agreement with content.