THE JOHNS HOPKINS UNIVERSITY

SUPPORT STAFF PERFORMANCE APPRAISAL FORM

Name: ____________________________ Department: ____________________________

Job Title: ____________________________ Division: ____________________________

Position Date: ______________________

INSTRUCTIONS:

This form will be used by supervisors and managers to appraise all Support Staff under their supervision and must be completed annually. The Appraisal requires the rating of a staff member in terms of his/her actual performance only since the last review. Study each job dimension carefully. It is important that you compare each staff member along this same standard. While it is true inexperienced personnel will generally score lower than experienced personnel, this approach will allow you to measure each individual’s progress or lack of progress between each evaluation period. Place a check in the appropriate box. REMEMBER, YOU ARE RATING PERFORMANCE, NOT THE PERSON.

Rating job performance is a difficult task. It is difficult because of a number of different rating errors that affect raters’ ability to make accurate ratings. These errors include:

LENIENCY ERROR: Leniency errors occur when a rater rates all subordinates higher than they should be rated. This type of error may occur when a supervisor is trying to give a staff member the benefit of the doubt. Leniency errors can be detected by examining a number of different rating forms from the same supervisor. When leniency errors are present, most subordinates are rated in the higher ranges of the scale. For example, a leniency rating error is probably present when a rater rates 4 out of 5 staff members above average.

CENTRAL TENDENCY: Central tendency errors occur when a rater rates all his/her subordinates average. This type of error results when a supervisor fails to discriminate the difference in job performance among a number of subordinates. Central tendency errors can be detected by examining a number of rating forms from the same supervisor. When central tendency errors are present, all staff members will be rated average.

HALO: The third type of error is also very frequent. Halo errors occur when a supervisor fails to discriminate between different aspects of the same person’s performance. This type of error occurs when a supervisor has a feeling about a person’s overall job performance and rates all aspects of his/her performance at that level. When this rating error is present, a person will be rated below average, or above average on all of the performance dimensions. There will be no mixing of ratings at different levels for the same person.

You should be aware that these errors exist. Being aware that they exist should help you to eliminate them. Examine your ratings to see if there are any of these errors in your ratings.
# JOB PERFORMANCE FACTORS:

1. Is a willing worker in assigned responsibilities.
   - **UNSATISFACTORY** (Slow worker. Does little work. Wastes time. Needs pushing often.)
   - **MARGINAL** (Works at a slow pace. Sometimes needs encouraging and urging.)
   - **EFFECTIVE** (Works at a steady pace. Meets job requirements.)
   - **HIGHLY EFFECTIVE** (Works fast. Often exceeds requirements.)
   - **OUTSTANDING** (Very fast and prompt worker. Consistently exceeds job requirements.)

2. Demonstrates a high degree of skill and proficiency in carrying out assignments.
   - **UNSATISFACTORY** (Has a definite lack of job knowledge. Shows little proficiency in job duties. Needs considerable instruction.)
   - **MARGINAL** (Has an inadequate knowledge of duties; lack of proficiency in performing job often leads to difficulties. Cannot be counted on to perform all job duties satisfactorily. Often needs instructions.)
   - **EFFECTIVE** (Has acceptable knowledge of job duties. Needs some direction or additional instructions. Usually performs job duties satisfactorily.)
   - **HIGHLY EFFECTIVE** (Has a good knowledge of duties. Is well informed about job. Performs job proficiently. Occasionally needs direction.)
   - **OUTSTANDING** (Knows job so well that co-workers rely upon him/her to answer job related questions.)

3. Strives to improve work methods as a means towards greater efficiency.
   - **UNSATISFACTORY** (Shows no interest in improving work methods. Never makes a suggestion about how work might be improved. Probably would not try to function more efficiently even if it occurred to him/her.)
   - **MARGINAL** (Shows little interest in work methods improvement. Does not think about how work methods might be improved.)
   - **EFFECTIVE** (Has made some good recommendations to improve work methods. Shows interest in performing work more effectively.)
   - **HIGHLY EFFECTIVE** (Makes improvements to job methods. Is concerned about how to do job better.)
   - **OUTSTANDING** (Looks for ways to do job better. Has made many suggestions about work that has resulted in large increases in cost savings and/or efficiency. Is able to work in any area assigned to.)

4. Is willing to take on additional responsibilities.
   - **UNSATISFACTORY** (Never volunteers to undertake work. Requires constant prodding to work. Will not accept responsibility.)
   - **MARGINAL** (Needs some prodding to do work. Is not a self starter. Does just enough to get by.)
   - **EFFECTIVE** (Seldom seeks new tasks. Will accept responsibility when necessary. Is a good routine worker.)
   - **HIGHLY EFFECTIVE** (Occasionally seeks new tasks. Works well when given responsibility. Does more than expected.)
   - **OUTSTANDING** (Is a self starter. Goes out of way to accept responsibility. Regularly seeks new tasks.)

5. Does not require constant supervision. Sees what should be done and does it without direction.
   - **UNSATISFACTORY** (Requires close supervision. Cannot work satisfactorily without someone monitoring work on a continuing basis. Cannot determine what needs to be done.)
   - **MARGINAL** (Requires some supervision. Can work for only short periods of time without review. Needs direction before beginning each new task.)
   - **EFFECTIVE** (Requires some supervision. Can determine what needs to be done. Asks questions when in doubt.)
   - **HIGHLY EFFECTIVE** (Generally works without direction. Keeps busy at work. Will initiate tasks. Supervisory direction is generally to clarify or structure priorities.)
   - **OUTSTANDING** (Works without direction for long periods of time. Understands job and job functions well enough to structure all priorities and move quickly from one unrelated task to another.)

6. Holds self accountable for assigned responsibilities; sees job through to completion.
   - **UNSATISFACTORY** (Requires constant follow-up. Will not complete responsibilities without constant reminders.)
   - **MARGINAL** (Requires frequent follow-up even in routine matters.)
   - **EFFECTIVE** (Generally follows and completes tasks. Occasionally needs follow-up.)
   - **HIGHLY EFFECTIVE** (Usually completes assigned tasks. Does what is expected with little follow-up.)
   - **OUTSTANDING** (Completes tasks assigned. Needs no follow-up reminders.)
7. Possesses common sense and mature judgement necessary to make good judgements on the job.

- Unsatisfactory: Judgement is poor. Cannot exercise judgement to make simple job related decisions. Must be told what to do. Does not ask questions.
- Marginal: Judgement is questionable. Cannot be relied upon to make most job related decisions. Seldom asks questions to obtain information.
- Effective: Judgement is acceptable. Usually makes satisfactory job decisions. Is capable of asking good questions.
- Highly Effective: Can be trusted to make difficult decisions without supervision. Generally knows how far to go in exercising own authority. Asks pertinent questions.
- Outstanding: Can be trusted to make difficult decisions without supervision. Knows when to ask questions. Knows what information and material is needed to make decisions.

WORK HABITS:

1. Gets along well with co-workers.

- Unsatisfactory: Is a constant source of friction. Other staff members dislike. Makes no effort to get along with others. Ignores requests of co-workers.
- Marginal: Is often involved in conflict. Does not get along well with some co-workers. Seldom helps others.
- Effective: Is a member of the group. Is accepted by co-workers. Will help others if asked.
- Highly Effective: Is well liked. Usually helps others when own workload is low.
- Outstanding: Is extremely well liked. Always volunteers to help others with work when own workload is low.

2. Represents department well in dealing with others.

- Unsatisfactory: Is a poor representative of the department. Cannot represent department to others. Cannot develop credibility for self or department.
- Marginal: Does not portray department satisfactorily. Would hesitate to use department representative. Is not likely to develop credibility for self or department.
- Outstanding: Represents department in best possible way. Makes others feel department is highly competent. Highly credible and authoritative.

3. Follows department and supervisors procedures or instructions.

- Marginal: Frequently does not follow directions. Tries to do many things own way. Does not take well to directions.
- Effective: Follows instructions. Abides by established procedures in performing job.
- Highly Effective: Tries to determine established procedures for tasks. Responds favorably to directions.
- Outstanding: Always follows accepted procedures even when it is harder to do it that way. Looks for direction when in doubt.

OVERALL RATING:

After reviewing the Job Performance Factors and the Work Habits, determine which rating most accurately reflects the current overall level of performance.

Unsatisfactory Marginal Effective Highly Effective Outstanding

Staff Member's Signature
Date

Supervisor's Signature
Date

Manager's Signature
Date

Supervisor's Comments:
PERFORMANCE APPRAISAL INTERVIEW

The purposes of this performance evaluation are to inform the staff member of progress he/she is making, areas in which improvement is needed and to assist supervisors in the training, placement and promotion of personnel under their direction. After completing your ratings, you should be ready to conduct performance appraisal interviews with each of your subordinates.

There are a number of steps a supervisor should follow in conducting a performance discussion. These steps include:

1. Putting the staff member at ease.
2. Stating the purpose of the session.
3. Asking for the subordinate’s view of the work situation.
5. Outlining one or two performance areas where improvements are needed.
6. Outlining steps to improve performance.
7. Setting a follow-up date to review results.
8. Ending on a positive note.

Putting the staff member at ease. Not surprisingly, studies show that subordinates are tense, unsure, and uncomfortable prior to a performance discussion. This tension retards their attention and makes it extremely difficult for the subordinate to make a meaning-ful contribution to the appraisal discussion. As a result, the discussion becomes a one-way lecture by the supervisor. A short comment about some innocuous topic will help to relieve the tension and to establish a more open and receptive framework for the ensuing discussion.

State the purpose of the session. The purpose of the session should be to talk about the subordinate’s job performance. It should also be an opportunity for the supervisor to determine where supportive action by him/her is needed. The performance appraisal should not be used as a disciplinary tool. Feedback about performance should be given at the time the behavior occurred. As a result, behavior deserving discipline or praise should have been dealt with previously. That is, the performance appraisal is a review, not a first notice for poor or above average performance.

Ask for the subordinate’s view of the work setting. By asking for the subordinate’s view of the work setting, the supervisor immediately establishes the two-way nature of the performance appraisal process. He/she learns how the subordinate feels about the work environment. This will very often provide important insights into the subordinate’s job performance quality.

Provide recognition of desirable behavior. Begin the review process by discussing the performance areas where the subordinate has done well. Be especially reinforcing of improvements which have occurred as a result of previous performance discussions. Discuss high ratings on fitness report. Explain to the subordinate why it is necessary for him/her to continue to do well in these areas.

Outline aspects of performance where improvement is needed. The subordinate’s discussion of the work situation should have opened the door to this part of the interview. At this point, clarify areas in which the subordinate feels he/she needs improvement. Then, make suggestions for this performance improvement based upon your own evaluation. Obviously, if the subordinate has mentioned some or all of the performance areas, your position is much easier. The supervisor can merely reinforce the subordinate’s perceptions and move directly toward solving the problem areas. If some areas have not been mentioned, bring those into the discussion.

Discuss your low ratings with the subordinate and your reasons for the ratings. Focus here upon behaviors which you feel warrant the rating you have given. Focusing upon behavior provides evidence for the rating and also helps to depersonalize the discussion.

Outline areas to improve performance. Focus upon two or three performance areas in which the subordinate should concentrate during the next evaluation period. Behavior is difficult to change and discussing more than three areas often overwhelms the subordinate and leads to no improvement in any area. The result of this phase of the discussion should be a list of two or three areas of subordinate weaknesses in performance and commitments from the subordinate and the supervisor, you, to an improvement program. The supervisor is a counselor assisting the subordinate in performance improvement.

Set a follow-up date. Set a follow-up date sometime in the future to evaluate progress in achieving the objectives. Don’t wait until the next appraisal discussion. Instead, set a specific date when you will meet again to evaluate progress on the objectives.

End on an encouraging note. Show the subordinate that this is the beginning of a better future toward which you are both working.