



**Montana State University
Classified Employee Performance Evaluation
(version 2)**

Employee Name _____ GID (last 4 digits only) _____
 Position Title _____ Position Number _____
 Supervisor _____ Department _____
 Date of Review mm/dd/yyyy Period covered Fr: mm/dd/yyyy To: mm/dd/yyyy

Summary Evaluation

Consider the employee's ability in each of the criteria on the evaluation form and select the description which most appropriately summarizes this performance evaluation as a whole.

Needs Improvement	Meets	Exceeds
<input type="checkbox"/> Fails to meet performance standards for the position. Improvement is needed.	<input type="checkbox"/> Meets performance standards for the position. Consistently and effectively performs job duties.	<input type="checkbox"/> Frequently exceeds performance standards for the position. Employee makes unique and significant contributions to the department.

Note: By signing this form, the employee acknowledges only that this evaluation was discussed and a copy has been received by the employee, but does not necessarily indicate his/her agreement with the contents.

Employee's signature _____ Date _____

Supervisor's signature _____ Date _____

No later than April 15, 2009, a copy of the completed evaluation must be submitted to:

**Employee & Labor Relations
201 Montana Hall**

Employee and Supervisor should keep a copy of all completed evaluations.
Last update: February, 2009

To Be Completed By Supervisor and Reviewed With Employee

SECTION I – Key Responsibilities/Goals (This section is designed to make the form “job specific.”)

- 1) List the major responsibilities or tasks of the position being evaluated. If appropriate, identify specific goals and objectives which have been mutually established for the review period.
- 2) Evaluate the employee’s performance in terms of carrying out each responsibility or meeting the goals/objectives (see scale below).
- 3) In the Comments section, provide information to explain and support your ratings, *especially any “needs improvement” ratings*. Use specific examples to describe how effectively this responsibility is handled or this goal is achieved.

Exceeds standards – performance in this area consistently exceeds the standard for the position.

Meets standards – performance in this area meets the standards.

Needs improvement—performance in this area does not meet the standards.

Responsibilities or Goals –Briefly describe the most important responsibilities and/or goals in your position.	Evaluation	Comments
1.	Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Needs Improvement <input type="checkbox"/>	
2.	Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Needs Improvement <input type="checkbox"/>	
3.	Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Needs Improvement <input type="checkbox"/>	
4.	Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Needs Improvement <input type="checkbox"/>	
5.	Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Needs Improvement <input type="checkbox"/>	
6.	Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Needs Improvement <input type="checkbox"/>	

SECTION II – Special Performance Considerations

Describe factors which affect the total picture of job performance and work behavior. Consider exceptional accomplishments, key contributions and suggestions. If appropriate, indicate any critical incidents of poor performance and reference disciplinary counseling conducted during the review period.

SECTION III – General Criteria

Consider each criterion separately. Read the descriptions and check the box which best identifies the job performance. If none of the descriptions are appropriate, either alter one of the descriptions to match the performance evaluation, or use the space labeled “other” to enter a description. If the criterion is not important in the position, indicate N/A (not applicable) under other. Comments should be made in the space provided below to explain and support your ratings; *comments are required for ratings that indicate a performance concern.*

1. Job Knowledge and Skills: Application of knowledge, skills and experience in performing the job tasks and functions.

Has the basic technical skills, but needs instructions and guidance to apply them. <input type="checkbox"/>	Has the knowledge and skills to carry out job responsibilities effectively with only general supervision. <input type="checkbox"/>	Has sufficient knowledge to perform all expected functions of the job without instruction or assistance. Knowledge and skills surpass requirements of the position. <input type="checkbox"/>	Other. <input type="checkbox"/>
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2. Quality of Work: Accuracy, attention to detail, organization and effective completion of assignments:

Occasionally inaccurate or incomplete; work needs checking. <input type="checkbox"/>	Work is usually thorough and neat; work meets the department standards with few errors. <input type="checkbox"/>	Consistently achieves excellent quality; has constant attention to detail. <input type="checkbox"/>	Other. <input type="checkbox"/>
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3. Productivity: Efficiency, timeliness and consistency of work production; effectiveness in prioritizing work.

Works slower than expected; requires assistance to complete work. <input type="checkbox"/>	Completes all assigned work; sets priorities effectively. <input type="checkbox"/>	Works rapidly; is often ahead of schedule; produces more work than expected; very well organized; seeks additional work when other responsibilities have been met. <input type="checkbox"/>	Other. <input type="checkbox"/>
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4. Communication: Verbal and/or written skills for communication by phone, face-to-face and in writing.

Has the basic communication skills required, but needs some instruction and guidance to be effective. <input type="checkbox"/>	Has the required skills and is effective in the position. <input type="checkbox"/>	Possesses strong communication skills; consistently effective in facilitating verbal and written interactions; exhibits professionalism in carrying out responsibilities. <input type="checkbox"/>	Other. <input type="checkbox"/>
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5. Work relationships: Ability to maintain effective working relationships with co-workers, faculty, students and the public. Cooperation with other university departments.

Reluctantly assists others; has trouble adapting or getting along with others. <input type="checkbox"/>	Has a positive approach to the job; functions as a team member and gets along well with others. <input type="checkbox"/>	Is unusually tactful and cooperative; goes out of the way to facilitate positive relations within the department. <input type="checkbox"/>	Other. <input type="checkbox"/>
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6. Reliability: Degree of supervision needed to carry out tasks to completion and to meet job goals; willingness to accept responsibility independently.

Sometimes fails to follow instructions and needs supervision to complete work. <input type="checkbox"/>	Can be depended on to follow instructions; requires general supervision. <input type="checkbox"/>	Extremely reliable; follows through promptly on all tasks; shows high level of initiative and is a self-starter. <input type="checkbox"/>	Other. <input type="checkbox"/>
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7. Judgment: Ability to make effective decisions when problems arise.

Is careful in making decisions, but has a limited approach to resolving problems; often decisions are not effective. <input type="checkbox"/>	Generally makes effective decisions; judgments usually result in problem resolution. <input type="checkbox"/>	Consistently shows unusually good judgment in analyzing and handling problems. <input type="checkbox"/>	Other. <input type="checkbox"/>
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8. Leadership: Effectiveness in assigning, directing, motivating and evaluating the work of other employees.

Often unsuccessful in motivating employees to accomplish goals and meet performance standards. <input type="checkbox"/>	Uses good techniques; employees function well as a team. <input type="checkbox"/>	Highly effective in delegating and monitoring work of others. Develops employees' skills and abilities and motivates them to accomplish goals. <input type="checkbox"/>	Other. <input type="checkbox"/>
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9. Miscellaneous

<p>Safety and Security Adheres to rules and guidelines for meeting standards of safety and security.</p> <p><input type="checkbox"/> Meets standards. <input type="checkbox"/> Below standards</p>	<p>Attendance Meets department standards for attendance.</p> <p><input type="checkbox"/> Meets standards. <input type="checkbox"/> Below standards.</p>	<p>Punctuality Meets department standards for punctuality.</p> <p><input type="checkbox"/> Meets standards. <input type="checkbox"/> Below standards.</p>
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COMMENTS (attach additional sheets if necessary):

SECTION IV – Future Goals and Objectives

Indicate goals to be accomplished within the next 6 to 12 months. These goals should be compatible with departmental and University objectives and should be mutually developed by both supervisor and employee. If performance level needs to be improved, specific development objectives should be established. Consideration should be given to the actions management can take to support the employee's effort to increase performance.

SECTION V – Employee Comments

In this section, employees are encouraged to comment on any aspect of their performance or the performance review. (Attach additional sheets if necessary.)