

Performance Appraisal Form

Employee Name:	Updated Job Description has been available: [Please initial] To Supervisor: <input type="checkbox"/> Yes <input type="checkbox"/> No To Employee: <input type="checkbox"/> Yes <input type="checkbox"/> No		
Job Title:	Date of Hire:	Professional Development Programs This Year (Min 2):	
Department/Division:	Supervisor:	Date of Last Review	Date of Current Review:

For each of the factors listed below, circle the number that most closely represents your judgement of the individual's performance. Comments are helpful and encouraged and are required for a score of 1 or 4

Commitment to the Molloy College Mission: Displays an understanding of and a commitment to the College's mission and core values. Fosters relationships with a spirit of inclusivity, compassion and respect; appreciates and celebrates differences and supports a welcoming and hospitable environment that is responsive and helpful to all members of the Molloy community and beyond.			
4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
Surpasses Expectations, a model for other employees, integrates Molloy core values into daily experience at the College.	Fully meets expectations, shows a demonstrated commitment to the Mission and core values of the College in their daily work.	Below expectations, at times has shown a lapse in judgement in the application of the mission and core values in their daily work.	Unsatisfactory, does not understand or respect the mission and values of Molloy College.
Comments, Suggestions and Timeline for Implementation:			

Quality of Work: Accuracy and thoroughness of the individual's work; demonstrated work ethic and ability to share individual gifts and talents.			
4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
Output is of the highest quality; for tasks requiring widely different skills.	Consistent accuracy; and applies the knowledge in all phases of position.	Generally acceptable work, but can often use more attention to detail.	Quality and/or accuracy of work is unacceptable.
Comments, Suggestions and Timeline for Implementation:			



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Job Knowledge: Knowledge of required duties as outlined in the position description. Keeps up with current practices and technical skills, understands how job relates to the other positions in the College. Participates in a minimum of two professional development sessions/opportunities per year.			
4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
Displays broad knowledge and innovative ability for even the most complex tasks beyond own job. Makes the most professional development opportunities to continually improve performance.	Fully understands and applies knowledge in all phases of position.	Knowledge of some aspects of job is faulty leading to occasional improper performance of job. May desire to improve but does not avail themselves of the College's minimum professional development opportunities and requirements.	Does not understand job duties and shows little no desire to improve performance.
Comments, Suggestions and Timeline for Implementation:			

Adaptability: Ability and willingness to demonstrate flexibility in service to others by mastering new techniques and/or responsibilities by committing to professional development, adapting new ways of doing things and making adjustments to schedules or timetables as necessary.			
4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
Learns easily; adjusts rapidly to change, actively seeks out best practices and adjusts accordingly.	Adjusts well and willingly, accepts change.	Tends to resist change or new responsibilities or different ways of doing things.	Unable or is unwilling to adjust to new situations responsibilities
Comments, Suggestions and Timeline for Implementation:			

Commitment/Dependability: Displays enthusiastic and dedicated work style, meets commitments, consistently on time, willing to work additional or adjusted hours if needed; good use of work time. Responsive and helpful.			
4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
Impeccable attendance record. Willing to work extra when needed. Makes most of the time spent at work. Maximizes opportunities to demonstrate dedication.	Good effort, attendance and timeliness; efficient use of work time.	Occasional attendance issues or misuse of work time with non-work activities. (Personal phone calls, internet chatting, etc.) lapses in work ethic.	Consistent problem with lateness and/or attendance or misuse of work time. Lack of committed work ethic.
Comments, Suggestions and Timeline for Implementation:			



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Community Participation/Teamwork: Ability to contribute to group performance, seeks opinions, build working relationships at every level on campus; ethical and appropriate perspective in all discussions.			
4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
Seeks out or is regularly requested for input. Makes strong contributions and ensures that credit for group performance is shared by all. Inclusive, celebrates differences and works well with all people.	Seen as a positive contributor, demonstrates ability to compromise and work with a spirit of interdependence. Works well with almost all people and personalities.	Unless his/her personal expertise is vital to a project, this person is unlikely either to be asked or to volunteer his or her input. Tends not to get along with others at times.	Does not contribute to team effort; creates conflicts in groups. Does not listen or communicate with others in a spirit dignity or respect. Can undermine group performance.
Comments, Suggestions and Timeline for Implementation:			

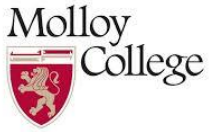
Time Management: Ability to fulfill responsibilities on time and according to expectations of supervisor.			
4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
Recognizes tasks which need to be performed and regularly finds ways to exceed expectations even if efforts beyond the norm are required. Possesses and applies the expertise, experience, and background to accomplish meaningful results.	Almost always focused on topic; very little idle time, regularly plans in advance to avoid delays.	Often unfocused, poor planning often causing delays in accomplishing goals or the completion of assigned tasks.	Cannot be counted on to meet deadlines or accomplish tasks; requires close supervision.
Comments, Suggestions and Timeline for Implementation:			



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Interpersonal skills: Ability to listen with understanding, build relationships and communicate effectively with individuals at every level and in the broader community, provides a welcoming and hospitable environment and respects confidentiality.			
4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
<p>Listens carefully, is consistently respectful and responsive in all dealings. Effectively utilizes diverse communication skills. Models and demonstrates a welcoming hospitable environment for students, staff and faculty and those in the larger Molloy community.</p>	<p>Generally responsive and welcoming. Utilizes good judgement in dealing with others. Communicates effectively in most situations. Observant regarding nonverbal cues and responds appropriately. Demonstrates sense of respect for all individuals.</p>	<p>Tends to be impersonal and perfunctory in nature. May show lapses in judgement or become defensive with respect to appropriately dealing with others.</p>	<p>Demonstrates issues in communicating with or understanding others' discussions or needs. Needs to improve communication skills relative to respecting, communicating with and understanding others.</p>
<p>Comments, Suggestions and Timeline for Implementation:</p>			

Role as a Representative of the College, Demeanor, Service to the needs of the community.			
4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
<p>Understands partnerships across the College and cultivates connections that strengthen individual or institutional performance. Frequently volunteers or provides leadership for college committees or initiatives. Maximizes opportunities to support and promote the mission of the College.</p>	<p>Actively participates as a member of the campus community and understands the value of one's role as part of the mission and educational experience of our students. Volunteers to serve on College committees or initiatives.</p>	<p>Shows little regard for the College as an entity; reluctant to become appropriately and consistently involved in college activities at any level. At times, displays behaviors inconsistent with the College's mission.</p>	<p>Does not convey a positive image of the College and it's mission, and does not volunteer for college committees, initiatives, or activities.</p>
<p>Comments, Suggestions and Timeline for Implementation:</p>			



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Utilization of Resources: Effectiveness in identifying and utilizing staffing, time, financial, technical and material resources.			
4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
Consistently makes effective and economical use of appropriate resources. Exercises sound and ethical judgment when acting on behalf of the College with regard to the management of human, technical and financial resources.	Makes effective use of appropriate resources under varying operating conditions.	Inconsistent in making effective use of appropriate resources even under normal conditions.	Fails to understand or takes advantage of the potential and adequate use of available resources.
Comments, Suggestions and Timeline for Implementation:			

Organization and Planning: Ability to systematically make plans to set objectives, structure tasks to achieve objectives and make schedules.			
4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
Can be relied upon to have a plan for accomplishing tasks without supervision.	Once responsibilities are understood, develops a plan for accomplishing tasks. Requires minimal supervision.	Supervisor explains overall responsibilities and must regularly monitor planning and organization to ensure tasks are completed.	Supervisor explains responsibilities and must outline tasks to be performed. Employee has only vague ideas about priorities.
Comments, Suggestions and Timeline for Implementation:			

Professionalism: Employee models behavior and attire that is acceptable and within the context of the employee's responsibilities and contributes to student success.			
4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
Impeccable dress and models professionalism to fellow employees and the public at large.	Consistently presents a professional image to fellow employees and the public at large.	Occasionally lapses in professionalism and/or in appropriate attire or hygiene.	Does not maintain a professional image.
Comments, Suggestions and Timeline for Implementation:			

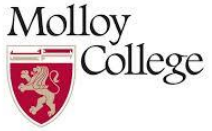


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Oversight Responsibilities of a particular area in a non-supervisory capacity. Demonstrates compassion and kindness in carrying out this role.			
4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
Highly competent in areas of oversight. Assumes leadership role in managing others as assigned.	Usually successful at managing area(s) of responsibility and/or is proficient in influencing or mentoring others to accomplish goals in area(s) of assigned oversight.	Shows inconsistency in organizing and directing the activities of others or managing an assigned area, project or task. Sometimes experience lapses in compliance with policies and procedures.	Is not able to effectively direct the work of others or manage area(s) of responsibility. Regularly receives complaints. Does not follow policies/procedures.
Comments, Suggestions and Timeline for Implementation:			

Overall Performance Rating: This rating must be supported by the ratings in each of the prior categories.			
4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
<i>Exceeds Standards</i>	<i>Meets Standards</i>	<i>Need Improvement</i>	<i>Does Not Meet Standards</i>
Performance frequently exceeds job requirements.	Performance meets job requirements.	Implementation is needed in some areas of performance of job requirements.	Performance is below job requirements.
Comments, Suggestions, Timeline for Implementation:			

Review of the Priorities/Goals/Objectives for the previous year:



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Identification of the Priorities/Goals/Objectives for the coming year:

Employee's Comments and Suggestions:

Employee Signature:	Date:
Supervisor's Signature:	Date:
Vice President's Signature:	Date:

Molloy College, an independent, Catholic College, rooted in the Dominican tradition of study, spirituality, service and community, is committed to academic excellence with respect for each person. Through transformative education, Molloy promotes a lifelong search for truth and the development of ethical leadership.