



**NORTH CAROLINA  
AGRICULTURAL AND TECHNICAL  
STATE UNIVERSITY**

**UNIVERSITY SHRA EMPLOYEE  
ANNUAL PERFORMANCE APPRAISAL PROGRAM**

**ANNUAL APPRAISAL FORM**

## INSTRUCTIONS FOR COMPLETING THIS PERFORMANCE DOCUMENT

**Part 1: PERFORMANCE PLAN.** Performance plans must be issued annually between April 1 and May 30. The plan defines how well the employee needs to perform job duties in order to meet business needs. It also includes targeted individual goals for the employee.

**Part 2: INSTITUTIONAL GOALS.** These are University system-wide performance standards for all SHRA positions that provide the supervisor and employee a way to discuss performance expectations. Each job duty has performance expectations that are described in the institutional goals (for example, level of accuracy, quality of analysis, efficiency of process management, the impact of absenteeism, how interactions with others affect the work produced, adherence to policy and procedure, etc.). Each institutional goal is weighted no less than 5% of the final overall rating. The total for the institutional goals must equal 50% of the final overall rating.

**Part 3: INDIVIDUAL GOALS.** The supervisor defines 3-5 individual goals for each employee each cycle. These are not intended to cover all aspects of employee work product (institutional goals do that). The focus is on key results/outcomes/deliverables, not steps in the process. Types of individual goals include: Division-Wide Goals that are often tied to University strategic goals or initiatives; Work-Unit / Job-Class Goals that improve/sustain work product or related team dynamics; and Employee-Specific Goals that may emphasize key aspects of employee essential job duties or provide “stretch goals” that broaden or deepen an employee’s skillset or work product. Each institutional goal is weighted no less than 5% of the final overall rating. The total for the individual goals must equal 50% of the final overall rating. **Each weight should be entered as a decimal, i.e. 10% = .10**

**Part 4: TALENT DEVELOPMENT PLAN.** The University recommends that each employee have at least one talent development goal each performance cycle. The supervisor determines with the employee the appropriate development goal(s) for the cycle. The supervisor is expected to set development goals to address performance deficiencies for employees who received any rating of Not Meeting Expectations on their last appraisal.

**Part 5: SIGNATURES FOR PERFORMANCE PLAN.** The second-level supervisor is expected to provide quality control to ensure that goals are being assigned appropriately, to ensure that performance expectations are consistent across employees, and to review the performance plan prior to issuance to employees.

**Part 6: OFF-CYCLE REVIEWS.** These are check-ins between supervisors and employees during the performance cycle that occur as often as necessary. There are several types of off-cycle reviews: Interim reviews are completed near the middle of the cycle (October). Probationary reviews are completed quarterly (recommended July, October, January, April). Transfer reviews are completed when a supervisor or employee transfers to another position. Employee-requested reviews can be completed anytime during the cycle. Supervisors may conduct additional off-cycle reviews as often as deemed necessary. The supervisor is expected to meet with the employee, review the employee’s progress on the institutional and individual goals on the performance plan, and provide the employee an opportunity to ask for any clarification of expectations. The supervisor documents the conversation (at least a paragraph summarizing the employee’s performance so far in the cycle) and both the supervisor and employee initial the review.

**Part 7: ANNUAL PERFORMANCE APPRAISAL.** Annual performance appraisals must be issued annually between April 1 and May 30. Use the three-point rating scale (Not Meeting, Meeting, or Exceeding Expectations) for each goal and for the final overall rating. Individual goals equal 50% of final rating and institutional goals equal 50% of final rating. Add up the scores for each rating (Rating x Weight = Score) to determine the overall score.

**Part 8: SUPERVISOR COMMENTS.** Any comments related to the individual and institutional goals as well as any overall comments. Comments should serve to justify ratings above and below the meeting expectations level.

**Part 9: SIGNATURES FOR PERFORMANCE APPRAISAL.** The second-level supervisor is expected to provide quality control to ensure that ratings are being assigned accurately and consistently across work units and across supervisors within the same organization before the document is issued to the employee. Once reviewed and signed by the manager/supervisor and next-level manager/ supervisor, the employee shall review, sign, and date the annual performance appraisal document. The employee’s signature confirms only that the employee has received the document.

**Part 10: APPEALS.** Employees may appeal a final overall rating of Not Meeting Expectations through the University SHRA Employee Grievance Policy.



## UNIVERSITY SHRA ANNUAL PERFORMANCE APPRAISAL FORM

<b>ANNUAL PERFORMANCE APPRAISAL CYCLE</b> <i>(Dates From/To):</i>			to	
Dept. Name:		Employee Name:		
Dept. #:		Employee ID:	Position #:	
Supervisor Name:		Employee Classification:		
Supervisor Title:		Competency Level:		

<b>PART 1: PERFORMANCE PLAN</b>		(see instructions on page 2)
<ul style="list-style-type: none"> <li>Review the <b>Institutional Goals</b> with the employee.</li> <li>Define the <b>Individual Goals</b> for the employee (no less than 3, no more than 5).</li> <li>Provide <b>Talent Development Goals</b>, as needed.</li> </ul>	<ul style="list-style-type: none"> <li>Indicate below the <b>Weight</b> of each goal toward the <b>Final Overall Rating</b>. Each goal must be at least 5%.</li> <li>The total weight of the <b>Institutional Goals</b> must equal 50%.</li> <li>The total weight of the <b>Individual Goals</b> must equal 50%.</li> </ul>	

<b>Type of Plan:</b>	<b>Initial Performance Plan:</b>		<b>Revised Plan during Performance Cycle:</b>	
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<b>PART 2: INSTITUTIONAL GOALS</b>	(see instructions on page 2)
Review the institutional goals with each employee. Discuss these goals in relationship to the duties on the employee's position description. Provide additional clarification of specific expectations as needed. Weight each goal.	

<b>EXPERTISE</b>	<b>ENTER WEIGHT:</b>	
<ul style="list-style-type: none"> <li>a. <b>Precision:</b> Produces work that is accurate, thorough, and demonstrates sufficient analysis and decision-making to meet the requirements of the employee's position and profession.</li> <li>b. <b>Resourcing:</b> Makes efficient and appropriate use of materials and documents work appropriately.</li> <li>c. <b>Innovation:</b> Looks for ways to improve efficiency or quality.</li> <li>d. <b>Development:</b> Maintains technical skills and relevant professional credentials.</li> </ul>		

<b>ACCOUNTABILITY</b>	<b>ENTER WEIGHT:</b>	
<ul style="list-style-type: none"> <li>a. <b>Productivity:</b> Completes required volume of work by established deadlines and stays productive throughout workday.</li> <li>b. <b>Autonomy:</b> Generally completes work with few reminders and/or infrequent oversight.</li> <li>c. <b>Prioritizing:</b> Takes sufficient/appropriate measures to plan and organize work, prioritize tasks, and set realistic goals.</li> <li>d. <b>Coordination:</b> Seeks needed information to complete work and timely communicates status with relevant parties.</li> </ul>		

<b>CUSTOMER-ORIENTED</b>	<b>ENTER WEIGHT:</b>	
<ul style="list-style-type: none"> <li>a. <b>Clarity:</b> Listens to determine the most effective way to address customer needs and concerns.</li> <li>b. <b>Awareness:</b> Shows a solid understanding of customer needs, seeks out customer input to better understand needs, and develops ideas to meet those needs.</li> <li>c. <b>Attentiveness:</b> Follows through on commitments, despite time pressures or obstacles, and maintains relevant communication with customers until job is completed.</li> <li>d. <b>Diplomacy:</b> Maintains a professional and respectful tone and exhibits diplomacy when dealing with frustrated individuals or during sensitive or confrontational situations.</li> </ul>		



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<b>Dept. #:</b>		<b>Employee ID:</b>	<b>Position #:</b>	
<b>Supervisor Name:</b>		<b>Employee Classification:</b>		
<b>Supervisor Title:</b>		<b>Competency Level:</b>		

<b>TEAM-ORIENTED</b>	<b>ENTER WEIGHT:</b>	
<ul style="list-style-type: none"> <li>a. Collegiality: Communicates and engages directly, clearly, and tactfully with colleagues.</li> <li>b. Collaboration: Provides feedback and healthy dialogue on performance and operational issues, as requested, willingly adapts to change, and adheres to decided actions.</li> <li>c. Contribution: Makes decisions with others in mind, and willingly performs additional duties when team members are absent, during times of increased workload, or as otherwise required by management to meet business needs.</li> <li>d. Attendance: Absences are infrequent and do not place an undue burden on supervisor or colleagues.</li> </ul>		

<b>COMPLIANCE &amp; INTEGRITY</b>	<b>ENTER WEIGHT:</b>	
<ul style="list-style-type: none"> <li>a. Policy: Complies with personnel and equal opportunity policies, including prohibitions on harassment, discrimination, and workplace violence, and all other policies, including appropriate use of university resources.</li> <li>b. Safety: Complies with all safety requirements for the position, including successful completion of training and proper use of personal protective equipment.</li> <li>c. Ethics: Chooses ethical actions, even under pressure, avoids situations considered inappropriate or that present a conflict of interest, holds self and others accountable for ethical decisions.</li> <li>d. Respect: Appreciates individual and cultural differences and treats all people with dignity and respect.</li> </ul>		

<b>SUPERVISION</b> <i>(for supervisors only)</i>	<b>ENTER WEIGHT:</b>	
<ul style="list-style-type: none"> <li>a. Oversight: Provides adequate stewardship of assigned resources, including budget, space, equipment, and staffing.</li> <li>b. Goal-Setting: Provides clear objectives that foster work unit development and align with University values and goals.</li> <li>c. Managing Talent: Provides candid, timely, and constructive feedback on performance and behavior, hires individuals with the qualities and skillsets for success, and contributes to meeting University's EO and affirmative action goals.</li> <li>d. Leading: Serves as role model and engenders trust, commitment, and civility.</li> </ul>		

**PART 3: INDIVIDUAL GOALS** (see instructions on page 2)

Set 3 to 5 individual goals for each employee based on key business needs and strategic goals. Weight each goal.

<b>GOAL #1 – TITLE:</b>		<b>ENTER WEIGHT:</b>	
<b>Description:</b>			



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<b>GOAL #2 – TITLE:</b>		<b>ENTER WEIGHT:</b>	
Description:			

<b>GOAL #3 – TITLE:</b>		<b>ENTER WEIGHT:</b>	
Description:			

<b>GOAL #4 – TITLE:</b>		<b>ENTER WEIGHT:</b>	
Description:			

<b>GOAL #5 – TITLE:</b>		<b>ENTER WEIGHT:</b>	
Description:			



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<b>Supervisor Title:</b>		<b>Competency Level:</b>		

**PART 4: TALENT DEVELOPMENT PLAN** (see instructions on page 2)

At the beginning of the performance cycle, the supervisor should discuss development opportunities with the employee and list below any development activities established for the current cycle. Include resources that will be provided to the employee and indicate deadlines as needed. Progress under the talent development plan should be discussed periodically with the employee.

**PART 5: SIGNATURES FOR PERFORMANCE PLAN** (see instructions on page 2)

<b>2nd-Level Supervisor:</b>		<b>Date:</b>	
<b>Supervisor:</b>		<b>Date:</b>	
<b>Date of Review Session with Employee:</b>			
<b>Employee Acknowledgement:</b> I acknowledge that I have received this performance plan and that if I choose, I may write additional comments to include with this document.		<b>(Check this box if you are attaching documents.)</b>	
<b>Employee:</b>		<b>Date:</b>	



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Supervisor Title:		Competency Level:		

**PART 6: OFF-CYCLE REVIEWS** (see instructions on page 2)

Document all off-cycle reviews completed during the performance cycle.

Date of Review	Interim	Probationary	Other	Supervisor Initials	Employee Initials
<b>Comments:</b>					

Date of Review	Interim	Probationary	Other	Supervisor Initials	Employee Initials
<b>Comments:</b>					

Date of Review	Interim	Probationary	Other	Supervisor Initials	Employee Initials
<b>Comments:</b>					



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Date of Review	Interim	Probationary	Other	Supervisor Initials	Employee Initials
<b>Comments:</b>					

Date of Review	Interim	Probationary	Other	Supervisor Initials	Employee Initials
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**PART 7: OFF-CYCLE REVIEWS** (see instructions on page 2)

<ul style="list-style-type: none"> <li>Rate each <b>Individual</b> and <b>Institutional Goal</b>.               <ul style="list-style-type: none"> <li>1 = Not Meeting Expectations</li> <li>2 = Meeting Expectations</li> <li>3 = Exceeding Expectations</li> </ul> </li> <li>Multiply the <b>Weight</b> by the <b>Rating</b> to get the <b>Score</b> for each goal. Use two decimal places. <b>(Example: 10% x 2 = 0.20)</b></li> </ul>	<ul style="list-style-type: none"> <li>Add all of the Scores together to assign a <b>Final Overall Rating</b>:               <ul style="list-style-type: none"> <li>1.00 to 1.69 = Not Meeting Expectations</li> <li>1.70 to 2.69 = Meeting Expectations</li> <li>2.70 to 3.00 = Exceeding Expectations</li> </ul> </li> <li>Provide <b>comments</b> and <b>signatures</b> on the next page.</li> </ul>
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#	INSTITUTIONAL GOALS <small>(see descriptions in performance plan)</small>	Weight	x	Rating	=	Score
1	Expertise		x		=	
2	Accountability		x		=	
3	Customer-Oriented		x		=	
4	Team-Oriented		x		=	
5	Compliance & Integrity		x		=	
6	Supervision <i>(if applicable)</i>		x		=	

#	INDIVIDUAL GOALS <small>(title only from performance plan)</small>	Weight	x	Rating	=	Score
1			x		=	
2			x		=	
3			x		=	
4			x		=	
5			x		=	

<b>FINAL OVERALL RATING</b> <small>(mark the appropriate rating based on total score)</small>	<b>TOTAL SCORE</b>	=	
Has the employee received a disciplinary action during this performance cycle and/or received any rating of 1 (Not Meeting Expectations) on this appraisal? If <b>YES</b> , then the final overall rating <b>cannot</b> equal Exceeding Expectations, regardless of the total score.		YES	
		NO	
NOT MEETING EXPECTATIONS		MEETING EXPECTATIONS	
		EXCEEDING EXPECTATIONS	

OR: Employee was not evaluated due to ...	Insufficient Time		On Extended Leave	
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<b>Supervisor Title:</b>		<b>Competency Level:</b>		

**PART 8: SUPERVISOR COMMENTS ON EMPLOYEE'S PERFORMANCE**

**PART 9: SIGNATURES FOR PERFORMANCE PLAN**

<b>2nd-Level Supervisor:</b>		<b>Date:</b>	
<b>Supervisor:</b>		<b>Date:</b>	
<b>Date of Annual Performance Appraisal Review Session with Employee:</b>			
<b>Employee Acknowledgement:</b> I understand my signature below indicates: that I have received this annual performance appraisal, that my signature does not necessarily imply my agreement with the ratings given or the comments included, and that if I choose, I may write a response to include with this appraisal document.		<b>(Check this box if you are attaching comments.)</b>	
<b>Employee:</b>		<b>Date:</b>	

**PART 10: APPEAL RIGHTS**

For information on applicable appeal rights, please refer to the University System SHRA Employee Grievance Policy.