

PERFORMANCE APPRAISAL FORM

Section I: Appraisal Information

Employee Name:	Date:
Title:	Period:
Appraiser Name:	Last Appraisal Date:
Appraisal Type: <input checked="" type="checkbox"/> Annual <input type="checkbox"/> Probationary <input type="checkbox"/> Other:	

Section II: Ratings

There are five rating categories (see below) that will be recorded in whole numbers only (1, 2, 3, 4, or 5). The notation "NB" indicates "No Basis" or knowledge to evaluate a particular objective or competency.

- 1 - Unsatisfactory	The employee exhibited <i>significant</i> shortfalls in professional behavior or job knowledge or performance. Performance at this level cannot be allowed to continue. When assigning this rating, provide specific examples of unacceptable behavior or performance, steps to correct the problem, and consequences if the problem is not corrected.
- 2 - Needs Improvement	The employee's performance is not meeting expected levels OR the employee is still training/learning and performance must improve to meet expectations. This area is a development priority until performance deficiencies improve to a satisfactory degree.
- 3 - Meets Expectations	The employee is competent at the expected levels of performance and is making valued contributions to the organization. Performance is consistent with what is routinely expected of the employee in the position, and the employee has successfully completed the goals and challenges outlined during the review period. Performance is good, not average, and the individual is considered a stable and skilled worker by peers and others.
- 4 - Exceeds Expectations	Overall performance of duties and responsibilities exceeded the performance standards established for the position. Performance regularly contributed to the achievement of the agency's mission, goals and objectives. This rating indicates the overall performance of the employee has been at a level that is <i>consistently</i> in excess of stated expectations.
- 5 - Outstanding	Performance <i>significantly</i> exceeded standards and expectations. Performance at this level is recognized by peers, customers, the public, and others. The employee devised and implemented improvements that resulted in major organizational improvements/successes. Performance is generally not equaled by other current and/or former employees performing work of a similar nature.
NB	No basis or knowledge to evaluate a particular objective or competency.

Section III: Objectives

It is important for supervisors and individual employees to agree upon a performance plan that outlines key assignments, special projects, and expected outcomes of job performance. The purpose of the performance plan is to promote ongoing communication and progress in completing of job-related activities. With clear goals and objectives established on a regular basis (e.g., annually, quarterly, etc.), it is much easier to sustain progress and achieve a high level of personal and professional development.

The supervisor and employee should meet during a specific time period (usually one year or less) to agree upon action items, assignments, and outcomes for which the employee will be held accountable. Supervisors and employees can agree to modify this plan at any time, depending on changing circumstances within the organization.

OBJECTIVE 1:					
Description: <i>(include target dates if applicable, and also other specific criteria):</i>					
<ul style="list-style-type: none"> • . 					
How observed/measured:					
<ul style="list-style-type: none"> • Quarterly meetings with supervisor to discuss progress • Supervisor observation • Email, blog entries, and/or other employee reports 					
Employee <small>(self-assessment)</small>	1. <input type="checkbox"/> Unacceptable	2. <input type="checkbox"/> Needs Improvement	3. <input type="checkbox"/> Meets Expectations	4. <input type="checkbox"/> Exceeds Expectations	5. <input type="checkbox"/> Outstanding
Comments and results:					
Supervisor	1. <input type="checkbox"/> Unacceptable	2. <input type="checkbox"/> Needs Improvement	3. <input type="checkbox"/> Meets Expectations	4. <input type="checkbox"/> Exceeds Expectations	5. <input type="checkbox"/> Outstanding
Comments and results:					

OBJECTIVE 2:					
Description: <i>(include target dates if applicable, and also other specific criteria):</i>					
<ul style="list-style-type: none"> • 					
How observed/measured:					
<ul style="list-style-type: none"> • Quarterly meetings with employee to discuss progress 					
Employee <small>(self-assessment)</small>	1. <input type="checkbox"/> Unacceptable	2. <input type="checkbox"/> Needs Improvement	3. <input type="checkbox"/> Meets Expectations	4. <input type="checkbox"/> Exceeds Expectations	5. <input type="checkbox"/> Outstanding

Comments and results:

Supervisor

1.
Unacceptable

2.
Needs
Improvement

3.
Meets
Expectations

4.
Exceeds
Expectations

5.
Outstanding

Comments and results:

OBJECTIVE 3:

Description: (include target dates if applicable, and also other specific criteria):

How observed/measured:

- Quarterly meetings with employee to discuss progress
- Supervisor observation

Employee

(self-assessment)

1.
Unacceptable

2.
Needs
Improvement

3.
Meets
Expectations

4.
Exceeds
Expectations

5.
Outstanding

Comments and results:

Supervisor

1.
Unacceptable

2.
Needs
Improvement

3.
Meets
Expectations

4.
Exceeds
Expectations

5.
Outstanding

Comments and results:

OBJECTIVE 4:

Description: *(include target dates if applicable, and also other specific criteria):*

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How observed/measured:

- Quarterly meetings with employee to discuss progress
- Supervisor observation

Employee
(self-assessment)

1.
Unacceptable

2.
Needs
Improvement

3.
Meets
Expectations

4.
Exceeds
Expectations

5.
Outstanding

Comments and results:

Supervisor

1.
Unacceptable

2.
Needs
Improvement

3.
Meets
Expectations

4.
Exceeds
Expectations

5.
Outstanding

Comments and results:

Section IV: Core Competencies

Competencies are sets of measurable and observable knowledge, skills, abilities, and behaviors that contribute to success. Each core competency below is described by an accompanying rating scale made up of behavioral indicators and standards. To determine the appropriate competency level, review the behavioral indicators listed under each rating option and determine which group of behaviors best describe the employee's level of competency demonstrated during the performance period. The employee does not necessarily have to demonstrate every behavior in the level, but behavior should be equivalent to the full intent of the level to assign the rating.

1. CUSTOMER FOCUS

Maintains a focus on serving the customers of the Montana State Library (MSL). MSL's customers include coworkers (internal customers); statewide libraries (local, academic, and special libraries); state agencies; businesses; the public; special populations (e.g. services for the blind); granting authorities; the Library Commission; advisory councils and task forces; professional associations; and others.

How observed and measured:

- Supervisor will observe employee performing job duties, review work products, and gather feedback from staff.

- Staff and supervisor will communicate on a regular basis about completion of projects and daily operations.
- Employee will self-report to the supervisor on accomplishments.
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Behavioral Indicators:

- Develops and maintains a state/agency-wide perspective.
- Develops specialized knowledge or expertise in assigned subject matter areas.
- Understands own limitations, and approaches difficult tasks as challenges to be mastered rather than as threats to be avoided.
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Employee (self-assessment)	1. <input type="checkbox"/> Unacceptable	2. <input type="checkbox"/> Needs Improvement	3. <input type="checkbox"/> Meets Expectations	4. <input type="checkbox"/> Exceeds Expectations	5. <input type="checkbox"/> Outstanding
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Comments and observations during evaluation period (provide examples to support your rating):

Supervisor	1. <input type="checkbox"/> Unacceptable	2. <input type="checkbox"/> Needs Improvement	3. <input type="checkbox"/> Meets Expectations	4. <input type="checkbox"/> Exceeds Expectations	5. <input type="checkbox"/> Outstanding
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Comments and observations during evaluation period (provide examples to support your rating):

2. CONTINUAL LEARNING AND SELF-AWARENESS

Values professional development, continual learning, and is committed to the Montana State Library and the profession (i.e., library, information technology, public program administration). In order to effectively serve its customers, MSL employees must know their own limitations and proactively learn, develop, and stay abreast of changes and developments in the field (e.g., trends in librarianship, new technology, more efficient administrative and business processes, etc.)

How observed and measured:

- Supervisor will observe employee performing job duties, review work products, and gather feedback from staff.
- Staff and supervisor will communicate on a regular basis about completion of projects and daily operations.
- Employee will self-report to the supervisor on accomplishments.
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Behavioral Indicators:

- Develops and maintains a state/agency-wide perspective.
- Develops specialized knowledge or expertise in assigned subject matter areas.
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Comments and observations during evaluation period (provide examples to support your rating):					
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Comments and observations during evaluation period (provide examples to support your rating):					

3. COMMITMENT TO THE TEAM AND ORGANIZATION					
<p>Demonstrates commitment to the team and the mission of the MSL. This involves ensuring organizational and customer needs are met; being a reliable and helpful coworker and employee; ensuring follow-through on assignments and requests from customers; and being inclusive by collaborating with coworkers and other affected parties when making decisions and implementing projects or programs.</p>					
<p>How observed and measured:</p> <ul style="list-style-type: none"> • Supervisor will observe employee performing job duties, review work products, and gather feedback from staff. • Staff and supervisor will communicate on a regular basis about completion of projects and daily operations. • Employee will self-report to the supervisor on accomplishments. • • • 					
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Comments and observations during evaluation period (provide examples to support your rating):

4. COMMUNICATION

Provides timely and concise information to others verbally, non-verbally, and in writing, and helps other communicate effectively. This is especially important at the MSL when determining customer needs (which includes helping them identify and articulate their needs); working with special populations; negotiating services and interagency agreements; and in tactfully influencing and persuading constituents (e.g., state agencies and libraries).

How observed and measured:

- Supervisor will observe employee performing job duties, review work products, and gather feedback from staff.
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Comments and observations during evaluation period (provide examples to support your rating):

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Comments and observations during evaluation period (provide examples to support your rating):					

5. RESOURCEFUL AND INDEPENDENT

MSL employees must be creative, resourceful, and open-minded in order to meet various customer needs and to take advantage of opportunities as they arise. This includes independently and efficiently managing work and time effectively; and exercising creativity and innovation.

- How observed and measured:**
- Supervisor will observe employee performing job duties, review work products, and gather feedback from staff.
 - Staff and supervisor will communicate on a regular basis about completion of projects and daily operations.
 - Employee will self-report to the supervisor on accomplishments.
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- Behavioral Indicators:**
- Develops and maintains a state/agency-wide perspective.
 - Develops specialized knowledge or expertise in assigned subject matter areas.
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Comments and observations during evaluation period (provide examples to support your rating):

Section VII: Signatures and Performance Plan Tracking

The immediate supervisor and the employee both sign the performance appraisal document when periodic appraisals are conducted. Signatures do not indicate agreement; only that a discussion was held and the employee received a copy of the appraisal. The supervisor's signature represents certification that this performance appraisal constitutes the supervisor's best judgment of the work performed by this employee for the covered appraisal period.

Discussion	Scheduled Date	Actual Date	Employee Signature	Supervisor Signature
Pre-appraisal signatures:			*	
Periodic Review (if applicable)				
Periodic Review (if applicable)				
Review signatures:			**	

*I have reviewed my current job description and it: is accurate **OR** needs updating

**I understand I have the right to submit a written response to the appraisal within ten working days after the appraisal is provided.