



LOYOLA  
UNIVERSITY  
CHICAGO

## Performance Evaluation Form: Goal Setting - Performance Management - Performance Feedback

**Performance Improvement Purpose:** The performance improvement process at Loyola University Chicago features specific, measurable, results oriented goals and emphasizes some core behaviors. University leaders and supervisors are expected to translate the University's strategic, school-divisional and departmental goals into performance expectations for each employee, modifying those goals as new issues arise or new priorities emerge, monitor progress towards accomplishing expectations and provide regular feedback to an employee on their performance relative to the expectations. This form is used annually to document the on-going performance improvement process and to initiate the cycle of establishing and managing performance expectations for next year.

### Instructions for Performance Improvement Document:

1. Supervisor should begin the process by completing page 2 which provides an opportunity to document the goals and projects during the performance period. Supervisors have the opportunity to provide performance feedback or rating on each goal and to provide specific comments on employee accomplishments and challenges for each goal. (Please note: If goals or expectations not set in past - please use Page 5 and devote time to developing action plan for future goals - see Instructions below)
2. Supervisor should also complete page 3 that asks for specific performance feedback or rating on a series of core work behaviors and management qualities. Where appropriate provide specific examples of behavior or activities that substantiates performance feedback or rating.
3. Supervisor should complete summary comments considering all the various dimensions of performance and suggest means to close gaps between performance and performance expectations or suggest ways for continued professional growth and performance improvement.
4. Supervisor should distribute partially completed form to employee, ask employee to complete form (see step #5) and schedule an appointment to discuss completed performance improvement document.
5. Employee should review goals section and complete page 3 that asks for employee to assess and rate his/her behavior on a series of core work behaviors and management qualities. Where appropriate, the employee should provide specific examples of behavior or activities that substantiates self assessment or rating.
6. Employee should complete summary comments considering all the various dimensions of performance and suggest ways to close gaps between performance and performance expectations or suggest ways for continued professional growth and performance improvement.
7. Employee and supervisor should meet and work towards a three fold agenda: a) discuss completed performance improvement document, b) make necessary revisions and or updates to document based on the performance discussion, and c) set future development and work goals (short and long term)
8. Supervisor should secure employee, supervisor and second level reviewer's signature; make copies for departmental and employee records and forward original to Human Resources for personnel file.

**Instructions for Future Action Plan:** Employees and supervisors should use page 5 to collaboratively set goals, discuss performance expectations and establish employee development plans for next year. This working document should be the starting point for future goal setting and performance communication throughout the next year. The supervisor is ultimately responsible for finalizing, modifying and prioritizing the goals and development plans during the on-going performance communications.

\_\_\_\_\_  
Employee Name:

\_\_\_\_\_  
Employee Number:  
(found on Direct Deposit Statement and/or  
KRONOS Web Timecard)

\_\_\_\_\_  
Employee Job Title:

\_\_\_\_\_  
Employee's Department:

\_\_\_\_\_  
Supervisor's Name:

\_\_\_\_\_  
Date:

Employee's Name \_\_\_\_\_

Dept. \_\_\_\_\_

For Period: \_\_\_\_\_ to \_\_\_\_\_

**Document the established goals and objectives that were established during this time period. A section is provided for supervisors to comment about and provide performance feedback / rating about each goal. The performance feedback or rating should be communicated according to the following scale :**

**1 = Does Not Meet Expectations   2 = Meets Expectations   3 = Exceeds Expectations   N/A= Not Applicable**

<b>Goals: Briefly describe each goal, stating who, what, when and the parameters of work assigned (hours, costs, etc.)</b>	<b>Due Date</b>	<b>Weight %</b>	<b>Supervisor Comments</b>	<b>Supv Rating</b>
<b>1</b>				
<b>2</b>				
<b>3</b>				
<b>4</b>				
<b>5</b>				
<b>6</b>				
<b>7</b>				
		<b>100 %</b>		

## Behavioral Expectations

Provide specific performance feedback on core university work behaviors and management qualities. **The performance feedback or rating should be communicated according to the following scale :**

1 = Does Not Meet Expectations   2 = Meets Expectations   3 = Exceeds Expectations   N/A= Not Applicable

<b>Core Behaviors / Qualities (all employees)</b>	<b>Comments (Where applicable)</b>	<b>Supv Rating</b>	<b>Empl. Rating</b>
<b>Loyola Mission/Vision:</b> Consider effectiveness in articulating and supporting the University Mission and Loyola's Jesuit vision. Consider ways in which work activity and behaviors facilitates achievement of departmental goals that are consistent with the mission/vision.			
<b>Interpersonal/Team Effectiveness:</b> Consider effectiveness in working with and cooperating with internal and external constituencies; promoting teamwork, motivating others, valuing diversity, being service oriented and fostering a positive work climate			
<b>Communication:</b> Consider ability to communicate goals clearly. Evaluate oral and written communications, listening skills; ability to communicate at all levels of the organization, providing feedback, being accessible, responsive and helpful.			
<b>Responsiveness to Change:</b> Consider ability to support and adapt to changes in the work environment. Evaluate pro-active, problem-solving approach toward work; commitment to life-long learning by continuously increasing skills knowledge and effectiveness; seeks and initiates creative and innovative solutions and exercises sound, accurate and informed independent judgment when needed.			

<b>Leadership or Management Behaviors / Qualities (Supervisors and Managers only)</b>	<b>Comments (Where applicable)</b>	<b>Supv Rating</b>	<b>Empl. Rating</b>
<b>Supervision:</b> Consider strength in employee selection and supervision, skill in developing employees, counseling, addressing performance issues, managing diversity and success in motivating employees to achieve service excellence and departmental goals			
<b>Administration and Operating Effectiveness:</b> Consider skills in setting standards, managing time, coordinating diverse activities, fostering commitment to quality, service and achieving departmental goals.			
<b>Planning and Organization:</b> Consider strength in planning and organizing to accomplish job and departmental goals; establishing priorities, supporting university planning & goals; working within budget and meeting deadlines.			

## **COMMENT Section**

---

### **Employee's Comments**

Provide additional comments about the year's overall performance. Consider all aspects of job performance, including goal accomplishments and work behaviors specified in this document.

---

### **Supervisor's Comments**

Provide additional comments about the year's overall performance and enter support for the evaluation below. Consider all aspects of job performance, including goal accomplishment and work behaviors specified in this document.

---

## FUTURE ORIENTED ACTION PLAN

Action plans should be developed by the supervisor and the employee. Action plans should be specific and results oriented with measurable outcomes to be achieved within a designated time period. The Supervisor and employee should also agree to an appropriate follow up date(s) for specific goals, which will provide the opportunity to refine and clarify goals. This “action plan” is only intended to initiate and supplement goal setting and performance communication that is on-going in your area of work. During subsequent communication, the supervisor is responsible for finalizing, modifying and prioritizing the goals and development plans for the year.

**Development Goals :** Establish a plan to acquire the knowledge, skills, and abilities needed for the employee to improve in current position. This section should develop specific activities, projects or strategies which address performance gaps, continual professional growth & learning and relevant career aspirations. Identify target completion dates for long and short term goals and appropriate follow up date(s) to monitor progress or refine goals.

Developmental Goals	Target Date	Follow Up Date

**Future Goals and Objectives:** *Briefly describe each goal, stating who, what, when and the parameters of work assigned (hours, costs, etc.)* Identify target completion dates for long and short term goals and appropriate follow up date(s) to monitor progress or refine goals. This short list should be refined, updated and added to as University, School or Division and Departmental planning and goals change.

Projects and Objectives	Target Date	Follow Up Date

\_\_\_\_\_  
Employee’s Signature (indicates review  
& discussion of document)

\_\_\_\_\_  
Date:

\_\_\_\_\_  
Supervisor’s Signature

\_\_\_\_\_  
Date:

\_\_\_\_\_  
Signature of Second Level Reviewer (supervisor’s  
supervisor)

\_\_\_\_\_  
Date: