



## MPP Performance Assessment Form

Employee Name:	Employee ID:
Position:	Type of Assessment (6 month, 12 month, or annual):
Date of this Assessment:	Assessment Period: From: _____ To: _____
Division:	Department:
Evaluator Name:	Evaluator Title:
2 <sup>nd</sup> Level Manager Name:	2 <sup>nd</sup> Level Manager Title:
Competency Score*:	*This score is auto populated from the calculated score at the end

### Section A – Goals and Overall Performance

A.1 Provide a brief narrative on overall performance.



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A.2 List last year's goals and extent to which they have been achieved (Achieved, Ongoing, or Not Achieved). Provide a brief explanation of impact of each goal on university/unit.



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A.3 List goals for next year.



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### Section B – Narrative on Leadership Competencies

In sections B and C, please rate the degree to which each of the leadership competencies listed have been demonstrated using the following key: (3) Exceeds expectations (2) Meets expectations (1) Below expectations. Please provide examples and suggest further development as appropriate.

#### **B.1-Communication**

*Leaders should exhibit strong oral, written, and presentation skills, and should clearly articulate expectations to others.*

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#### **B.2-Conflict Management**

*Leaders are expected to navigate conflict empathetically and effectively and to help others achieve their goals in support of a working environment focused on inclusivity and excellence.*

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### **B.3-Decision-Making**

*Leaders are expected to engage stakeholders and team members in a collaborative manner to gather input about issues and then to make decisions and communicate those decisions in a timely fashion.*

### **B.4- Emotional Intelligence**

*Leaders are expected to have a strong ability to interact intelligently, judiciously, and empathetically with diverse team members and stakeholders in an ongoing effort to motivate and inspire others.*



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### Section C – UNIVERSITY CORE VALUES

#### **C.1 Strategic Thinking**

*Leaders need to take long-range, broad approaches to decision-making to ensure alignment with the university's strategic plan and to bring strategic, forward-thinking, thoughtful approaches to their work.*

#### **C.2 Commitment to Diversity & Inclusion**

*Leaders value and embrace SSU's commitment to diversity and inclusion in both words and action. This includes building teams that value and embrace diversity and have multicultural competence.*



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### **C.3 Commitment to Sustainability**

*SSU leaders shall pursue paths of assessment and decision-making to demonstrate a commitment to sustainability and to help the overall institutional effort to embrace sustainable practices. This includes demonstrating openness to different perspectives.*

### **C.4 Commitment to Innovation**

*Leaders are expected to embrace innovation and to find pathways to lead effectively in a fast-changing environment.*



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### Section D – AREA OF EXPERTISE/DISCIPLINE CURRENCY AND DEVELOPMENT

As an institution committed to innovation and education, SSU expects its leaders to maintain currency in their area of expertise or discipline and to continue to develop professionally. In this section, please identify the means by which you have maintained currency and also your planned development (general skills-building and/or leadership specific) for the upcoming year. Please provide action items or timelines as appropriate.

[Empty response box for Section D]

### TOTAL COMPETENCY SCORE

*Please fill in the above score based on the sum total of the competency categories. Score should be between zero and twenty-four.*

\_\_\_\_\_  
Employee Signature

*Note: signing above does not indicate your agreement, it only acknowledges receipt of this document.*

Check this box to indicate that this has been reviewed by the second level manager prior to delivery to employee

\_\_\_\_\_  
Evaluator Signature

\_\_\_\_\_  
2<sup>nd</sup> Level Management Signature

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## Section 5 – Ratings Key

The purpose of the annual performance evaluation is to evaluate performance and important competencies that drive success for each leader. The Ratings Scale and Definition Key below are intended to assist in the assessment process. The University evaluates leaders once each year based upon the annual review period of July 1 – May 31. There should be a correlation between organizational/team performance and the leader's performance, i.e., how did the leader contribute and drive both organizational and team success.

<b>1</b> <b>Performance</b> <b>Below Expectations</b>	<b>2</b> <b>Performance</b> <b>Meets Expectations</b>	<b>3</b> <b>Performance</b> <b>Exceeds Expectations</b>
<p>Performance is below expectations and generally acceptable standards</p> <p>May exhibit negative behavior and does not follow established policies and procedures</p> <p>Does not demonstrate inclusive behavior or recognize the value of differences</p> <p>Rarely engages with, supports and/or motivates team and others</p> <p>May manage performance haphazardly wherein team goals are unclear or unrealistic</p> <p>Fails to consistently work well with others and frequently demonstrates a lack of cooperation</p> <p>Focuses more on failure and may demonstrate resistance to change</p> <p>May demonstrate lack of leadership, assigning work inappropriately or without bearing in mind the skills and strengths of team members</p> <p>Needs improvement and this evaluation may be considered a Performance Improvement Plan</p> <p>Poor at communicating with others and may have repeated incidents which could have been avoided with better communication</p> <p>Ineffective at hiring, coaching and developing staff to ensure team success</p> <p>Inconsistent results with critical thinking and problem-solving skills</p> <p>May demonstrate poor judgment</p> <p>Poor at establishing trust and respect amongst team and with others</p> <p>Demonstrates lack of self-awareness</p> <p>Fails to deliver desired results</p>	<p>Performance meets expectations and is appropriate for the needs of the leadership position</p> <p>Exhibits generally positive behavior and follows established policies and procedures</p> <p>Respects, includes and recognizes the differences in others and the value of this in the workplace</p> <p>Engages with, provides support for and motives team and others</p> <p>Manages performance of others well, developing both people and processes</p> <p>Generally works well with others, demonstrating cooperation, professionalism and initiative</p> <p>Manages change well and leads others to do so as well</p> <p>Demonstrates effective leadership, assigning work appropriately bearing in mind the skills and strengths of team members</p> <p>Competent in field of expertise, performing all functions of the leadership role effectively with good, consistent work performance</p> <p>Communicates well with others in a clear and concise manner</p> <p>Hires, coaches and develops staff to ensure good team performance</p> <p>Good critical thinking and problem solver</p> <p>Generally exercises good judgement</p> <p>Effective at building trust and respect</p> <p>Demonstrates good self-awareness and engages others in complementary ways</p> <p>Generally delivers desired results</p>	<p>Performance consistently exceeds expectations making a high impact to the organization &amp; team</p> <p>Consistently exhibits positive behavior and follows established policies and procedures</p> <p>Consistently demonstrates inclusive behavior, inviting &amp; welcoming diverse perspectives</p> <p>Develops and maintains high-performing teams, recognizes the strengths in others, motivates, empowers and encourages others</p> <p>Manages and helps to develop the performance of others well, developing and often leading process improvement efforts and/or people development initiatives</p> <p>Consistently works well with others, demonstrating cooperation, professionalism and initiative at all times</p> <p>Manages change well and consistently leads others through change and effectively manages resistance and communicates frequently</p> <p>Demonstrates outstanding leadership, assigns work effectively, completes work with high degree of accuracy and professionalism</p> <p>Extremely knowledgeable in field of expertise, performs all functions of the leadership role effectively with consistent outstanding results</p> <p>Excellent communicator who communicates at highest caliber – clear, persuasive, accurate &amp; focused</p> <p>Hires, coaches, develops staff to consistently ensure high performance</p> <p>Analyzes, prioritizes and solves critical problems accurately and quickly, even when complex</p> <p>Consistently demonstrates good judgement</p> <p>Trusted and respected by others</p> <p>Demonstrates clear self-awareness and effectively maximizes strengths, mitigates weaknesses and engages others appropriately</p> <p>Consistently delivers desired results</p>