

Employee's Name:

Title:

Supervisor:

Review Period:



Talladega College

Performance Review

Performance Competencies (Depending on position, some competencies may be more relevant than others.)

Exceptional: Performance is consistently superior and significantly exceeds position requirements.	Exceptional	Highly Effective	Proficient	Inconsistent	Unsatisfactory	New/Not Applicable
Highly Effective: Performance frequently exceeds position requirements.						
Proficient: Performance consistently meets position requirements.						
Inconsistent: Performance meets some, but not all position requirements.						
Unsatisfactory: Performance consistently fails to meet minimum position requirements; employee lacks skills required or fails to utilize necessary skills.						
New/Not Applicable: Employee has not been in position long enough to have demonstrated the essential elements of the position and will be reviewed at a later agreed upon date.						
1. Skill and proficiency in carrying out assignments. Brief explanation:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Possesses skills and knowledge to perform the job competently. Brief explanation:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Skill at planning, organizing and prioritizing workload (For self and direct reports, if applicable) Brief explanation:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Holds self accountable for assigned responsibilities; sees tasks through to completion in a timely manner. Brief explanation:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Proficiency at improving work methods and procedures as a means toward greater efficiency. Brief explanation:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Communicates effectively with supervisor, peers, and customers. Brief explanation:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Ability to work independently. Brief explanation:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Talladega College
Descriptive Performance Review

Performance Level	Description	Exceptional	Highly Effective	Proficient	Inconsistent	Unsatisfactory	New/Not Applicable
Exceptional:	Performance is consistently superior and significantly exceeds position requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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8. Ability to work cooperatively with supervision or as part of a team Brief explanation:		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Willingness to take on additional responsibilities Brief explanation:		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Reliability (attendance, punctuality, meeting deadlines) Brief explanation:		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Adeptness at analyzing facts, problem solving, decision-making, and demonstrating good judgment. Brief explanation:		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional performance competencies for employees with supervisory responsibilities							
12. Displays fairness towards all subordinates. Brief explanation:		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Identifies performance expectations, gives timely feedback and conducts formal performance appraisals. Brief explanation:		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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14. Helps employees to see the potential for developing their skills; assists them in eliminating barriers to their development. Brief explanation:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Delegates responsibilities where appropriate, based on the employee's ability and potential. Brief explanation:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Takes timely and appropriate corrective/disciplinary action With employees. Brief explanation:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Takes specific steps to create and develop their diverse workforce And to promote an inclusive environment. Brief explanation:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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Descriptive Performance Review

Performance Summary (attach additional pages as necessary)

1. List all aspects of employee's performance that contribute to his or her effectiveness.
2. List aspects of employee's performance that require improvement for greater effectiveness.
3. In what way is the employee ready for increased responsibility? What additional training will he/she need to be successful?

Goal Setting and Development Planning

4. List the employee's performance goals for the coming year:
5. How do these align with departmental goals?
6. List the employee's development goals for the coming year:
7. In the coming year, how will you provide guidance and assistance for the employee to accomplish his/her goals?

This annual performance review will become part of your Talladega College personnel file. Please sign below to acknowledge that you have received this document.

Employee's Signature: _____ Date: _____
Supervisor's Signature: _____ Date: _____