



UNIVERSITY HOSPITAL

Newark, New Jersey

EXECUTIVE PERFORMANCE APPRAISAL

Employee Name:	<input type="text"/>	University ID:	<input type="text"/>
Position Title:	<input type="text"/>		
Unit/School:	<input type="text"/>	Department:	<input type="text"/>
Appraisal Type: Probationary <input type="checkbox"/> Annual <input type="checkbox"/> Reappraisal <input type="checkbox"/>		Evaluation Period: From <input type="text"/> To <input type="text"/> Month/Year Month/Year	

INSTRUCTIONS:

1. At the beginning of each annual evaluation period list the performance goals for the coming year on page three. Also, place a check mark to the left of any competency statement on page two requiring particular attention by the Executive. Give a copy to the Executive.
2. At the end of the evaluation period, make a determination of the extent to which the Executive met the standard for each category. Enter a numeric score for each category, using the Ratings Guidelines below.
3. Indicate in the right margin, a plus (+) where performance deserves recognition, or a minus (-) where performance needs attention.
4. Complete the Performance Goals section by following the instructions on page three.
5. Review the entire evaluation. Using the Rating Guidelines, place the corresponding number that best describes your assessment of overall performance in the Overall Rating section on page four.
6. Identify any increase in salary on page four. Give the Executive the opportunity to record his/her comments.

RATING GUIDELINES:

- ⑤ This staff member has made significant contributions to advance the position of the department and/or Hospital toward excellence and prominence. Only a small percentage of staff members who exhibit uniform excellence and initiative will receive this rating.
- ④ This staff member has been instrumental to the department's success and has performed in an exemplary manner.
- ③ This staff member is proficient in the job. Performance is what is expected of a fully qualified and experienced person.
- ② This staff member occasionally fails to exhibit proficiency in the job. Improvement is necessary to meet the expectations for acceptable performance.
- ① This staff member has serious deficiencies in key areas. Performance fails to meet expectations and is not acceptable.

EXECUTIVE COMPETENCIES**RATING****ADMINISTRATIVE COMPETENCIES:****+ -**

- | | | |
|--|--------------------------|--------------------------|
| <input type="checkbox"/> Builds effective management teams and identifies optimal staffing levels necessary to effectively conduct the business of the unit. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Creates effective work plans; identifies the appropriate resources and processes; sets priorities; delegates authority and meets deadlines. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Incorporates control systems that monitor workflow and ensure task completion. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Creates an atmosphere in which information flows smoothly between self and others; encourages open expression of ideas and opinions. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Conveys information clearly and in a timely manner; prepares concise written reports; makes effective presentations. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Demonstrates the importance of sound financial performance and productivity; operates within budget; recommends methods to reduce costs. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Conducts all performance appraisals on time; evaluates performance based on results. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Empowers staff to take responsibility for their work processes; removes obstacles that hinder progress. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Understands and adheres to Hospital's compliance standards as they appear in University Hospital's Compliance Policy, Code of Conduct, and Conflict of Interest Policy; sponsors and implements initiatives to achieve the Hospital's compliance goals. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Enforces for all subordinates and personally complies with all University disease prevention and control, including tuberculosis and hepatitis B. | <input type="checkbox"/> | <input type="checkbox"/> |

CATEGORY SCORE:

LEADERSHIP:**+ -**

- | | | |
|---|--------------------------|--------------------------|
| <input type="checkbox"/> Communicates the Hospital's and Unit's vision and mission to staff members; shapes behavior in order to turn the vision and mission into reality. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Asserts own ideas and persuades others; gains support and commitment; mobilizes people to take action. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Coaches staff members and accurately assesses their developmental needs; provides specific and frequent feedback on performance; grooms employees for promotion. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Creates an environment conducive to cooperation and trust. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Acts professionally and responsibly within and outside of the Hospital; contributes to a positive image. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Adjusts to shifting priorities, ambiguity and rapid change; demonstrates flexibility. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Champions new initiatives; assumes risk and responsibility for the unit; addresses difficult issues and stands firmly when necessary. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Models behavior consistent with University Hospital's Corporate Compliance Standards; ensures that all staff are trained and evaluated on their knowledge of and adherence to compliance policies and procedures specific to their jobs. | <input type="checkbox"/> | <input type="checkbox"/> |

CATEGORY SCORE:

ORGANIZATIONAL and STRATEGIC COMPETENCIES:**+ -**

- | | | |
|--|--------------------------|--------------------------|
| <input type="checkbox"/> Thinks strategically; identifies critical, high pay-off strategies and prioritizes team efforts accordingly; effectively plans for future growth and/or direction. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Emphasizes the need to deliver quality services; defines standards for quality and evaluates processes against those standards in an effort to improve organizational performance. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Identifies customer needs and takes action to meet those needs; continually searches for ways to increase customer satisfaction. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Supports the employment, education and development of minorities and protected classes; makes decisions based on the principles of equal employment opportunity. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Recognizes the existence of, and necessity for, diversity in the workplace. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Possesses up-to-date knowledge in the profession and understands the issues relative to the broad organization and business. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Considers a broad range of internal and external factors when making decisions; uses information about the community, the market and competitors in making decisions; recognizes strategic opportunities for success. | <input type="checkbox"/> | <input type="checkbox"/> |

CATEGORY SCORE:

EVALUATOR'S COMMENTS:

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PERFORMANCE GOALS**INSTRUCTIONS:**

- List goals by order of importance.
- Review goals periodically and make changes to this section if goals or priorities change during the year.
- At the end of the evaluation period, rate each goal individually using the Rating Guidelines listed on the cover of the form.
- Consider your individual rating for each goal relative to its priority. Assign a numeric category score for overall goal achievement.

PRIORITY RATING	GOAL DESCRIPTION	RESULTS and COMMENTS	RATING
1			
2			
3			
4			
5			
6			

CATEGORY SCORE FOR PERFORMANCE GOALS:

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EVALUATOR: Discuss your assessment of the Executive's developmental needs, suggest ways the Executive can meet those needs, and how you plan to help.

EXECUTIVE: Discuss your thoughts on this evaluation and identify the specific ways the University can help you optimize your performance.

OVERALL RATING:

I have reviewed my job description as of this date and it is consistent with my present position responsibilities.

Staff Member's Signature: _____

Date: / /
mm dd yy

Note: Staff member's signature indicates review and discussion.

Evaluator's Name: _____

Signature: _____

Date: / /
mm dd yy

**Next Level
Manager's Name:** _____

Signature: _____

Date: / /
mm dd yy