

California State University, Chico
Management Personnel Plan (MPP)
PERFORMANCE APPRAISAL

_____ Name	_____ Position / Working Title
_____ Administrative Unit / College	_____ Period of Evaluation
_____ Management (I to IV)	_____ Number of employees who report to level of evaluated:
_____ Date of Last Evaluation	

CSU Trustee Policy requires that each campus “develop an evaluation plan outlining criteria and procedures for consideration of individual salary adjustments.” MPP “employees shall be evaluated after six months and one year of service, and subsequently at one year intervals.” (MPP 42722) This performance appraisal instrument is intended to meet that requirement.

A current job description must be attached and becomes part of this performance appraisal.

Part or all of the form may be replaced by a narrative providing that all criteria and components of the form are addressed by the evaluator and the level of performance is described in detail equal to that of the form.

Upon completion, the entire performance appraisal shall be placed in the individual’s personnel file.

PART I: Review of Established Goals. Evaluate the performance and progress toward the goals established in the last performance appraisal. Attach additional pages if necessary.

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Part II: Performance Criteria. There are two aspects of each criterion which must be addressed. The first is the level of performance (rate 1 - 5, below) and the second is the relevance of the criterion to the position (rate A - D, below). The comments section provides an opportunity for additional information; ratings of 1, 2, and 5 must be explained as must significant changes from the last performance appraisal.

PERFORMANCE					RELEVANCE			
Unsatisfactory	Needs Improvement	Meets Job Requirements	Exceeds Job Requirements	Outstanding	Critical	Important	Minimal	Not Applicable
1	2	3	4	5	A	B	C	D

1. Leadership

Demonstrates sensitivity and awareness in relating to people; fosters an environment that stimulates enthusiasm, creativity, innovation, and initiative; contributes to the goals described in CSUC's "The Strategic Plan for the Future;" sets appropriate examples for integrity, openness, cooperation, and commitment to the University; secures cooperation and optimum results through efforts of coworkers, and subordinates; maintains or contributes to an environment of trust and respect; establishes and implements unit goals involving human resources.

PERFORMANCE					RELEVANCE			
Unsatisfactory	Needs Improvement	Meets Job Requirements	Exceeds Job Requirements	Outstanding	Critical	Important	Minimal	Not Applicable
1	2	3	4	5	A	B	C	D
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

2. Professional Development of Subordinates

Encourages and supports professional development of subordinates.

PERFORMANCE					RELEVANCE			
Unsatisfactory	Needs Improvement	Meets Job Requirements	Exceeds Job Requirements	Outstanding	Critical	Important	Minimal	Not Applicable
1	2	3	4	5	A	B	C	D
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

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3. **Evaluation of Subordinates**

Conducts appropriate performance reviews of subordinates; establishes purposeful goals and helps subordinates to meet them; works on a continuing basis to improve performance of subordinates; links recommendations for performance-based salary increases to evaluation and professional development.

PERFORMANCE					RELEVANCE			
Unsatisfactory	Needs Improvement	Meets Job Requirements	Exceeds Job Requirements	Outstanding	Critical	Important	Minimal	Not Applicable
1	2	3	4	5	A	B	C	D
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

4. **Supervising Human Resources**

Effective in planning, organizing, and controlling the work of subordinates; delegates effectively; holds subordinates responsible for assignments and duties; makes appropriate personnel recommendations and decisions.

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1	2	3	4	5	A	B	C	D
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

5. **Managing Financial and Material Resources**

Demonstrates fiscal responsibility and efficient utilization of resources; plans and controls expenditures; works to contain costs and minimize financial loss; uses resources wisely.

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Unsatisfactory	Needs Improvement	Meets Job Requirements	Exceeds Job Requirements	Outstanding	Critical	Important	Minimal	Not Applicable
1	2	3	4	5	A	B	C	D
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

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6. **Communication**

Communicates effectively orally and in writing; provides information that is clear; listens and responds to subordinates' and coworkers' ideas, needs, and suggestions; effectively conducts and/or participates in meetings; keeps supervisor informed.

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1	2	3	4	5	A	B	C	D
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

7. **Affirmative Action/Equal Employment Opportunity**

Accepts responsibility for and makes conscientious efforts to comply with Affirmative Action and Equal Opportunity Employment policies; encourages and maintains an environment of nondiscrimination; is sensitive to individuals representing all aspects of diversity.

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1	2	3	4	5	A	B	C	D
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

8. **Quality and Quantity of Work**

Meets appropriate standards for quality and quantity of work; meets deadlines; is consistent in accuracy, efficiency, acceptability, thoroughness, and effectiveness of work product.

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

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9. **Problem Solving**

Identifies problems; develops alternative solutions; implements practical, effective, and innovative solutions; responds appropriately to new and different situations; overcomes resistance to change and secures acceptance for ideas; is sought for advice in dealing with problems.

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

10. **Interpersonal Skills**

Demonstrates ability to work well with others, is respectful of coworkers, communicates effectively and is a "team player;" promotes teamwork; demonstrates effective conflict resolution skills.

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

11. **Attitude and Cooperation**

Is committed to goals of University and unit; demonstrates a helpful manner to coworkers, subordinates, and others; is approachable and respects the views of others; projects a positive outlook; is functional; adjusts to change and manages stress; exhibits responsible and mature management / supervisory behavior; assumes responsibility for decisions and actions.

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

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12. **Technical Skills/Knowledge of Job**

Demonstrates skills and knowledge expected for the position; articulates this knowledge to others.

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1	2	3	4	5	A	B	C	D
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

13. **Personal Professional Development or Growth**

Engages in professional development to enhance personal ability to meet or exceed the demands of the position; seeks opportunities to learn skills or advance knowledge particularly about matters related to the position.

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

14. **Other:** _____

Evaluator may add an additional criterion that is particularly relevant to the position.

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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15. **Overall Level of Performance**

Based upon all the foregoing criteria and, in particular, those which are "critical" or "important" for the position, provide an assessment of overall performance.

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1	2	3	4	5	A	B	C	D
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

PART III: Identification of Goals. Based upon the foregoing performance appraisal and the responsibilities and expectations of the position, identify up to four goals or performance objectives to be completed prior to the next performance appraisal.

1	
2	
3	
4	

PART IV: Employee Response/Comments (if any) and Signature.

Employee Signature	Date

My signature certifies that this performance appraisal has been discussed with me. I understand that my signature does not necessarily indicate agreement with the appraisal.

I do not agree with the appraisal, and my reasons are indicated in the comments above my signature / attached.

PART V: Signatures of Supervisor/Evaluator and Appropriate Vice President.

Supervisor/Evaluator _____ Date _____

Intermediate Manager (if any) I Agree _____ Date _____
 I Do Not Agree

Provost or Vice President I Agree _____ Date _____
 I Do Not Agree

If the intermediate manager (if any) or the provost/vice president do not agree with the performance appraisal done by the supervisor, that disagreement shall be described below.