

## Introduction

Ideally, in the future, we will move to a system that allows us to utilize MiPRS for both program planning and reporting and performance evaluation.

For the 2011 review, which will be conducted in early 2012 we will utilize a separate document.

## Overview

The performance evaluation document will provide opportunity for staff to provide a self-evaluation, the District Coordinator to have input concerning contributions at the local level and to organizational success, and the Institute Director to provide his/her observations of achievements, contributions to organizational success, need for development and overall performance rating.

The evaluation will incorporate consideration of core competencies and how they have contributed to the success of the individual – or should be further developed.

Staff should complete the Employee Self-Evaluation portion of the document and submit to their Institute Director and District Coordinator in preparation for the face-to-face performance review meetings. **For the 2011 review period, the self-evaluations are due by February 1, 2012.**

Prior to the face-to-face meeting, the written document will be sent back to the educator and will contain the general comments/feedback and evaluation as done by the Institute Director, with input from the District Coordinator.

At the face-to-face meeting, discussion will include a review of all input and the resulting outcome of the performance evaluation. If the form, itself, needs adjusting thereafter, it can be done during the meeting, printed and signed by all parties. The final document will include the determined performance rating and signatures of the educator, District Coordinator and Institute Director. **Final document will be sent to MSUE HR for the personnel file.**

Please refer to the full Performance Evaluation System document for more detailed information concerning the process, steps and outcomes.

## MSU EXTENSION PERFORMANCE EVALUATION DOCUMENT

Employee Name: \_\_\_\_\_ Review Period: **1/1/2011 – 12/31/2011**

Institute:      AABI        CYI        HNI        GMI

Role(s): \_\_\_\_\_

### EMPLOYEE SELF-EVALUATION

Please respond to each of the following questions. The Institute Director and District Coordinator will have reviewed your MiPRS reports, so do not incorporate that level of detail, here. If you did not report an activity in MiPRS it is not to be listed here.

**The total length of employee self-evaluation – responses to all of the following questions – should be no longer than two pages.**

1. Summarize what you feel were your three greatest accomplishments/achievements for this review period (as reported in MiPRS):
2. How do you feel you have contributed to organizational, work team and/or local office success?
3. In what area(s) do you believe you have opportunity for improvement?
4. What goals were you unable to achieve and why?

### INSTITUTE DIRECTOR EVALUATION (Includes input from District Coordinator)

Observations of achievement of planned efforts (based on reported/documented efforts in MiPRS)

Contribution to the local office functions (for off-campus personnel).

Contribution to organizational success

Success in developing support for programs (External Linkages, Relationships and Funding)

Opportunities for Development

Recommendations for the year(s) ahead

## PERFORMANCE RATING

( ) Exceeds ( ) Meets ( ) Partially Meets ( ) Does not meet ( ) Special

### Exceeds Expectations

Job effectiveness regularly exceeds performance expectations during the review period. Employee achieves results well beyond established criteria for work performance. The employee uses sound process in carrying out job functions and errors are rare or non-existent. Employee demonstrates exceptional performance in quantity and/or quality of work.

### Meets Expectations

Job effectiveness meets and at times exceeds performance expectations during the review period. Generally the employee achieves the expected results relative to established criteria of work performance. Employee uses sound process in carrying out job functions. Occasions when expected results are not achieved are infrequent and utilized as learning experiences. Employee gives focused attention to suggestions for improvement in quantity and or quality of work.

### Partially Meets Expectations

Job effectiveness is uneven and generally below performance expectations during the review period. Employee produces some results that meet the stated criteria of work performance and some results are below performance expectations for the review period. Errors are occasional and sometimes repeated. Improvement in the quality and/or quantity of work in multiple areas of performance is necessary. A written performance plan to improve process and/or results is required.

### Does Not Meet Expectations

Job effectiveness is consistently below performance expectations for the review period. Employee fails to produce results consistent with the established criteria for work performance. Process is flawed in carrying out job functions. One or all of these characteristics are present in performance. Substantial improvement is required in quantity and/or quality of work. A written performance plan to improve process and/or results is required.

### Special

For staff members who have been absent from work because of illness/injury or on a leave without pay for a substantial period of the appraisal year.

## ACKNOWLEDGEMENT/SIGNATURES

I acknowledge that this report has been discussed with me. I may or may not agree with the rating, strengths and/or opportunities, and I understand that I have the option of formally appealing within fifteen (15) working days from the date of my signature.

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Institute Director Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
District Coordinator Signature

\_\_\_\_\_  
Date

**Core Competency Guide – A complete list of MSUE Core Competencies may be found [here](#)**

Program Planning and Development: Program planning and development is a process of on-going needs assessment, priority setting, conversations with stakeholders and collaborators, defining audiences and results-oriented planning. Program planning requires knowledge and skills to build partnerships, assess situations within a context, obtain resources, integrate evaluation plans, and document both processes and outcomes.

Program Implementation and Delivery: Involving learners in all aspects of the learning process is the key to successful program implementation. Important implementation elements include using research-based content; involving local, campus, and external expertise; creating participatory learning experiences based on adult learning principles; and developing volunteers.

Evaluation, Applied Research and Scholarship: Extension is accountable to a number of stakeholders—participants, funders, local leaders, collaborators and other professionals. These stakeholders need information about Extension and its work. Careful evaluation of Extension programs provides objective information to be shared about the processes of programming, the impacts of programming and the changing need for alternative efforts. Applied research and program evaluation results facilitate more objective decision making, provide program accountability, and identify opportunities to use scarce resources in creating meaningful change.

Communication Skills: Communication is a process of interaction for the purpose of exchanging ideas and information. All educators need the basic skills of translating technical information for multiple uses through writing, speaking and conveying ideas through visual means. It is increasingly important that educators use their communicative skills to create specific relationships and environments that invite participation.

Education and Information Technology: Educators must be able to identify, validate and gain access to information sources, interpret information, and sometimes repackage information to help others understand and apply knowledge. Keeping technology skills updated is essential for transforming information into usable educational materials and to communicate effectively with a broad range of colleagues and clients.

Facilitative Leadership: Facilitative leadership is a process of helping build a group's capacity to accomplish its goals by learning and using process tools. All Extension educators, regardless of programming responsibilities, need to be able to work with groups and teams to help them succeed. Skills in facilitation and group process enhance programming, build local leadership and engage communities in problem solving. Facilitative leadership, used effectively, builds and maintains successful teams.

Diversity and Multiculturalism, Civil Rights: Workforce and audience diversity and multiculturalism are paramount to Extension's excellence and success. Extension educators who recognize, understand and appreciate differences incorporate effective strategies into planning, developing and delivering educational programs to serve a broad and representative audience. Extension educators should work toward enhancing their ability to work effectively, respectfully and authentically across differences.

Marketing and Quality Service: Competence in marketing and quality service means effectively representing MSUE to external audiences. When integrated with one's program planning and evaluative capacities, this ensures that Extension offers educational programs that are relevant, timely and reflective of community needs. These competencies also enhance the development and maintenance of partnerships to strengthen support for Extension programming.

External Linkages: MSU Extension is a partnership of local, state and federal governments, community collaborators and a wide variety of partners. This web of relationships is critical to the sustainability of Extension and is the underlying strength of Extension. All Extension educators contribute to these complex relationships by understanding local and state governmental structures, communicating effectively with public officials and community leaders, developing and sustaining program partnerships, and dealing effectively with controversial issues.

Professional and Career Development: All professionals function within a code of ethics and behavioral expectations that set them apart from others. Extension educators have such expectations embedded in the unique role in which they serve. To serve others, educators must continually strive to be technically up-to-date, sensitive to interpersonal and community relations, act as an effective team member, and maintain high ethical standards

Supervisory (for those with responsibility for supervising others):

Understands and articulates the mission of MSU Extension; has a sound knowledge of policies and procedures and assures that they are applied in a consistent manner; keeps program staff members informed of new policies and procedures; ensures staff are knowledgeable about and applying affirmative action policies and compliance procedures.