



Cornell University

STAFF PERFORMANCE DIALOGUE FORM STANDARD FORMAT

_____	_____	
Name	Position/Title	
_____	_____	_____
Supervisor	Review Date	Review Period
_____	_____	
Department	College/Unit	

PERFORMANCE LEVELS

Instructions: Select from the following performance levels to describe the staff member's overall performance during the review period. Provide explanation and/or specific examples to support the level selected.

Consistently Surpasses Expectations/Standards

Works consistently at a superior level in most aspects of position; consistently exceeds goals and expectations. Makes an exceptional or unique contribution to the unit/department.

Frequently Exceeds Expectations/Standards

Performs beyond expectations in a majority of position duties and responsibilities. Consistently meets and, at times, exceeds position expectations – making a significant contribution to the overall achievement of unit/department goals.

Fully Achieves Expectations/Standards

Fulfills position requirements, consistently meeting established goals and expectations. Performance makes the expected contributions to unit goals.

Needs Improvement

Fails to meet one or more of the significant position requirements.
Requires improvements in areas noted.

(Performance improvement plan must be developed and monitored [direct link: [html version](#); [Word version](#)].)

Fails to Achieve Expectations/Standards

Does not fulfill position requirements.

(Performance improvement plan must be developed and monitored, or termination must be initiated [direct link: [html version](#); [Word version](#)].)

SECTION I: ACHIEVEMENT OF GOALS/POSITION RESPONSIBILITIES (for current review period)

Instructions: List below, in order of importance, 3 to 5 goals or key job responsibilities that were established for this review period. These items may include new performance goals, special projects, job/career development activities, or maintenance of regular duties. Consider to what extent results were achieved and what factors contributed to their success or not meeting their goals and responsibilities, and how might they overcome them. Below, select the performance level that best describes the staff member's achievement of these goals throughout the review period. *(Additional sheets may be used if necessary.)*

Goals/Responsibilities	Results Achieved	Contributing Factors

PERFORMANCE LEVEL: Section I – Achievement of Goals:

- Consistently Surpasses Expectations
 Frequently Surpasses Expectations
 Fully Achieves Expectations
 Needs Improvement
 Fails to Achieve Expectations

*(*See [Performance Improvement Plan Form](#))*

Comments:

SECTION II: SKILLS FOR SUCCESS – APPRAISAL AND DEVELOPMENT

The following key skills are essential for all staff in achieving success in their positions. Depending upon position requirements, other job-specific skills may be required of a staff member. The extent to which the staff member demonstrates these skills or needs to strengthen them should be reviewed as part of the performance dialogue, staff development, and/or performance improvement discussions.

Instructions: Select and comment on the performance level demonstrated by the staff member during the review period for the following skill areas: *(Additional sheets may be used if necessary.)*

SKILLS FOR SUCCESS	Consistently surpasses Expectations	Frequently Exceeds Expectations	Fully Achieves Expectations	Needs Improvement	Fails to Achieve Expectations	PLANNED SKILL DEVELOPMENT
Job Knowledge:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> ▪ Demonstrates the knowledge and skills required to perform the job, including administrative policies and procedures, technical and/or specialized knowledge/expertise and managerial/supervisory skills. ▪ Understands position goals, responsibilities, and expectations. ▪ Is current on professional/technical developments related to position 	COMMENTS:					
Inclusiveness:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> ▪ Shows respect for differences in backgrounds, lifestyles, viewpoints, and needs, with regard to ethnicity, gender, creed, and sexual orientation ▪ Promotes cooperation and a welcoming environment for all ▪ Works to understand the perspectives brought by all individuals ▪ Pursues knowledge of diversity and inclusiveness 	COMMENTS:					
Adaptability:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> ▪ Is flexible, open and receptive to new ideas and approaches ▪ Adapts to changing priorities, situations and demands ▪ Handles multiple tasks and priorities ▪ Modifies one's preferred way of doing things 	COMMENTS:					
Self Development:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> ▪ Enhances personal knowledge, skills, and abilities ▪ Anticipates and adapts to technological advances as needed ▪ Seeks opportunities for continuous learning ▪ Seeks and acts upon performance feedback 	COMMENTS:					

SKILLS FOR SUCCESS	Consistently surpasses Expectations	Frequently Exceeds Expectations	Fully Achieves Expectations	Needs Improvement	Fails to Achieve Expectations	PLANNED SKILL DEVELOPMENT
Communication:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> ▪ Demonstrates the ability to express thoughts clearly, both orally and in writing ▪ Demonstrates effective listening skills ▪ Shares knowledge and information ▪ Asks questions and offers input for positive results 	COMMENTS:					
Teamwork:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> ▪ Builds working relationships to solve problems and achieve common goals ▪ Demonstrates sensitivity to the needs of others ▪ Offers assistance, support, and feedback to others ▪ Works effectively and cooperatively with others 	COMMENTS:					
Service-Minded:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> ▪ Is approachable/accessible to others ▪ Reaches out to be helpful in a timely and responsive manner ▪ Strives to satisfy one's external and/or internal customers ▪ Is diplomatic, courteous, and welcoming 	COMMENTS:					
Stewardship:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> ▪ Demonstrates accountability in all work responsibilities ▪ Exercises sound and ethical judgment when acting on behalf of the university ▪ Exercises appropriate confidentiality in all aspects of work ▪ Shows commitment to work and to consequences of own actions 	COMMENTS:					
Motivation:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> ▪ Shows initiative, anticipates needs and takes actions ▪ Demonstrates innovation, creativity and informed risk-taking ▪ Engages in problem-solving; suggests ways to improve performance and be more efficient ▪ Strives to achieve individual, unit, and university goals 	COMMENTS:					
Additional Performance factors specific to position (Optional)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	COMMENTS:					

PERFORMANCE LEVEL: Section II – Skills for Success:

- Consistently Surpasses Expectations
- Frequently Surpasses Expectations
- Fully Achieves Expectations
- Needs Improvement
- Fails to Achieve Expectations

Comments:

SECTION III: OVERALL PERFORMANCE EVALUATION

Instructions: Consider the overall performance levels from Section I and Section II. Select a level to describe the staff member’s overall performance throughout the entire performance period:

OVERALL PERFORMANCE LEVEL:

- Consistently Surpasses Expectations
 - Frequently Surpasses Expectations
 - Fully Achieves Expectations
 - Needs Improvement
 - Fails to Achieve Expectations
- (*See Performance Improvement Plan Form)*

Comments:

SECTION IV: GOALS AND PROFESSIONAL DEVELOPMENT PLANS *(For upcoming review period)*

Instructions: List 3 to 5 performance goals or key job responsibilities for the upcoming performance period. These goals may be related to new responsibilities/projects, improvement of ongoing responsibilities, and professional development. Note staff member's activities and projected completion dates.

Goals/Responsibilities	Staff Action Plans	Projected Date

SECTION V: STAFF MEMBER'S COMMENTS

(Additional sheets may be used if necessary.)

SECTION VI: SIGNATURES

I have provided the staff member with a current position description and have discussed this document with him/her.

Immediate Supervisor: _____ Date: _____

Next Level Supervisor: _____ Date: _____

I have reviewed this document with my supervisor. My signature indicates that I have completed these discussions, but does not necessarily imply my agreement: any areas of disagreement are noted in my comments above (or in the attached document). I understand that I am entitled to receive a copy of this form and attachments, bearing all required signatures.

Staff Member: _____ Date: _____

For staff whose positions require adherence to NCAA guidelines: *please complete the following section:*

Staff: Please check box and provide signature and date below.

I have conducted business with full knowledge of and in full compliance with NCAA, IVY League and university policies and procedures.

Staff Member: _____ Date: _____

Supervisors: Please complete the following:

I have assessed the staff member's adherence to NCAA, Ivy League, and university policies and procedures, and the staff member has the requisite knowledge of and is in compliance with NCAA and Ivy League rules.

Supervisor: _____ Date: _____

Questions and comments regarding Cornell University's performance dialogue process may be addressed to Organizational Development Services, 20 Thornwood Drive, 254-6400