



# Kenyon College Triennial Employee Performance Review

For Review Period: \_\_\_\_\_ to \_\_\_\_\_

<b>Employee:</b>		<b>Review Date:</b>	
<b>Title:</b>		<b>Supervisor:</b>	
<b>Division/Department:</b>		<b>VP/Senior Staff:</b>	

**Instructions:**

Employee and Supervisor should review the position description in preparation for this discussion.

More information, instructions, and resources on the performance review process at Kenyon: [Employee Performance Program](#)

Assessment Categories for Performance Review	
In most cases, one assessment category will apply in any given section. However, if an employee's performance is a mix between Solid Performance and Areas for Development, both assessment categories may be checked. Comments must be provided to explain the mixed assessment.	
<p><b>SOLID PERFORMANCE (SP)</b></p> <p>Consistently meets, and at times may exceed, expectations and requirements for defined competency or essential functions. Demonstrates full knowledge of and competence in this requirement of the position.</p>	<p><b>AREAS FOR DEVELOPMENT (AD)</b></p> <p>May demonstrate satisfactory performance in some areas of core competencies or essential functions, but needs to further acquire or develop necessary competencies or skills in order to consistently meet expectations.</p>

**Section 1: Core Competencies** *(Expected of Kenyon College employees)*

*You may check one or both boxes*

Core Competency	Comments	Assessment
<p><b>Reliability/Accountability</b></p> <ul style="list-style-type: none"> <li>• Follows through on assignments</li> <li>• Takes ownership of work</li> <li>• Is reliable and responsible</li> <li>• Adheres to Kenyon College policies and procedures</li> </ul>		<input type="checkbox"/> SP  <input type="checkbox"/> AD
<p><b>Teamwork/Cooperation</b></p> <ul style="list-style-type: none"> <li>• Serves as a positive colleague or team member</li> <li>• Is flexible, adapts to changing priorities, and recognizes the needs of the organization</li> <li>• Establishes productive working relationships</li> </ul>		<input type="checkbox"/> SP  <input type="checkbox"/> AD

**Section 1: Core Competencies (continued)**

*You may check one or both boxes*

Core Competency	Comments	Assessment
<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Speaks and/or writes effectively, listens, and clarifies information when necessary</li> <li>• Employs the appropriate tone and gives appropriate content for designated audience</li> <li>•</li> </ul>		<input type="checkbox"/> SP  <input type="checkbox"/> AD
<p><b>Service/Civility/Inclusion</b></p> <ul style="list-style-type: none"> <li>• Treats all with respect, courtesy, and dignity</li> <li>• Strives to achieve service standards</li> <li>• Embraces Kenyon’s commitment to maintain a diverse and inclusive workplace</li> </ul>		<input type="checkbox"/> SP  <input type="checkbox"/> AD
<p><b>Leadership</b> (Some may apply only to supervisors)</p> <ul style="list-style-type: none"> <li>• Provides positive leadership, support, and direction</li> <li>• Promotes understanding of the College mission</li> <li>• Interacts with humor, humility and empathy</li> <li>• Plans, controls, and delegates effectively</li> <li>• Motivates others to perform at the highest level</li> <li>• Communicates in a transparent, straightforward way</li> </ul>		<input type="checkbox"/> SP  <input type="checkbox"/> AD
<p><b>Supervising Performance of Others</b> (for supervisors only)</p> <ul style="list-style-type: none"> <li>• Provides timely, constructive and balanced feedback</li> <li>• Holds employees accountable</li> <li>• Completes check-in conversations and triennial reviews honestly and fairly</li> <li>• Attends to conflict quickly and equitably</li> <li>• Provides effective coaching and mentoring</li> <li>• Identifies training and development opportunities</li> </ul>		<input type="checkbox"/> SP  <input type="checkbox"/> AD  <input type="checkbox"/> N/A

## Section 2: Position-Specific Essential Functions

Assess the top 3-5 essential functions for the position. Essential Functions are typically drawn from the position description. Additional narrative may be provided to assess other functions as listed in the position description.

Position-Specific Essential Functions	Comments	Assessment
1.		<input type="checkbox"/> SP <input type="checkbox"/> AD
2.		<input type="checkbox"/> SP <input type="checkbox"/> AD
3.		<input type="checkbox"/> SP <input type="checkbox"/> AD
4.		<input type="checkbox"/> SP <input type="checkbox"/> AD
5.		<input type="checkbox"/> SP <input type="checkbox"/> AD

**Section 3: Specific Accomplishments/Goals/Professional Development/Overall Comments**

Note the employee’s progress on any goals identified in check-in conversations, and/or note other accomplishments achieved. Explain whether any goals were modified due to departmental operations or changed priorities. Offer suggestions for professional development. Provide narrative on overall performance review.

**Section 4: Employee Comments**

Employee may include comments in the space below, and/or may attach comments in a separate document. This section may also be used for Employee to provide professional development plans and list future goals.

**Section 5: Signatures**

Employee \_\_\_\_\_

Date \_\_\_\_\_

Supervisor \_\_\_\_\_

Date \_\_\_\_\_

*Employee signature indicates only that the Triennial Review has been shared with the employee and not necessarily their agreement with the supervisor's review.*

Dept. Head \_\_\_\_\_

Date \_\_\_\_\_

VP/Senior  
Staff \_\_\_\_\_

Date \_\_\_\_\_

*Last updated December 12, 2017*