

PERFORMANCE EVALUATIONS TOOLKIT REVIEW

CORE COMPETENCY DESCRIPTIONS – Classified Employees

Customer Service

Evaluate ability to communicate with public in helpful and informative manner.

Dependability

Evaluate punctuality, regularity in attendance, meeting deadlines, and performing work without close supervision.

Initiative

Evaluate the self-starting ability. Resourcefulness and creativity as applied to the duties of the position.

Job Knowledge

Evaluate the use of information, procedures, materials, and techniques, etc. required for current job.

Planning/Organizing

Evaluate areas such as varying work demands, developing efficient methods, setting goals and objectives, establishing priorities, and utilizing available resources.

Quality

Evaluate the accuracy, completeness, and follow-through of work and health and safety rules and procedures.

Teamwork

Evaluate interpersonal relationships with other employees, students, faculty and willingness to help others accomplish tasks.

CORE COMPETENCY EXAMPLES – Classified Employees

CUSTOMER SERVICE

Unsatisfactory	Satisfactory	Exceeds Standard
Frequently rude and impolite.	Usually maintains a confident and professional demeanor in dealing with the public.	Always follows through and finds the answers to any questions and reports back to the customer promptly.
Demonstrates poor customer relations skills.	Courteous and knowledgeable.	Answers all questions promptly and accurately with exceptional customer service.
Frequently carries on personal conversations in person or on the phone while customers wait.	Is helpful in assisting customers and is able to answer questions.	Goes above job duties to ensure customer needs are met.

DEPENDABILITY

Unsatisfactory	Satisfactory	Exceeds Standard
Seldom arrives to work on-time and has irregular attendance.	Arrives to work in a timely manner on scheduled days.	Consistently arrives to work on time and never misses work without prior approval and appropriate notification.
Fails to meet deadlines.	Meets deadlines within outlined time frame.	Meets deadlines and is eager to begin new projects or provide assistance in other areas.
Frequently requires supervision to complete routine tasks.	Can be depended upon to follow through on commitments and responsibilities.	Takes responsibility and provides leadership on projects or initiatives.

INITIATIVE

Unsatisfactory	Satisfactory	Exceeds Standard
Seldom takes action to improve outcomes, process or measurements.	Responds appropriately on own to improve outcomes, processes or measurements.	Actively seeks out ways on own to improve outcomes, processes or measurements.
Seldom assumes responsibility and leadership when asked.	Assumes responsibility and leadership when asked .	Takes responsibility and provides leadership on projects or initiatives.
Frequently requires supervision to complete routine tasks.	Accomplishes goals independently , with little need for supervision. Takes ownership and accountability for own performance.	Takes action on projects without being directed to do so, and looks for opportunities to move projects along.
Seldom seeks out and/or accepts additional responsibilities in the context of the job; avoids all but what is directly asked of him/her.	Seeks out and/or accepts additional responsibilities in the context of the job.	Enthusiastically seeks and accepts additional responsibilities, both in the context of the job and outside immediate job responsibilities.

JOB KNOWLEDGE

Unsatisfactory	Satisfactory	Exceeds Standard
Does not demonstrate the skills and knowledge necessary to effectively accomplish tasks within one's own function or work group.	Demonstrates skills and knowledge relevant to one's own function or work group.	Demonstrates expertise in skill and knowledge within areas relevant to one's own function or work group.
Seldom considers or applies best practices in discipline or specialty area.	Applies current best practices in discipline or specialty area.	Develops and contributes to best practices in discipline or specialty area for the work group.
Does not stay aware of major developments in discipline or specialty area.	Stays aware of major developments in discipline or specialty area.	Serves as a resource for others regarding major developments in discipline or specialty area, and facilitates sharing of methods and knowledge.
Seen by customers and team members as lacking functional knowledge and skills.	Recognized by customers and team members for functional knowledge and skills.	Consistently, in all cases, seen by customers and team members as possessing high functional knowledge and skills.

PLANNING/ORGANIZING

Unsatisfactory	Satisfactory	Exceeds Standard
Struggles to stay focused on tasks and assignments; often misses deadlines and fails to complete assignments.	Stays focused on tasks and assignments.	Maintains focus and perseveres even in the face of obstacles.
Is inefficient in use of time; easily distracted.	Uses time efficiently to complete assignments.	Uses time efficiently; adapts plans when changes occur. Prioritizes tasks based on importance.

QUALITY

Unsatisfactory	Satisfactory	Exceeds Standard
Has made frequent errors that are harmful to operations.	Does not require constant supervision.	Takes pride in work and strives to improve work performance.
Department has received complaints about the quality of work and does not follow safety procedures.	Error rate is acceptable , and all work is completed timely.	Duties are performed with no errors .
Quality of work produced or performed is unacceptable .	Duties are completed on time with minimal errors and are aligned with safety rules.	Follows work and safety rules and procedures.

TEAMWORK

Unsatisfactory	Satisfactory	Exceeds Standard
Does not treat all people with the same level of respect, dignity or fairness.	Treats all people with dignity and respect; strives to be fair and consistent.	Consistently (in all cases) treats everyone with dignity, respect and fairness; is very easy to approach and helpful.
Seldom attempts to resolve differences of opinion or ideas; lets problems fester and escalate; often requires third party intervention.	Strives to constructively resolve differences of opinion or ideas; seeks assistance when needed.	Resolves interpersonal conflicts constructively and professionally; seldom requires outside assistance.
Demonstrates an unwillingness to help others succeed.	Spends time with others when asked, to help them succeed.	Enthusiastically spends time with others to help them and the team succeed.
Does not show interest in listening to ideas from others; has difficulty respecting ideas when different from own; tends to reach conclusions before listening to all sides.	Listens to and considers ideas from others, even when different from own.	Listens to and carefully considers ideas from others, even when different from own; ensures all sides are heard before reaching a conclusion.

CORE COMPETENCY DESCRIPTIONS – Supervisor Responsibilities

Diversity Initiatives

Evaluate effectiveness in promoting and implementing the principles and policies of diversity and affirmative action/equal opportunity in support of the University's diversity goals.

Leadership

Evaluate areas such as setting realistic expectations; encouraging efficient, productive performance; providing good managerial example; inspiring enthusiasm for professional goals; and interpersonal communication skills.

Delegating

Evaluate areas such as utilizing capabilities of people and resources, distributing work, and regulating work, and regulating work flow.

Development of Subordinates

Evaluate aspects such as providing career development resources and offering guidance; communicating priorities, goals and objectives; and giving clear task instructions.

Controlling (Time Management)

Evaluate areas such as insuring that assignments are completed accurately and on time; setting priorities, goals, and objectives, etc.

Affirmative Action Objectives

Evaluate efforts and achievements in the furtherance of staff personnel equal opportunity and affirmative action objectives.

CORE COMPETENCY EXAMPLES – Supervisor Responsibilities

DIVERSITY INITIATIVES

Unsatisfactory	Satisfactory	Exceeds Standard
Rarely recognizes and values the contributions made by coworkers.	Takes notice of behavior of others; speaks up when someone is being excluded.	Engages diverse perspectives to create new and better ways to accomplish work, solve problems or make decisions.
Lacks awareness and sensitivity toward diversity and inclusion.	Is open to a wide range of views, including views that challenge the status quo.	Ensures a welcoming environment for all employees and customers.
May exhibit difficulty in establishing effective working relationships with people different from oneself.	Supports institutional diversity initiatives and objectives.	Values diversity and inclusion. Creates and presents ideas to enhance diversity awareness.

LEADERSHIP

Unsatisfactory	Satisfactory	Exceeds Standard
Rarely seeks ways to improve outcomes.	Actively seeks out ways to improve outcomes, processes or measurements.	Consistently, in all cases , seeks out ways on own to make improvements to outcomes, processes and/or measurements. Collaborates with external units to create and develop opportunities for improvement.
Seldom takes responsibility for or provides leadership in projects/initiatives.	Takes responsibility and provides leadership on projects or initiatives.	Consistently, in all cases, takes responsibility and provides leadership on projects or initiatives and brings projects to a successful conclusion.

Often waits for direction to initiate action on projects.	Takes action on projects without being directed to do so, and looks for opportunities to move projects along.	Always advances projects by identifying and recommending internal /external resources when available resources are insufficient. Recognizes external/internal risks and develops projects to address issues. Advocates for change when needed.
Rarely encourages or identifies staff development opportunities.	Encourages staff to identify and address process improvements, participate in projects and serve on committees when appropriate.	Identifies and/or provides opportunities for staff to assume leadership roles on projects and/or committees.

DELEGATING

Unsatisfactory	Satisfactory	Exceeds Standard
Dictates to others rather than involving them in the decision making.	Draws on the knowledge and skills of others.	Outstanding ability to provide accurate direction and utilize knowledge and skills of others.
Belittles subordinates.	Available when needed and has open door policy for subordinates.	Very supportive of coworkers and subordinates attempts at improvement.
Assumes others should know what to do and how to do it with little or no training.	Assigns work fairly and resolves disputes fairly.	Inspires others to do better.

DEVELOPMENT OF SUBORDINATES

Unsatisfactory	Satisfactory	Exceeds Standard
Infrequently provides feedback to address behavior issues.	Provides feedback to improve performance and is receptive to receiving feedback.	Consistently provides feedback to employees and solicits feedback from others.
Does not provide developmental opportunities to employees.	Provides opportunities for continued learning or on the job training.	Explores opportunities for employees to implement new skills, technologies and or/advances in field to improve quality and efficiency.
Does not always identify and address needs for improvement.	Identifies areas of improvement and works with employee to improve.	Has exceptional skill in mentoring and coaching.

CONTROLLING (TIME MANAGEMENT)

Unsatisfactory	Satisfactory	Exceeds Standard
Is inefficient in use of time; often misses deadlines and fails to complete assignments.	Stays focused on tasks and assignments.	Maintains focus and perseveres even in the face of obstacles.
Struggles to stay focused on tasks and assignments; easily distracted.	Uses time efficiently to complete assignments; delegates appropriately.	Uses time efficiently; adapts plans when changes occur. Prioritizes tasks based on importance.
Demonstrates little desire for excellence in work and meeting goals and objectives.	Works toward achieving goals and objectives outlined by supervisor and department.	Exceeds expectations with projects and takes assignments beyond original intent to further team's efforts.

AFFIRMATIVE ACTION OBJECTIVES

Unsatisfactory	Satisfactory	Exceeds Standard
Seldom recognizes and values the need for a diverse workforce	Recognizes and values the need for a diverse workforce	Implements practices to enhance diverse workforce
Does not recognize own biases when participating in the hiring process or providing promotional opportunities	Values the importance of a fair and equitable hiring process; provides equal opportunity for promotions	Is proactive in ensuring biases are addressed and contributes to the organization's goals for affirmative action
Unaware of biases or stereotypes resulting in unfair treatment	Ensures a welcoming environment for all employees and customers.	Ensures employee are given equal consideration for promotional opportunities and that all are treated fair

OVERALL SCORE RATING SCALE

Exceeds Standards

The employee regularly demonstrates superior performance. Both what is produced and how it is produced far exceed institutional standards and expectations of the position. The employee is extraordinarily competent and productive. Performance at this level occurs throughout the year and across all key aspects of the position. This employee is often sought out by others for counsel and assistance, and is widely recognized as a role model. Examples of the results and sought after expertise must be given. This rating should be reserved for truly outstanding performance throughout the review period.

Above Average

The employee demonstrates strong, consistent performance in all or almost all competencies, skills and responsibilities. Both what is produced and how it is produced meet and often exceed institution standards and expectations of the position. Results add value beyond the scope of the current role, often benefiting the division/department. Examples of these results must be given to receive this rating. This rating should be reserved for employees with strong, commendable performance.

Satisfactory

The employee consistently demonstrates capable, or satisfactory, performance. Both what is produced and how it is produced meet standards and expectations of the position. The employee is a dependable, competent, knowledgeable individual who meets and occasionally exceeds expectations of the position. This rating conveys solid, effective performance.

Below Average

The employee demonstrates adequate performance in most areas, but needs improvement in one or more significant aspects that are critical to the position. Either what is produced or how it is produced require improvement in one or more areas to meet expectations of the position and institution. Such performance shortfalls may be attributable to newness on the job, missing or undeveloped skills, and/or experience. Regardless, this rating conveys that performance is below expectations in one or more areas and must be improved. *A performance improvement plan and review by HR is required.*

Unsatisfactory

The employee frequently performs below the level expected of this position in all or almost all key aspects of the position. Both what is produced and how it is produced are below institution standards and clearly unacceptable. Unless there is obvious and immediate improvement *a performance improvement plan and review by HR is required.*