

# Performance Evaluations Toolkit

A Reference Guide to Assist in Facilitating the  
Performance Review Process

January 2015



# Overview

The purpose of the performance evaluation is to ensure that the institution and all its departments are working together in a way that efficiently contributes to the achievement of the institution's goals. Included in this guide are some practical tips on how to conduct effective performance evaluation conversations.

**“Treat employees like they make a difference and they will.”  
-John Goodnight**

# Goal Setting

An important component of the performance evaluation includes outlining the expected goals for the next review period as well as providing feedback on the current goals to be accomplished by the employee. Goals should be achievable in one year; if a goal is multi-year, it should be broken down into milestones of a year or less. When identifying objectives, use the following **S.M.A.R.T.** outcomes...

# S.M.A.R.T.

**Specific** – What will be achieved and why is this important? Consider also relationship with other goals and how this goal may impact them.

**Measurable** – Define quality and quantity as precisely as possible.

**Achievable** – The goal must be realistic within time and resource constraints and within the capabilities of the employee – knowledge, skills and learning ability (with appropriate support).

**Relevant** – The goal must relate to both the employee's role and the department's/institutions's objectives, and be an obvious priority in relation to other responsibilities.

**Time-bound** – By when should the goal/milestone be completed? Set appropriate review dates to discuss progress regularly.

# Tips for Supervisors

## Pitfalls to Avoid



**Surprises** – there should be no surprises for the employee in their performance review conversation, unless they are pleasant ones! All feedback on performance improvements should be delivered as close in time to when the behavior occurs.



**Halo and horns** – the ‘halo effect’ refers to our tendency to give people we like the benefit of the doubt. The ‘horns effect’ refers to our tendency to force a negative interpretation on the behavior of those we don’t particularly like. It is easier to twist the information we have to fit our pre-existing perceptions rather than recognize that the perceptions were inaccurate and should be adjusted.

# Tips for Supervisors

## Pitfalls to Avoid



**Biased attributions** – we tend to attribute their own unhelpful behaviors to external influences, like being bad-tempered because the car wouldn't start or the kids were misbehaving. We also tend to attribute other people's unhelpful behaviors to internal influences, like personality or character (e.g. they're just a bad-tempered kind of person). Psychologists call this the 'fundamental attribution error'. This can lead us to jump to unhelpful conclusions about others' behavior and accuse them unjustly. On the other hand, it can blind us to our own personal responsibility for contributing to unhelpful situations.

# Tips for Supervisors

## Pitfalls to Avoid



**Damaging morale/relationship** – people have very strong emotional reactions to situations where they feel they are being judged. Negative feedback, especially when intentions were positive, can be extremely hurtful. Feedback that is not balanced and delivered with respect for the person's dignity will destroy trust and result in defensive behavior and withdrawal from the relationship. Encourage the employee to reflect on their own performance and ensure that positive feedback is given whenever it is merited.

# Tips for Supervisors

## The Review Meeting

1. Set a date and time in advance that is mutually convenient for both you and the employee.
2. Be sure there is enough time allotted (1–1.5 hours) and that it will be free from interruptions.
3. Select a place that is private and provides a confidential environment.
4. Provide the employee with tools for self-assessment and gather results.
5. Gather documents, including the job description, goals and objectives from the previous year's evaluation.
6. Consider the employee's areas of responsibility and goals set at the beginning of the evaluation period, what he/she has done well and where improvement may be needed; what you are doing and what you can improve to support the employee.
7. Prepare a draft performance evaluation to review with the employee.

# Tips for Supervisors

## Effective Communication

### Ask questions

- to seek clarification
- to get further information
- use open-ended, neutral questions to explore their perception without imposing yours

### Demonstrate listening and genuine interest

- use supportive and encouraging words
- paraphrasing – repeat back what they say in your own words to check your understanding
- summarizing – to clarify, pace the conversation, gain agreement and keep conversation on track

### Non-verbal skills

- supportive gestures – smiles, nods of the head
- eye contact – direct but not staring
- note taking – where appropriate
- express interest– face employee, lean slightly forward, maintain a calm manner, open facial expression and body language
- use silence to prompt further exploration – don't feel the need to fill gaps in the conversation

# Tips for Employees

## Participating in your Own Performance Review



Your job description and outlined performance standards

The goals and objectives set from the review period

Your own documentation notes, status report or self-evaluation\*

\*The self-evaluation may be optional, however, it is highly recommended that you complete one prior to your performance review.

# Tips for Employees

## Before Preparing for Your Self Evaluation



### LIST

#### YOUR MAIN AREAS OF RESPONSIBILITY

- Areas you have done well
- Areas you need to improve

#### WHAT YOU NEED FROM YOUR SUPERVISOR TO DO A BETTER JOB

# Tips for Employees



Be comprehensive, but concise and specific.

Be as objective, honest and realistic as possible.

Compare your performance to the expectations, standards and objectives that were set.

# Tips for Employees

## Writing It Down and Putting It All Together

- What are your major accomplishments?
- What could you have done better?
- Do you understand what is expected of you? Are performance standards and work rules clear?
- What training or professional development do you need?
- Would you like to see your responsibilities change? How? Why?
- What career goals do you have? What do you need to attain those goals?
- How are relationships going with your co-workers? What could they do to help you perform your job better? What can you do to help them perform better?
- What could your supervisor do to help you perform your job better?  
How can you support your supervisor?

# Core Competencies

Competencies are the knowledge, skills and abilities (KSAs), and other requirements that are needed for an employee to successfully perform their job. They are described in behavioral terms that are coachable, observable, measurable, and critical to successful performance. This is the criteria that will be reviewed and discussed in the performance evaluation.

# Job-Specific Competencies

## Classified Employees

### Employee Responsibilities

- Job Knowledge
- Quality
- Planning/Organizing
- Productivity
- Initiative
- Coordination/Teamwork
- Dependability
- Public Relations
- Conduct

### Supervisor Responsibilities

- Diversity Initiatives
- Leadership
- Delegating
- Development of Subordinates
- Controlling (Time Management)
- Affirmative Action Objectives

# Core Competency Descriptions

## Classified Employees

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

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

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

**Productivity** - Evaluate the volume and timeliness of work based on the requirements of the job.

# Core Competency Descriptions

## Classified Employees

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

**Coordination/Teamwork** - Evaluate interpersonal relationships with other employees, students, faculty and willingness to help others accomplish tasks.

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

**Public Relations** - Evaluate ability to communicate with public in helpful and informative manner.

**Conduct** - Evaluate ability to behave in a manner consistent with the University mission.

# 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.

# Core Competency Descriptions

## Supervisor Responsibilities

**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.

# 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.*

# Core Competency – Example Behaviors

## Classified Employees

### 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.

# Core Competency – Example Behaviors

## Classified Employees

### 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.

# Core Competency – Example Behaviors

## Classified Employees

### 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.

# Core Competency – Example Behaviors

## Classified Employees

### PRODUCTIVITY

Unsatisfactory	Satisfactory	Exceeds Standard
Is selective in amount of effort given; only strives to deliver good results for certain tasks and goals.	Delivers good results for all assigned tasks and goals.	Achieves excellence in all tasks and goals.
Struggles to stay focused on tasks and assignments; easily distracted.	Stays focused on tasks and assignments.	Maintains focus and perseveres even in the face of obstacles.
Is inefficient in use of time; often misses deadlines and fails to complete assignments.	Uses time efficiently to complete assignments.	Uses time efficiently; adapts plans when changes occur. Prioritizes tasks based on importance.
Struggles with maintaining current job knowledge and skills.	Maintains current job knowledge and skills.	Actively pursues the opportunity to expand job knowledge and skills.
Is not open to feedback from others; criticizes and ignores feedback from others.	Is receptive to and implements suggestions for improvement.	Is receptive to and implements suggestions for improvement. Solicits feedback. Actively identifies ways to improve.

# Core Competency – Example Behaviors

## Classified Employees

### 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.

# Core Competency – Example Behaviors

## Classified Employees

### COORDINATION/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 – Example Behaviors

## Classified Employees

### 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.

# Core Competency – Example Behaviors

## Classified Employees

### PUBLIC RELATIONS

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.

# Core Competency – Example Behaviors

## Classified Employees

### CONDUCT

Unsatisfactory	Satisfactory	Exceeds Standard
Displays disrespectful and/or inappropriate behaviors toward students, employees, or supervisors.	Displays respectful and appropriate behaviors toward students, employees, or supervisors.	Positively represents the department and university. Is diplomatic when interacting with the community.
Frequently engages in conduct that negatively impacts the department or university.	Engages in conduct that positively impacts the department or university.	Consistently encourages a positive work environment for all.
Unwillingness to be a team player and support the department.	Is a team player and supports the department's goals.	Models a collaborative team spirit, sharing information and offering to assist others.

# Core Competency – Example Behaviors

## Supervisors' 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.

# Core Competency – Example Behaviors

## Supervisors' Responsibilities

### 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.

# Core Competency – Example Behaviors

## Supervisors' Responsibilities

### 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.

# Core Competency – Example Behaviors

## Supervisors' Responsibilities

### 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.	Provide 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 skills in mentoring and coaching.

# Core Competency – Example Behaviors

## Supervisors' Responsibilities

### 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 towards achieving goals and objectives outlined by supervisor and department.	Exceeds expectations with projects and takes assignments beyond original intent to further team's efforts.

# Core Competency – Example Behaviors

## Supervisors' Responsibilities

### 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.

# Job-Specific Competencies

## Non-Classified Employees

- Leadership Effectiveness
- Communication
- Integrity
- Organizational Relationships
- Inclusion
- Strategic Thinking
- Continuous Improvement
- Decision Making
- Customer Service

# Core Competency Descriptions

## Non-Classified Employees

**Leadership Effectiveness** - Delegates effectively and supervises employee follow-through. Persuasive, fair, impartial, sets high standards, and establishes clear focus and direction. Achieves desired results and has the support and confidence of direct reports and colleagues.

**Communication** - Communicates in a clear, transparent, and concise way both verbally and in writing. Demonstrates the ability to exchange ideas, thoughts, issues, and information in any required context such as a one-on-one, small group, large group, presentations, or written format. Reduces barriers and engages in respectful, active listening.

**Integrity** - Demonstrates respect for the policies and core values of the institution. Acts in an honest and ethical manner in all situations.

# Core Competency Descriptions

## Non-Classified Employees

**Organizational Relationships-** Values and collaborates with all team members. Promotes a climate of good morale, cooperative team relationships, and healthy dialogue that promotes conflict resolution.

**Inclusion -** Promotes a diverse, collaborative, and open atmosphere in the workplace. Seeks to draw on the knowledge, skills, and abilities of all employees to improve performance and foster a culture of respect.

**Strategic Thinking -** Promotes strategic initiatives across the institution and builds relationships to achieve organizational goals and objectives. Possesses the vision necessary to see short-term and long-term results of decisions that will positively impact the university.

# Core Competency Descriptions

## Non-Classified Employees

**Continuous Improvement** - Identifies and gathers the necessary data for quality, process, and organizational performance. Utilizes teams to develop, implement, and evaluate continuous quality improvement. Promotes and fosters a learning-centered environment.

**Decision Making** - Identifies, analyzes, and resolves issues and potential problems. Utilizes innovative methods to respond to stakeholder needs. Understands and applies the knowledge possessed regarding ASU's missions and policies.

**Customer Service** - Identifies customer needs, projects positive image, identifies solutions to customer problems, implements them within scope of authority.

# 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.

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# Core Competency – Example Behaviors

## Non-Classified Employees

### LEADERSHIP EFFECTIVENESS

Unsatisfactory	Satisfactory	Exceeds Standard
Infrequently seeks ways to improve outcomes.	Actively seeks out ways to improve outcomes, processes or measurements.	Consistently, in all cases, seeks out ways 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 on committees when appropriate.	Identifies and/or provides opportunities for staff to assume leadership roles on projects and/or committees.

# Core Competency – Example Behaviors

## Non-Classified Employees

### COMMUNICATION

Unsatisfactory	Satisfactory	Exceeds Standard
Seldom shares information that is important to others without prompting and questioning.	Shares important information with others.	Provides regular, consistent, and meaningful information to others; ensures appropriate individuals are informed.
Shows little interest in what others have to say.	Listens carefully and asks questions when needed.	Listens carefully to others, asks questions for clarification, and ensures message is understood.
Does not communicate in a clear and concise manner; frequently uses improper grammar, pronunciation, or tone; difficult to understand.	Effectively communicates in a clear and concise manner using appropriate grammar, pronunciation, and tone.	Communicates in a clear and concise manner using appropriate grammar, pronunciation, and tone; conveys message using appropriate method of communication (email, phone, in person).
Often communicates non-verbally in an unprofessional manner.	Demonstrates professionalism through appropriate body language and nonverbal communication.	Demonstrates an ability to influence others by modeling appropriate body language and nonverbal communication.
Rarely adjusts communication style; overlooks needs of different situations.	Demonstrates an awareness of when to adjust communication style based on the situation.	Tailors communication style to the needs of each situation and audience.

# Core Competency – Example Behaviors

## Non-Classified Employees

### INTEGRITY

Unsatisfactory	Satisfactory	Exceeds Standard
At times does not behave or express self in an open or honest manner; is inconsistent in what they say and do; struggles in difficult situations.	Behaves and expresses oneself in an open and honest manner; is consistent in all cases with what he/she says and does; Appropriately handles difficult situations.	Always behaves and expresses self in an open and honest manner; always consistent in what they say and do; is discreet and professional; demonstrates advanced skill and tact in handling difficult situations and sensitive matters.
On more than one occasion has disclosed information that is inaccurate, incomplete, or inappropriate (e.g., confidential, sensitive in nature).	Consistently, in all cases, shares information that is accurate and complete; handles sensitive information appropriately.	Is a role model for consistently, sharing information that is accurate and complete; handles sensitive information with extreme care; encourages and inspires others to act the same.
Struggles to follow through on certain assignments and commitments in a timely or consistent manner.	Follows through on all assignments and commitments, completing them in a timely and reliable manner; consistently, in all cases, makes others aware of task/assignment status.	Completes all assignments ahead of schedule, reliably and in all cases consistently; prioritizes assignments and provides the tools and information team members need to do the same.
Is selective in supporting goals and initiatives; does not consistently adhere to policies and procedures.	Demonstrates commitment to goals, initiatives, policies and procedures through communication and actions.	Helps others understand goals, initiatives, policies, and procedures; always adheres to and enforces all policies and procedures.
Seldom encourages employees to be open and honest; occasionally allows employees to provide inaccurate or incomplete information; does not emphasize importance of keeping commitments.	Encourages employees to be open and honest; holds employees accountable for sharing accurate and complete information; recognizes employees who follow through and demonstrate commitment.	Encourages and recognizes employees for their openness and honesty; consistently, in all cases, holds employees accountable for sharing accurate and complete information; actively acknowledges employees and colleagues who follow through and demonstrate commitment.

# Core Competency – Example Behaviors

## Non-Classified Employees

### ORGANIZATIONAL RELATIONSHIPS

Unsatisfactory	Satisfactory	Exceeds Standard
Does not treat all people with dignity, respect, and fairness.	Consistently, in all cases, treats everyone, with dignity, respect and fairness; is very easy to approach and helpful.	Is a role model who consistently treats all people with dignity, respect, and fairness; inspires and ensures that others do so as well, holding them accountable if they do not.
Avoids conflict, or engages in conflict in a way that is unproductive.	Resolves interpersonal conflicts constructively and professionally; seldom requires outside assistance.	Consistently, in all cases, resolves interpersonal conflict constructively; utilizes conflict as an opportunity rather than a problem.
Misses opportunities to share time, resources and knowledge with others.	Enthusiastically spends time with others to help them and the team succeed.	Anticipates and acts upon opportunities for helping others succeed; consistently and enthusiastically shares time, resources and knowledge with others.
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 carefully considers ideas from others, even when different from own; ensures all sides are heard before reaching a conclusion.	Actively solicits and encourages ideas from a wide variety of individuals; is always careful to ensure every side is heard and considered before reaching a conclusion; lets others know they've been heard and are valued.
Does not value the importance of teamwork; has difficulty resolving team conflicts; neglects the importance of respect for all when interacting with the team.	Encourages teamwork among direct reports; facilitates resolution of team conflicts; promotes respect among all team members.	Visibly and proactively encourages teamwork among direct reports; consistently facilitates the resolution of team conflicts in a way that is mutually agreeable; promotes respect and recognizes contributions from all team members.

# Core Competency – Example Behaviors

## Non-Classified Employees

### INCLUSION

Unsatisfactory	Satisfactory	Exceeds Standard
Seldom recognizes and values the contributions made by diverse coworkers and employees.	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.
Does not recognize own biases when participating in the hiring process.	Is open to a wide range of views, including views that challenge the status quo.	Ensures a welcoming environment for all employees and customers.
Does not work effectively and willingly with diverse group of individuals.	Supports institution's objectives and timetables.	Brings valid diversity and inclusion concerns to the attention of management. Supports institutional diversity initiatives.

# Core Competency – Example Behaviors

## Non-Classified Employees

### STRATEGIC THINKING

Unsatisfactory	Satisfactory	Exceeds Standard
Unwillingness to adapt to changing priorities and organization's strategic goals.	Modifies preferred way of doing things to support the institution's strategic goals.	Instrumental in bringing about systematic changes, especially ones that require cooperation of cross-functional areas.
Exhibits negative attitude and/or behaviors to enhancing and implementing new processes.	Seeks out and implements best practices in field including trying new ideas and approaches.	Consistently establishes and realizes goals with strategic component.
Resists using new information and exhibits some difficulty in adjusting to changing situations which could impede the organization's progress.	Consistently seeks ways to adapt to changing priorities, situations, and demands.	Builds relationships to achieve organizational goals to support the departments initiatives.

# Core Competency – Example Behaviors

## Non-Classified Employees

### CONTINUOUS IMPROVEMENT

Unsatisfactory	Satisfactory	Exceeds Standard
Infrequently uses feedback, generally does not change behaviors in response to it.	Receptive to feedback; often uses feedback to improve performance.	Consistently solicits feedback from supervisor, colleagues and/or subordinates to improve individual performance.
Has difficulty learning and/or applying new skills and knowledge effectively.	Utilizes new skills, technology, and/or emerging theories and practices to improve work quality & efficiency.	Explores and implements new skills, technologies and/or advances in field to improve quality & efficiency.
Infrequently pursues developmental opportunities related to job skills.	Seeks opportunities for continuous learning.	Demonstrates continuous improvement in self and inspires others toward it.
Does not always identify and address needs for improvement.	Identifies areas for self-improvement. Sets and achieves goals to address those areas.	Has exceptional skills in mentoring and coaching and is sought out by others.

# Core Competency – Example Behaviors

## Non-Classified Employees

### DECISION MAKING

Unsatisfactory	Satisfactory	Exceeds Standard
Seldom breaks down problems into their parts, or examines root causes. Seldom considers consequences before making final decision.	Breaks down problems into fundamental parts. Identifies root causes and addresses problems in ways that lead to innovative solutions.	Generates innovative solutions that are aligned with the University's mission and vision. Sees beyond the immediate solution to potential process improvements.
At times makes decisions that overlook important available information.	Consistently, in all cases, makes informed decisions based on available and hard to find information. Utilizes information that is relevant, current and clear.	Consistently, in all cases, makes informed and well thought out decisions, based on all available and obscure information. Always utilizes information that is relevant, current and clear – and which leads to creative solutions.
Fails at times to recognize issues that require a solution; overlooks actions needed to advance the decision making process.	Recognizes typical as well as complex and unusual issues, and actions needed to advance the decision making process. Recommends possible solutions. Follows up to ensure resolution.	Even in the most difficult situations, recognizes issues and determines whether action is needed; takes charge of a group when necessary and makes decisions in a timely manner.
Becomes discouraged by ambiguous situations. Does not always adjust approach to achieve results.	Creates new ideas and processes despite initial ambiguity of the situation; modifies approach to achieve results in changing situations.	Consistently, in all cases, creates new ideas and processes despite initial ambiguity of the situation. Empowers and inspires others to find solutions in a timely manner.
Overlooks opportunities to assist employees with solving problems. Does not recognize others for successful problem solving.	Assists employees in diagnosing problems and recognizing issues. Takes time to help employees identify critical connections, consequences and alternatives. Recognizes successful adaptations.	Often gives staff opportunities to apply and strengthen problem solving skills. Challenges staff with opportunities. Establishes a culture that embraces problem solving for personal growth.

# Core Competency – Example Behaviors

## Non-Classified Employees

### CUSTOMER SERVICE

Note: the word “customer” as used here refers to anyone that is served by another as an A-State employee, or is a recipient of another’s work or output (e.g., student, donor, other departments, etc.).

Unsatisfactory	Satisfactory	Exceeds Standard
Often misinterprets customer requests.	Listens to customers (internal and external) and addresses needs and concerns.	Anticipates adverse customer reactions and develops better alternatives. Actively solicits feedback from customers to surface needs and concerns.
Frequently waits for customer to request status updates. Fails to anticipate importance of communication and information exchange.	Keeps customers informed by providing status reports and progress updates.	Proactively keeps customers informed with both formal and informal communications. Follows up with customers to ensure satisfaction.
Seldom fulfills service commitments or meets deadlines.	Delivers on service commitments. Meets established or agreed upon deadlines.	Fulfills service commitments prior to deadlines. Willingly puts in extra time and effort in crisis situations; goes the “extra mile” to ensure customer needs are met.
Seldom takes initiative to develop customer relationships.	Maintains supportive relationships with customers. Uses initiative to improve outcomes, processes, or measurements.	Actively seeks new opportunities to build relationships and understand the needs of customers.