

Performance Factors & Behavior Indicators

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Performance Factors & Behavior Indicators are intended to clarify for employees and supervisors what each Performance Factor measures, and what performance or behavior is expected at each rating level for every element of all Performance Factors. These behavioral statements are intended to be used as a general guide. Raters should provide supporting statements that accurately reflect their observations of the employee’s performance for each factor.

PERFORMANCE FACTOR GUIDELINES

Employees who consistently demonstrate behaviors that Successfully Meet Performance Expectations (“3” rating) in all rating elements of a given factor should be rated as Successfully Meeting Performance Expectations for that specific factor.

Employees whose performance for at least half of the rating elements of a given factor is either rated as Exceeds Performance Expectations (“4” ratings) or Exceptional Performance (“5” rating) should be rated as Exceeding Performance Expectations for that specific performance factor.

Employees whose performance for all of the rating elements of a given factor is rated as Exceptional (“5” rating) should be rated as Exceptional for that specific performance factor.

RATING DESCRIPTIONS

The following chart describes performance expected at each rating level. Using the rating descriptions in this guide for each factor/element (pages 3-13) will result in consistent evaluation of employee performance and support meaningful differentiation among performance of individual employees

Exceptional Performance (5)	Exceeds Performance Expectations (4)	Successfully Meets Performance Expectations (3)	Performance Needs Improvement (2)	Unsatisfactory Performance (1)
<p>Performance consistently exceeds goals, job requirements, and expectations, resulting in an overall quality of work that was superior and either 1) included the completion of a major goal or project or 2) made an exceptional or unique contribution in support of the unit, department, or University objectives. This rating is achievable by any employee, though given infrequently.</p>	<p>Performance frequently exceeds goals, job requirements, and expectations. Frequently generates results above those expected of the position.</p>	<p>Performance consistently meets goals, job requirements, and expectations. Employee makes a solid, reliable, and meaningful contribution to the department.</p>	<p>Performance did not consistently meet goals, job requirements, and expectations – performance failed to meet expectations in one or more essential areas of responsibility and/or, one or more of the most critical goals were not met.</p>	<p>Unacceptable performance, which does not meet minimum position requirements. Situation requires immediate review and action. Continued performance at this level will result in termination.</p>

UNIVERSAL PERFORMANCE FACTORS

The following performance factors apply to **all** staff employees, regardless of job title/level.

1.0 Functional and Technical Skills: The effectiveness with which the employee applies the required skills and knowledge to the job.

Rating Elements

- 1.1 Demonstrates and applies the knowledge and skills necessary to perform the job effectively.
- 1.2 Chooses appropriate tools or technology for tasks.
- 1.3 Understands and complies with position procedures, University policies, external laws, and regulations.
- 1.4 Remains current on new developments in area of responsibility.
- 1.5 Acts as a resource upon whom others rely on for assistance and actively shares knowledge to improve performance of the team.

Element	Rating	Behavioral Indicator
1.1	5	Possesses and applies advanced functional or technical knowledge to his or her job, and process innovation and complex problem solving; demonstrates an exemplary level of accomplishment in job performance. Demonstrates an avid interest in continuously enhancing current skills and learning new ones.
	4	Possesses and applies advanced functional or technical knowledge to do his or her job at a high level of accomplishment. Demonstrates an active interest in enhancing current skills and learning new ones.
	3	Possesses and uses the required knowledge skills and abilities to perform the job effectively.
	2	Lacks some of the required functional and technical knowledge and skills to perform the job effectively.
	1	Does not exhibit the functional and technical knowledge and skills necessary to perform the job effectively.
1.2	5	Insightfully selects, combines, or invents appropriate tools or technology for tasks; improves or redesigns processes, tools, or technologies.
	4	Chooses appropriate tools or technology for tasks; and researches, experiments with, improves or redesigns processes, tools, or technologies to determine applicability and improve work product.
	3	Chooses appropriate tools or technology for tasks.
	2	Does not effectively utilize available tools and technology in performance of duties.
	1	Does not have adequate understanding of available tools and technology.
1.3	5	Understands and complies with all applicable procedures, University policies, laws and regulations; and consistently seeks information about pending changes in law and other regulations that impact duties. Shares information within network. Researches and proposes changes to policies and procedures to improve products, services, and efficiencies.
	4	Understands and complies with all applicable procedures, University policies, laws and regulations; and regularly reviews professional and technical publications and other news sources for information that may impact performance of job and keeps others informed of developments.
	3	Understands and complies with all applicable procedures, University policies, laws and regulations.
	2	Sometimes relies on outdated procedures, University policies, laws and regulations.
	1	Performs duties with little regard for applicable and relevant procedures, University policies, laws and regulations.
1.4	5	Keeps abreast of developments in applicable University policies, regulations and/or technological advances and proactively engages stakeholders to strategize appropriate responses.
	4	Keeps abreast of developments in applicable University policies, regulations and/or technological advances, assesses impact, and identifies necessary changes in work practices to ensure compliance and improve service.
	3	Remains current on new developments in area of responsibility.
	2	Not attentive to changes to applicable policies and regulations; needs to be reminded of changes. Does not adapt their work practices in a timely manner.
	1	Lacks awareness or concern of changes in applicable policies and regulations; relies on others to correct his/her work.
1.5	5	Is sought out by others for technical expertise and knowledge and for troubleshooting of complex issues.
	4	Consistently shares expertise with others, teaching skills, and explaining concepts.
	3	Acts as a resource upon whom others rely on for assistance and actively shares knowledge to improve performance of the team. Provides opportunities for others to learn technical skills and concepts.
	2	Has the capability and knowledge base to share knowledge and technical skills with others, but does not routinely share.
	1	Skills and knowledge are insufficient to provide assistance to others.

2.0 Communication Skills: The effectiveness of the employee in transmitting information, including confidentiality, facilitation/participation in sharing information, and oral and written expression.

Rating Elements

- 2.1 Demonstrates effective written and oral communication skills.
- 2.2 Communicates clearly and knowledgeably.
- 2.3 Encourages open communication and appropriately shares information with others.
- 2.4 Practices active listening, encouraging communication for understanding.
- 2.5 Adapts communication to diverse audiences.
- 2.6 Protects private and confidential information.

Element	Rating	Behavioral Indicator
2.1	5	Written and oral communication is of the highest quality; clear, credible, correct, and complete. Sets the exemplar of style and tone in communications with all levels of the campus community.
	4	Written and oral communications are consistently well executed, reliable, and audience-appropriate. Style and tone consistently promote positive relations and convey a positive image of the unit or department.
	3	Oral and written communication is consistently clear, timely, and accurate. Communications typically concentrate on the requirements of specific individuals or groups. Style and tone are appropriate and respectful of others.
	2	Oral and/or written communication is not consistently effective. Occasionally communications lack clarity and do not consistently convey required information. Style and tone are not consistently appropriate or respectful.
	1	Oral and/or written communication is often unclear, inaccurate, or poorly constructed. Has difficulty conveying the intent or importance of the message. Style or tone is often inappropriate and creates problems with others.
2.2	5	Highly skilled communicator; clarifies even difficult topics clearly and concisely.
	4	Competent communicator; organizes communications for maximum effectiveness; clarifies, and communicates issues plainly and precisely.
	3	Clearly and accurately communicates necessary information. Effectively translates complex information into common terms.
	2	Has problem getting to the point; details are not always correct or pertinent; has trouble differentiating between critical and noncritical information.
	1	Information contributed is often unclear, incorrect, or irrelevant.
2.3	5	Consistently models openness and transparency in communication with teammates, campus partners, and stakeholders. Is quick and positive in response to others' requests for input or information.
	4	Actively and openly shares correct and timely information with the right people; appropriately distinguishes data critical to each audience; encourages others to share thoughts and skillfully incorporates others' ideas and views.
	3	Supports open and candid conversation with coworkers and campus partners. Readily communicates useful information and knowledge with others in a timely manner and encourages others to do the same.
	2	Tends to "hold on" to information, sharing or communicating with others only upon request.
	1	Does not communicate critical information or share knowledge with the team or others.
2.4	5	Listens earnestly to others and responds appropriately to all. Encourages others to communicate their points of view. Ensures that others feel their opinions and input are valued. Expertly restates others' ideas to ensure understanding.
	4	Willingly listens actively to others and assimilates diverse contributions. Asks open-ended questions to ensure complete understanding of others' points of view.
	3	Practices attentive and active listening; accurately restates the opinions of others even when he/she disagrees.
	2	Does not always listen actively and attentively; interrupts others to voice own point of view; frequently their communications result in misunderstandings.
	1	Frequently appears unfocused or disinterested; does not listen to understand others' points of view; often acts without fully understanding others.
2.5	5	Effectively adjusts written and verbal communication to audience; successfully distinguishes between "need to know" and "nice to know" communications.
	4	Commendably alters the level of detail and tone of information and presentations to audience.
	3	Appropriately modifies communication to the particular needs of the audience.
	2	Communications are not always appropriate to the audience. Does not recognize when a communication is not being well received or understood; and does not modify the language and tone to provide for better clarity and improved understanding.
	1	Does not consistently modify communication to audience; tends to communicate too much, too little, or too late.
2.6	5	Demonstrates complete and accurate understanding of University privacy policies and practices; cultivates ways to safeguard confidential and private information.
	4	Understands and always applies campus privacy policies to work; recognizes and skillfully manages unique circumstances, seeking clarity before sharing information.
	3	Regularly complies with University privacy policies and practices in all situations regarding confidential information. Only releases confidential information to authorized individuals.
	2	Does not always respect University privacy practices; does not exercise adequate care with private or confidential information.
	1	Releases and uses restricted and/or confidential information inappropriately, placing the University at risk.

3.0 Client Service: The effectiveness of the employee in providing quality service to internal and external clients, including demonstrated commitment to improvement of service.

Rating Elements

- 3.1 Consistently meets needs and expectations of clients. Strives to deliver the highest standards in serving clients.
- 3.2 Solicits and acts on client feedback and explores creative approaches to enhance service and increase efficiency.
- 3.3 Solves problems at first point of contact whenever possible; if unable to do so, escalates to an appropriate resource.
- 3.4 Skillfully serves a diverse client base.
- 3.5 Responds to all client requests in a timely manner.
- 3.6 Develops and manages effective client relations.

Element	Rating	Behavioral Indicator
3.1	5	Values, supports, and inspires the highest quality of client service. Delivers services, assistance, and solutions that often exceed client's expectations.
	4	Understands and values the importance of high quality client service. Dependably and knowledgeably delivers high quality service to clients.
	3	Regularly and consistently delivers valued service to clients, in terms of quality and timeliness. Meets and often surpasses expectations of clients in service delivery. Consistently ensures that client requests are fulfilled.
	2	Does not consistently meet client needs in terms of quality or timeliness of service delivery.
	1	Frequently fails to deliver quality client service, resulting in complaints and negatively impacting others' ability to meet their goals.
3.2	5	Competently and consistently requests feedback on service provided to clients; shares feedback with the team to continually improve the quality of service to the client.
	4	Regularly obtains input from clients on the quality and timeliness of service; incorporates clients' suggestions into processes and practices, resulting in improved service.
	3	Gets feedback from clients on quality of service; proposes improvements generated on feedback from the client.
	2	Occasionally solicits clients for feedback; rarely advises or executes changes that address clients' concerns.
	1	Does not ask clients for feedback; deflects accountability for unfavorable feedback from others.
3.3	5	Responds and delivers on client requests whenever possible. If unable to do so, proactively facilitates client service with campus partners. Extremely knowledgeable regarding campus resources, and thoughtfully refers clients to resources.
	4	Responds and delivers on client requests whenever possible. If unable to assist client, escalates to an appropriate resource or suggests campus resources that possibly could help client meet needs.
	3	Responds and delivers on client requests whenever possible. If unable to do so, escalates to an appropriate resource.
	2	At times, does not respond to client requests, or escalates, or hands off clients to others even when the request is well within their scope of responsibility. Needs a better understanding of campus resources to add value to client referrals.
	1	Does not take ownership or responsibility for service. Often is not responsive to client requests and refers clients to others for service or assistance. Does not recommend or refer clients to value-added campus resources.
3.4	5	Exceptional in terms of understanding, improving, and modifying service delivery approach for diverse client requests and delicate situations. Client requests are always accomplished with the utmost respect and care.
	4	Admirably adjusts service delivery approaches and techniques to individual client's needs, while maintaining positive client relations.
	3	Skillfully serves a diverse client base. Revises service delivery and approach to work to ensure that the client's needs are met. Offers resources to a diverse client base that could add value for the client.
	2	Unwilling or unable to modify their approach to work to accommodate others' style and to the unique needs of their clients. Is frequently irritated with clients when they have unusual needs or requests.
	1	Is defensive with challenging clients, resulting in the client's needs being ignored; blames gaps in assistance or errors on systems and campus partners.
3.5	5	Consistently takes exceptional measures to exceed client's expectations in all areas of their approach to work; follows through on obligations and commitments regardless of time pressures and obstacles.
	4	Consistently exceeds client's expectations by utilizing well-developed work practices; routinely expedites client requests and adapts priorities to meet client needs.
	3	Responds to client needs and requests in a timely manner.
	2	Client's needs are not a priority, often going unfulfilled; has difficulty following through on job assignments and commitments in a timely manner.
	1	Client's needs are frequently not met due to a poor approach to work; clients regularly complain about inadequate service and unfulfilled commitments.
3.6	5	Develops and maintains exceptional relationships with clients; understands, identifies, and anticipates client's needs and engages appropriate partners to deliver above-and-beyond service.
	4	Consistently seeks to understand current and future client needs, and develops and executes strategies to ensure those needs are met.
	3	Maintains effective client relations through courteous communications; seeks to understand and respond to client's needs; ensures the client is kept abreast of the status of their service requests.
	2	Does not always communicate well with clients, leading to unsuitable and, at times, poor quality of service.
	1	Can be impatient or impolite to clients, giving the department a reputation of being hard to work with.

4.0 Problem Solving and Decision Making: The manner in which the employee completes job assignments, including judgement, problem solving, and use of appropriate resources in decision making.

Rating Elements

- 4.1 Approaches problem solving in a systematic matter.
- 4.2 Decisions are clear, consistent, and timely, and have positive results.
- 4.3 Identifies and implements effective solutions to problems; proposed resolutions do not unduly have a negative impact others.
- 4.4 Utilizes appropriate resources (people, tools, research, analysis, resources) in seeking solutions.
- 4.5 Proactively solves problems.

Element	Rating	Behavioral Indicator
4.1	5	Solutions are consistently strategic in nature. Excels in solving critical and multi-faceted problems. Others seek advice and counsel in identifying problems and deriving solutions. Proactively works to identify innovative long-term solutions to systemic problems.
	4	Is quick to identify problems and takes action to solve them before they become critical, fully considering short- and long-term impact and consequences of various possible resolutions. Proactively communicates with affected staff.
	3	Approaches problem solving in a systematic manner, utilizing information that is relevant, current, and clear. Communicates in a timely manner with affected staff.
	2	Deals with problems as they arise. Often reacts to a problem rather than thinking it through.
	1	Struggles with and has difficulty recognizing difference between critical and noncritical issues; loses focus when resolving larger issues. Problem-solving efforts are erratic and often not completely effective.
4.2	5	Consistently makes clear, transparent, timely decisions that support organizational/departmental goals. Makes excellent choices and informed decisions, even without all of the desired information, accurately foreseeing the impact of their decisions.
	4	Decisions are transparent, timely, and regularly benefit and facilitates desired outcomes. Able to successfully make decisions in difficult or unusual situations, or in the absence of complete information.
	3	Decisions are clear, consistent, timely, well-reasoned, and have positive results. Assures proper documentation and follows up to ensure the problem does not reoccur.
	2	Decisions are frequently not well defined. Has a tendency to focus on simple operational issues and to put off decisions on more complex issues. At times, decisions are hastily made without fully considering the possible consequences, and often need to be reevaluated.
	1	Often defers decision-making to others; has difficulty articulating rationale for decisions made. Decisions focus on immediate short term issues, losing sight of larger department goals and the impact to service.
4.3	5	Solutions consistently have a positive impact on the workplace; processes are more efficient; the quality of products and services improve significantly.
	4	Solutions improve the workplace by increasing efficiency and enhancing the quality of products and services.
	3	Identifies and implements effective solutions to problems that successfully focus on issues and are readily sustainable. Resolves problems with satisfactory results and has a minimal impact on staff, student, patients, and the public.
	2	Solutions are usually short-term; rarely transformative in terms of greater efficiency and/or improved quality.
	1	Solutions are seldom original; "quick fixes" do not yield lasting or quality results. The same or similar problems seem to reoccur on a regular basis.
4.4	5	Has established close collaborations with team and campus partners to substantially enhance decision making; results consistently improve the quality of work.
	4	Quickly identifies or anticipates problems and involves the appropriate people in seeking solutions. Collaborates with team and partners across campus in decision making to make more efficient processes and to achieve a higher quality of work.
	3	Identifies and utilizes appropriate resources (people, tools, research, analysis, resources) in seeking solutions.
	2	Does not gather enough information or seek guidance before making decisions. Does not effectively utilize or leverage appropriate resources in problem solving and decision making. Tends to resolve problems alone; avoids collaboration.
	1	Routinely works alone on problems. Does not utilize available resources, solicit input or collaborate with teams and/or campus partners in decision-making activities to improve the quality of work.
4.5	5	Identifies and reports problems/trends to their manager and offers solutions. Takes the initiative to foresee, analyze, and solve problems despite demands of position; motivates other to do the same; shares knowledge and supports their peers, staff, and others to increase skills, foster improvements, and drive positive results.
	4	Identifies and reports problems/trends to manager and offers solutions. Actively foresees and modifies activities in response to problems and obstacles for their self and others; quickly resolves problems in the early stages, so work flow is uninterrupted; willingly acts as a resource for others.
	3	Identifies and reports problems/trends to manager. Proactively solves problems, addressing and tackling problems in process, or resourcing promptly and positively for unit and/or department.
	2	Notices difficulties, but does not effectively address them. Does not attempt to resolve issues or report problems affecting work performance until they become larger issues.
	1	Ignores small problems until they become substantial and significant; jeopardizes unit and/or department deadlines and effective use of resources. Does not communicate concerns timely.

5.0 Inclusiveness: The manner in which the employee demonstrates commitment to diversity and inclusion as a core value governing workplace behavior and interactions.

Rating Elements

- 5.1 Demonstrates the Principles of Community in all interactions. Fosters an inclusive environment.
- 5.2 Treats others with courtesy, respect, and dignity.
- 5.3 Includes and welcomes others.
- 5.4 Encourages the expression of different points of view and seeks to understand the perspectives of others.
- 5.5 Promotes opportunities to experience diversity on campus.

Element	Rating	Behavioral Indicator
5.1	5	Promotes and advocates for the Principles of Community. Serves as role model for respectful and inclusive behavior. Sought out as a resource by others when delicate matters arise to ensure fair and equitable treatment for all.
	4	Embraces the UCR Principles of Community and serves as a role model for respectful and inclusive behavior. Welcomes all types of people.
	3	Demonstrates the UCR Principles of Community in all interactions. Fosters an inclusive environment.
	2	Is mindful of the UCR Principles of Community but does not always act in ways that promote them. Occasionally exhibits difficulty in establishing working relationships with people who are different than themselves.
	1	Demonstrates disregard for the UCR Principles of Community. Refers to others using epithets or other discriminatory language.
5.2	5	Frequently models behavior which encourages others to demonstrate equitable and respectful treatment of each other. Understands and respects differences, and when appropriate, treat others as they would want to be treated.
	4	Regularly promotes a culture of respect and civility among team members. Remains respectful of others' points of view. Actively seeks and considers different cultures, backgrounds, viewpoints, and perspectives. Is flexible and adaptable in response to others' needs. Demonstrates tolerance and acceptance in interactions with others.
	3	Treats others with courtesy, respect, and dignity. Interacts effectively and builds respectful relationships within and between units, and among individuals.
	2	Does not consistently conduct self in a manner that models and fosters workplace respect. Is seldom mindful of or interested in diverse backgrounds or points of view.
	1	Engages in workplace behavior that is offensive to others and in violation of Principles of Community. Disrespectful conduct negatively effects morale and activities of the team.
5.3	5	Wholeheartedly builds a widespread and welcoming atmosphere for diverse individuals and groups across campus. Advocates fairness and inclusion by clearly and actively endorsing the benefits of a diverse workforce.
	4	Embraces and welcomes diverse individuals and groups.
	3	Includes and welcomes others.
	2	Is reluctant to incorporate new people or fresh ideas into work.
	1	Is not friendly or considerate; coworkers and campus partners often "work around" to circumvent contact.
5.4	5	Consistently engages others and makes them comfortable expressing diverse points of view. Promotes, understands, and integrates inclusion of diverse points of view in decision making.
	4	Is always receptive to and considerate of others' different points of view. Actively engages others to ensure all views are expressed.
	3	Seeks to understand others' perspectives and to engage different points of view from them. Encourages the expression of different points of view. Is supportive and open to new people and different ideas.
	2	Is not always receptive to others different points of view.
	1	Discourages dissimilar points of view; becomes negative when asked to consider a new or different ideas.
5.5	5	Involved in a variety of opportunities to become skilled about and knowledgeable about diversity on campus and encourages others to do the same.
	4	Eagerly generates opportunities for others to appreciate and experience diversity on campus.
	3	Promotes opportunities to experience diversity on campus for self and others.
	2	Does not take advantage of opportunities to learn about and experience diversity on campus.
	1	Neither comprehends nor takes advantage of opportunities to understand diversity on campus.

6.0 Commitment to Quality: The manner in which the employee drives quality of service in their approach to work and completion of job assignments including accuracy, innovation, effective use of resources, and accountability.

Rating Elements

- 6.1 Effectively applies time and resource management, priority setting, and organizational skills to produce quality work.
- 6.2 Identifies and adopts innovative methods to improve the quality of work.
- 6.3 Demonstrates accountability that advances team efforts and results in successfully meeting productivity and quality goals.
- 6.4 Actively seeks to leverage resources to promote improved quality and optimal productivity.
- 6.5 Constantly assesses and recommends improvements to work practices and systems to improve quality of service or products delivered.

Element	Rating	Behavioral Indicator
6.1	5	Extraordinarily effective time and resource management, priority setting, and organizational skills which results in producing significantly more than the required quantity of work and routinely exceeding quality expectations; models and shares skills and tools with peers to drive the quality of the unit.
	4	Very proficient in terms of organizing and prioritizing work; uses time and resources wisely to produce quality of work which exceeds required quantity.
	3	Exhibits effective organization, prioritization, and time and resource management skills resulting in consistently producing the required quantity and quality of work.
	2	Struggles to prioritize projects and tasks, which results in the lack of quality of work produced. Does not consistently utilize appropriate process or resources, which result in less than satisfactory results.
	1	Does not demonstrate organization, prioritization, and time management abilities; resulting in unsatisfactory quality of work produced.
6.2	5	Continuously seeks and recommends original and innovative solutions resulting in exceptional quality of work. Shares ideas with others.
	4	Regularly seeks innovative practices and creative use of resources to produce superior quality of work.
	3	Identifies and adopts innovative and creative methods and solutions, resulting in improved quality of work.
	2	Has difficulty applying non-routine practices and resources to produce quality of work.
	1	Only able to apply established practices to work; does not consider that there may be a more effective way to apply available resources, resulting in waste and inferior results.
6.3	5	Models accountability through commitment to quality of work; considers creative ways to move projects forward to accomplish team goals and achieve quality results and improvements in productivity.
	4	Demonstrates accountability for commitment to quality for one's own achievements and motivates others to do the same, acutely aware of and focused on results.
	3	Demonstrates accountability that advances the team's efforts and results in successfully meeting productivity and quality goals. Meets obligations and deadlines, and consistently contributes to team progress and results.
	2	Does not consistently take accountability for work responsibilities, resulting in inconsistent quality and holds the team back from providing exceptional performance.
	1	Criticizes others or makes excuses for the lack of accountability and commitment to quality of work; hinders growth and progress of team efforts and results.
6.4	5	Highly skillful at leveraging department and University resources to resolve problems and improve service; outcomes are strong and of above average quality.
	4	Successfully leverages resources to overcome obstacles, resulting in improved productivity and quality of service.
	3	Actively seeks to leverage resources to promote improved quality and optimal productivity.
	2	Does not consistently leverage resources to improve quality and productivity.
	1	Demonstrates a lack of commitment to quality of work; no interest in sharing resources for productivity outcomes.
6.5	5	Encourages others in unit and/or department to look for and recommend processes and practices to improve work quality. Sought out as a partner in process and quality improvement. Quick to identify and suggest practical ways to reduce or eliminate inefficiencies, and improve quality of work for self, unit, and department.
	4	Regularly searches for better ways to do things and improve the quality of work; quickly and accurately identifies inefficiencies; resourceful in terms of "quick wins" to improve quality; successfully manages change processes to improve quality of work in all areas. Improvements well received by unit and department.
	3	Evaluates processes and practices to detect redundancies, inefficiencies, and workflow inhibitors; frequently recommends and executes changes in the processes to improve the quality of service/products provided by the employee/unit.
	2	Does not actively look for ways to improve the quality of work. Seldom proposes improvements to work processes; is often unwilling to make changes that will improve the quality of work.
	1	Unwilling to improve the quality of work, or to develop or adopt new practices. Does not consider looking for more efficient ways to complete work; consistently demonstrates opposition to change; thinks approach is fine the way it is.

7.0 Collaboration & Teamwork: The effectiveness with which the employee works with others to achieve individual and unit goals.

Rating Elements

- 7.1 Builds productive working relationships, effectively partners with team members and others at work.
- 7.2 Resolves conflict among team members.
- 7.3 Seeks to understand the views of others.
- 7.4 Balances individual and team goals.
- 7.5 Shares information and knowledge with others.

Element	Rating	Behavioral Indicator
7.1	5	Is a leader in seeking and creating collaborative partnerships with others in the organization and off-campus. Models cooperation and teamwork. Models a strong sense of team spirit and morale. Excels in encouraging cooperation, pride, and trust within the group. Celebrates successes and recognizes and appreciates others' contributions. Models cooperation and collaborates with colleagues in producing superior quality of work; builds opportunities for self and others to improve working relationships and work outcomes.
	4	Initiates and maintains strong working relationships inside and outside his or her department and field of expertise, resulting in enhanced quality of work. Promotes teamwork within their work group and the broader organization and fosters cooperation and collaboration. Seeks opportunities and offers to help coworkers who need assistance. Shares recognition for work.
	3	Builds and maintains cooperative and effective working relationships with peers and campus partners. Fosters a sense of shared accountability and group responsibility. Shows appreciation for others' efforts. Seeks feedback to ensure the needs of others are being met. Builds consensus via shared decision making.
	2	Does not always seek relationships with peers and other campus partners, impeding unit effectiveness. Sometimes has difficulty establishing collaborative relationships. Demonstrates skepticism of need when asked for help. Avoids collaborating with others. Lack of cooperation negatively impacts quality of work.
	1	Routinely avoids partnering with others; limiting effectiveness and team results. Not cooperative on group projects or work groups. Displays behaviors that prevent others from interacting with the individual. Repeatedly upsets team process, jeopardizing advancement to common goals.
7.2	5	Proficiently and successfully tackles conflict; searches for and reaches "win-win" resolutions for team members. Interacts in ways that bring out the best in others. Provides feedback as well as potential solutions to the team and/or leadership.
	4	Solves conflict proficiently and appropriately; tries to look for and recommends middle ground solutions. Can identify issues with team dynamics and seek appropriate support and/or resources to improve.
	3	Works appropriately with the team to settle conflict among team members without drama or angst. Represents his or her own interests and yet is fair to others in group. Can quickly find common ground and solve problems for the good of all.
	2	Avoids team member conflict; leaves it to others to solve. Needs coaching to resolve issues between self and co-workers.
	1	Does not participate in resolving or positively managing team member conflict; does not want to get involved. Often involved in team conflicts without positive outcomes. Expects management to work out issues between team.
7.3	5	Works to understand the perspectives of others, encourages others to provide their viewpoints, and promotes change initiatives.
	4	Makes an effort to understand the perspectives of others. Respects and recognizes the contributions and diversity of the team. Openly seeks the opinions of others.
	3	Regularly welcomes others' suggestions and points of view. Remains open-minded and willing to entertain others' ideas.
	2	Does not consistently seek input or perspectives of others, resulting in frustrated team members and poor quality of work.
	1	Does not demonstrate consideration for others' viewpoints or input.
7.4	5	Consistently strives to go beyond direct responsibilities to achieve team and department goals. Embraces challenges and consistently motivates others on the team to overcome challenges. Leads others to achieve team goals.
	4	Shows commitment to team objectives, displays flexibility and willingness to move out of comfort area to support team and individual goals. Proactively takes the initiative to collaborate with others. Always meets commitments in support of team goals, and assists others in the completion of their tasks to support the group goals.
	3	Balances individual and team goals well, collaborating to achieve goals. Completes own tasks for group projects in a timely and responsible manner, and directly contributes to reaching group goals.
	2	Usually cooperative and willing to support the team's functions, but does not consistently allow sufficient time for new collaborative projects or provide consistent support for follow-through and implementation of initiatives.
	1	Not a resource for assistance; complains about working even slightly outside their area of responsibility to support team goals. Needs to be directed to perform functions within the team. Impedes collaboration on projects or work teams.
7.5	5	Approaches sharing of information as positive for the knowledge of others and transparency within the unit or organization. Creates/reinforces systems to ensure consistent and timely communication of information and knowledge.
	4	Communicates proactively to ensure teammates benefit from having the most up-to-date information. Consistently communicates information and shares knowledge and resources with the team.
	3	Effectively feeds information and knowledge to others and rarely leaves them flying blind or unaware of important updates. Manages others' expectations appropriately and proactively communicates any potential problems or roadblocks. Encourages open communication, cooperation, and the sharing of knowledge.
	2	Shares information and knowledge with others when asked to do so, rather than independently. At times withholds information that would assist others' completion of work/ projects.
	1	Regularly withholds information and resources from the other team members.

SUPERVISORY/MANAGEMENT PERFORMANCE FACTORS

The following performance factors apply to **all** employees who supervise others.

1.0 Developing Direct Reports: The manner and effectiveness with which the employee develops and implements plans to effect professional growth and development of direct reports.

Rating Elements

- 1.1 Seeks information about each direct report's career goals and develops and executes effective development plans for them.
- 1.2 Provides challenging and stretching tasks and assignments. Encourages direct reports to accept developmental assignments as appropriate for future professional growth.
- 1.3 Manages expectations appropriately and proactively communicates any potential problems or roadblocks to employee development.
- 1.4 Holds frequent development discussions and enables direct reports to grow and succeed through honest feedback; instruction and encouragement.
- 1.5 Provides training and development opportunities to help grow and retain talented employees.

Element	Rating	Behavioral Indicator
1.1	5	Skillfully guides staff in creation of professional and developmental goals, and creates development opportunities, activities and programs that are designed to improve the individual's professional skills.
	4	Remains abreast of direct reports' professional and developmental goals and consistently identifies and recommends professional development activities and programs to improve the individual's professional skills.
	3	Seeks information about each direct reports' professional goals; develops and executes effective development plans, which include professional development activities and programs to improve job skills and prepare staff to meet goals.
	2	Does not consistently seek information about professional development goals. Does not suggest appropriate or actionable professional development activities or programs.
	1	Does not assume responsibility for direct reports' professional development. Does not encourage developmental moves for future professional growth.
1.2	5	Always keeps development of direct reports top of mind when establishing work assignments. Creates and seeks unique opportunities to foster development of professional skills. Collaborates with other supervisors to create an environment that supports continuous development.
	4	Consistently monitors development of direct reports' strengths and capabilities; looks for opportunities within and outside of their own unit to allow direct reports to acquire and develop professional skills and to receive visibility.
	3	Understands direct reports' strengths and capabilities and creates/provides challenging and stretching tasks and assignments to allow and encourage development of additional skills and competencies. Encourages direct reports to accept developmental assignments as appropriate for future professional growth.
	2	Does not consistently take into account direct reports' strengths and capabilities when making job assignments. Inconsistent in assignment of developmental opportunities for direct reports.
	1	Unaware of direct reports' strengths and capabilities. Does not create opportunities for direct reports to grow through varied and challenging job assignments.
1.3	5	Continuously drives opportunities properly, and proactively conveys any potential difficulties or barriers.
	4	Manages employees' expectations and proactively shares any probable troubles or hindrances. Develops and implements appropriate responses to overcome obstacles.
	3	Regularly manages expectations and proactively shares any challenges or obstacles and implements alternative plans to help direct reports achieve developmental objectives.
	2	Does not consistently manage direct reports' prospects correctly and does not identify and address potential complications or setbacks.
	1	Does not reliably manage expectations or proactively address any challenges or obstacles their direct reports may face.
1.4	5	Effectively and consistently enables direct reports to grow and succeed through authentic advice and by assisting them with developing skills and knowledge.
	4	Monitors and encourages employee development throughout the year; empowers direct reports to increase knowledge and flourish through direct comments, coaching, and reinforcement.
	3	Holds frequent development discussions that fosters direct reports' growth and development, including providing regular and honest feedback, training, and encouragement.
	2	Inconsistently focuses on employee development, typically only addressing on an annual basis. Does not always facilitate an environment of growth for direct reports; rarely instructs or encourages.
	1	Does not invest time and energy in assisting direct reports to grow and succeed.
1.5	5	Inspires and helps staff develop skills and competencies to perform at their best through creation and promotion of training and developmental opportunities.
	4	Actively assists staff in identifying training and development activities to expand and develop skills and knowledge.
	3	Provides training and development opportunities to help grow and retain talented employee.
	2	Does not openly share training and development opportunities with staff.
	1	Lags sharing of training and development opportunities with staff.

2.0 Managing and Measuring Work: The manner and effectiveness with which the work is organized, assigned, monitored, and measured to deliver the required results.

Rating Elements

- 2.1 Understands and communicates strategic goals and plans to achieve them; sets clear objectives and measures; mobilizes resources to achieve shared strategic vision, goals, and priorities.
- 2.2 Delegates well; clearly assigns responsibility for tasks and decisions. Sets clear expectations, monitors progress, and holds direct reports accountable for results. Adjusts priorities when appropriate.
- 2.3 Plans and organizes workloads; establishes courses of action, timelines, and milestones to ensure work is completed as required.
- 2.4 Develops and implements metrics to measure results using key performance indicators (quality, quantity, cost, timeliness, and frequency of completion of assigned tasks).
- 2.5 Monitors processes, progress, and results to achieve organizational goals; designs feedback loops into work.

Element	Rating	Behavioral Indicator
2.1	5	Creates and executes visionary staffing and resources plans which are clearly aligned with the organization's mission, and strategic goals and objectives. Evaluates and realigns resources when vacancies occur to maximize effectiveness. Regularly measures progress toward goals and adjusts priorities and assigns additional resources as appropriate.
	4	Creates and implements a strategic staffing plan that consistently aligns with the organization's mission, strategic goals and objectives. Ensures direct reports understand their role in the larger mission. Engages direct reports in goal setting and developing and implementing objective measures.
	3	Understands and communicates strategic goals and plans to achieve them; sets clear objectives and measures; mobilizes resources to achieve shared strategic vision, goals, and priorities. Effectively aligns available resources around the organization's goals and objectives.
	2	Inconsistently aligns staff/resources with organization goals. Direct reports are unclear of their role in the unit's goals and objectives.
	1	Fails to understand the importance of aligning the staff and resources plan with organizational goals and objectives.
2.2	5	Effectively delegates work to ensure optimal outcomes and to develop the skills and knowledge of their direct reports; aligns work with individual, department, and organizational goals. Clearly communicates expectations and aspirations to group and organization. Creates systems to monitor and evaluate work in progress, and provides feedback to enable and inspire superior work products and services, adjusting priorities and providing additional resources when appropriate.
	4	Successfully delegates work to achieve departmental goals. Clearly and unambiguously communicates expectations. Meets regularly with direct reports to ensure work is progressing. Provides feedback that results in improvements to work products and services. Adjusts priorities and assigns additional resources to ensure organizational objectives are met.
	3	Thoughtfully delegates work to achieve departmental goals. Communicates work assignments clearly, establishing expectations for quality and deadline. Monitors progress and holds direct reports accountable for outcomes. Adjusts priorities when appropriate.
	2	Does not consistently effectively match work assignments to staff talent and proficiencies. Does not consistently set expectations or deadlines, resulting in direct reports not being focused on priority activities.
	1	Assigns work inappropriately; does not keep development and performance goals in mind; has unrealistic expectations and perception of staff skills and knowledge. Does not consistently communicate expectations for quality or timeliness, resulting in direct reports' failure to deliver acceptable results.
2.3	5	Consistently organizes and directs work and available resources to produce superior or innovative products and services.
	4	Highly proficient at planning and organizing work, leverages team and resources to produce notable outcomes often exceeding department goals and expectations.
	3	Plans and organizes workloads; establishes courses of action, timelines, and milestones to ensure work is completed as required and meets expected quality.
	2	Often does not clearly plan and organize work to ensure timeliness, efficiency, or quality of work.
	1	Does not follow an orderly method for self or others resulting in deadlines being missed and/or work being incomplete or lacking quality.
2.4	5	Consistently develops and implements reliable and effective metrics to measure outcomes, identifies and implements changes to improve efficiency and effectiveness, and quality of work.
	4	Implements metrics that effectively and efficiently measure results; utilizes data to improve process, resulting in improved quality of work and/or efficiencies.
	3	Develops and implements metrics to measure results using key performance indicators (quality, quantity, cost, timeliness, and frequency of completion of assigned tasks).
	2	Has difficulty defining and implementing appropriate metrics to measure success.
	1	Does not create or track metrics.
2.5	5	Proficient at monitoring processes, services, and products to achieve high results for the organization; continually designing feedback loops into work with positive results.
	4	Monitors the progress, process, and results of unit's work. Implements plans to promote greater efficiencies and to achieve organizational goals, and improve processes, services and products.
	3	Monitors the progress, process, and results of unit's work; designs feedback loops into the work, uses data to make necessary modifications to achieve goals.
	2	Identifies problems in processes, services, and products, but does not effectively address them to achieve goals.
	1	Fails to monitor progress, processes, services, and/or products resulting in unawareness of needs for improvement and/or fails to take steps to implement necessary improvements, resulting in organizational goals being unmet.

3.0 Managing Employee Performance: The effectiveness with which the employee manages employees' performance and holds them accountable for meeting performance and conduct expectations.

Rating Elements

- 3.1 Delivers timely, candid, and constructive feedback to direct reports; provides coaching to improve performance and productivity.
- 3.2 Regularly recognizes and rewards people who achieve results and deliver on performance expectations; differentiates reward given to employees based on their level of performance.
- 3.3 Prepares thoughtful and meaningful performance appraisals for direct reports; holds direct reports equally accountable for accomplishing performance expectations and objectives; creates and follows through on performance improvement plans, if required.
- 3.4 Informs direct reports in a clear and timely manner where they stand in terms of meeting performance expectations and when their behavior does not align with stated goals and/or University rules and policy. Documents appropriate actions.

Element	Rating	Behavioral Indicator
3.1	5	Systematically provides feedback to direct reports to ensure performance meets expectations. Demonstrates exceptional skill at mentoring employees to improve performance. Consistently engages direct reports in discussions about actions supervisor can take to improve employee effectiveness; acts upon those suggestions.
	4	Regularly meets with direct reports to provide performance feedback; provides coaching to enable and encourage them to correct or strengthen performance and/or reinforce strong performance. Records performance management efforts and consistently follows up to ensure the employee is meeting performance expectations.
	3	Delivers timely, honest, and constructive feedback to direct reports; provides coaching to improve performance.
	2	Does not consistently deliver feedback or provide performance coaching, resulting in less than optimal unit performance.
	1	Routinely fails to provide feedback to direct reports or to hold them accountable for performance shortcomings, resulting in poor unit performance.
3.2	5	Creates a climate that fosters and rewards people who achieve goals and provide noteworthy contributions to their team and unit objectives. Distinguishes rewards given to employees based on their contributions. Encourages peer-to-peer recognition. Ensures exceptional performance/contributions are shared up the line of management to allow organizational recognition.
	4	Actively recognizes and rewards direct reports in a manner most meaningful to them. Distinguishes rewards given to employees based on their level of performance and impact on organizational objectives.
	3	Appreciates and rewards people who complete results and meet performance expectations. Differentiates rewards presented to employees based on their level of performance and contribution to the team and unit objectives.
	2	Inconsistently recognizes or shows appreciation for above and beyond accomplishments. Does not provide meaningful and useful rewards to employees; provides same reward regardless of level of performance.
	1	Does not recognize or reward direct reports when they achieve results and deliver on performance.
3.3	5	Consistently sets clear and equitable performance expectations, including milestones, metrics, and developmental goals, for all direct reports and holds them accountable for meeting expectations, accomplishing objectives, and for complying with rules and policies. Provides thoughtful, meaningful, and actionable performance appraisals. Engages affected employee in an appropriate performance improvement process and follows through to ensure success.
	4	Sets clear and equitable performance expectations, including milestones and metrics for all direct reports, holds them accountable for meeting expectations, accomplishing objectives, and for complying with rules and policies. Provides direct reports with constructive, meaningful, and actionable performance appraisals in accordance with University procedures. Develops and implements performance improvement action plans, when necessary.
	3	Sets clear and equitable performance expectations for all direct reports and holds them accountable for meeting expectations, accomplishing objectives, and for complying with rules and policies. Prepares accurate and meaningful performance appraisals for direct reports, in accordance with University procedures; creates and follows through on performance improvement plans, when necessary.
	2	Does not consistently set explicit performance expectations for direct reports. Staff performance appraisals lack sufficient detail or meaningful feedback to enable improvements in performance or professional growth. Performance deficiencies are not tracked or followed up on.
	1	Does not establish or communicate performance expectations for direct reports. Performance appraisals lack qualitative feedback. Performance deficiencies are not addressed, resulting in consistent performance failures.
3.4	5	Effectively uses performance management practices to let people know where they stand with their performance and to reinforce and foster exceptional performance; openly speaks with people who are not meeting expectations. Records performance management efforts and consistently follows up to ensure direct reports meet performance expectations. Promptly escalates situations that do not respond to coaching.
	4	Identifies potential performance problems before they become serious; promptly and directly addresses direct reports who are not meeting goals and whose performance or conduct does not align with University procedures and expectations. Effectively documents interventions.
	3	Addresses performance and behavioral concerns with direct reports in a timely manner. Candidly informs them when they are not meeting performance expectations and provides direction for improvement. Maintains appropriate records of performance management efforts.
	2	Inconsistent in holding direct reports accountable for complying with performance expectations, rules, and policies; allows staff to function without clear direction. Waits until performance problems escalate before stepping in to provide feedback and corrective counseling, resulting in low employee performance.
	1	Does not hold direct reports accountable for accomplishing objectives and complying with rules and policies. Does not provide performance improvement counseling until problems have escalated to the point where performance has a negative impact on the unit and on the ability of the direct report to make substantive improvements.

4.0 Motivating Direct Reports: The manner and effectiveness with which the employee creates an environment that encourages and enables direct reports to be engaged and motivated to perform to the best of their ability.

Rating Elements

- 4.1 Leads and motivates by example.
- 4.2 Creates a climate in which people want to do their best; promotes confidence and optimistic attitudes; empowers others; pushes tasks and decisions down.
- 4.3 Assesses each person's strengths and uses it to get the best out of him/her.
- 4.4 Invites input from each person and shares ownership and visibility; is someone people like to work with.
- 4.5 Rewards and recognizes accomplishments.
- 4.6 Motivates direct reports and team; makes each individual feel like his/her work is important.

Element	Rating	Behavioral Indicator
4.1	5	Consistently leads and motivates by example; inspires staff to perform at their best.
	4	Encourages staff and motivates by example; always models successful behavior.
	3	Leads and motivates by example; frequently models positive behavior; regularly encourages staff.
	2	Does not consistently encourage staff, motivate, or model successful behavior.
	1	Does not lead and/or motivate by example to promote successful behavior.
4.2	5	Inspires, empowers, and motivates people with sufficient positive energy that encourages direct reports to want to do their best; endorses enthusiastic attitudes; empowers other and pushes responsibilities and decisions down.
	4	Generates an atmosphere in which direct reports aspire to do their greatest; supports trust and positive mindsets; inspires others; pushes responsibilities and decisions down.
	3	Nurtures a creative, innovative, and encouraging workplace. Creates a climate in which direct reports aim to do their best; promotes confidence and optimistic attitudes. Encourages and empowers others; pushes tasks and decisions down.
	2	Does not consistently maintain a climate where people want to do their best. Exerts unnecessary control over means and methods of work; does not consistently trust the decision-making of others.
	1	Does not cultivate trust; actions do not support or encourage productivity or foster a creative, innovative, or supportive workplace. Does not create and maintain a climate in which people want to do their best.
4.3	5	Recognizes each person's strengths, developmental needs and professional goals, and inspires them to succeed.
	4	Is able to consider each person's strong points, growth needs and professional goals, and motivates them to get the best out of him/her.
	3	Assesses each person's strengths and uses those strengths to benefit them and get the best out of them.
	2	Can recognize a person's strengths, but lacks the skill to use this knowledge to empower and motivate them.
	1	Does not recognize other's strengths and lacks the skills and ability to motivate others to get the best out of him/her.
4.4	5	Requests contributions from each person and assigns ownership and notoriety; is someone people request to work with.
	4	Calls for participation from each person and shares ownership and visibility; is someone people take pleasure in working with.
	3	Invites input from each person and shares ownership and visibility; is someone people like to work with.
	2	Asks for limited input from others; is not inclusive; people prefer not to work with this individual.
	1	Discourages others from offering input; people avoid working with them.
4.5	5	Appropriately and consistently rewards and recognizes individuals, groups, and organization for stellar achievements.
	4	Fittingly and regularly presents and acknowledges successes of individuals and groups for their achievements.
	3	Routinely rewards and positively recognizes staff's accomplishments and the success of others.
	2	Does not engage in the support of rewards and does not consistently recognize accomplishments of their team or others.
	1	Does not demonstrate recognition of others' strengths and accomplishments.
4.6	5	Is able to successfully encourage direct reports and team; makes each individual feel like his/her work is important and valid to the team and organization.
	4	Able to motivate a wide range of individuals including direct reports and team members; everyone experiences an appreciation for his/her work contribution.
	3	Successfully motivates direct reports and team, causing each individual to sense that his/her work contribution is valuable.
	2	Demonstrates a limited ability to motivate individuals within the organization; direct reports do not understand the importance of their role/contributions.
	1	Does not motivate direct reports and team; actions and approach to others leaves individuals feeling discouraged.