

UCR



Performance Factors & Behavior Indicators

2017 - 2018

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Directions to Supervisors

1. For each of the seven Performance Factors, find its Behavioral Indicators.
2. Then for each Performance Factor, select the set of Behavioral Indicators that best describe the employee's performance:
 - 5 = Exceptional Performance
 - 4 = Exceeds Performance Expectations
 - 3 = Successfully Meets Performance Expectations
 - 2 = Performance Needs Improvement
 - 1 = Unsatisfactory Performance
3. On the [2017-2018 Performance Appraisal Form](#), enter the selected numerical rating for each Performance Factor into the corresponding box labeled "Factor Rating."

Performance Factor

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

- › Demonstrates and applies the knowledge and skills necessary to perform the job effectively.
- › Chooses appropriate tools or technology for tasks.
- › Understands and complies with position procedures and University policies, and with external regulations, if any.
- › Remains current on new developments in area of responsibility.
- › Acts as a resource that others can rely on for assistance and actively shares knowledge to improve performance of the team.

Factor Rating	Behavioral Indicators
5	<ul style="list-style-type: none"> • Possesses and applies advanced functional or technical knowledge to the job, to process innovation and to problem solving; demonstrates an exemplary level of accomplishment in job performance. Demonstrates an avid interest in continuously enhancing current skills and learning new ones. • Insightfully selects, combines, or invents appropriate tools or technology for tasks; improves or redesigns processes, tools, or technologies to determine applicability and improve work product. • Understands and complies with all applicable procedures, University policies, laws and regulations. Frequently shares information within the workgroup. Researches and proposes changes to policies and/or procedures to improve products, services and efficiencies. • Keeps abreast of developments in applicable University policies, regulations and/or technological advances. • Is frequently sought out by others for technical expertise and knowledge and for troubleshooting of complex issues.
4	<ul style="list-style-type: none"> • Possesses and applies functional or technical knowledge to do the job at a high level of accomplishment. Demonstrates an active interest in enhancing current skills and learning new ones. • Chooses appropriate tools or technology for tasks; researches, experiments with, improves or redesigns processes, tools or technologies to determine applicability and improve work product. • Understands and complies with all applicable procedures, University policies, laws, regulations and other sources of information that may improve job performance; keeps others informed of developments. • Keeps abreast of developments in applicable University policies, regulations, and/or technological advances and identifies necessary changes in work practices to ensure compliance and improve service. • Often shares expertise with others, teaching them skills and explaining concepts.
3	<ul style="list-style-type: none"> • Possesses and uses the required knowledge skills and abilities to perform the job effectively. • Chooses appropriate tools or technology for tasks. • Understands and complies with all applicable procedures, University policies, laws and regulations. • Remains current on new developments in their area of responsibility. • Can act as a resource who others can rely on for assistance; shares knowledge to improve performance of the team. Is able to provide opportunities for others to learn technical skills and concepts.
2	<ul style="list-style-type: none"> • Lacks some of the required functional and technical knowledge and skills to perform the job effectively. • Does not effectively utilize available tools and technology in performance of duties. • Demonstrates incomplete understanding of, and/or compliance with, applicable procedures, University policies, laws and regulations. • Not attentive to changes to applicable policies and regulations; needs to be reminded of changes. Does not adapt own work practices in a timely manner. • Has some capabilities, knowledge bases, and technical skills to share with others, but rarely does so.
1	<ul style="list-style-type: none"> • Does not exhibit the functional and technical knowledge and skills necessary to perform the job effectively. • Does not have adequate understanding of available tools and technology. • Demonstrates little, if any, understanding of, and/or compliance with, applicable and relevant procedures, University policies, laws and regulations. • Lacks awareness or concern of changes in applicable policies and regulations; others frequently must correct this employee's work. • Skills and knowledge are insufficient to provide assistance to others.

Performance Factor

2. Communication Skills: To the extent required by the position, the effectiveness of the employee in transmitting information, including facilitation/participation in sharing information, and oral and written expressions.

- › Demonstrates effective written and oral communication skills.
- › Communicates clearly and knowledgeably.
- › Encourages open communication and appropriately shares information with others.
- › Listens attentively and seeks to understand others.
- › Adapts communication to diverse audiences.

Factor Rating	Behavioral Indicators
5	<ul style="list-style-type: none"> • Written and oral communication is of the highest quality; clear, credible, correct and complete. Sets the standard of style and tone in communications with own workgroup, and, where applicable, with all levels of the campus community. • Highly skilled communicator; consistently describes even difficult topics clearly and precisely. Effectively translates complex information into common terms. • Consistently models openness and transparency in communications with teammates and with all other members of the campus community. Is consistently quick and positive in response to others' requests for assistance, input or information. • Listens earnestly to others and responds appropriately to all. Encourages others to communicate their point of view. Consistently ensures that others feel their opinions and input are valued. Expertly restates others' ideas to ensure understanding. • Consistently communicates effectively with all members of the campus community, as applicable, by expertly adjusting the tone and contents of written and oral communications to the needs of the audience.
4	<ul style="list-style-type: none"> • Written and oral communications are well executed, reliable and audience-appropriate. Style and tone promote positive relations and convey a positive image of the unit or department. • Skilled communicator; clarifies and communicates issues clearly and precisely. • Frequently demonstrates openness and transparency in communications with teammates and with all other members of the campus community. Is usually quick and positive in response to others' requests for assistance, input or information. • Listens to others and responds appropriately when others communicate their point of view. Acknowledges the value of others' opinion and input. Frequently restates others' ideas to enhance understanding. • Communicates effectively with all members of the campus community by adjusting the tone and contents of written and oral communications to the needs of the audience.
3	<ul style="list-style-type: none"> • Oral and written communication is clear, timely and accurate. Style and tone are appropriate and respectful of others. • Clearly and accurately communicates necessary information. Can translate complex information into common terms. • Supports open and transparent communication in communications with teammates and with other members of the campus community. Is reasonably quick and positive in response to others' requests for assistance, input or information. • Generally, practices attentive listening; can accurately restate the opinions of others. • Appropriately modifies communications to the particular needs of the audience.
2	<ul style="list-style-type: none"> • Oral and/or written communications occasionally lack clarity and/or timeliness and sometimes do not adequately convey the required information. Style and tone are sometimes not appropriate or respectful. • Sometimes has a problem getting to the point; details are not always correct or pertinent; has trouble differentiating between critical and noncritical information. • Tends to "hold on" to information, sharing or communicating with others only upon request; is sometimes slow in responding to others' requests for assistance, input or information. • Frequently does not listen actively and attentively; interrupts others to voice their own point of view; communications with others frequently result in misunderstandings. • 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	<ul style="list-style-type: none"> • 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. • Information communicated is often unclear, incorrect or irrelevant. • Does not communicate critical information or share knowledge with the team or others. • Frequently appears unfocused or disinterested; does not listen to understand others' points of view; often acts without fully understanding others. • Consistently does not modify communications to the audience; tends to communicate too much, too little and/or too late.

Performance Factor

3. **Customer Service:** The effectiveness of the employee in providing quality service to internal and external customers, including demonstrated commitment to improvement of services.

- > Meets needs and expectations of customers.
- > Solicits and acts on customer feedback and explores creative approaches to enhance service and increase efficiency.
- > Solves problems at first point of contact whenever possible; if unable to do so, escalates to an appropriate resource.
- > Responds to customer requests in a timely manner.
- > Develops and manages effective customer relations.

Factor Rating	Behavioral Indicators
5	<ul style="list-style-type: none"> • Values, supports, and delivers the highest quality of customer service. Consistently provides services, assistance and solutions that exceed customers' expectations. • Expertly and consistently requests feedback from customers on the quality and timeliness of service provided to those customers; shares feedback with the team to continually improve the quality of service to the customer; incorporates customers' suggestions into processes and practices. • Consistently responds and delivers on customer requests when possible. If unable to do so, proactively facilitates customer service with campus partners. Extremely knowledgeable regarding campus resources and thoughtfully refers customers to appropriate resources. • Consistently takes exceptional measures to exceed customer's expectations in all areas; follows through on obligations and commitments regardless of time pressures and obstacles. • Develops and maintains exceptional relationships with customers; understands, identifies and anticipates customers' needs and engages appropriate partners to deliver above-and-beyond service.
4	<ul style="list-style-type: none"> • Understands and values the importance of high quality customer service. Dependably and knowledgeably delivers high quality service to customers. • Frequently solicits input from customers on the quality and timeliness of service; incorporates customers' suggestions into own processes to improve service to the customer. • Responds and delivers on customer requests whenever possible. If unable to assist the customer, escalates to an appropriate resource or suggests campus resources that might help meet the customer needs. • Frequently exceeds customer expectations by utilizing well-developed work practices; routinely expedites customer requests and adapts priorities to meet the customer needs. • Frequently seeks to understand current and future customer needs, and develops and executes strategies to ensure those needs are met.
3	<ul style="list-style-type: none"> • Regularly delivers valued service to customers in terms of quality and timeliness. Meets and often surpasses expectations of customers in service delivery. Consistently ensures that customer requests are fulfilled. • Gets feedback from customers on quality of service; sometimes makes improvements generated by feedback received from the customer. • Responds and delivers on customer requests whenever possible. If unable to do so, escalates to an appropriate resource. • Generally responds to customer needs and requests in a timely manner. • Maintains effective customer relations through understanding and responding to customer's needs; ensures customers are kept informed of the status of their service requests.
2	<ul style="list-style-type: none"> • Does not consistently meet customer needs in terms of quality or timeliness of service delivery. • Occasionally solicits customers for feedback, but rarely advises or executes changes that address customers' concerns. • Often does not respond to customer requests, or hands off customers to others even when the request is well within their own scope of responsibility. Needs a better understanding of campus resources to add value to customer referrals. • Customer needs are not a priority, often going unfulfilled; has difficulty following through on job assignments and commitments in a timely manner. • Does not always communicate well with customers, leading to unsuitable, and at times, poor quality of service.
1	<ul style="list-style-type: none"> • Frequently fails to deliver quality customer service, resulting in complaints and negatively impacting others' ability to meet their goals. • Does not ask customers for feedback; deflects accountability for unfavorable feedback. • Does not take ownership or responsibility for service. Often is not responsive to customer requests. Does not recommend or refer customers to value-added campus resources. • Customers' needs are frequently not met due to a poor approach to work; customers regularly complain about inadequate service and unfulfilled commitments. • Can be impatient or impolite to customers, giving the department a reputation of being difficult to work with.

Performance Factor

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

- › Approaches problem solving in a systematic manner.
- › Decisions are clear, consistent, timely and have positive results.
- › Identifies and implements effective solutions to problems while remaining sensitive to the needs of others.
- › Utilizes appropriate resources (e.g., people, tools, research, analysis) in seeking solutions.
- › Proactively solves problems.

Factor Rating	Behavioral Indicators
5	<ul style="list-style-type: none"> • Solutions are consistently strategic in nature. Excels in solving multi-faceted problems. Others seek this employee's advice and counsel in identifying problems and deriving solutions. Proactively works to identify innovative long-term solutions to systemic problems. • Consistently makes clear, transparent and timely decisions that support organizational/departmental goals. Makes excellent choices and informed decisions, accurately foreseeing the impact of their decisions. • Solutions consistently have a positive impact on the workplace; processes are more efficient and the quality of products and services improves significantly. • Has established close collaborations with own team and other partners to substantially enhance decision making; results consistently improve the quality of work. • Consistently identifies and reports problems/trends to management and offers solutions. Consistently takes the initiative to foresee, analyze and solve problems despite demands of the position. Shares knowledge and supports peers, staff and others to increase skills, foster improvements and drive positive results.
4	<ul style="list-style-type: none"> • Is frequently quick to identify problems and take action before they become critical; considering impact and consequences of various possible resolutions. Proactively communicates with affected staff. • Decisions are frequently transparent, timely and regularly benefit and facilitate desired outcomes. Able to successfully make decisions in difficult or unusual situations, or in the absence of complete information. • Solutions frequently improve the workplace by increasing efficiency and enhancing the quality of products and services. • Identifies or anticipates problems and involves the appropriate people in seeking solutions. Collaborates with own team and others in decision making, resulting in more efficient processes and achieving a higher quality of work. • Frequently identifies and reports problems/trends to their manager and offers solutions. Actively foresees and modifies activities in response to problems and obstacles; quickly resolves problems in the early stages so the flow of work is uninterrupted; willingly acts as a resource for others.
3	<ul style="list-style-type: none"> • Generally approaches problem solving in a systematic manner, utilizing information that is relevant, current and clear. Communicates in a timely manner with affected staff. • Decisions are usually clear, consistent, timely, well-reasoned and have positive results. Assures proper documentation and follows up to ensure the problem does not reoccur. • Identifies and implements effective solutions to problems that successfully focus on issues and are readily sustainable. Resolves problems with minimal negative impact on their own unit or other members of the UCR community. • Accurately identifies and utilizes appropriate resources (people, tools, research, analysis, etc.) in seeking solutions. • Promptly identifies and reports problems/trends to their manager. Solves problems; addressing and tackling problems in a positive manner for own unit and/or department.
2	<ul style="list-style-type: none"> • Deals with problems as they arise. Often reacts impulsively to a problem rather than thinking through it. • Decisions are frequently not well defined. Often focuses solely on simple operational issues and delays decisions on more complex issues. At times, decisions are hastily made without fully considering the possible consequences and often need to be reevaluated. • Solutions are usually short-term and rarely transformative in terms of greater efficiency and/or improved quality. • Often 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. Often attempts to solve problems alone; avoids collaboration. • Notices difficulties, but often does not effectively address them. Does not attempt to resolve issues or report problems affecting work performance until they become larger issues.
1	<ul style="list-style-type: none"> • Struggles with, and has difficulty recognizing, the difference between critical and noncritical issues; loses focus when attempting to resolve larger issues. Problem-solving efforts are erratic and often not completely effective. • 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. • 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. • Routinely 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. • Ignores small problems until they become substantial and significant; jeopardizes unit and/or department deadlines and effective use of resources. Concerns are not communicated fully, and/or are not acted on in a timely manner.

Performance Factor

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

- › Skillfully serves a diverse customer base.
- › Treats all others with courtesy, respect and dignity.
- › Includes and welcomes all others.
- › Encourages the expression of different points of view.
- › Seeks to understand the perspectives of all others.

Factor Rating	Behavioral Indicators
5	<ul style="list-style-type: none"> • Consistently serves as a role model for respectful and inclusive behavior. Frequently is sought out as a resource by others when delicate matters arise to ensure fair and equitable treatment for all. • Consistently models behavior and approaches to work that demonstrate equitable and respectful treatment of all others. Understands and respects differences and treats all others as others would want to be treated. • Wholeheartedly provides a welcoming atmosphere for the diversity of individuals and groups across campus. Advocates fairness and inclusion; shows a consistently high aptitude for working smoothly and harmoniously within a diverse workforce. • Consistently engages others and makes them comfortable in expressing diverse points of view. Where applicable to job duties; promotes, understands and integrates inclusion of diverse points of view in decision making. • Consistently welcomes opportunities, where applicable, to become more skilled and knowledgeable regarding diversity on campus and encourages others to do the same.
4	<ul style="list-style-type: none"> • Frequently serves as a role model for respectful and inclusive behavior. • Regularly behaves in a manner which enables growth of a culture of respect and civility among team members. • Remains respectful of others' points of view. Embraces and welcomes diverse individuals and groups. Demonstrates tolerance and acceptance of differences in ethnicity, culture, language, gender presentation, etc., in all interactions with others. • Actively engages others to ensure all views are expressed. Is flexible and adaptable in response to others' needs.
3	<ul style="list-style-type: none"> • Fosters an inclusive environment; is supportive and open to new people and different ideas. • Regularly treats others with courtesy, respect and dignity. • Interacts effectively with others and builds respectful relationships within and between units, and among individuals. • Includes and welcomes others. • Seeks to understand others' perspectives and to engage different points of view.
2	<ul style="list-style-type: none"> • Occasionally exhibits difficulty in establishing working relationships with people who are different from self. • 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. • Is often reluctant to incorporate new people or fresh ideas into work. • Is not always receptive to others' different points of view. • Does not take advantage of opportunities to learn about and experience diversity on campus.
1	<ul style="list-style-type: none"> • Often treats others with a lack of respect; sometimes refers to others using outdated terms, epithets or other discriminatory language. • Engages in workplace behavior that is offensive to others and negatively affects morale and activities of the team. • Frequently acts in an unfriendly or inconsiderate manner; coworkers and campus partners often "work around" to avoid contact. • Discourages dissimilar points of view; becomes negative when asked to consider new or different ideas. • Neither comprehends nor takes advantage of opportunities to understand diversity on campus.

Performance Factor

6. Commitment to Quality and Quantity of Work: The manner in which the employee drives quality and quantity of service in the employee's approach to work and completion of job assignments including accuracy, innovation, effective use of resources, productivity and accountability.

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

Factor Rating	Behavioral Indicators
5	<ul style="list-style-type: none"> • Consistently exhibits effective time and resource management, priority setting, and organizational skills, which result in producing significantly more than the required quantity of work; routinely exceeds quality expectations. Continuously seeks and recommends original and innovative solutions resulting in exceptional quality of work. Shares ideas with others. • Models accountability through commitment to quality and quantity of work; considers creative ways to move projects forward to accomplish team goals and to achieve quality results and improvements in productivity. • Highly skillful at leveraging department and University resources to resolve problems and improve productivity; outcomes are strong and of above average quality. • Frequently 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	<ul style="list-style-type: none"> • Very proficient in terms of organizing and prioritizing work; uses time and resources wisely to produce quality of work that exceeds required quantity. • Regularly seeks innovative practices and creative use of resources to produce superior quality of work. • Demonstrates accountability for commitment to quality; acutely aware of and focused on results. • Successfully leverages resources to overcome obstacles which results in improved productivity and quality of service. • Regularly searches for better ways to do things and improve the quality of work; successfully manages change processes to improve quality of work in all areas.
3	<ul style="list-style-type: none"> • Typically exhibits effective organization, prioritization, and time and resource management skills, resulting in producing the required quality and quantity of work. • Adopts innovative and creative methods and solutions which results in improved quality of work. • Demonstrates accountability; successfully meets productivity and quality goals. Meets obligations and deadlines, and contributes to team progress and results. • Leverages resources to promote improved quality and optimal productivity. • Recommends and executes changes in processes to improve the quality of service/products provided by the employee/unit.
2	<ul style="list-style-type: none"> • Struggles to prioritize projects and tasks which results in a lack of quality and quantity of work produced. Does not consistently utilize appropriate processes which results in less than satisfactory results. • Has difficulty applying non-routine practices and resources to produce quality of work. • Does not consistently take accountability for work responsibilities, resulting in inconsistent quality and productivity, and holding the team back from providing exceptional performance. • Does not consistently leverage resources to improve quality and productivity. • Seldom actively looks for ways to improve productivity and the quality of work. Seldom proposes improvements to work processes; is often unwilling to make changes that will improve the quality and quantity of work.
1	<ul style="list-style-type: none"> • Does not demonstrate organization, prioritization, and time management abilities which results in unsatisfactory quality and quantity of work produced. • Does not consider more effective ways to apply available resources which results in waste and inferior results. • Criticizes others or makes excuses for the lack of productivity and commitment to quality of work; hinders growth and progress of team efforts and results. • Demonstrates a lack of commitment to quality and quantity of work; no interest in sharing resources for productivity outcomes. • Unwilling to improve productivity and the quality of work, or to develop or adopt new practices. Demonstrates opposition to change.

Performance Factor

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

- › Builds productive working relationships by effectively partnering with team members and others at work.
- › Helps resolve conflict among team members.
- › Seeks to understand the views of coworkers and other team members.
- › Balances individual and team goals.
- › Shares information and knowledge with others, as appropriate.

Factor Rating	Behavioral Indicators
5	<ul style="list-style-type: none"> • Is consistently a leader in creating collaborative partnerships with others in their own organization and, where applicable, within other campus organizations. Consistently models cooperation, teamwork and a strong sense of team spirit and morale. • Excels in encouraging and modeling cooperation, pride and trust within the group. Celebrates successes and recognizes and appreciates others' contributions. • Proficiently and successfully tackles conflict; consistently searches for and reaches "win-win" resolutions for team members. Interacts in ways that bring out the best in others and offers potential solutions for resolution to coworkers and/or leadership. • 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. • Consistently encourages and models sharing of information, as appropriate, and transparency within the unit or organization.
4	<ul style="list-style-type: none"> • Frequently initiates and maintains strong working relationships inside and outside own department which results in enhanced quality of work. Regularly fosters cooperation and collaboration. Seeks opportunities and offers to help coworkers who need assistance; shares recognition for successful work. • Frequently works to help resolve conflict appropriately; looks for and recommends middle-ground solutions. Often identifies team dynamics issues and seeks appropriate support and/or resources to improve. • 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. • Frequently shows commitment to team objectives; displays flexibility and willingness to move out of own comfort area to support team goals. Proactively takes the initiative to collaborate with others. Often assists others in the completion of their tasks to support group goals. • 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	<ul style="list-style-type: none"> • Maintains cooperative and effective working relationships with peers and others. Fosters shared accountability and group responsibility. Shows appreciation for others' efforts. Seeks feedback to ensure the needs of others are being met. • Works appropriately with the team to help settle conflict among team members. Represents his or her own interests but is fair to others in the group. Finds common ground and helps solve problems for the good of all. • Welcomes others' suggestions and points of view. Generally remains open-minded and willing to entertain others' ideas. • Balances individual and team goals, collaborating to achieve goals. Completes own tasks for group projects in a timely manner; contributes to reaching group goals. • Provides information and knowledge to others; rarely leaves them unaware of important updates. Manages others' expectations appropriately and communicates potential problems or roadblocks. • Practices open communication, cooperation and the sharing of knowledge.
2	<ul style="list-style-type: none"> • Does not always seek relationships with peers and other campus partners, impeding unit effectiveness. Sometimes avoids or has difficulty establishing collaborative relationships. Sometimes demonstrates skepticism of need when asked for help. • Avoids team member conflict; leaves it to others to solve. Needs coaching to resolve issues between self and co-workers. • Does not consistently seek input or the perspectives of others, often resulting in frustrated team members and poor quality of work. • Sometimes is 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. • 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	<ul style="list-style-type: none"> • 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. Upsets team processes, jeopardizing advancement to common goals. • 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. • 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. • Regularly withholds information and resources from the other team members.

Supervisor Performance Factor

This section should *only* be used if the employee is a supervisor and has direct reports. Directions for use are the same as those provided on [page 3](#) for the seven Performance Factors applicable to all staff employees.

1. **Developing Direct Reports:** The manner and effectiveness with which the supervisor develops and implements plans to facilitate the professional growth and development of direct reports.

- › Seeks information about each direct report's career goals and develops and executes effective development plans for them.
- › Provides stretch assignments; encourages direct reports to accept developmental assignments as appropriate for future professional growth.
- › Manages expectations appropriately and proactively communicates to the employee any potential problems or roadblocks to the employee's development.
- › Holds frequent development discussions and enables direct reports to grow and succeed through the timely delivery of constructive feedback, instruction and encouragement.
- › Provides training opportunities to help grow and retain talented employees.
- › Prepares thoughtful and meaningful performance appraisals for direct reports. Creates and follows through on the employee's Individual Development Plan (IDP), or Performance Improvement Plan (PIP), as required.

Factor Rating	Behavioral Indicators
5	<ul style="list-style-type: none"> • 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. • Always keeps development of direct reports in mind when establishing work assignments. Consistently creates and seeks unique opportunities to foster development of professional skills, and to bring visibility and recognition to direct reports, both within and outside of their unit. • Continuously drives opportunities to develop and proactively conveys any potential difficulties or barriers. • Effectively and consistently enables direct reports to grow and succeed through authentic advice and by assisting them with developing skills and knowledge. • Consistently inspires and helps staff develop skills and competencies to perform at their best through creation and promotion of training and developmental opportunities.
4	<ul style="list-style-type: none"> • Remains abreast of direct reports' professional and developmental goals, and frequently identifies and recommends professional development activities and programs to improve the individual's professional skills. • Monitors and encourages development of direct reports' strengths and capabilities; looks for opportunities to allow direct reports to receive visibility within and outside of their own unit. • Regularly manages employees' expectations and proactively shares any probable troubles or hindrances. Develops and implements appropriate responses to overcome obstacles. • Empowers direct reports to increase knowledge and flourish through direct comments, coaching and reinforcement. • Actively assists staff in identifying training and development activities to expand and develop skills and knowledge.
3	<ul style="list-style-type: none"> • Seeks information about each direct report's professional goals; develops and executes effective development plans. • Understands direct report's strengths and capabilities and creates/provides stretch goals and assignments to allow the development of additional skills and competencies. • Manages expectations and shares any challenges or obstacles to help direct reports achieve developmental objectives. • Holds development discussions that foster direct reports' growth and development; provides feedback and encouragement. • Provides training and development opportunities to help grow and retain talented employees.
2	<ul style="list-style-type: none"> • Does not consistently seek information about employees' professional development goals. Seldom suggests appropriate or actionable professional development activities or programs. • Often does not take into account direct reports' strengths and capabilities when making job assignments. Is often inconsistent in the assignment of developmental opportunities for direct reports. • Seldom identifies or addresses potential complications or setbacks in the development of employees. • 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. • Often neglects to share training and development opportunities with staff.
1	<ul style="list-style-type: none"> • Does not assume responsibility for direct reports' professional development. Does not encourage developmental moves for future professional growth. • Unaware of direct reports' strengths and capabilities. Does not create opportunities for direct reports to grow through varied and challenging job assignments. • Does not reliably manage expectations or proactively address any challenges or obstacles their direct reports may face. • Does not invest time and energy in assisting direct reports to grow and succeed. • Does not share training and development opportunities with staff.

Supervisor Performance Factor

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

- › Understands and communicates strategic goals and plans to achieve them; sets clear objectives and measures progress; mobilizes resources to achieve shared strategic vision, goals and priorities.
- › Delegates well; clearly assigns responsibility for tasks and decisions. Sets clear expectations, monitors progress and holds direct reports equally accountable for results. Adjusts priorities when appropriate.
- › Plans and organizes workloads; establishes courses of action, timelines and milestones to ensure work is completed as required.
- › Develops and implements metrics to measure results using key performance indicators (e.g., quality, quantity, cost, timeliness and frequency of completion of assigned tasks).
- › Informs direct reports in a clear and timely manner when their behavior does not align with stated goals and/or University policy. Documents appropriate actions.

Factor Rating	Behavioral Indicators
5	<ul style="list-style-type: none"> • Consistently organizes and directs work and available resources to produce superior or innovative products and services. • Creates and executes visionary staffing and resource plans that are clearly aligned with the organization's mission, strategic goals and objectives. • Consistently delegates work in a manner that produces optimal outcomes; aligns work with individual, departmental and organizational goals. Clearly and consistently communicates expectations and aspirations to the group and organization. Consistently provides tactful feedback to direct reports to enable and inspire superior work products and services. • Consistently develops and implements reliable and effective metrics to measure outcomes; identifies and implements changes to improve efficiency, effectiveness and quality of work. Regularly measures progress toward goals and consistently adjusts priorities and assigns additional resources when appropriate. • Proficient at monitoring processes, services and products to achieve high results for the organization; continually designs feedback loops into work processes with optimal results.
4	<ul style="list-style-type: none"> • Proficient at planning and organizing work. Leverages team and resources to produce notable outcomes often exceeding department goals and expectations • Creates and implements a strategic staffing plan that aligns with the organization's mission, strategic goals and objectives. • Successfully delegates work to achieve departmental goals. Clearly communicates expectations. Meets regularly with direct reports to ensure work is progressing. Provides feedback that results in improvements to work products and services. • Implements metrics that effectively and efficiently measure results; utilizes data to improve processes which results in improved quality of work and/or efficiencies. Adjusts priorities and assigns additional resources to ensure organizational objectives are met. • 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	<ul style="list-style-type: none"> • Understands and communicates strategic goals and plans to achieve them; sets clear objectives. • Mobilizes appropriate resources to achieve shared strategic vision, goals and priorities. Typically aligns available resources around the organization's goals and objectives. • 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. • Implements metrics to measure results using key performance indicators (e.g. quality, quantity, cost and timeliness). • Monitors progress, process and results of unit's work; uses data to make necessary modifications to achieve goals.
2	<ul style="list-style-type: none"> • Inconsistently aligns staff/resources with organization goals. Direct reports are often unclear of their role in the unit's goals and objectives. • Does not consistently effectively match work assignments to staff talent and proficiencies. Does not consistently set expectations or deadlines, resulting in direct reports often not being focused on priority activities. • Often does not clearly plan and organize work to ensure timeliness, efficiency or quality of work. • Has difficulty defining and implementing appropriate metrics to measure success. • Sometimes identifies problems in processes, services and products, but does not effectively address them to achieve goals.
1	<ul style="list-style-type: none"> • Fails to understand the importance of aligning the staff and resources plan with organizational goals and objectives. • Assigns work ineffectively; 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 desired results. • Does not follow an orderly method for self or others which results in deadlines being missed and/or work being incomplete or lacking quality. • Does not create or track metrics. • 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 which results in organizational goals not being met.

Supervisor Performance Factor

3. Motivating Others: The manner and effectiveness with which the supervisor creates an environment that encourages and enables direct reports to be engaged and motivated to perform to the best of their ability.

- › Leads and motivates by example.
- › Creates a climate in which people want to do their best; promotes confidence and optimistic attitudes; empowers others; pushes tasks and decisions down.
- › Assesses each person's strengths and uses it to get the best out of each employee.
- › Invites input from each person and shares ownership and visibility; is someone people like to work with.
- › Rewards and recognizes accomplishments. Differentiates reward given to employees based on their level of performance.

Factor Rating	Behavioral Indicators
5	<ul style="list-style-type: none"> • Consistently leads and motivates by example; inspires staff to perform at their best. • Inspires, empowers and motivates people with sufficient positive energy, which encourages direct reports to want to do their best; endorses enthusiastic attitudes; empowers direct reports by providing them with opportunities to take responsibility for key decisions and actions. • Recognizes each person's strengths, developmental needs and professional goals, and inspires them to succeed. • Requests contributions from each person and assigns ownership and accountability; is someone people request to work with. • Appropriately and consistently rewards and recognizes individuals, groups and organization for stellar achievements. • Is able to successfully encourage direct reports and team; makes each individual feel like the individual's work is important to the team and the organization; motivates direct reports to deliver above-and-beyond service to customers.
4	<ul style="list-style-type: none"> • Encourages staff and motivates by example, modeling successful behavior. • Generates an atmosphere in which direct reports aspire to do their best; supports trust and positive attitudes; appropriately pushes responsibilities and decisions downward. • Is able to consider each person's strong points, growth needs and professional goals, and motivates them to produce commendable results. • Calls for participation from each person and shares ownership and visibility; is someone people take pleasure in working with. • Fittingly and regularly presents and acknowledges successes of individuals and groups for their achievements.
3	<ul style="list-style-type: none"> • Leads and motivates by example; frequently models positive behavior; regularly encourages staff. • Typically nurtures a creative, innovative and encouraging workplace; creates a climate in which direct reports endeavor to do their best. Encourages and empowers others. • Assesses each person's strengths and uses those strengths to benefit them and to produce successful results. • Often invites input from each person and shares ownership and visibility; is generally someone people like to work with. • Rewards and positively recognizes staff's accomplishments and the success of others.
2	<ul style="list-style-type: none"> • Does not consistently encourage staff, motivate or model successful behavior. • Does not consistently maintain a climate in which people want to do their best. Often exerts unnecessary control over means and methods of work; does not consistently trust the decision-making of others. • Can recognize a person's strengths, but currently lacks the skill to use this knowledge to empower and motivate them. • Typically asks for only limited input from others; is not fully inclusive; some people clearly prefer not to work with this individual. • Does not consistently engage in the support of rewards and/or effectively recognize accomplishments of their team or others.
1	<ul style="list-style-type: none"> • Does not lead and/or motivate by example to promote successful behavior. • 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. • Does not recognize others' strengths and lacks the skills and ability to motivate others to get the best out of direct reports and others. • Discourages others from offering input; people avoid working with them. • Overall tends to detract from others' efforts to build a positive working environment rather than inspiring or promoting such an environment.