

REPRESENTATIVE DOCUMENTS

Competency Models

Core Competency Descriptors

The following is a list of more specific descriptions of the University's eight core competencies. The list is intended to support performance management and development.

Please note: not all descriptors are required nor applicable for each job.

COMMUNICATION *(Ability to share information in an effective and collaborative manner)*

- **PROVIDING INFORMATION: Informing Others**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, and knowledge:

Phase I - Provides others with clear, concise, accurate, and timely information.

Phase II - Informs others of activities, issues, project status, and sensitivities in a timely manner.

Phase III - Provides others with relevant knowledge, context and/or implications, rather than just facts and data.

- **PROVIDING INFORMATION: Appropriate Sharing**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Shares information with others as appropriate.

Phase II - Understands what information is needed by others in advance and ensures it is available in the appropriate format.

Phase III - Develops communication strategies and plans to ensure that the right information gets to the right person or place at the right time.

- **PROVIDING INFORMATION: Presentations**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Presents ideas and proposals clearly to others.

Phase II - Plans and delivers presentations effectively; uses appropriate technologies and communication style.

Phase III - Prepares and delivers presentations for a variety of audiences in a professional polished manner; effectively engages and involves audiences.

- **RECEIVING INFORMATION**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Understands and correctly applies verbal and written instructions, procedures, technical information.

Phase II - Ensures clarity and understanding by listening attentively, asking probing questions, and paraphrasing.

Phase III - Analyzes, clarifies, and interprets complex information and issues effectively; responds appropriately

- **COMMUNICATION EFFECTIVENESS: Communication Methods**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Understands different methods of communication (eg. written, in person, e-mail, telephone, fax) and selects the appropriate method.

Phase II - Provides and receives information using the most effective/efficient/appropriate medium and technology based on what needs to be communicated and to whom.

Phase III - Develops communication strategies, standards, and/or policies that make effective use of different approaches and technologies for different audiences.

- **COMMUNICATION EFFECTIVENESS: Communication Understanding**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Communicates information to others, making sure the information has been understood.

Phase II - Ensures effective understanding of communication in a variety of situations with audiences of differing needs and expectations.

Phase III - Understands communication processes and dynamics; applies this to ensure effective communication in a variety of situations and with audiences of differing needs and expectations.

- **COMMUNICATION EFFECTIVENESS: Technical Information**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Provides technical information and instructions to others clearly and appropriately.

Phase II - Adjusts terminology and approaches when communicating technical information to others.

Phase III - Recognizes different levels of knowledge and understanding when communicating complex technical matters; plans communications accordingly.

- **NEGOTIATION/PROBLEM SOLVING: Supportive Approaches**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Remains composed, in control, and patient during stressful or emotional communication situations.

Phase II - Maintains composure in challenging situations; uses a positive problem solving approach to achieve desired results.

Phase III - Demonstrates a well developed ability to successfully manage complex, challenging communication situations.

- **NEGOTIATION/PROBLEM SOLVING: Methods and Techniques**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Contributes to solution of problems through respectfully listening, clarifying understanding, and taking appropriate follow-up action.

Phase II - Resolves issues through seeking common interests and developing mutually satisfactory solutions.

Phase III - Negotiates and manages the boundaries of discussions in a timely, constructive manner by interjecting, clarifying, summarizing points, seeking consensus and setting timelines.

- **COLLABORATION: Approaches and Methods**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Interacts with others in a courteous, pleasant, helpful manner.

Phase II - Demonstrates empathy, understanding and patience in all communications.

Phase III - Deals with sensitive and confidential issues using empathy and well developed discretion and judgement; coaches and advises others.

- **COLLABORATION: Information Sharing**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Shares work information with colleagues appropriately and promptly.

Phase II - Communicates with colleagues so they are able to complete their work with minimum error and requests for clarification.

Phase III - Ensures others have the necessary information to carry out their work, choosing the appropriate means to communicate this information.

- **COLLABORATION: Enabling Participation of Others**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Provides others with the opportunity to give information without unnecessary interruption.

Phase II - Invites and supports participation of others in meetings or other interactions.

Phase III - Promotes and ensures full participation and open communication in meetings and other situations.

- **COLLABORATION: Feedback**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Accepts and discusses performance feedback in a receptive, congenial manner, making adjustments as appropriate.

Phase II - Seeks, gives, and receives performance feedback positively and constructively.

Phase III - Promotes an open and respectful environment where feedback is regularly requested, offered and positively received in order to improve performance.

- **COLLABORATION: Supporting Contacts/Networks**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Determines when it is necessary to obtain additional information or provide it to others, and uses the appropriate means to do so.

Phase II - Develops referral contacts with those in other areas, and interacts with these effectively.

Phase III - Develops and productively uses a diverse network of internal and/or external contacts and resources to enhance access to timely and appropriate information.

INNOVATIVENESS/INITIATIVE (*Ability to be creative, challenge and demonstrate initiative to generate improvements and foster positive outcomes*)

- **CREATIVITY/INNOVATION**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Accepts new ideas and ways of doing things; makes adjustments as needed.

Phase II - Develops new methods, processes and tools which are useful to colleagues and others.

Phase III - Develops innovative, productive solutions to complex issues and problems.

- **INITIATIVE: Initiating Action**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Recognizes problems and takes the initiative to solve them; goes beyond the obvious requirements of a situation.

Phase II - Achieves successful outcomes without having a defined structure in place, or full information available.

Phase III - Takes the initiative to deal with issues of broad ranging scope and impact in a timely and effective manner.

- **INITIATIVE: New Approaches and Risk Taking**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Suggests different approaches and methods to accomplish work.

Phase II - Tries new ways of accomplishing work; takes appropriate risks to deal with obstacles or to bring forward problems, suggestions, solutions.

Phase III - Takes appropriate risks to ensure complex issues are resolved or innovative solutions developed.

- **CHALLENGING PERSONAL GOALS**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Responds to constructive feedback from others by making changes as appropriate

Phase II - Sets challenging goals and develops strategies to meet them.

Phase III - Seeks opportunities to grow and develop, and/or extend the scope of activities and contributions.

- **FOSTERING IMPROVEMENTS**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Identifies concerns, questions routines, and suggests changes that result in improvement.

Phase II - Explores and implements improvements; promotes the most efficient, effective, innovative ways of working.

Phase III - Regularly challenges and makes improvements in existing systems and processes; encourages others to do the same.

TEAMWORK (*Ability to function effectively in team situations both within and across departments and other organizations to achieve optimal collective results*)

- **GROUP FUNCTION AND EFFECTIVENESS: Participation and Support**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Participates, helps others, and keeps commitments so the team can meet its goals.

Phase II - Actively participates in the work of the team by taking on different roles and responsibilities; encouraging efforts and contributions of others.

Phase III - Ensures that the team goals are achieved through fair and reasonable sharing of responsibilities, and opportunities for participation, adequate resources and other supports.

- **GROUP FUNCTION AND EFFECTIVENESS: Expectations and Results**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Understands purpose and goals of the team, and own role. Operates within team expectations and understandings.

Phase II - Ensures results are achieved by the most effective means. Understands what tasks and activities are appropriate for teams, and when individual handling is more appropriate and when it is necessary to take on roles that others are unable or unwilling to perform.

Phase III - Actively sponsors team efforts: facilitates team role and mandate definition, helps redefine as necessary; gathers the right people; actively seeks the input of team members, and provides needed resources.

- **GROUP FUNCTION AND EFFECTIVENESS: Goals and Progress**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Helps the team plan tasks and objectives, and make progress.

Phase II - Tracks and/or maintains awareness of team projects, decisions, progress; keeps projects progressing toward successful completion.

Phase III - Understands, motivates, and supports others in team development and achievement of mandate goals, and/or tasks.

- **INTERNAL UNIT RELATIONS: Collaboration and Encouragement**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Collaborates with team members to work and solve problems, respecting others views and ideas.

Phase II - Demonstrates effective team skills such as facilitation, listening, conflict resolution, creativity and problem solving.

Phase III - Inspires and motivates others on the team to continue their efforts; helps others to develop their skills.

- **INTERNAL UNIT RELATIONS: Problem Solving**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Makes decisions with others and supports the outcomes.

Phase II - Brings issues forward, helps the team to resolve them and make progress.

Phase III - Contributes to and encourages constructive resolution of resistance and conflict within the team. Helps to find common ground and supports solutions that work for the team.

- **INTERNAL UNIT RELATIONS: Resources**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Shares information and knowledge, time, equipment, space and other resources with others.

Phase II - Shares resources with others and ensures others, and ensures others have access to appropriate tools, information and other resources in order to carry out their work.

Phase III - Develops and implements plans to ensure the team has the resources and support to meet its goals both short and long term.

- **INTER-UNIT/EXTERNAL RELATIONS: Collaboration and Partnerships**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Works cooperatively with those from other teams, units, and/or those external to the University.

Phase II - Works across boundaries among systems, departments, and/or among institutions and other organizations to ensure productive outcomes.

Phase III - Actively seeks to collaborate with others. Fosters productive work relationships with other areas within and/or external to the University.

- **INTER-UNIT/EXTERNAL RELATIONS: Representation and Advocacy**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Represents the team and its activities to others in a constructive way.

Phase II - Acts as ambassador for the team; gains support for team activities from others.

Phase III - Serves as team advocate, champions their ideas and approaches, and works beyond the unit to find support and/or resources.

KNOWLEDGE AND TECHNICAL SKILLS *(Ability to demonstrate proficiency in technical and job knowledge aspects of the position to achieve a high level of performance. An ability and a desire to learn)*

- **TECHNICAL PROFICIENCY/JOB KNOWLEDGE: Understanding and Expertise**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Understands requirements of the job, applies knowledge and skills to complete tasks.

Phase II - Demonstrates competence in own discipline, field or trade and mastery of job content and responsibilities.

Phase III - Applies highly developed knowledge and expertise successfully to roles and responsibilities; acts as a key resource to others.

- **TECHNICAL PROFICIENCY/JOB KNOWLEDGE: Systems, Technology, Processes, and Information**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Uses tools, technology, products and information as instructed.

Phase II - Demonstrates mastery and competence in using technology, systems, processes and/or information sources.

Phase III - Maintains an in-depth understanding of technology, systems, processes, and/or information sources; often acts as a resource to others.

- **JOB PERFORMANCE**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Identifies when assistance is needed and asks for help from the appropriate source.

Phase II - Regularly uses knowledge and training to independently assess and deal with issues and problems; collaborates with others as appropriate.

Phase III - Uses expertise to deal with complex problems and issues; explain matters, and develop ways of assisting others or preventing problems.

- **PROFESSIONAL/PERSONAL DEVELOPMENT**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Builds knowledge and understanding by making efforts to find answers to questions, learn new approaches and methods.

Phase II - Identifies needs for new abilities on the job; adds to knowledge and skills through seeking and taking advantage of opportunities for development.

Phase III - Continually develops knowledge and expertise of self and others; maintains an up to date understanding of new developments in the field and best practices.

PERSONAL EFFECTIVENESS *(Ability to demonstrate respect, dignity and integrity in interpersonal relationships and to demonstrate positive personal coping and wellness strategies)*

• **INTERPERSONAL RELATIONSHIPS: Interactions**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Is approachable, personable and helpful when dealing with others.

Phase II - Interacts with others effectively; demonstrates consideration and respect. Aware of the impact of behaviour on others and able to modify approaches appropriately.

Phase III - Demonstrates highly developed interpersonal relations expertise in dealing with a range of situations which may include complex, sensitive and/or confidential issues.

• **INTERPERSONAL RELATIONS: Ethics and Standards**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Demonstrates honesty and fairness; meets workplace expectations and commitments.

Phase II - Follows, and encourages others to follow ethical practices, workplace codes, standards, procedures and expectations, including the boundaries of confidentiality.

Phase III - Has a well-developed sensitivity to and understanding of professional ethics and workplace standards and expectations and is able to both set and follow them; coaches or acts on behalf of others.

• **INTERPERSONAL RELATIONS: Accomplishing Results**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Carries out tasks to accomplish expected results and interacts with others appropriately.

Phase II - Achieves productive results through balancing completing tasks with maintaining effective relations with others.

Phase III - Successfully balances results oriented focus with interpersonal relations considerations in complex, challenging situations; assists others in developing their skills in this area.

• **PERSONAL ORGANIZATIONAL SKILLS/TIME MANAGEMENT**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Follows the work schedule and/or completes assigned tasks within timelines.

Phase II - Sets and/or negotiates priorities and accomplishes activities or processes within timelines.

Phase III - Applies a variety of time management strategies when dealing with a range of issues and problems while carrying out diverse roles and responsibilities.

• **PERSEVERANCE AND FOLLOW THROUGH**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Follows through on tasks and assignments despite obstacles.

Phase II - Positively motivates self to persevere with activities and projects despite setbacks and challenges. Encourages others.

Phase III - Perseveres with complex, challenging situations; positively motivates and coaches others; seeks resources, supports and pursues alternatives as appropriate.

- **PERSONAL COPING/WELLNESS STRATEGIES**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Demonstrates the ability to deal with pressure and other workplace stressors appropriately.

Phase II - Handles pressure and stressful situations effectively so productivity is not affected; identifies and negotiates personal boundaries; requests assistance as needed.

Phase III - Handles complex, stressful situations with diplomacy, calmness and good judgement; helps reduce workplace stressors for self and others; coaches and assists others as appropriate.

- **GROWTH AND DEVELOPMENT**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Accepts constructive feedback; sets learning goals and develops skills.

Phase II - Takes responsibility for own learning and development. Uses self assessment, reflection on events, feedback and other information in developing capabilities or modifying behaviour.

Phase III - Manages own learning and development and personal career development; fosters and supports this in others.

UNIVERSITY UNDERSTANDING *(Ability to demonstrate effectiveness within the University environment and demonstrate an understanding of the University context)*

• **EFFECTIVENESS WITHIN THE UNIVERSITY: Operations**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Applies knowledge of own unit and/or relevant aspects of the University to carrying out tasks and responsibilities effectively.

Phase II - Applies a well developed understanding of the unit and/or relevant aspects of the University to carrying out responsibilities and developing and improving programs, policies, procedures and services.

Phase III - Understands the roles and functions of own and various other units; works beyond the unit and/or across the University to enable improvement and benefit for the University.

• **EFFECTIVENESS WITHIN THE UNIVERSITY: Facilities, Services, Resources**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Demonstrates general knowledge of the University layout, buildings, services and contact people.

Phase II - Demonstrates detailed knowledge of University buildings, facilities, services, departments, resources and contact people.

Phase III - Applies well developed understanding of University facilities, services, people and resources to carrying out responsibilities, sponsoring improvements, and acting as a key resource to others.

• **EFFECTIVENESS WITHIN THE UNIVERSITY: Policies, Processes, Technology, Systems**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Demonstrates awareness of the policies, procedures, technology, programs and/or systems needed to do the job and uses them effectively.

Phase II - Understands and effectively uses University policies, procedures, technology, equipment, programs, and/or systems needed to do the job; interprets or explains these to others; contributes to improvement processes.

Phase III - Applies comprehensive knowledge of University policies, procedures, technology, equipment, programs, and/or systems to roles and responsibilities which may include acting as a key resource, forecasting trends and impacts, facilitating improvements and changes.

• **THE UNIVERSITY CONTEXT/CULTURE: University Context**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Demonstrates appreciation and respect for the values and culture of the University.

Phase II - Demonstrates a good overall understanding of the mission, values, culture, context and/or terminology of the University and successfully applies this on the job.

Phase III - Demonstrates a well developed understanding and ability to work within the mission, values and context of the University; provide interpretation and advice to others.

• **THE UNIVERSITY CONTEXT/CULTURE: Structures, Channels, Relationships**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Understands how the unit are organized and the channels through which work should flow; applies this to the job.

Phase II - Understands the unit and University structure, policy and/or decision making processes. Appropriately applies the knowledge to accomplish work objectives.

Phase III - Demonstrates an astute understanding of the University structure, governance and decision making processes, operations, internal and/or external relationships in carrying out roles and responsibilities.

LEADERSHIP (*Ability to achieve positive outcomes by encouraging, supporting, coaching, developing and mentoring others*)

INTERPERSONAL RELATIONS: Work Environment

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Contributes to a positive work climate through being open and receptive to others and supporting their efforts.

Phase II - Fosters a positive work climate through encouraging openness and supporting development, involvement and recognition of others.

Phase III - Creates and ensures a positive atmosphere in which people are confident, motivated, trust, thrive, try new approaches.

• **INTERPERSONAL RELATIONS: Attitudes and Approaches**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Demonstrates a confident, positive attitude that constructively influences self and others.

Phase II - Demonstrates a positive, constructive approach to dealing with workplace challenges and problems.

Phase III - Deals with complex issues and challenging interpersonal situations with composure, and a positive, respectful problem solving approach; attempts to develop strategies that anticipate needs and prevent problems.

• **MANAGEMENT/DELEGATION: Delegating and Supporting**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Assists co-workers and takes on tasks as appropriate.

Phase II - Delegates willingly and effectively taking into consideration what can best be done by self and others.

Phase III - Practices effective delegation by appropriately assigning both authority and responsibility to others; and establishing clear boundaries and expectations.

• **LEADERSHIP - MANAGEMENT/DELEGATION: Goals and Resources**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Understands what is needed to carry out tasks, goals and objectives; uses resources carefully and effectively.

Phase II - Clearly outlines resource requirements, timelines, deliverables, guidelines for self and others; negotiates these as circumstances change.

Phase III - Ensures that the unit, function or project has the appropriately organized staff and resources to carry out its mandate and goals.

• **MANAGEMENT/DELEGATION: Involving Others**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Gathers advice and input from others and acts appropriately on this information.

Phase II - Understands when it is appropriate to involve others in planning, problem solving and decision-making, including assisting others in taking leadership roles; applies this as required to assist the process.

Phase III - Collaboratively develops an appropriate vision and plans for the unit or project, and ensures its implementation through the commitment of others within and/or beyond the unit as appropriate.

- **MANAGEMENT/DELEGATION: Information Exchange**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Updates self and others on relevant workplace information.

Phase II - Ensures self and others have a clear understanding of plans, activities, issues and other relevant information.

Phase III - Shares opinions, reasoning, goals, new developments and/or other information with others as appropriate; open and receptive to questions, concerns, ideas, needs expressed by others.

- **INITIATIVE/RESPONSIBILITY**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Takes appropriate action to deal with problems and situations as they arise.

Phase II - Takes action in a timely manner and acts on behalf of others; coordinates tasks and projects and sees them through to completion.

Phase III - Identifies opportunities and situations where action or change is needed; proposes ideas and solutions and seeks ways to involve others; ensures follow through to successful outcomes.

- **COACHING AND DEVELOPMENT**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Assists others in gaining the required knowledge and skills to do their work.

Phase II - Assists and encourages others to develop their capabilities through training, performance feedback and coaching.

Phase III - Actively fosters the personal and professional development of others. Helps them grow through identifying development needs, suggesting learning opportunities, supporting development efforts, and/or providing information.

FLEXIBILITY (*Ability to adapt and respond to the changing environment and to constructively create opportunities for change through active participation*)

• **ADAPTABILITY**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Adapts successfully to variations in work schedules, locations and/or tasks.

Phase II - Makes progress in an environment with multiple, simultaneous priorities and activities. Sets boundaries, negotiates timelines appropriately, uses time wisely.

Phase III - Anticipates requirements, multi tasks and manages priorities of self and others in complex, demanding situations.

• **ADAPTABILITY: Working with Diversity**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Works effectively with those having diverse backgrounds, styles and abilities.

Phase II - Adapts approaches to meet diverse needs, styles and backgrounds; encourages others to do the same.

Phase III - Ensures that the diversity of colleagues and others is accommodated in plans and actions; encourages and supports others in these approaches.

• **ADAPTABILITY: Ambiguity and Uncertainty**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Interprets guidelines and policies in an appropriately flexible manner; requests assistance from others as needed.

Phase II - Solves problems even when situations and policies are ambiguous or unclear; knows when it is appropriate to be flexible or not and sets boundaries and priorities accordingly.

Phase III - Makes progress with objectives and manages the complex and/or sensitive situations where information is limited. Considers important aspects and impacts, take appropriate risks, negotiates boundaries, and makes adjustments; fosters this approach in others.

• **DEALING WITH CHANGE**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Responds to changing procedures, technology and/or policies in a positive, appropriate manner.

Phase II - Demonstrates a constructive approach to change; adapts to changes in organizational structures, systems, policies; willingly takes on new or temporary responsibilities and/or otherwise seeks ways to help implement changes effectively.

Phase III - Develops plans and implements courses of action for self and others in dealing with anticipated changes; may form new or other beneficial relationships with other units; supports others in understanding change processes and adapting to change.

• **CREATING OPPORTUNITIES FOR CHANGE**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Demonstrates receptivity and openness to development and improvement in own work and that of the unit.

Phase II - Continually strives to identify improved ways to perform tasks and services; contributes to and supports implementation of changes.

Phase III - Creates, or assists in creating the climate for change by being open to new ideas and suggestions, evaluating possibilities, and/or supporting piloting of new approaches.



5 Core Leadership Competencies

Envision the Future	Foster Innovation	Engage & Support Others	Focus on Results	Act with Integrity
<ul style="list-style-type: none"> Defines the future direction of the university, department, team or program and uses the vision to guide and align the efforts of all members of the university Anticipates and interprets future trends, by drawing on their experience and university knowledge to make decisions, to problem-solve and to align people and resources in increasing challenging and complex situations 	<ul style="list-style-type: none"> Champion and facilitate the development of breakthrough research and new solutions; to bring in changes and new ideas that improve services, methods or approaches. Shows the ability to turn difficult situations into opportunities Think strategically, promote creativity, take calculated risks, challenge the status quo, develop best practices and continuously improve 	<ul style="list-style-type: none"> Establish and grow open and reciprocal relationships, understanding the importance of leveraging others to successfully achieve university/research objectives Empower and enable others with appropriate authority and responsibility, and support their efforts to take responsibility Cultivate the development of oneself and others through coaching, mentoring, personal and professional development and supporting successful performance 	<ul style="list-style-type: none"> Achieve positive results and focus on accomplishing key objectives for oneself, the team and/or the university Create or contribute to an environment which inspires potential, trust, learning and excellence while delivering results Facilitate and lead change by involving others and securing the necessary resources even when faced with complexity and/or ambiguity 	<ul style="list-style-type: none"> Demonstrate and support the core values of the university, to be congruent in what you say and do, to be trustworthy, respectful and honest, and to exhibit a high standard of integrity in all interactions "Do the right thing" be accountable and fair. This quality enables leaders and staff to be patient, flexible and accessible

Recognizing and Rating Northwestern Behaviors

Working in the area of performance excellence and assessment over the past several years, staff in Human Resources have identified what we call “Northwestern behaviors.” These are desired behaviors that are consistent with Northwestern’s goals and, if encouraged in and developed by our employees, will help make the University an even better place to work, learn, and live.

True success in the workplace depends both on **what** we accomplish and **how** we get things done. In the Performance Excellence Process, *what* we accomplish are **performance objectives** and *how* we accomplish things are **Northwestern behaviors**. Employees of the University are encouraged to demonstrate the following behaviors in order to successfully accomplish their performance objectives.

Coachability: Being receptive to feedback; willing to learn; embracing continuous improvement.

Collegiality: Being helpful, respectful, approachable, and team oriented; building strong working relationships and a positive work environment.

Communication: Balancing listening and talking; speaking and writing clearly and accurately; influencing others; keeping others informed.

Compliance: Honoring University policies and regulatory requirements.

Customer focus: Striving for high customer satisfaction; going out of the way to be helpful and pleasant; making it as easy as possible for the customer (rather than the department or the University).

Efficiency: Planning ahead; managing time well; being on time; being cost conscious; thinking of better ways to do things.

Initiative: Taking ownership of work; doing what is needed without being asked; following through.

Leadership (as applicable): Setting clear expectations; reviewing progress; providing feedback and guidance; holding people accountable.

Detailed examples of these behaviors — outstanding, effective, and needs improvement — follow.

Recognizing and Rating Northwestern Behaviors

Coachability

Needs improvement	Effective	Outstanding
Asks for little feedback from others on development needs and progress	Solicits feedback from customers, peers, and superiors, and uses this information to develop know-how and self-awareness	Uses feedback from others to make noticeable and noteworthy changes in his/her skills and productivity
Does not show an interest in learning new skills, technologies, and workplace trends	Displays curiosity and seeks opportunities to master new skills and knowledge	Anticipates learning needs and has a plan in place to meet those needs
Does not share learning resources or expertise with others	Shares learning resources and expertise (articles, web pages, books, professional contacts) with others to strengthen their knowledge	Known for valuing learning; finds time and space for helping others learn
Tries to cover up mistakes	Learns from mistakes	Shows team members how mistakes can be valuable learning opportunities
Has few or no goals/objectives for professional development	Sets achievable, challenging goals/objectives for professional development	Has a professional development plan to address ongoing short- and long-term learning needs
Needs more awareness of professional information that affects the University and his/her job	Keeps current on professional information that affects the University and his/her job	Anticipates major functional changes that affect his/her job and takes steps to prepare for them
Rarely takes part in developmental activities outside the workplace	Takes steps to improve expertise by joining professional organizations and participating in conferences and training as appropriate	Participates in leadership roles in professional organizations and conferences

Recognizing and Rating Northwestern Behaviors

Collegiality

Needs improvement	Effective	Outstanding
Acts as if own ideas and opinions are “the final word” and minimizes or ignores the team’s contributions	Values the insights and thinking that can be achieved by a team	Actively supports and implements team decisions and ideas and gives full credit to the team for successful outcomes
Most comfortable with team members who are similar to him/her	Interacts comfortably and effectively with other team members	Makes special efforts to ensure that all team members are respectful of one another and work productively together
Ignores or works against team decisions	Seeks group participation and consensus	Actively supports and implements team decisions
Displays behaviors that create conflict on the team	Displays behaviors that reduce team conflicts	Mediates and helps the team resolve team conflicts
Prefers to work alone and is reluctant to participate in team activities	Participates actively in group meetings and team-building activities	Volunteers enthusiastically to work on intra- and interdepartmental teams
Has difficulty building relationships to accomplish results	Uses formal and informal approaches to develop and build effective working relationships within and outside his/her own group and with multiple levels of the organization	Influences others who are not under his/her direct authority or control to accomplish results
Needs to show more sensitivity to the diversity of coworkers and internal and external customers	Relates well to others in the organization who differ in status, age, race, religion, gender, or disability	Adjusts interpersonal approaches to attend to the needs of diverse groups of people
Tends to get locked into his/her own way of looking at issues	Remains open to others’ points of view, even when they conflict with his/her own	Negotiates with others to reach a win-win outcome

Recognizing and Rating Northwestern Behaviors

Communication

Needs improvement	Effective	Outstanding
Interrupts others; does not listen attentively; comes across as condescending	Demonstrates respect for others by listening actively; demonstrates appropriate nonverbal behaviors; verifies understanding	Encourages and values input; shows an interest in others' needs and concerns even when under pressure
Fails to share pertinent information	Shares (accurate) information openly and honestly and in a timely and assertive fashion	Anticipates communication needs and shares information effectively with all levels of the organization
Speaks unclearly, which prompts recipients to ask for clarification	Speaks clearly; avoids vagueness, ambiguity, and mixed messages; demonstrates appropriate nonverbal behaviors	Promotes and uses candid and open speaking style
Written communication often contains errors	Presents facts and ideas accurately and clearly in writing	Notes and reports are often forwarded and cited
People tend to "tune out" this person during discussions	Proposes ideas persuasively in oral communication	People often enjoy listening to this person talk and are influenced by him/her
Uses oral communication when written would be more appropriate — and vice versa	Uses appropriate communication channels and length depending on message and audience	Uses exactly the right medium (e-mail, voice mail, in person) at just the right length depending on message and audience
Shares confidential information with inappropriate parties	Maintains confidence as appropriate	Sought after as a confidant
Demonstrates passive or aggressive verbal and/or nonverbal behaviors during conflict	Demonstrates assertive verbal and/or nonverbal behaviors during conflict	Resolves conflicts and opens lines of communication

Recognizing and Rating Northwestern Behaviors

Compliance

Needs improvement	Effective	Outstanding
Cannot explain consequences of noncompliance	Strives for full compliance	Seeks continual compliance improvements
Does not consider compliance in daily work and decisions	Identifies methods for achieving compliance	Uncovers and corrects causes of noncompliance
Bends the rules and “asks for forgiveness”	Follows University and regulatory policies/requirements unless exceptions are necessary and preapproved	Sought after by colleagues and “strangers” who want to know the correct way to do things
Does not comply with standardized processes and procedures	Complies with standardized processes and procedures	Has obtained appropriate certifications in work process improvement techniques

Recognizing and Rating Northwestern Behaviors

Customer focus

Needs improvement	Effective	Outstanding
Displays less than friendly and helpful behaviors toward customers	Demonstrates, with both verbal and nonverbal behaviors, a warm and friendly demeanor toward customers	Noted for displaying customer service behaviors that exceed customers' expectations
Rarely listens to or solicits feedback from internal or external customers	Solicits and acts on customer feedback	Visits or calls customers to find out what they are doing and what they need; stays abreast of developments that may be relevant to them
Slow to respond to customer needs	Responds to customer needs while adhering to departmental service-level standards and time frames	Frequently exceeds agreed-upon service levels and time frames
Does not admit to or recover from customer mistakes as quickly as desired	Admits to customer mistakes and corrects them quickly	Learns from customer mistakes so that they are not repeated in future interactions
Has few or no methods in place to track customer satisfaction	Has qualitative and quantitative mechanisms to track customer satisfaction	Works with other team members to find better qualitative and quantitative ways to track customer satisfaction
Sees difficult customers as obstacles beyond his/her control	Views difficult customers as opportunities to improve self, processes, and/or products	Seeks out customer problems and complaints and removes barriers that get in the way of meeting and exceeding customer needs

Recognizing and Rating Northwestern Behaviors

Efficiency

Needs improvement	Effective	Outstanding
Arrives late and/or unprepared for work	Begins work on time/prepared; schedules nonwork activities outside of work hours	Known for exceptional attendance record
Takes unusually long time or extra effort to complete regular work	Manages time well; delivers expected results with reasonable time and effort	Produces extraordinary results while rarely working overtime and without “working too hard”
Not conscientious about spending or accounting for department funds; does not work within budget	Conscientious about spending and accounting for department funds; works within budget	Conscientious about spending and accounting for department funds — and finds ways to save and recover money
Has a minimal understanding of key work processes in department and/or area	Understands key work processes in department and/or area and uses them effectively	Continuously strives to improve key work processes
Rarely applies quality or process improvement techniques within his/her functional area to improve results	Consistently applies process improvement techniques to work to improve quality and/or efficiency	Identifies benchmarks with others to find process improvement opportunities
Does not consistently measure the effect of process improvements	Measures quality improvements in his/her own work area or process and reports them to management	Helps others to develop measures for quality improvements in their own work areas

Recognizing and Rating Northwestern Behaviors

Initiative

Needs improvement	Effective	Outstanding
Requires close supervision, even on routine assignments	Performs work independently without being asked; takes ownership and follows through	Significantly exceeds expectations by doing more than is required and by initiating and implementing new projects
Operates in reactive mode; often does things only when asked	Anticipates problems; proactively addresses issues	Recognizes and seizes opportunities even if outside of normal job duties
Misses deadlines; often requests extensions	Meets deadlines	Pursues solutions to problems with a sense of urgency; beats deadlines
Adheres to ineffective methods after being asked to change	Generates innovative ideas, approaches, and solutions	Ideas are adopted by the department or the University
Fails to meet basic responsibilities	Fulfills all primary responsibilities	Seeks new challenges and secondary responsibilities
Does not help others beyond regular job responsibilities	Looks for extra ways to help colleagues and customers	Formally recognized for going "above and beyond the call of duty" (thank you notes, Northwestern Service Excellence Awards)
Takes little or no action when things go wrong	Offers to help work toward solutions when things go wrong	Takes charge and finds solutions when things go wrong
Cannot always be trusted to follow through	Earns trust by doing what he/she says will be done	Always does what he/she says will be done; is noted for trustworthiness and dependability

Recognizing and Rating Northwestern Behaviors

Leadership (as applicable)

Needs improvement	Effective	Outstanding
Has no mission or communicates mission unclearly to team members	Communicates a clear, compelling mission to team members and motivates them to achieve that mission	Motivates others in the organization to achieve mission
Does not use the Performance Excellence Process to enhance employee performance	Uses the Performance Excellence Process to set expectations, coach employees, and conduct annual performance reviews	Champions the Performance Excellence Process and uses it successfully to increase productivity and develop employees
Makes the majority of important team decisions	Encourages and supports team decision making and problem solving	Helps team develop more collaborative and productive ways of problem solving and decision making
Insensitive in dealing with employee mistakes or failures	Motivates others to perform by providing constructive and timely feedback	Encourages employee growth and achievement by emphasizing learning from mistakes and failures and building on successes
Viewed as uncomfortable, closed, or withholding when communicating	Communicates openly, honestly, and comfortably with others	Teaches staff better ways of communicating with customers, peers, and each other
Has a history of not selecting the right candidates for the job and/or not thoroughly orienting them	Selects the right people based on candidate's past experiences, successes, and fit to the area's culture and orients them to their jobs	Assesses talent well; people want to work with him/her



University Library

University of Saskatchewan

Core Competencies for University of Saskatchewan Librarians

This document defines the basic knowledge and skills librarians at the University of Saskatchewan should employ in their professional practice and reflects those competencies required by librarians in the Canadian academic research environment.

The University Library Competencies Framework (Figure 1) maps competencies to three areas and demonstrates the nesting relationship between 3 competency groups:

- **Competencies related to the vision, mission and key strategic directions of the University and the Library** as reflected in *Promise and Potential: The Third Integrated Plan 2012 to 2016*, *University of Saskatchewan Competencies*, *University Library Strategic Plan 2012 - 2013*, *University Library People Plan 2012 – 2016* and the Library Leadership Development Program (LLDP).
- **Professional Practice competencies** as described in the *University Library Standards* required for the application of professional knowledge and expertise to the delivery of services and support to internal and external clients.
- **Individual/Interpersonal skills** such as those included in Personal Development Plans (PDPs) currently under consideration.



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Figure 1: University Library Competencies Framework



CORE COMPETENCIES FOR UNIVERSITY OF SASKATCHEWAN LIBRARIANS

3

University and Library Competencies (Role Based)

Leadership: demonstrated ability to build a shared vision, and influence others to ensure outcomes that advance library and institutional goals and objectives

Understands and applies the concepts behind, issues relating to, and methods for, principled, transformational leadership

Leads change within the University Library by initiating, implementing and supporting innovation, creativity and risk taking and by motivating others to strive for excellence

Brings forth the talent, energy and contributions of others by enabling them to act, think, initiate and make decisions affecting their area of given responsibility

Builds trust by demonstrating honesty, integrity and consistent behaviour, and by following through on commitments

Strategic Planning: the process of defining the University Library's direction and allocating resources to pursue a defined strategy

Participates in and applies strategic planning

Develops and communicates a compelling future state, and inspires and motivates people to achieve commitment, ensure alignment, and create positive outcomes

Aligns the information, organizations, services and resources with, and is supportive of, the strategic directions of the University of Saskatchewan and the University Library

Evaluation and Assessment

Anticipates user needs and critically evaluates and assesses existing and new services and systems to ensure that user needs are met

Critically evaluates and assesses existing and new information resources in relation to user needs

Understands the concepts and methods for service, resource and project evaluation and outcomes assessment

Gathers the best available evidence to support decisions about the development of new services, selection of resources, the modification of current services/systems or the elimination of services/systems/processes to continually improve the array of information services offered



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CORE COMPETENCIES FOR UNIVERSITY OF SASKATCHEWAN LIBRARIANS

4

Collaboration and Networking: demonstrated ability to develop the rapport necessary to build, maintain and/or strengthen partnerships

Works with diverse groups, in and out of the University Library, in pursuit of shared goals

Forms and maintains partnerships within and outside the University of Saskatchewan community

Negotiates and works with others to arrive at mutually acceptable/beneficial solutions

Communicates with clients to develop and manage effective services that support user needs and the research mission of the University Library

Marketing and Advocacy

Promotes the expertise, services, collections, and facilities of the University Library to students and faculty

Makes the case to the University of Saskatchewan administration for the University Library as a vital component of the teaching, learning, and research enterprise

Within the University Library and the University of Saskatchewan, advances the values of the profession including information literacy, freedom of expression, access to information, and the preservation of knowledge for future generations



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Professional Practice Competencies (Related to Library Standards)

Foundational knowledge and knowledge of the discipline and field of specialization

(Library Standards 3)

Demonstrates commitment to the ethics, values and foundational principles of the University Library and the information profession; promotes democratic principles and intellectual freedom through the development and management of the scholarly research record

Demonstrates knowledge of social, political, economic, legal and cultural policies and trends of significance to academic librarianship

Within an area of specialization, applies an understanding of key policies and procedures, key collection strengths, and key services for students, faculty, researchers, and the general public

Demonstrates familiarity with the University of Saskatchewan environment, including institutional decision making and institutional mission, goals and objectives

Development of the collections: collection selection, acquisition, evaluation, licensing and preservation of current, retrospective, and gift-in-kind materials in any format; analysis and management; creation of digital collections; liaison with faculty, donors and others regarding materials selection; establishment of policies and procedures for the above

(Library Standards 5.1 a)

Demonstrates an understanding of the concepts and issues related to the acquisition and disposition of resources, including evaluation, selection, purchasing, processing, storing, and deselection

Builds a dynamic collection of information resources based on a deep understanding of the information needs of faculty and students, as well as knowledge of library and institutional goals for resource development

Develops and demonstrates specialized subject knowledge to support collection development with the library, and research and teaching within the university



CORE COMPETENCIES FOR UNIVERSITY OF SASKATCHEWAN LIBRARIANS

6

Demonstrates knowledge of how digital resources are acquired, managed, and accessed

Organizing collections: provision of organized physical and intellectual access to library collections and to scholarly information resources in any format; archival arrangement and description, and the creation of archival finding aids; additions and revisions to the library catalogue and other information/research repositories; establishment of standards, policies and procedures for the above

(Library Standards 5.1 b)

Demonstrates and applies an understanding of management and preservation methods for general collections and for rare books and archives

Demonstrates an understanding of how information is organized including cataloguing and metadata standards for all formats; applies this expertise to improve information retrieval

Information Services: provision of point of need assistance to faculty and students; provision of course support through development of print and electronic guides to information sources, databases, Internet sources, etc.; preparation of bibliographies; services to distance education students; development of and support for document delivery and SDI Services

(Library Standards 5.1c)

Demonstrates and applies an understanding of the concepts, principles, and techniques of reference and user services that provide access to relevant and accurate recorded knowledge and information to all clients

Applies knowledge of Library services and resources to support the success of diverse clients in light of evolving library and academic environments

Demonstrates and applies an understanding of how to assess the need for, and to plan and implement new services and/or resources in light of current and anticipated needs

Demonstrates the techniques used to retrieve, evaluate, and synthesize information from diverse sources for use by all clients

Systems and information Technology: planning, development and implementation of technology to enhance access to and delivery of information; cooperation in networking and licensing of electronic products; establishment of policies and procedures for the above

(Library Standards 5.1d)

Applies an understanding of Information, communication, assistive, and related technologies as they affect the resources, service delivery, and uses of libraries and other information

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CORE COMPETENCIES FOR UNIVERSITY OF SASKATCHEWAN LIBRARIANS

7

agencies
<p>Assesses, selects and applies current and emerging information tools and creates information access and delivery solutions</p> <p>Applies an understanding of knowledge of how digital resources are acquired, managed and accessed</p>
<p>Administration: management or supervision of Library/University Archives units, functions or personnel; provision of staff training and development for library personnel; establishment of policies & procedures for the above</p> <p>(Library Standards 5.1e)</p>
<p>Applies principles of effective personnel practices and human resource development</p> <p>Manages risk: understands and evaluates the advantages and disadvantages of actions and choices; is able to provide clear support for decisions made within the University Library</p> <p>Manages projects: plans, organizes, and manages resources to successfully complete projects within a specified time frame</p> <p>Employs a team approach, recognizing the balance of collaborating, leading, and following</p> <p>Builds a shared, compelling and credible vision of the future, influencing people to ensure outcomes that support achieving the vision</p> <p>Initiates, implements, and supports innovation and change to enhance programs and services</p>
<p>Scholarly Work: research, scholarly and/or artistic work is creative, intellectual work which is in the public realm and which has been subjected to external peer review. Publication in reputable peer-reviewed outlets is the primary evidence in this category</p> <p>(Library Standards 5.2)</p>
<p>Stays abreast of the central research findings and research literature in a specific area to support a research agenda or to support other work as a librarian within the University Library</p> <p>Presents at professional or scholarly associations/meetings conferences</p> <p>Demonstrates capacity to write, create, edit, referee or review scholarly works (e.g., journal articles, books, reports)</p> <p>Demonstrates knowledge of the fundamentals of qualitative and quantitative research methods including the research process (e.g. question formulation, peer review, etc.</p>

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CORE COMPETENCIES FOR UNIVERSITY OF SASKATCHEWAN LIBRARIANS

8

Teaching ability and performance: demonstrated mastery of subject area(s) or discipline(s); preparation for classes; effective communication with students; willingness to respond to students' questions and concerns; fairness in evaluating students

(Library Standards 5.3)

Applies principles related to teaching concepts and skills used in seeking, evaluating, and using recorded knowledge and information

Applies the principles of information literacy in an academic environment and effectively integrates information literacy programs where appropriate

Applies knowledge of learning theories, instructional methods, and achievement measures to teaching/library instruction

Demonstrates knowledge of the University of Saskatchewan's teaching and learning programs and goals

Individual Competencies

Personal skills: individual skills related to a person's work performance

Demonstrates accountability by taking responsibility for achieving results, completing objectives, and confronting problems to resolve difficult issues

Demonstrates an ability to make well-informed decisions in a manner that is perceptive of the implications; committing to actions even when faced with uncertainty in order to fulfill organizational goals

Identifies problems, determines the relevance and accuracy of related information, and uses good judgment to come up with solutions

Applies the imagination for the purpose of devising solutions to problems, and designing new methods/procedures when required

Interpersonal Skills: the set of skills that enable a person to interact positively and work effectively with others; includes everything from communication and listening skills to attitude and deportment

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CORE COMPETENCIES FOR UNIVERSITY OF SASKATCHEWAN LIBRARIANS

9

Works effectively as part of a team and with diverse groups, creating an environment of mutual respect

Communicates effectively by conveying information and ideas clearly, persuasively, tactfully, and sensitively in an open and transparent manner and listening to others' ideas and points of view

Possesses the ability to manage and resolve conflicts/ disagreements in constructive ways

Life Long Learning/Continuing Education: voluntary and self-motivated use of both formal and informal learning opportunities throughout an individual's career to foster the continuous development and improvement of the knowledge and skills needed for employment and personal fulfillment

Understands the necessity of and seeks opportunities for continuing professional development

Seeks knowledge of major trends in librarianship (e.g., emerging technologies) that may not be currently relevant but may become relevant for future information resources, services or applications



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Staff Development Plans



2014 Staff Development Plan Guidebook - Libraries

Staff Member's Name: _____

Position Title: _____

Supervisor: _____

Today's Date: _____

*The Staff Development Plan Guidebook is a collaborative document between the supervisor and staff member.
This document is updated and revised throughout the performance period.*

Step 1: Job Assessment

The staff member and supervisor will work together to answer the following questions.

1. What is the primary purpose of the position?

2. What service/work product is generated by the position?

3. What are the key skills needed to effectively perform the job today?

4. What are the aspirational skills to be required within the next 1-2 years?

Step 2: Career Readiness Assessment

Part 1: Both the staff member and the supervisor will each make an independent judgment and select a box.

Part 2: Only the staff member will respond to this question.

1. Use the **9Box** grid to determine the staff member's career readiness. Please check the grid level that best reflects the staff member's abilities at this time:

<input type="checkbox"/> Highly competent in current role and capable of assuming new task/role at the same level of complexity 7	<input type="checkbox"/> Highly competent in current role and capable of growing into more complex task/role within same level 8	<input type="checkbox"/> Highly competent in current role with potential to grow into a task/role with much broader responsibility and complexity 9
<input type="checkbox"/> Competent in current role and capable of assuming new task/role at the same level of complexity 4	<input type="checkbox"/> Competent in current role and capable of growing into more complex role within same level 5	<input type="checkbox"/> Competent in current role with potential to grow into a role with much broader responsibility and complexity 6
<input type="checkbox"/> Lacks competence in current role not capable of assuming new task/role 1	<input type="checkbox"/> Lacks competence in current role, potentially adapting slowly to role, capable of growing into more complex task/role within the same level 2	<input type="checkbox"/> Too early to assess competence but perceived to be able to take on greater responsibilities/roles once performance is demonstrated 3

2. Other than the staff member's current position, what are additional career & skill interests?

Step 3: Development Plan

The staff member and supervisor will work to identify development goals as outlined below.

- Review **Steps 1 and 2** of this document and insert developmental goals into the table below.
- Identify the learning strategy for each goal (on-the-job training, workshops, outside work activities). For additional assistance with strategy identification, please attend a staff development workshop facilitated by central Human Resources.
- Assign a completion date under “Timeline” for each development goal.

Developmental Goal	Learning Strategy	Timeline
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Supervisor and Staff Notes:

Both the staff member and supervisor can use this page to record training and development accomplishments, progress, and/or issues.

Performance Assessment



The University of Georgia Libraries

Classified Employee Performance Evaluation

Employee name:		Classification:	
Department:		Internal position title:	
Employment date:		<input type="checkbox"/> Annual Evaluation	<input type="checkbox"/> Other (specify):
Period of evaluation from:		to:	

Section I - Employee Remarks
Completed by the Employee
Optional

Please include information you believe should be included in this report regarding your performance, such as:

- Documentation of accomplishments and service
- Updating of credentials
- Ideas to improve job conditions and/or solve work problems (such as new equipment or procedures that would increase efficiency)
- Proposed goals for the next performance review cycle that pertain to your duties and responsibilities for discussion with your supervisor.

Comments:

Section II – Duties and Responsibilities
Completed by the Supervisor

Please identify the most important duty/responsibilities assigned to the employee during the past year. Space is provided for five; you may address fewer or more than five based on your judgement. Under **Performance Comments**, please identify the employee's strengths, agreed upon goals for the next performance review cycle, or areas of performance that need improvement.

1.	<table><tr><td>Duty/responsibility:</td><td><table border="1"><tr><td> </td></tr></table></td></tr><tr><td>Work Standard:</td><td><table border="1"><tr><td> </td></tr></table></td></tr><tr><td>Performance Comments:</td><td><table border="1"><tr><td> </td></tr></table></td></tr></table>	Duty/responsibility:	<table border="1"><tr><td> </td></tr></table>		Work Standard:	<table border="1"><tr><td> </td></tr></table>		Performance Comments:	<table border="1"><tr><td> </td></tr></table>	
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Work Standard:
 Performance Comments:

- ☐ consistently exceeds expectations ☐ exceeds expectations ☐ meets expectations ☐ needs improvement ☐ unsatisfactory

5.

Duty/responsibility:
 Work Standard:
 Performance Comments:

- ☐ consistently exceeds expectations ☐ exceeds expectations ☐ meets expectations ☐ needs improvement ☐ unsatisfactory

Section III - General Work Characteristics

Completed by the Supervisor

Select a rating for each general work characteristic; comments are optional.

1. Attendance / punctuality. Consider number of absences, work arrival and departures, lunch periods and breaks, use of annual and sick leave in accordance with University / Departmental policy. The employee:

- ☐ Is consistently present and on time
☐ Has difficulty with attendance and/or punctuality

Comments:

2. Dependability. Consider the extent to which the employee can be counted on to carry out instructions and fulfill responsibilities (the degree of supervision necessary to complete work). The employee:

- ☐ Carries out work assignments with exceptional degree of independence
☐ Carries out work assignments with expected degree of independence and efficiency
☐ Requires inordinate supervision to carry out duties/responsibilities

Comments:

3. Interpersonal relations. Consider effectiveness of relations with co-workers, subordinates, supervisor and if applicable, students, faculty, staff and the public in the handling of position responsibilities. Consider the employee's cooperation, tact and courtesy. The employee:

- ☐ Works well with others; facilitates cooperation
☐ Relates to others well in most cases; works better with some persons than others
☐ Has difficulty working with others more often than not

Comments:

Section IV - Evaluation Summary

Completed by the Supervisor

Supervisory assessment of overall job performance during the last performance review cycle is described and rated below. All portions of this performance appraisal are considered and weighed in summarizing performance. In the event of an overall rating of "needs improvement" or "unsatisfactory" an action plan for improvement should be included. The overall evaluation rating will determine the merit level.

- ☐ Consistently exceeds expectations in all areas of performance or, exceeds expectations in most areas with an outstanding additional contribution.
- ☐ Exceeds expectations in most areas.
- ☐ Meets expectations.
- ☐ Overall job performance does not meet expectations and indicates a need for improvement.
- ☐ Overall job performance is unsatisfactory.

Supporting Supervisory Comments:

Section V - Signatures

Completed by the Employee

1. I was given the opportunity to review and discuss my job description, and to review and discuss the work standards to be rated during the next performance review cycle.

☐ Yes ☐ No

2. Comments on this performance evaluation (optional):

Supervisor Signature:

Date:

Employee Signature:
(Signature acknowledges receipt of the report not necessarily agreement.)

Date:

Department Head Signature (if different than supervisor):

Date:



The University of Georgia Libraries
Libraries' Faculty Performance Evaluation

Employee name:		Rank:	
Department:		Internal position title:	
Employment date:		Annual Evaluation	Other (specify):
Period of evaluation from:		to:	

Section I - Activities and Accomplishments*Completed by the Libraries' Faculty member*

Summarize major accomplishments and activities for the year. Comments should be formatted using the criteria for Librarian/Archivist rank and promotion (<http://www.libs.uga.edu/staff/facprom.html#facpromguide>). In your comments, you may wish to include:

- Progress toward the goals set during your last performance appraisal and proposed goals for the coming year
- Activities that were particularly helpful or especially challenging as you attempted to achieve your goals.
- Ideas to improve job conditions and/or solve work problems (such as new equipment or procedures that would increase efficiency)

Highlights of basic job achievements:

--

Service to the University/Libraries:

--

Professional activities:

--

Contributions to research and other creative activities:

--

Service to the community:

--

Section II - Continuing Goals*Completed by the Supervisor and/or Libraries' Faculty member*

The areas outlined in this section should reflect the major areas included in the "duties and responsibilities" section of the position description. Space is provided for five; you may address fewer or more than five based on your judgement. Supervisory assessment of actual performance in these areas may be described in the **Performance Comments** area.

1.

Duty / responsibility:

Expectation for

performance:

Performance Comments:

Goals for the coming
year in this area/ action
plan for improvement:

2.

Duty / responsibility:

Expectation for

performance:

Performance Comments:

Goals for the coming
year in this area/ action
plan for improvement:

3.

Duty / responsibility:

Expectation for

performance:

Performance Comments:

Goals for the coming
year in this area/ action

plan for improvement:

--

4.

Duty / responsibility:

Expectation for
performance:

Performance Comments:

Goals for the coming
year in this area/ action
plan for improvement:

5.

Duty / responsibility:

Expectation for
performance:

Performance Comments:

Goals for the coming
year in this area/ action
plan for improvement:

Section III - Goal Setting

Completed by the Libraries' Faculty Member and the Supervisor

List 1 – 5 mutually agreed upon goals for the upcoming year. These goals should support the goals and mission of the Libraries, Department, and Unit.

1.

Goal Description:

Objective:

Target Date:

2.

Goal Description:

Objective:

Target Date:

3.

Goal Description:

Objective:

Target Date:

4.

Goal Description:

Objective:

Target Date:

5.

Goal Description:

Objective:

Target Date:

Section IV - Evaluation Summary

Completed by the Supervisor

Supervisory assessment of overall job performance during the last performance cycle is described and rated below. All portions of the performance evaluation are considered and weighed in summarizing performance. In addition to general comments on performance strengths and areas that need improvement, the supervisor should include comments regarding potential for promotion and progress toward the goals set during the last performance evaluation. The overall evaluation rating will determine the merit level.

- ☐ Consistently exceeds expectations in all areas of performance or, exceeds expectations in Most areas with an outstanding additional contribution.
- ☐ Exceeds expectations in most areas.
- ☐ Meets expectations.
- ☐ Overall job performance does not meet expectations and indicates a need for improvement.
- ☐ Overall job performance is unsatisfactory.

Supporting Supervisory Comments:

Section V – Signatures

Completed by the Libraries' Faculty member:

1. I was given the opportunity to review and discuss my job description, and to review and discuss the work standards to be rated during the next performance review cycle.

☐ Yes ☐ No

2. Comments on this performance evaluation (optional):

Supervisor Signature

Date:

Employee Signature
(Signature acknowledges receipt not necessarily agreement.)

Date:

Department Head Signature (if different than supervisor):

Date:

Last Revision to Form: 2001; 2006

Performance Partnership Process

JOHNS HOPKINS
UNIVERSITY

About you

Employee

Job title

Department

Manager

Manager's title

Review period

to

Version: Libraries2.2

Please ensure that you are using a compatible version of Adobe Reader or Acrobat Pro (version 9.0 or later). If you see a warning when you open up this form, **do not proceed!** Please [update your Adobe Reader](#), or contact your IT support for help.

This form will not function correctly with non-Adobe PDF viewers. If you are using a Mac, your default PDF viewer may not be Adobe Acrobat. If you are experiencing problems, please confirm that you have opened the form in Adobe Acrobat.

Performance Partnership Process

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Goals

Goal name

Goal description

Weight: %

ANNUAL REVIEW

Employee annual review comments

Manager annual comments

Employee's rating of this goal

1 2 3 4 5
○ ○ ○ ○ ○

Manager's rating of this goal

1 2 3 4 5
○ ○ ○ ○ ○

Goal name

Goal description

Weight: %

ANNUAL REVIEW

Employee annual review comments

Manager annual comments

Performance Partnership Process

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Employee's rating of this goal

1 2 3 4 5
○ ○ ○ ○ ○

Manager's rating of this goal

1 2 3 4 5
○ ○ ○ ○ ○

Goal name

Goal description

Weight: %

ANNUAL REVIEW

Employee annual review comments

Manager annual comments

Employee's rating of this goal

1 2 3 4 5
○ ○ ○ ○ ○

Manager's rating of this goal

1 2 3 4 5
○ ○ ○ ○ ○

Performance Partnership Process



Annual development plan

The Development Plan establishes and outlines your training goals and plans. Please identify one or two opportunities for learning and development.

List the activities that will help you develop your skills so that you may attain your goals. Include a time frame for starting and completing each activity.

Development need

Objective

Action plans

Involvement of others

Target date

Employee annual development plan comments

Manager annual development plan comments

Performance Partnership Process

JOHNS HOPKINS
UNIVERSITY

Core values

All employees are expected to exhibit these values.

Equity, civility & respect

Exhibits integrity, respect, civility, and ethical behaviors in all interactions on the job; supports cultural diversity, equity, and fairness in the workplace.

Employee rating

1 2 3 4 5
○ ○ ○ ○ ○

Manager rating

1 2 3 4 5
○ ○ ○ ○ ○

Innovation & problem solving

Demonstrates an appreciation for new ideas and methods that challenge the existing reality to prepare the organization for the future.

1 2 3 4 5
○ ○ ○ ○ ○

1 2 3 4 5
○ ○ ○ ○ ○

Managing change

Adapts to change and shifting priorities, works effectively in ambiguous situations, and constructively influences others to build and maintain resilience.

1 2 3 4 5
○ ○ ○ ○ ○

1 2 3 4 5
○ ○ ○ ○ ○

Mission/service excellence

Understands and articulates the link between the job and the university's commitment to quality and outstanding customer service to all clients.

1 2 3 4 5
○ ○ ○ ○ ○

1 2 3 4 5
○ ○ ○ ○ ○

Relationships & teaming

Develops effective working relationships with others; cultivates networks across the university; demonstrates attitudes and behaviors that contribute to the well-being of the university.

1 2 3 4 5
○ ○ ○ ○ ○

1 2 3 4 5
○ ○ ○ ○ ○

Competencies

These competencies are specific to our discipline.

Integrity

Demonstrates actions consistent with the Libraries & Museums mission and vision; takes ownership of words and actions; follows through on commitments.

Employee rating

1 2 3 4 5
○ ○ ○ ○ ○

Manager rating

1 2 3 4 5
○ ○ ○ ○ ○

Openness

Exhibits and embraces diversity, fairness and civility; values transparency and the free flow of ideas; protects confidentiality when appropriate.

1 2 3 4 5
○ ○ ○ ○ ○

1 2 3 4 5
○ ○ ○ ○ ○

Innovation

Takes a proactive role in the future of scholarship and pedagogy; embraces discovery, creativity, and intellectual growth; understands the importance of flexibility in thoughts, processes, and procedures.

1 2 3 4 5
○ ○ ○ ○ ○

1 2 3 4 5
○ ○ ○ ○ ○

Performance Partnership Process

JOHNS HOPKINS
UNIVERSITY

Constructive engagement

Maintains a safe environment by treating everyone with respect and trust; uses data, discussion and debate to inform decisions and actions; works across organizational boundaries based on interest, user needs, and expertise.

1 2 3 4 5
○ ○ ○ ○ ○

1 2 3 4 5
○ ○ ○ ○ ○

Stewardship

Demonstrates conscientious stewarding of the resources entrusted to us; pursues opportunities to strengthen our sustainability; holds themselves accountable.

1 2 3 4 5
○ ○ ○ ○ ○

1 2 3 4 5
○ ○ ○ ○ ○

Performance Partnership Process

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Overall

Overall quality of work

Employee rating

1 2 3 4 5
☐ ☐ ☐ ☐ ☐

Manager rating

1 2 3 4 5
☐ ☐ ☐ ☐ ☐

Overall quantity of work

1 2 3 4 5
☐ ☐ ☐ ☐ ☐

1 2 3 4 5
☐ ☐ ☐ ☐ ☐

Employee overall comments

Manager overall comments

Date of annual review

Performance Partnership Process

JOHNS HOPKINS
UNIVERSITY

Managers only: when this form is complete, click here to calculate the overall score.

Goals

70% of your overall score is the weighted average of the scores for your goals.

x .70 =

Core values

7.5% of your overall score is the average of your Core value scores.

x .075 =

Competencies

7.5% of your overall score is the average of all your Competencies scores.

x .075 =

Overall quality and quantity

15% of your overall score is the average of your Overall quantity of work score and your Overall quality of work score.

x .15 =

Overall

Employee's signature

Manager's signature

Next highest level signature

Signature of this form by the employee acknowledges an Annual Review meeting has taken place. Signature does not necessarily indicate that the employee is in agreement with all manager comments or ratings. Once either party has signed this form, the form cannot be changed.



Northwestern University

Performance Excellence Handbook

“I think the Performance Excellence Process is great. I use it with the individuals who report to me. Although it takes a bit more time initially, it will save everyone time in the long run. There is opportunity for much more constructive dialogue and guidance.”

— Lewis J. Smith, professor, Feinberg School of Medicine,
and associate vice president for research,
Northwestern University

The Performance Excellence Process	2	Setting Development Objectives	6
Setting Performance Objectives	4	Giving Effective Feedback	7
Demonstrating Northwestern Behaviors	5	Performance Excellence Annual Plan	8

If you have any questions or comments, please call your HR consultant in Chicago (3-8481) or Evanston (1-7507). Updated March 3, 2008.



Dear Colleagues:

The Highest Order of Excellence calls for all employees of Northwestern to continue applying “high standards to our education, scholarship, and service” and “to improve where appropriate and to discontinue that which is no longer needed or not working well.” These goals require us to “reinvent management processes ... [and] invest in outstanding staff and their training.”

The Performance Excellence Process is an important part of that “reinvention” — one that we believe will help make the University an even better place to work, learn, and live.

In a workplace with high standards and accountability, individual and organizational success depends a great deal on two factors:

- how well we understand what is expected of us and
- the way in which we communicate with each other about how things are going and what help is needed

The Performance Excellence Process is essentially a variation on these two themes, applied to different aims and situations in the workplace. It is designed to help employees understand how their work influences the success of the entire University — a goal that is critical to Northwestern’s achieving the highest order of excellence.

Sincerely,

A handwritten signature in black ink, reading "Daniel Linzer".

Daniel Linzer
Provost

A handwritten signature in black ink, reading "Eugene S. Sunshine".

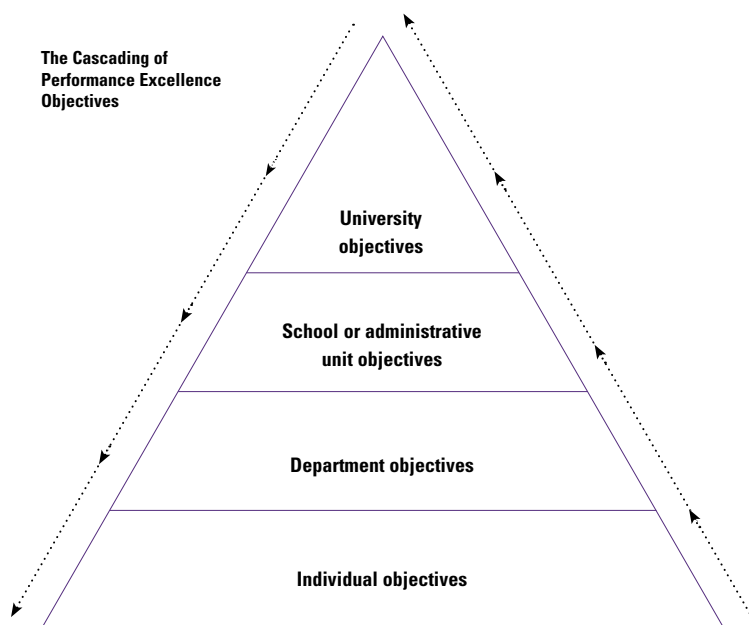
Eugene S. Sunshine
Senior Vice President
for Business and Finance

The Performance Excellence Process

The Performance Excellence Process helps the individuals and organizations of Northwestern accomplish their goals. It encourages leaders and their teams to set priorities for *what* needs to be accomplished and *how* things need to be done. This results in greater workplace effectiveness, efficiency, and engagement.

Stage 1:
Set expectations at
the beginning of the
performance year
(June)

- Employee and manager work together to write employee performance objectives, discuss Northwestern behaviors, and set development objectives. Individual objectives need to be aligned with those of the department, the school or administrative unit, and the University — and people need to see the connections among them:



Tools:

Setting Performance Objectives (page 4)
Demonstrating Northwestern Behaviors (page 5)
Setting Development Objectives (page 6)
Performance Excellence Annual Plan (page 8)

(continued on next page)

The Performance Excellence Process, *continued*

Stage 2:

Discuss quarterly progress

- Manager and employee meet to discuss quarterly progress, which is recorded and updated by the employee (beforehand) on the Performance Excellence Annual Plan (page 8). Manager edits as needed. Objectives and progress reports can be adjusted at any time.
- Manager gives feedback and guidance to help employee accomplish objectives and demonstrate behaviors.

Tool: Giving Effective Feedback (page 7)

- If performance becomes unsatisfactory any time, manager and employee explore the nature of the situation, its cause, and its result. Manager gives additional feedback and guidance to help employee accomplish objectives and demonstrate behaviors. If performance is not raised and sustained, corrective action may be necessary. Contact your HR consultant if you encounter this situation.

Stage 3:

Review performance at the end of the year (May)

- Manager completes the year-end rating sections of the Performance Excellence Annual Plan. To enhance this process, manager may do two things beforehand:
 - a) Ask employee to “self-review” by completing the year-end rating sections, and
 - b) Request confidential feedback about employee’s performance from others (e.g., customers, colleagues, supply partners, supervisor, subordinates).
- When determining the year-end ratings, manager considers the relative importance of all performance objectives, Northwestern behaviors, and development objectives and weighs them accordingly.
- Manager and employee meet to discuss performance for the year.
- Both manager and employee sign and date the form and keep a copy. Manager sends the original to his/her HR consultant.

Setting Performance Objectives

Good “performance objectives” clarify the work results for which individuals are accountable. These objectives often can be adapted from a person’s job description.

People need to see the link between their individual objectives and the objectives of the entire organization to which they belong.

Performance objectives describe accomplishments, not activities. The goal should be “**SMART**” performance objectives:

S = Specific

M = Measurable

A = Achievable

R = Results-focused

T = Time-bound

Examples

For an organization

Not SMART “Improve our student service.”

SMART “Achieve and maintain an average student service rating of at least 4.5/5.0 on our annual survey by 4-23-07.”

For an exempt employee

Not SMART “Create our 2007 strategic plan.”

SMART “Create our 2007 strategic plan, obtain final approval from the Budget Committee, and discuss it with our department so individuals can begin setting their performance objectives by 8-29-07.”

For a non-exempt employee

Not SMART “Send out welcome letters to our new students.”

SMART “Produce and distribute personalized welcome letters, error free, to all new students in our department by 9-26-07.”

Demonstrating Northwestern Behaviors

Working in the area of performance excellence and assessment over the past several years, staff in Human Resources have identified what we call “Northwestern behaviors.” These are, simply, desired behaviors that are consistent with Northwestern’s goals and, if encouraged in and developed by our employees, will help make the University a better place to work, learn, and live.

True success in the workplace depends both on **what** we accomplish and **how** we get things done. In the Performance Excellence Process, *what* we accomplish are **performance objectives** and *how* we accomplish things are **Northwestern behaviors**.^{*} Employees of the University are encouraged to demonstrate the following behaviors in order to successfully accomplish their performance objectives.

Coachability: Being receptive to feedback; willing to learn; embracing continuous improvement.

Collegiality: Being helpful, respectful, approachable, and team oriented; building strong working relationships and a positive work environment.

Communication: Balancing listening and talking; speaking and writing clearly and accurately; influencing others; keeping others informed.

Compliance: Honoring University policies and regulatory requirements.

Customer focus: Striving for high customer satisfaction; going out of the way to be helpful and pleasant; making it as easy as possible for the customer (rather than the department or the University).

Efficiency: Planning ahead; managing time well; being on time; being cost conscious; thinking of better ways to do things.

Initiative: Taking ownership of work; doing what is needed without being asked; following through.

Leadership (as applicable): Setting clear expectations; reviewing progress; providing feedback and guidance; holding people accountable.

^{*} Detailed definitions are available in the handout “Recognizing and Rating Northwestern Behaviors” available at www.northwestern.edu/hr.

Setting Development Objectives

Good “development objectives” help people acquire knowledge and build skills they need to accomplish their performance objectives and demonstrate Northwestern behaviors.

Effective managers help employees identify their development opportunities and suggest potential solutions (such as special assignments, job shadowing, mentoring, and workshops offered by Training & Development staff (www.northwestern.edu/hr/training)).

As with the performance objectives, development objectives should be **SMART**.

Examples

For an exempt employee wishing to improve *efficiency*

Development objective:

“Take the Project Management Essentials workshop on 2-5-07, report what I learn to our team by 2-19, and apply the relevant concepts while creating and communicating our 2007 strategic plan.”

For an exempt or non-exempt employee wishing to improve *coachability*

Development objective:

“At each quarterly progress meeting with my manager, ask for feedback about what I am doing well and what I can improve. Keep a journal with this information, try my manager’s suggestions, and reflect each week on what worked, what didn’t work, and what I will do the following week.”

For an exempt employee wishing to improve *leadership*

Development objective:

“Find a mentor by 1-1-07, schedule two informal lunch meetings in 2007, and call him/her for guidance as needed.”

For a non-exempt employee wishing to improve *written communication*

Development objective:

“Take the Better Business Writing workshop on 3-12-07, report what I learn to my manager by 3-19, and apply the relevant concepts while writing our student welcome letters.”

Giving Effective Feedback

Effective managers give employees feedback to encourage desirable behaviors and results and to change undesirable behaviors and results.

Valuable feedback is delivered objectively. It addresses the result of what someone actually said or did, not what they may have thought or felt. You can use the following formula as a guide:

- 1. Describe what employee actually said or did.**
- 2. Explain the result of employee's words/behaviors.**
- 3. Ask employee to continue (or change) his/her words or behaviors as needed.**

Examples

To reinforce desirable behavior and results

Ineffective feedback:

"You're doing a great job with our monthly budgets. Keep it up!"

Effective feedback:

1. "You've done a great job of reconciling our budget statements by discovering and correcting the occasional error."
2. "This gives us accurate records of *a*) how much money we have to purchase materials and *b*) where we might need to cut back to balance our budget."
3. "Please keep doing this."

To change undesirable behavior and results

Ineffective feedback:

"You know how much I like you, but I've noticed you're coming in late more often, so I have to admit I'm starting to wonder about your attitude."

Effective feedback:

1. "You arrived late for our last two department meetings, which couldn't begin without you."
2. "This forced us to rush through the agenda, and that frustrated our team members who needed more information to do their work."
3. "If you're running late, would you please call so we can postpone our start time?"

Performance Excellence Annual Plan


Key to the Performance Excellence Process is the Annual Plan. With this document managers and employees together set performance objectives, review quarterly progress, assess Northwestern behaviors, track development objectives, and rate performance for the entire year.

Below is an example (at reduced size) of the first page of the Performance Excellence Annual Plan. The complete document can be downloaded as a Word document from www.northwestern.edu/hr for use in your own department.

Performance Excellence Annual Plan

With this document managers and employees together set performance objectives, review quarterly progress, assess Northwestern behaviors, track development objectives, and rate performance for the entire year.

Employee: **Ron Smith** Employee ID number: **0234567**
Manager: **Ann Jones** Updated: **May 31, 2007**
Start - End: **June 1, 2006 - May 31, 2007**



PERFORMANCE OBJECTIVES

Objective 1: <i>Non-exempt employee example:</i> Finalize and distribute personnel's welcome letters, email first, to all new students in our department by 9-20-06.	Quarterly Progress: 25 students admitted. 30 students matriculated. Drafts ready for manager approval. Email-free finals mailed on 9-20-06. Year-End Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
Objective 2: <i>Exempt employee example:</i> Create our 2006 strategic plan, obtain final approval from the Budget Committee, and discuss it with our department so individuals can begin setting their performance objectives by 8-20-06.	Quarterly Progress: Reviewed plans from previous 3 years. Studied industry best practices report. Met with representatives of faculty, staff and administration to learn their perspectives on key issues. Drafted plan and presented recommendation to team for their input. Presented recommendation to manager for her input. Finished plan and received preliminary approval from Budget Committee. Met with team on 8-23 to explain link between our organizational objectives and their individual objectives. Year-End Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
Objective 3:	Quarterly Progress: Year-End Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
Objective 4:	Quarterly Progress: Year-End Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7

Add additional objectives as needed, focusing on highest priorities.

Performance Excellence Annual Plan

With this document managers and employees together set performance objectives, review quarterly progress, assess Northwestern behaviors, track development objectives, and rate performance for the entire year.

Note: To navigate through this document, use your tab key or mouse. Type in the grey text fields. Use your cursor to click on the appropriate box for the year-end ratings.



NORTHWESTERN
UNIVERSITY

Employee: _____ Employee ID number: _____
Manager: _____ Updated: _____
Start – End: _____

PERFORMANCE OBJECTIVES

Objective 1:	Quarterly Progress:
	Year-End Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
Objective 2:	Quarterly Progress:
	Year-End Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
Objective 3:	Quarterly Progress:
	Year-End Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
Objective 4:	Quarterly Progress:
	Year-End Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
Objective 5:	Quarterly Progress:
	Year-End Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
Objective 6:	Quarterly Progress:
	Year-End Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7

If you need to add more objectives: Please do not try to add rows or columns to this form. Instead, type additional objectives, quarterly progress, and year-end ratings in the grey text box below. You will end up with running text to be spaced as you wish. Remember to focus on your highest priorities and add objectives only if necessary.

Performance Excellence Annual Plan

NORTHWESTERN BEHAVIORS

Coachability

*Being receptive to feedback;
willing to learn; embracing
continuous improvement.*

Quarterly Progress:

Year-End Rating: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

Collegiality

*Being helpful, respectful, approachable,
and team oriented; building strong
working relationships and a positive work
environment.*

Quarterly Progress:

Year-End Rating: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

Communication

*Balancing listening and talking;
speaking and writing clearly and
accurately; influencing others;
keeping others informed.*

Quarterly Progress:

Year-End Rating: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

Compliance

*Honoring University policies and
regulatory requirements.*

Quarterly Progress:

Year-End Rating: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

Customer Focus

*Striving for high customer satisfaction;
going out of the way to be helpful and
pleasant; making it as easy as possible
for the customer (rather than the
department or the University).*

Quarterly Progress:

Year-End Rating: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

Performance Excellence Annual Plan

NORTHWESTERN BEHAVIORS, *continued*

Efficiency

*Planning ahead; managing time well;
being on time; being cost conscious;
thinking of better ways to do things.*

Quarterly Progress:

Year-End Rating: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

Initiative

*Taking ownership of work;
doing what is needed without
being asked; following through.*

Quarterly Progress:

Year-End Rating: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

Leadership *(as applicable)*

*Setting clear expectations; reviewing
progress; providing feedback and
guidance; holding people accountable.*

Quarterly Progress:

Year-End Rating: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

DEVELOPMENT OBJECTIVES

Objective 1:

Quarterly Progress:

Year-End Rating: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

Objective 2:

Quarterly Progress:

Year-End Rating: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

If you need to add more objectives: Please do not try to add rows or columns to this form. Instead, type additional objectives, quarterly progress, and year-end ratings in the grey text box below. You will end up with running text to be spaced as you wish. Remember to focus on your highest priorities and add objectives only if necessary.

Performance Excellence Annual Plan

OVERALL YEAR-END RATING

☐ 1 = Unsatisfactory

Comments:

☐ 2 = Needs Improvement

☐ 3 = Moderately Effective

☐ 4 = Effective

☐ 5 = Highly Effective

☐ 6 = Outstanding

☐ 7 = Role Model

*See definitions and guidelines
on next page.*

Employee's signature:

Date:

*This signature indicates that the employee has read, but does not necessarily agree with, the year-end rating.
The employee may attach a response page, if he or she wishes.*

Manager's signature:

Date:

Manager's supervisor signature (optional):

Date:

Performance Excellence Annual Plan

YEAR-END RATING DEFINITIONS AND GUIDELINES

1 = Unsatisfactory

- Did not meet expectations.
- Did not accomplish many individual objectives or demonstrate many Northwestern behaviors.
- Made little or no contribution to the department/University.
- Must improve in many ways to keep current position.

Guidelines: Very few staff members at the University should receive this rating; manager should begin corrective action.

2 = Needs Improvement

- Did not meet expectations to some extent.
- Did not accomplish some individual objectives or demonstrate some Northwestern behaviors.
- Made limited contributions to the department/University.
- Must improve to perform effectively in current position.

Guidelines: Very few staff members at the University should receive this rating; manager should consider corrective action.

3 = Moderately Effective,

4 = Effective, or

5 = Highly Effective

- Met expectations.
- Accomplished individual objectives and demonstrated Northwestern behaviors in a consistent manner.
- Made substantial contributions to the department/University.
- Appropriately challenged in current position.

Guidelines: Most staff members at the University should receive one of these ratings. For example, newer employees who have performed well but are still learning their jobs may be "Moderately Effective," proven performers may be "Effective," and even stronger performers may be "Highly Effective."

6 = Outstanding

- Exceeded expectations.
- Accomplished individual objectives and demonstrated Northwestern behaviors in a remarkable manner.
- Made noteworthy contributions to the department/University — beyond what was planned.
- Ready for more independence in current position.

Guidelines: Few staff members of the University should receive this rating; it is reserved for those who can be easily recognized for performing above and beyond the call of duty.

7 = Role Model

- Exceeded expectations to a great extent.
- Accomplished individual objectives and demonstrated Northwestern behaviors in an exemplary manner.
- Made distinguished contributions to the department/University — well beyond what was planned.
- May be ready for a more challenging position or additional responsibility in current position.

Guidelines: Very few staff members at the University should receive this rating; it is reserved for those who have earned the right to be called truly distinguished performers.

Purdue University Libraries Faculty Performance Review

Name of Faculty Member _____

Rank _____

Members of Faculty Review Committee:

Supervisor _____

Full Professor _____

Mentor _____

This Performance Review includes:

____ Supervisor's Narrative (required)

____ Comments—Full Professor (optional)

____ Comments—Mentor (optional)

The Faculty Performance Rating (last page) is to be assigned by the Supervisor and shared only with the Faculty Member.

In addition to an overall performance rating, specific feedback will be given for the three main areas evaluated in the promotion and tenure process, Learning, Discovery, and Engagement. It is not expected that faculty members will make equal contributions in Learning, Discovery and Engagement each year, but progress should be commensurate with the priorities and goals agreed to by supervisor and faculty member. The overall performance rating of the faculty member will take into consideration the different areas of performance, commitment to new roles of faculty, and commitment to organizational citizenship (e.g. communication, accountability, problem solving and judgment, change management, professional development, teamwork and collaboration).

I. Learning (Librarianship)

Each faculty member must demonstrate excellence in their assigned areas of responsibility. Activities in those areas of responsibility should contribute to the learning mission of the University. The scholarship of learning should be included in this section and evaluated for quality, quantity, significance and relevance to Library and Information Science.

Summarize performance in assigned areas of responsibility, addressing quality, productivity, and effectiveness. Especially, indicate special opportunities or accomplishments that contributed to the furthering of the Libraries' and University's strategic plans.

Indicate areas recommended for continued excellence or improvement and relevant annual goals met or unmet by the faculty member.

II. Discovery

Faculty contribute to the Discovery mission of the University and the discipline of Library Science through their involvement in sponsored research projects, publications, presentations, external consulting, grant writing, among other possibilities. The scholarship of discovery should be included in this section and evaluated for quality, quantity, significance and relevance to Library Science.

Summarize activity of faculty member and evaluate quality, productivity, significance and relevance. Evaluation should include projects initiated, completed, or in progress during the time under review. It should include grant writing activities, whether or not successful in obtaining funding. For collaborative projects, the nature and extent of the faculty member's contributions should be indicated. Especially, indicate special opportunities or accomplishments that contributed to the furthering of the Libraries' and University's strategic plans.

Indicate areas recommended for continued excellence or improvement and relevant annual goals met or unmet by the faculty member.

III. Engagement

The contributions of faculty extend beyond the Purdue Libraries. They include contributions to the governance of the University, to professional organizations, and to the general public. Activities are evaluated for quality and quantity, professional significance, and relevance to the Libraries. The scholarship of engagement should be included in this section and evaluated for quality, quantity, significance and relevance to Library and Information Science.

Summarize the performance in engagement, including offices or other leadership positions held, and nature and extent of involvement in collaborative efforts. Indicate activities of special significance, for example, where novel collaborations or innovative services were created. For collaborative projects, the nature and extent of the faculty member's contributions should be indicated. Especially, indicate special opportunities or accomplishments that contributed to the furthering of the Libraries' and University's strategic plans.

Indicate areas recommended for continued excellence or improvement and relevant annual goals met or unmet by the faculty member.

Comments – Full Professor

(if a Full Professor is a member of the faculty member's FRC)

Learning (Librarianship)

Discovery

Engagement

Full Professor signature (required)

Date

I acknowledge that I have read the Full Professor's comments.

Faculty member signature (required)

Date

Mentor signature (required)

Date

Supervisor signature (required)

Date

Comments – Mentor

(if a Mentor is a member of the faculty member's FRC)

Learning (Librarianship)

Discovery

Engagement

Mentor signature (required)

Date

I acknowledge that I have read the Mentor's comments.

Faculty member signature (required)

Date

Full Professor signature (required)

Date

Supervisor signature (required)

Date

Supervisor's narrative (incorporating self-evaluation by faculty member)

Learning (Librarianship)

Discovery

Engagement

Faculty member signature (required)

Date

Supervisor signature (required)

Date

I acknowledge that I have read the supervisor's narrative.

Mentor signature (required)

Date

Full Professor signature (required)

Date

SOUTHERN ILLINOIS UNIVERSITY
Administrative/Professional Employee Performance Evaluation

Administrative/Professional Employee Performance Evaluation
Southern Illinois University

Print Form

Employee Name:	Employee ID:	Position ID:
Job Title:	Organization:	Fiscal Officer:
Rating Period:	Date:	Evaluator Name:
Reason for Evaluation: <input type="checkbox"/> Annual Evaluation <input type="checkbox"/> Mid Cycle <input type="button" value="Clear"/>		

INSTRUCTIONS

1. The supervisor should notify the employee when it's time to do his/her evaluation and ask them to submit their self-evaluation in a timely manner.
2. In the meantime, the supervisor should complete an evaluation on the employee's performance.
3. The supervisor takes the two evaluations and discusses them with his/her immediate supervisor to discuss and make any appropriate changes.
4. The supervisor and employee meet to discuss the evaluation, review the position description, and discuss expectations and focus factors for the next rating period.
5. Employees must be rated on all 8 core factors and in addition 2 agreed upon focus factors.
6. The supervisor should provide specific comments and examples for all Outstanding and Unsatisfactory ratings.
7. Prior to signing the form, the employee may make written comments. If more space is needed, please provide additional pages.
8. The original form must be submitted to Human Resources by the return due date with all necessary signatures.
(Annual performance evaluation due date is April 1)
9. The employing department is required to provide each employee with a copy of his/her evaluation.

Rating Scale and Definition of Ratings

Scale	Definition
O	Outstanding: Performance is exceptional and recognized as superior accomplishments outside of the normal scope of the defined job standards and skills. Contributions have significant and positive impact on the unit or organization. If this rating is given, an explanation with specific examples is required.
HE	Highly Effective: Performance consistently exhibits desired competencies effectively and independently while frequently exceeding expectations, standards, requirements, and objectives.
E	Effective: Performance clearly demonstrates a consistent, quality effort. Employee reliably exhibits proficiency of the defined job standards and skills. These employees meet all expectations, standards, requirements, and objectives and, on occasion, may exceed them.
M	Marginal: Performance does not consistently meet established expectations. Performance requires monitoring to achieve consistent completion of work and requires more constant, close supervision.
U	Unsatisfactory: Performance results do not meet acceptable standards for the position. Improvement is required. If this rating is given, an explanation with specific examples is required.

Employee Performance Evaluation Helpful Hints & Checklist

This form will be used by supervisors and managers to appraise all A/P staff and must be completed annually. The performance evaluation requires the rating of an employee in terms of his/her actual performance since the last review. Study each job factor carefully. Under each factor there are narratives to help clarify performance expectations. These narratives offer only brief examples and the evaluator should not feel constrained by the specific wording.

Rating job performance is an extremely important task. Great care should be taken to avoid a number of different rating errors that affect an evaluator's ability to make accurate ratings. These errors include:

LENIENCY ERROR: Leniency errors occur when a rater rates all employees higher than they should be rated. This type of error may occur when a supervisor is trying to give a staff member the benefit of the doubt. Leniency errors can be detected by examining a number of different rating forms from the same supervisor. When leniency errors are present, most employees are rated in the higher ranges of the scale. For example, leniency rating error is probably present when an evaluator rates 4 out of 5 staff members as outstanding.

CENTRAL TENDENCY: Central tendency errors occur when an evaluator rates all his/her employees effective. This type of error results when a supervisor fails to distinguish the difference in job performance among a number of employees. Central tendency errors can be detected by examining a number of evaluation forms from the same supervisor. When central tendency errors are present, all staff members will be rated effective.

HALO: The third type of error is also very frequent. Halo errors occur when a supervisor fails to distinguish between different aspects of the same person's performance. This type of error occurs when a supervisor has a feeling about a person's overall job performance and rates all aspects of his/her performance at that level. When this type of error is present, a person will be rated marginal, or highly effective on all of the performance factors. There will be no mixing of ratings at different levels for the same person.

Remember, you are rating the performance, not the person.

Checklist for performance evaluation:

	Yes	No	N/A
Did you discuss each goal or objective established for this employee?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are you and the employee clear on the areas of agreement? Disagreement?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did you give the employee your thoughts of his or her potential or ability?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did you and the employee cover all positive skills, traits, and accomplishments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are you both clear on areas where improvement is required?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did you indicate consequences for noncompliance, if appropriate?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Were training or development recommendations agreed on?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did you set clear objectives and focus factors for the next appraisal period?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Was the employee encouraged to voice their own views/comments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did you thank the employee for his or her efforts?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SOUTHERN ILLINOIS UNIVERSITY
Administrative/Professional Employee Performance Evaluation

Administrative Professional Performance Evaluation
Southern Illinois University Carbondale

Employee Name _____ Employee Number _____

CORE JOB PERFORMANCE FACTORS: Required for all employees

Job Knowledge

UNSATISFACTORY	Has a definite lack of job knowledge. Shows little proficiency in job duties. Needs considerable and repeated instruction.	U <input type="checkbox"/>
MARGINAL	Has an inadequate knowledge of duties. Lack of proficiency in performing job often leads to difficulties. Often needs instructions.	M <input type="checkbox"/>
EFFECTIVE	Knows and understands job duties and applies this knowledge in daily performance of the job. Understands general plans and goals of department	E <input type="checkbox"/>
HIGHLY EFFECTIVE	Performs job proficiently. The employee's depth of job knowledge may result in his/her being consulted for planning and direction.	HE <input type="checkbox"/>
OUTSTANDING	Exceptionally knowledgeable in all aspects of position. Able to take leadership role and provide guidance to others.	O <input type="checkbox"/>

Comments: **Required if Unsatisfactory or Outstanding is checked.**

Quality of Work

UNSATISFACTORY	Doesn't meet deadlines. Work is incomplete. Makes frequent errors. Doesn't follow instructions.	U <input type="checkbox"/>
MARGINAL	Rarely meets deadlines. Needs to be more attentive to details. Frequently needs follow-up instructions.	M <input type="checkbox"/>
EFFECTIVE	Meets all deadlines. Work is completed accurately, within guidelines and without supervisory intervention.	E <input type="checkbox"/>
HIGHLY EFFECTIVE	Often deadlines are met ahead of schedule with work that is accurate and exceeds expectations.	HE <input type="checkbox"/>
OUTSTANDING	Consistently completes work ahead of schedule with minimal errors. Has excellent ideas on how to improve the work product. Sets the standards for highest quality work.	O <input type="checkbox"/>

Comments: **Required if Unsatisfactory or Outstanding is checked.**

Productivity

UNSATISFACTORY	Slow, does little work and wastes time. Needs constant pushing.	U <input type="checkbox"/>
MARGINAL	Work pace needs to improve. Does just enough to get by. Is easily distracted.	M <input type="checkbox"/>
EFFECTIVE	Is a good solid performer. Consistently completes all assigned tasks as expected. Works at a steady pace.	E <input type="checkbox"/>
HIGHLY EFFECTIVE	Is a self-starter. Regularly seeks new tasks. Does more than expected.	HE <input type="checkbox"/>
OUTSTANDING	Maximizes use of available resources. Seeks opportunities to effectively utilize time.	O <input type="checkbox"/>

Comments: **Required if Unsatisfactory or Outstanding is checked.**

SOUTHERN ILLINOIS UNIVERSITY
Administrative/Professional Employee Performance Evaluation

Employee Name _____ Employee Number _____

Communication and Teamwork

UNSATISFACTORY	Has frequent conflicts with supervisor and/or coworkers. Is not a team player.	U <input type="checkbox"/>
MARGINAL	Occasionally contributes as a member of the team. Withholds information or is uncooperative.	M <input type="checkbox"/>
EFFECTIVE	Maintains effective and cooperative work relationships with coworkers, supervisor(s), other staff, faculty, and students.	E <input type="checkbox"/>
HIGHLY EFFECTIVE	Cooperates well with campus employees. Frequently works to promote teamwork and harmony within the department.	HE <input type="checkbox"/>
OUTSTANDING	Uses exceptional tact and diplomacy. Has earned a great deal of respect from within the department and across campus.	O <input type="checkbox"/>

Comments: **Required if Unsatisfactory or Outstanding is checked.**

Professionalism

UNSATISFACTORY	Fails to follow acceptable standards of practice and ethics in performance of work.	U <input type="checkbox"/>
MARGINAL	Resistant to training. Often questions applicable work conduct codes.	M <input type="checkbox"/>
EFFECTIVE	Exhibits conduct appropriate to the job. Maintains appearance. Operates within all applicable job codes.	E <input type="checkbox"/>
HIGHLY EFFECTIVE	Seeks new and developing knowledge critical to effective future performance in the job.	HE <input type="checkbox"/>
OUTSTANDING	Contributes to the university through participation in professional organizations, special projects, and/or committees.	O <input type="checkbox"/>

Comments: **Required if Unsatisfactory or Outstanding is checked.**

Problem Solving, Decision Making & Judgment

UNSATISFACTORY	Decision making demonstrates little concern for the welfare and safety of coworkers, department, students, and/or equipment.	U <input type="checkbox"/>
MARGINAL	Often reacts rather than thinking through a problem. Doesn't gather enough information or seek guidance before making decisions.	M <input type="checkbox"/>
EFFECTIVE	Identifies and analyzes problems using solid problem solving techniques. Displays sound judgment in decision making.	E <input type="checkbox"/>
HIGHLY EFFECTIVE	Considers costs, risks, and benefits when making decisions. Willing to make decisions in difficult or unusual situations. Is trusted among coworkers to make the right decisions.	HE <input type="checkbox"/>
OUTSTANDING	Can be counted on to make excellent choices and informed decisions. Thinks outside the box. Consistently comes up with innovative and creative decisions.	O <input type="checkbox"/>

Comments: **Required if Unsatisfactory or Outstanding is checked.**

SOUTHERN ILLINOIS UNIVERSITY
Administrative/Professional Employee Performance Evaluation

Employee Name _____ Employee Number _____

Adaptability

UNSATISFACTORY	Does not perform tasks with the independence appropriate to the assignment. Work deteriorates under stress.	U <input type="checkbox"/>
MARGINAL	Does not adapt well to change. Doesn't follow through on commitments. Needs encouragement to meet new challenges.	M <input type="checkbox"/>
EFFECTIVE	Accepts, adapts, and adjusts to new or changing ideas, technology, situations, and/or conditions. Explores and supports new ideas and initiatives.	E <input type="checkbox"/>
HIGHLY EFFECTIVE	Adapts quickly to changes. Is able to handle unexpected crises appropriately. Willingly accepts additional responsibility. Looks outside area of expertise.	HE <input type="checkbox"/>
OUTSTANDING	Assumes leadership role in changing situations to motivate others to accept the change. Takes prudent risks to create value. Recognizes needs and originates actions.	O <input type="checkbox"/>

Comments: **Required if Unsatisfactory or Outstanding is checked.**

Customer Service

UNSATISFACTORY	Demonstrates an uncaring attitude toward impact of performance on customer service. Fails to seek improvement in quality and delivery of services.	U <input type="checkbox"/>
MARGINAL	Demonstrates difficulty maintaining composure and objectivity when encountering challenging internal or external customers. Only occasionally seeks to improve the quality of service delivered.	M <input type="checkbox"/>
EFFECTIVE	Responds quickly to customer concerns and requests, reacting constructively to needs and priorities. Seeks to improve quality of services.	E <input type="checkbox"/>
HIGHLY EFFECTIVE	Solicits feedback on the quality of services. Consistently goes beyond expectations for the customer. Encourages and promotes continuous improvement in quality of customer care.	HE <input type="checkbox"/>
OUTSTANDING	Promotes excellence in customer service for both internal and external customers at all times. Helps remove barriers to excellence in customer service. Leads the department in providing quality of service and providing service related guidance.	O <input type="checkbox"/>

Comments: **Required if Unsatisfactory or Outstanding is checked.**

FOCUS JOB PERFORMANCE FACTORS - 2 of the 5 are required for all employees. Do not complete more than 2.

Adherence to Guidelines

Clear

UNSATISFACTORY	Fails to comply with applicable state and federal laws and/or university policies.	U <input type="checkbox"/>
MARGINAL	Inconsistently follows applicable state and federal laws and/or university policies. Performance needs improvement in order to minimize danger to self, fellow workers, and property.	M <input type="checkbox"/>
EFFECTIVE	Complies with applicable state and federal laws and/or university policies. Work habits ensure the safety of fellow workers and to property.	E <input type="checkbox"/>
HIGHLY EFFECTIVE	Is knowledgeable and consistently complies with applicable state and federal laws and/or university policies. Work habits provide a positive example to follow.	HE <input type="checkbox"/>
OUTSTANDING	Mandates compliance with applicable state and federal laws and/or university policies. Is the "go to" person for interpretation of laws and/or policies.	O <input type="checkbox"/>

Comments: **Required if Unsatisfactory or Outstanding is checked.**

SOUTHERN ILLINOIS UNIVERSITY
Administrative/Professional Employee Performance Evaluation

Employee Name _____ Employee Number _____

Leadership and Supervision

Clear

UNSATISFACTORY	Does not effectively deal with disputes or problems. Department is in constant turmoil due to ineffective leadership skills.	U <input type="checkbox"/>
MARGINAL	Needs to improve leadership skills. Employees have little direction. Policies and procedures are not consistently followed.	M <input type="checkbox"/>
EFFECTIVE	Establishes realistic performance standards for employees supervised. Communicates effectively with employees.	E <input type="checkbox"/>
HIGHLY EFFECTIVE	Is a natural leader who is respected inside and outside the department for leadership. Displays appropriate self-confidence and enthusiasm.	HE <input type="checkbox"/>
OUTSTANDING	Leads by example. Provides effective on-going coaching and counseling. Brings individuals and groups together to accomplish common goals.	O <input type="checkbox"/>

Comments: **Required if Unsatisfactory or Outstanding is checked.**

Organization and Planning

Clear

UNSATISFACTORY	Does not make good use of time. Does not demonstrate the ability to be organized and prepared in managing daily work assignments.	U <input type="checkbox"/>
MARGINAL	Is inconsistent in the organizing of projects and workload. Needs to improve organizational skills. Has difficulty maintaining required documentation.	M <input type="checkbox"/>
EFFECTIVE	Manages work assignments efficiently and systematically. Maintains necessary records and documentation. Set relevant, realistic goals. Accomplishes assigned tasks within guidelines.	E <input type="checkbox"/>
HIGHLY EFFECTIVE	Maximizes the use of time. Produces plans quickly and efficiently, appropriately prioritizes work assignments.	HE <input type="checkbox"/>
OUTSTANDING	Is an extremely well organized worker. Organizes projects and workload to the best advantage of the department often while providing assistance to others in their projects.	O <input type="checkbox"/>

Comments: **Required if Unsatisfactory or Outstanding is checked.**

Knowledge, Use and Care of Equipment

Clear

UNSATISFACTORY	Lacks knowledge of and improperly uses tools, equipment, and property. Fails to maintain equipment. Does not identify and fails to report maintenance needs. Creates dangerous situations.	U <input type="checkbox"/>
MARGINAL	Needs direction in maintaining equipment and/or property. Inconsistently identifies and reports maintenance needs.	M <input type="checkbox"/>
EFFECTIVE	Knowledgeable in the proper use of tools, equipment, and property. Maintains equipment and/or property according to procedures and policies. Identifies and reports maintenance needs.	E <input type="checkbox"/>
HIGHLY EFFECTIVE	Can be trusted to properly use and care for equipment. Provides guidance to coworkers.	HE <input type="checkbox"/>
OUTSTANDING	Knowledgeable in industry trends and makes equipment recommendations to improve efficiencies and effectiveness. Takes a leadership role in training peers in use and care of equipment.	O <input type="checkbox"/>

Comments: **Required if Unsatisfactory or Outstanding is checked.**

SOUTHERN ILLINOIS UNIVERSITY
Administrative/Professional Employee Performance Evaluation

Employee Name _____ Employee Number _____

Safety and Security

Clear

UNSATISFACTORY	Doesn't follow necessary rules and guidelines for meeting standards of safety and security. Does not identify or respond to or report threatening conditions. Refuses to wear appropriate uniform or protective clothing.	U <input type="checkbox"/>
MARGINAL	Following necessary rules and guidelines for meeting standards of safety and security is not a priority. Inconsistently identifies or responds to threatening conditions. Needs constant reminders to wear appropriate uniform or protective clothing.	M <input type="checkbox"/>
EFFECTIVE	Follows all necessary rules and guidelines for meeting standards of safety and security. Identifies and responds appropriately to or reports threatening conditions. Wears appropriate uniform or protective clothing.	E <input type="checkbox"/>
HIGHLY EFFECTIVE	Always follows necessary rules and guidelines for meeting standards of safety and security. Can be counted on to identify and respond appropriately to or report threatening conditions. Ensures team compliance with appropriate uniform or protective clothing.	HE <input type="checkbox"/>
OUTSTANDING	Watch dog for changes in laws and statutes related to safety and security. Researches and makes recommendations for procedures related to necessary changes.	O <input type="checkbox"/>

Comments: **Required if Unsatisfactory or Outstanding is checked.**

FOR OFFICIAL USE ONLY

SOUTHERN ILLINOIS UNIVERSITY
Administrative/Professional Employee Performance Evaluation

**Administrative/Professional Employee Performance Evaluation
Summary Sheet**

Southern Illinois University

Employee Name:	Employee ID:	Position ID:
Job Classification:	Organization:	Fiscal Officer:
Rating Period:	Date:	Evaluator Name:
Reason for Evaluation: <input type="checkbox"/> Annual Evaluation <input type="checkbox"/> Mid Cycle		

CORE JOB PERFORMANCE FACTORS: Required for all employees

Job Knowledge Rating _____

Quality of Work Rating _____

Productivity Rating _____

Communication and Team Rating _____

Professionalism Rating _____

Problem Solving, Decision Making, & Judgment Rating _____

Adaptability Rating _____

Customer Service Rating _____

SOUTHERN ILLINOIS UNIVERSITY
Administrative/Professional Employee Performance Evaluation

Employee Name _____ Employee Number _____

FOCUS JOB PERFORMANCE FACTORS: 2 required

Rating _____

Rating _____

FOR OFFICIAL USE ONLY

Complete only if responsible for completing performance evaluations.

Did the supervisor complete or appropriately arrange for completion of all subordinate performance evaluations in a timely manner?

☐

Yes

☐

No

*If no, the employee is not eligible for merit consideration.

List the two Focus Job Performance Factors that will be used for next rating period. (If the employee's position changes to the degree with which would warrant a change in the focus factors listed on this form, new factors should be provided to the employee prior to the completion of the next evaluation.)

Employee Comments:

Our signatures certify that this employee and this supervisor met in person to discuss this evaluation.

Employee Signature

Date

The signature of the employee acknowledges review of document, it does not mean agreement with its content.

1st Level Supervisor

Date

2nd Level Supervisor

Date

hro3015
04/10

Print Summary

Page2

Administrative/Professional Employee Performance Evaluation Southern Illinois University

To be used for Director-level positions and above

Print Form

Employee Name:	Employee ID:	Position ID:
Job Title:	Organization:	Fiscal Officer:
Rating Period:	Date:	Evaluator Name:
Reason for Evaluation: <input type="checkbox"/> Annual Evaluation <input type="checkbox"/> Mid Cycle Clear		

INSTRUCTIONS

1. The supervisor should notify the employee when it is time to do his/her evaluation and ask them to submit their self-evaluation in a timely manner.
2. In the meantime, the supervisor should complete an evaluation on the employee's performance.
3. The supervisor takes the two evaluations and discusses them with his/her immediate supervisor to discuss and make any appropriate changes.
4. The supervisor and employee meet to discuss the evaluation, review the position description, and discuss expectations and focus factors for the next rating period.
5. Employees must be rated on all 8 core factors and, in addition, 2 agreed upon focus factors.
6. The supervisor should provide specific comments and examples for all ratings.
7. Prior to signing the form, the employee may make written comments. If more space is needed, please provide additional pages.
8. The original form must be submitted to Human Resources by the return due date with all necessary signatures. (Annual performance evaluation due date is **April 1**.)
9. The employing department is required to provide each employee with a copy of his/her evaluation.

Rating Scale and Definition of Ratings

Scale Definition

- O **Outstanding:** Performance is exceptional and recognized as superior accomplishments outside of the normal scope of the defined job standards and skills. Contributions have significant and positive impact on the unit or organization.
- HE **Highly Effective:** Performance consistently exhibits desired competencies effectively and independently while frequently exceeding expectations, standards, requirements, and objectives.
- E **Effective:** Performance clearly demonstrates a consistent, quality effort. Employee reliably exhibits proficiency of the defined job standards and skills. These employees meet all expectations, standards, requirements, and objectives and, on occasion, may exceed them.
- M **Marginal:** Performance does not consistently meet established expectations. Performance requires monitoring to achieve consistent completion of work and requires more constant, close supervision.
- U **Unsatisfactory:** Performance results do not meet acceptable standards for the position. Improvement is required.

Employee Performance Evaluation Helpful Hints & Checklist

This form will be used by supervisors and managers to appraise A/P staff at the rank of Director or higher and must be completed annually. The performance evaluation requires the rating of an employee in terms of his/her actual performance since the last review.

Rating job performance is an extremely important task. Great care should be taken to avoid a number of different rating errors that affect an evaluator's ability to make accurate ratings. These errors include:

LENIENCY ERROR: Leniency errors occur when a rater rates all employees higher than they should be rated. This type of error may occur when a supervisor is trying to give a staff member the benefit of the doubt. Leniency errors can be detected by examining a number of different rating forms from the same supervisor. When leniency errors are present, most employees are rated in the higher ranges of the scale. For example, leniency rating error is probably present when an evaluator rates 4 out of 5 staff members as outstanding.

CENTRAL TENDENCY: Central tendency errors occur when an evaluator rates all his/her employees effective. This type of error results when a supervisor fails to distinguish the difference in job performance among a number of employees. Central tendency errors can be detected by examining a number of evaluation forms from the same supervisor. When central tendency errors are present, all staff members will be rated effective.

HALO: The third type of error is also very frequent. Halo errors occur when a supervisor fails to distinguish between different aspects of the same person's performance. This type of error occurs when a supervisor has a feeling about a person's overall job performance and rates all aspects of his/her performance at that level. When this type of error is present, a person will be rated marginal or highly effective on all of the performance factors. There will be no mixing of ratings at different levels for the same person.

Remember, you are rating the performance, not the person.

Checklist for performance evaluation:

	Yes	No	N/A
Did you discuss each goal or objective established for this employee?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are you and the employee clear on the areas of agreement? Disagreement?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did you give the employee your thoughts of his or her potential or ability?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did you and the employee cover all positive skills, traits, and accomplishments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are you both clear on areas where improvement is required?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did you indicate consequences for noncompliance, if appropriate?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Were training or development recommendations agreed on?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did you set clear objectives and focus factors for the next appraisal period?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Was the employee encouraged to voice their own views/comments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did you thank the employee for his or her efforts?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Administrative/Professional Employee Performance Evaluation Southern Illinois University

To be used for Director-level positions and above

Employee Name _____ Employee ID _____

CORE JOB PERFORMANCE FACTORS: *Required for all employees*

Job Knowledge

UNSATISFACTORY	U <input type="checkbox"/>	Comments (Required):
MARGINAL	M <input type="checkbox"/>	
EFFECTIVE	E <input type="checkbox"/>	
HIGHLY EFFECTIVE	HE <input type="checkbox"/>	
OUTSTANDING	O <input type="checkbox"/>	

Quality of Work

UNSATISFACTORY	U <input type="checkbox"/>	Comments (Required):
MARGINAL	M <input type="checkbox"/>	
EFFECTIVE	E <input type="checkbox"/>	
HIGHLY EFFECTIVE	HE <input type="checkbox"/>	
OUTSTANDING	O <input type="checkbox"/>	

Productivity

UNSATISFACTORY	U <input type="checkbox"/>	Comments (Required):
MARGINAL	M <input type="checkbox"/>	
EFFECTIVE	E <input type="checkbox"/>	
HIGHLY EFFECTIVE	HE <input type="checkbox"/>	
OUTSTANDING	O <input type="checkbox"/>	

Communication and Teamwork

UNSATISFACTORY	U <input type="checkbox"/>	Comments (Required):
MARGINAL	M <input type="checkbox"/>	
EFFECTIVE	E <input type="checkbox"/>	
HIGHLY EFFECTIVE	HE <input type="checkbox"/>	
OUTSTANDING	O <input type="checkbox"/>	

Employee Name _____

Employee ID _____

Professionalism

UNSATISFACTORY	U <input type="checkbox"/>	Comments (Required):
MARGINAL	M <input type="checkbox"/>	
EFFECTIVE	E <input type="checkbox"/>	
HIGHLY EFFECTIVE	HE <input type="checkbox"/>	
OUTSTANDING	O <input type="checkbox"/>	

Problem Solving, Decision Making & Judgment

UNSATISFACTORY	U <input type="checkbox"/>	Comments (Required):
MARGINAL	M <input type="checkbox"/>	
EFFECTIVE	E <input type="checkbox"/>	
HIGHLY EFFECTIVE	HE <input type="checkbox"/>	
OUTSTANDING	O <input type="checkbox"/>	

Adaptability

UNSATISFACTORY	U <input type="checkbox"/>	Comments (Required):
MARGINAL	M <input type="checkbox"/>	
EFFECTIVE	E <input type="checkbox"/>	
HIGHLY EFFECTIVE	HE <input type="checkbox"/>	
OUTSTANDING	O <input type="checkbox"/>	

Customer Service *(includes students, faculty, staff, and external constituencies)*

UNSATISFACTORY	U <input type="checkbox"/>	Comments (Required):
MARGINAL	M <input type="checkbox"/>	
EFFECTIVE	E <input type="checkbox"/>	
HIGHLY EFFECTIVE	HE <input type="checkbox"/>	
OUTSTANDING	O <input type="checkbox"/>	

Employee Name _____ Employee ID _____

FOCUS JOB PERFORMANCE FACTORS - **2 of the 5 are required for all employees.**
Do not complete more than 2.

Adherence to Guidelines

Clear

UNSATISFACTORY	U <input type="checkbox"/>	Comments: (Required if selected)
MARGINAL	M <input type="checkbox"/>	
EFFECTIVE	E <input type="checkbox"/>	
HIGHLY EFFECTIVE	HE <input type="checkbox"/>	
OUTSTANDING	O <input type="checkbox"/>	

Leadership and Supervision

Clear

UNSATISFACTORY	U <input type="checkbox"/>	Comments: (Required if selected)
MARGINAL	M <input type="checkbox"/>	
EFFECTIVE	E <input type="checkbox"/>	
HIGHLY EFFECTIVE	HE <input type="checkbox"/>	
OUTSTANDING	O <input type="checkbox"/>	

Organization and Planning

Clear

UNSATISFACTORY	U <input type="checkbox"/>	Comments: (Required if selected)
MARGINAL	M <input type="checkbox"/>	
EFFECTIVE	E <input type="checkbox"/>	
HIGHLY EFFECTIVE	HE <input type="checkbox"/>	
OUTSTANDING	O <input type="checkbox"/>	

Employee Name _____

Employee ID _____

Knowledge, Use, and Care of Equipment**Clear**

UNSATISFACTORY	U <input type="checkbox"/>	Comments: <i>(Required if selected)</i>
MARGINAL	M <input type="checkbox"/>	
EFFECTIVE	E <input type="checkbox"/>	
HIGHLY EFFECTIVE	HE <input type="checkbox"/>	
OUTSTANDING	O <input type="checkbox"/>	

Safety and Security**Clear**

UNSATISFACTORY	U <input type="checkbox"/>	Comments: <i>(Required if selected)</i>
MARGINAL	M <input type="checkbox"/>	
EFFECTIVE	E <input type="checkbox"/>	
HIGHLY EFFECTIVE	HE <input type="checkbox"/>	
OUTSTANDING	O <input type="checkbox"/>	

Administrative/Professional Employee Performance Evaluation Summary Sheet
Southern Illinois University*To be used for Director-level positions and above*

Employee Name:	Employee ID:	Position ID:
Job Classification:	Organization:	Fiscal Officer:
Rating Period:	Date:	Evaluator Name:
Reason for Evaluation: <input type="checkbox"/> Annual Evaluation <input type="checkbox"/> Mid Cycle		

CORE JOB PERFORMANCE FACTORS: Required for all employees

Job Knowledge Rating ____

Quality of Work Rating ____

Productivity Rating ____

Communication and Team Rating ____

Professionalism Rating ____

Problem Solving, Decision Making, & Judgment Rating ____

Adaptability Rating ____

SOUTHERN ILLINOIS UNIVERSITY

Administrative/Professional Employee Performance Evaluation (Director-level positions and above)

Employee Name _____ Employee ID _____

Customer Service _____ Rating _____

FOCUS JOB PERFORMANCE FACTORS: 2 required

_____ Rating 0

_____ Rating _____

FOR OFFICIAL USE ONLY

Complete only if responsible for completing performance evaluations.

Did the supervisor complete or appropriately arrange for completion of all subordinate performance evaluations in a timely manner? ☐ Yes ☐ No*

*If no, the employee is not eligible for merit consideration.

List the two Focus Job Performance Factors that will be used for next rating period.
(If the employee's position changes to the degree with which would warrant a change in the focus factors listed on this form, new factors should be provided to the employee prior to the completion of the next evaluation.)

Employee Comments:

Our signatures certify that this employee and this supervisor met in person to discuss this evaluation.

Employee Signature _____ Date _____

The signature of the employee acknowledges review of document, it does not mean agreement with its content.

1st Level Supervisor _____ Date _____ 2nd Level Supervisor _____ Date _____

Print Summary

SOUTHERN ILLINOIS UNIVERSITY
Civil Service Employee Performance Evaluation

Civil Service Employee Performance Evaluation
Southern Illinois University

Print Form

Employee Name:	Employee ID:	Position ID:
Job Title:	Organization:	Fiscal Officer:
Rating Period:	Date:	Evaluator Name:
Reason for Evaluation: Probationary Period: <input type="checkbox"/> 3 mo <input type="checkbox"/> 6 mo <input type="checkbox"/> 1 yr <input type="button" value="Clear"/> Probationary Period Ends: _____		
<input type="checkbox"/> Annual Evaluation <input type="checkbox"/> Mid Cycle <input type="button" value="Clear"/>		

INSTRUCTIONS

1. The supervisor should notify the employee when it's time to do his/her evaluation and ask them to submit their self-evaluation in a timely manner.
2. In the meantime, the supervisor should complete an evaluation on the employee's performance.
3. The supervisor takes the two evaluations and discusses them with his/her immediate supervisor to discuss and make any appropriate changes.
4. The supervisor and employee meet to discuss the evaluation, review the position description, and discuss expectations and focus factors for the next rating period.
5. Employees must be rated on all 8 core factors and in addition 2 agreed upon focus factors.
6. The supervisor should provide specific comments and examples for all Outstanding and Unsatisfactory ratings.
7. Prior to signing the form, the employee may make written comments. If more space is needed, please provide additional pages.
8. The original form must be submitted to Labor and Employee Relations by the return due date with all necessary signatures.
9. The employing department is required to provide each employee with a copy of his/her evaluation.

Rating Scale and Definition of Ratings

Scale	Definition
O	Outstanding: Performance is exceptional and recognized as superior accomplishments outside of the normal scope of the defined job standards and skills. Contributions have significant and positive impact on the unit or organization. If this rating is given, an explanation with specific examples is required.
HE	Highly Effective: Performance consistently exhibits desired competencies effectively and independently while frequently exceeding expectations, standards, requirements, and objectives.
E	Effective: Performance clearly demonstrates a consistent, quality effort. Employee reliably exhibits proficiency of the defined job standards and skills. These employees meet all expectations, standards, requirements, and objectives and, on occasion, may exceed them.
M	Marginal: Performance does not consistently meet established expectations. Performance requires monitoring to achieve consistent completion of work and requires more constant, close supervision.
U	Unsatisfactory: Performance results do not meet acceptable standards for the position. Improvement is required. If this rating is given, an explanation with specific examples is required.

Employee Performance Evaluation Helpful Hints & Checklist

This form will be used by supervisors and managers to appraise all Civil Service staff and must be completed annually. The performance evaluation requires the rating of an employee in terms of his/her actual performance since the last review. Study each job factor carefully. Under each factor there are narratives to help clarify performance expectations. These narratives offer only brief examples and the evaluator should not feel constrained by the specific wording.

Rating job performance is an extremely important task. Great care should be taken to avoid a number of different rating errors that affect an evaluator's ability to make accurate ratings. These errors include:

LENIENCY ERROR: Leniency errors occur when a rater rates all employees higher than they should be rated. This type of error may occur when a supervisor is trying to give a staff member the benefit of the doubt. Leniency errors can be detected by examining a number of different rating forms from the same supervisor. When leniency errors are present, most employees are rated in the higher ranges of the scale. For example, leniency rating error is probably present when an evaluator rates 4 out of 5 staff members as outstanding.

CENTRAL TENDENCY: Central tendency errors occur when an evaluator rates all his/her employees effective. This type of error results when a supervisor fails to distinguish the difference in job performance among a number of employees. Central tendency errors can be detected by examining a number of evaluation forms from the same supervisor. When central tendency errors are present, all staff members will be rated effective.

HALO: The third type of error is also very frequent. Halo errors occur when a supervisor fails to distinguish between different aspects of the same person's performance. This type of error occurs when a supervisor has a feeling about a person's overall job performance and rates all aspects of his/her performance at that level. When this type of error is present, a person will be rated marginal, or highly effective on all of the performance factors. There will be no mixing of ratings at different levels for the same person.

Remember, you are rating the performance, not the person.

Checklist for performance evaluation:	Yes	No	N/A
Did you discuss each goal or objective established for this employee?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are you and the employee clear on the areas of agreement? Disagreement?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did you give the employee your thoughts of his or her potential or ability?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did you and the employee cover all positive skills, traits, and accomplishments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are you both clear on areas where improvement is required?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did you indicate consequences for noncompliance, if appropriate?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Were training or development recommendations agreed on?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did you set clear objectives and focus factors for the next appraisal period?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Was the employee encouraged to voice their own views/comments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did you thank the employee for his or her efforts?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Civil Service Professional Performance Evaluation
Southern Illinois University Carbondale

Employee Name _____ Employee Number _____

CORE JOB PERFORMANCE FACTORS: Required for all employees

Job Knowledge

UNSATISFACTORY	Has a definite lack of job knowledge. Shows little proficiency in job duties. Needs considerable and repeated instruction.	U <input type="checkbox"/>
MARGINAL	Has an inadequate knowledge of duties. Lack of proficiency in performing job often leads to difficulties. Often needs instructions.	M <input type="checkbox"/>
EFFECTIVE	Knows and understands job duties and applies this knowledge in daily performance of the job. Understands general plans and goals of department	E <input type="checkbox"/>
HIGHLY EFFECTIVE	Performs job proficiently. The employee's depth of job knowledge may result in his/her being consulted for planning and direction.	HE <input type="checkbox"/>
OUTSTANDING	Exceptionally knowledgeable in all aspects of position. Able to take leadership role and provide guidance to others.	O <input type="checkbox"/>

Comments: **Required if Unsatisfactory or Outstanding is checked.**

Quality of Work

UNSATISFACTORY	Doesn't meet deadlines. Work is incomplete. Makes frequent errors. Doesn't follow instructions.	U <input type="checkbox"/>
MARGINAL	Rarely meets deadlines. Needs to be more attentive to details. Frequently needs follow-up instructions.	M <input type="checkbox"/>
EFFECTIVE	Meets all deadlines. Work is completed accurately, within guidelines and without supervisory intervention.	E <input type="checkbox"/>
HIGHLY EFFECTIVE	Often deadlines are met ahead of schedule with work that is accurate and exceeds expectations.	HE <input type="checkbox"/>
OUTSTANDING	Consistently completes work ahead of schedule with minimal errors. Has excellent ideas on how to improve the work product. Sets the standards for highest quality work.	O <input type="checkbox"/>

Comments: **Required if Unsatisfactory or Outstanding is checked.**

Productivity

UNSATISFACTORY	Slow, does little work and wastes time. Needs constant pushing.	U <input type="checkbox"/>
MARGINAL	Work pace needs to improve. Does just enough to get by. Is easily distracted.	M <input type="checkbox"/>
EFFECTIVE	Is a good solid performer. Consistently completes all assigned tasks as expected. Works at a steady pace.	E <input type="checkbox"/>
HIGHLY EFFECTIVE	Is a self-starter. Regularly seeks new tasks. Does more than expected.	HE <input type="checkbox"/>
OUTSTANDING	Maximizes use of available resources. Seeks opportunities to effectively utilize time.	O <input type="checkbox"/>

Comments: **Required if Unsatisfactory or Outstanding is checked.**

SOUTHERN ILLINOIS UNIVERSITY
Civil Service Employee Performance Evaluation

Employee Name _____ Employee Number _____

Communication and Teamwork

UNSATISFACTORY	Has frequent conflicts with supervisor and/or coworkers. Is not a team player.	U <input type="checkbox"/>
MARGINAL	Occasionally contributes as a member of the team. Withholds information or is uncooperative.	M <input type="checkbox"/>
EFFECTIVE	Maintains effective and cooperative work relationships with coworkers, supervisor(s), other staff, faculty, and students.	E <input type="checkbox"/>
HIGHLY EFFECTIVE	Cooperates well with campus employees. Frequently works to promote teamwork and harmony within the department.	HE <input type="checkbox"/>
OUTSTANDING	Uses exceptional tact and diplomacy. Has earned a great deal of respect from within the department and across campus.	O <input type="checkbox"/>

Comments: **Required if Unsatisfactory or Outstanding is checked.**

Initiative

UNSATISFACTORY	Does not perform tasks with the independence appropriate to the assignments or offer ideas related to work assignment.	U <input type="checkbox"/>
MARGINAL	Doesn't always follow through on commitments. Needs prodding. Demonstrates greater sense of comfort with status quo.	M <input type="checkbox"/>
EFFECTIVE	Explores and supports new ideas and initiatives. Identifies areas for improvement within own area of expertise.	E <input type="checkbox"/>
HIGHLY EFFECTIVE	Looks outside area of expertise to identify new ideas and initiatives. Willingly accepts additional responsibility.	HE <input type="checkbox"/>
OUTSTANDING	Takes prudent risks to create value for customers. Recognizes needs and originates actions.	O <input type="checkbox"/>

Comments: **Required if Unsatisfactory or Outstanding is checked.**

Dependability/Reliability

UNSATISFACTORY	Misses work or is tardy frequently. Fails to accept responsibility even when specifically assigned.	U <input type="checkbox"/>
MARGINAL	Accepts some responsibility but requires reminding. Frequent tardiness and/or days off impact work.	M <input type="checkbox"/>
EFFECTIVE	Very reliable. Assumes responsibilities and ensures tasks are followed to completion. Is accessible when needed to perform work assignments.	E <input type="checkbox"/>
HIGHLY EFFECTIVE	Integral part of the team. Often takes the lead. Performs well under pressure.	HE <input type="checkbox"/>
OUTSTANDING	Heavily relied upon by manager. Trusted to make difficult decisions without supervision.	O <input type="checkbox"/>

Comments: **Required if Unsatisfactory or Outstanding is checked.**

SOUTHERN ILLINOIS UNIVERSITY
Civil Service Employee Performance Evaluation

Employee Name _____ Employee Number _____

Adaptability

UNSATISFACTORY	Complains about any new assignments or ideas. Work deteriorates under stress.	U <input type="checkbox"/>
MARGINAL	Does not adapt well to change. Needs encouragement to meet new challenges.	M <input type="checkbox"/>
EFFECTIVE	Accepts, adapts, and adjusts to new or changing ideas, technology, situations, and/or conditions.	E <input type="checkbox"/>
HIGHLY EFFECTIVE	Adapts quickly to changes. Is able to handle unexpected crises appropriately. Willingly accepts additional responsibility.	HE <input type="checkbox"/>
OUTSTANDING	Assumes leadership role in changing situations to motivate others to accept the change.	O <input type="checkbox"/>

Comments: **Required if Unsatisfactory or Outstanding is checked.**

Takes Direction

UNSATISFACTORY	Does not follow directions. Is insubordinate to supervisors. Complains about directions.	U <input type="checkbox"/>
MARGINAL	Frequently does not follow directions. Resistant to instructions that conflict with personal opinions.	M <input type="checkbox"/>
EFFECTIVE	Follows instructions and abides by procedures in performing jobs. Looks for direction when in doubt.	E <input type="checkbox"/>
HIGHLY EFFECTIVE	Maintains a favorable attitude towards directions even when in disagreement.	HE <input type="checkbox"/>
OUTSTANDING	Assumes leadership role in helping others follow directions. Adheres to directions even under the most adverse situation.	O <input type="checkbox"/>

Comments: **Required if Unsatisfactory or Outstanding is checked.**

FOCUS JOB PERFORMANCE FACTORS -2 of the 9 are required for all employees. Do not complete more than 2.

Adherence to Guidelines

Clear

UNSATISFACTORY	Fails to comply with applicable state and federal laws and/or university policies. Work habits create dangerous situations.	U <input type="checkbox"/>
MARGINAL	Inconsistently follows applicable state and federal laws and/or university policies. Performance needs improvement in order to minimize danger to self, fellow workers, and property.	M <input type="checkbox"/>
EFFECTIVE	Complies with applicable state and federal laws and/or university policies. Work habits ensure the safety of fellow workers and to property.	E <input type="checkbox"/>
HIGHLY EFFECTIVE	Is knowledgeable and consistently complies with applicable state and federal laws and/or university policies. Work habits provide a positive example to follow.	HE <input type="checkbox"/>
OUTSTANDING	Mandates compliance with applicable state and federal laws and/or university policies. Is the "go to" person for interpretation of laws and/or policies.	O <input type="checkbox"/>

Comments: **Required if Unsatisfactory or Outstanding is checked.**

SOUTHERN ILLINOIS UNIVERSITY
Civil Service Employee Performance Evaluation

Employee Name _____ Employee Number _____

Creativity

Clear

UNSATISFACTORY	Resistant to new solutions and procedures. Fails to demonstrate originality in performance of duties.	U <input type="checkbox"/>
MARGINAL	Lacks resourcefulness. Could demonstrate more originality. Should be more open to suggestions to improve operations.	M <input type="checkbox"/>
EFFECTIVE	Contributes fresh ideas. Accepts suggested new ideas and procedures. Makes suggestions to improve operations.	E <input type="checkbox"/>
HIGHLY EFFECTIVE	Innovative. Seeks alternative solutions.	HE <input type="checkbox"/>
OUTSTANDING	Produces creative solutions. Is recognized as a creative thinker and problem-solver.	O <input type="checkbox"/>

Comments: **Required if Unsatisfactory or Outstanding is checked.**

Customer Service

Clear

UNSATISFACTORY	Demonstrates an uncaring attitude toward impact of performance on customer service. Fails to seek improvement in quality and delivery of services.	U <input type="checkbox"/>
MARGINAL	Demonstrates difficulty maintaining composure and objectivity when encountering challenging internal or external customers. Only occasionally seeks to improve the quality of service delivered.	M <input type="checkbox"/>
EFFECTIVE	Responds quickly to customer concerns and requests, reacting constructively to needs and priorities. Seeks to improve quality of services.	E <input type="checkbox"/>
HIGHLY EFFECTIVE	Solicits feedback on the quality of services. Consistently goes beyond expectations for the customer. Encourages and promotes continuous improvement in quality of customer care.	HE <input type="checkbox"/>
OUTSTANDING	Promotes excellence in customer service for both internal and external customers at all times. Helps remove barriers to excellence in customer service. Leads the department in providing quality of service and providing service related guidance.	O <input type="checkbox"/>

Comments: **Required if Unsatisfactory or Outstanding is checked.**

Knowledge, Use and Care of Equipment

Clear

UNSATISFACTORY	Lacks knowledge of and improperly uses tools, equipment, and property. Fails to maintain equipment. Does not identify and fails to report maintenance needs. Creates dangerous situations.	U <input type="checkbox"/>
MARGINAL	Needs direction in maintaining equipment and/or property. Inconsistently identifies and reports maintenance needs.	M <input type="checkbox"/>
EFFECTIVE	Knowledgeable in the proper use of tools, equipment, and property. Maintains equipment and/or property according to procedures and policies. Identifies and reports maintenance needs.	E <input type="checkbox"/>
HIGHLY EFFECTIVE	Can be trusted to properly use and care for equipment. Provides guidance to coworkers.	HE <input type="checkbox"/>
OUTSTANDING	Knowledgeable in industry trends and makes equipment recommendations to improve efficiencies and effectiveness. Takes a leadership role in training peers in use and care of equipment.	O <input type="checkbox"/>

Comments: **Required if Unsatisfactory or Outstanding is checked.**

SOUTHERN ILLINOIS UNIVERSITY
Civil Service Employee Performance Evaluation

Employee Name _____ Employee Number _____

Leadership and Supervision

Clear

UNSATISFACTORY	Does not effectively deal with disputes or problems. Department is in constant turmoil due to ineffective leadership skills.	U <input type="checkbox"/>
MARGINAL	Needs to improve leadership skills. Employees have little direction. Policies and procedures are not consistently followed.	M <input type="checkbox"/>
EFFECTIVE	Establishes realistic performance standards for employees supervised. Communicates effectively with employees.	E <input type="checkbox"/>
HIGHLY EFFECTIVE	Is a natural leader who is respected inside and outside the department for leadership. Displays appropriate self-confidence and enthusiasm.	HE <input type="checkbox"/>
OUTSTANDING	Leads by example. Provides effective on-going coaching and counseling. Brings individuals and groups together to accomplish common goals.	O <input type="checkbox"/>

Comments: **Required if Unsatisfactory or Outstanding is checked.**

Organization and Planning

Clear

UNSATISFACTORY	Does not make good use of time. Does not demonstrate the ability to be organized and prepared in managing daily work assignments.	U <input type="checkbox"/>
MARGINAL	Is inconsistent in the organizing of projects and workload. Needs to improve organizational skills. Has difficulty maintaining required documentation.	M <input type="checkbox"/>
EFFECTIVE	Manages work assignments efficiently and systematically. Maintains necessary records and documentation. Set relevant, realistic goals. Accomplishes assigned tasks within guidelines.	E <input type="checkbox"/>
HIGHLY EFFECTIVE	Maximizes the use of time. Produces plans quickly and efficiently, appropriately prioritizes work assignments.	HE <input type="checkbox"/>
OUTSTANDING	Is an extremely well organized worker. Organizes projects and workload to the best advantage of the department often while providing assistance to others in their projects.	O <input type="checkbox"/>

Comments: **Required if Unsatisfactory or Outstanding is checked.**

Problem Solving, Decision Making and Judgment

Clear

UNSATISFACTORY	Decision making demonstrates little concern for the welfare and safety of coworkers, department, students and/or equipment.	U <input type="checkbox"/>
MARGINAL	Often reacts rather than thinking through a problem. Doesn't gather enough information or seek guidance before making decisions.	M <input type="checkbox"/>
EFFECTIVE	Identifies and analyzes problems using solid problem solving techniques. Displays sound judgment in decision making.	E <input type="checkbox"/>
HIGHLY EFFECTIVE	Considers costs, risks and benefits when making decisions. Willing to make decisions in difficult or unusual situations. Is trusted among coworkers to make the right decisions.	HE <input type="checkbox"/>
OUTSTANDING	Can be counted on to make excellent choices and informed decisions. Thinks outside the box. Consistently comes up with innovative and creative decisions.	O <input type="checkbox"/>

Comments: **Required if Unsatisfactory or Outstanding is checked.**

SOUTHERN ILLINOIS UNIVERSITY
Civil Service Employee Performance Evaluation

Employee Name _____ Employee Number _____

Professionalism

Clear

UNSATISFACTORY	Fails to follow acceptable standards of practice and ethics in performance of work.	U <input type="checkbox"/>
MARGINAL	Resistant to training. Often questions applicable work conduct codes.	M <input type="checkbox"/>
EFFECTIVE	Exhibits conduct appropriate to the job. Maintains appearance. Operates within all applicable job codes.	E <input type="checkbox"/>
HIGHLY EFFECTIVE	Seeks new and developing knowledge critical to effective future performance in the job.	HE <input type="checkbox"/>
OUTSTANDING	Contributes to the university through participation in professional organizations, special projects, and/or committees.	O <input type="checkbox"/>

Comments: **Required if Unsatisfactory or Outstanding is checked.**

Safety and Security

Clear

UNSATISFACTORY	Doesn't follow necessary rules and guidelines for meeting standards of safety and security. Does not identify or respond to or report threatening conditions. Refuses to wear appropriate uniform or protective clothing.	U <input type="checkbox"/>
MARGINAL	Following necessary rules and guidelines for meeting standards of safety and security is not a priority. Inconsistently identifies or responds to threatening conditions. Needs constant reminders to wear appropriate uniform or protective clothing.	M <input type="checkbox"/>
EFFECTIVE	Follows all necessary rules and guidelines for meeting standards of safety and security. Identifies and responds appropriately to or reports threatening conditions. Wears appropriate uniform or protective clothing.	E <input type="checkbox"/>
HIGHLY EFFECTIVE	Always follows necessary rules and guidelines for meeting standards of safety and security. Can be counted on to identify and respond appropriately to or report threatening conditions. Ensures team compliance with appropriate uniform or protective clothing.	HE <input type="checkbox"/>
OUTSTANDING	Watch dog for changes in laws and statutes related to safety and security. Researches and makes recommendations for procedures related to necessary changes.	O <input type="checkbox"/>

Comments: **Required if Unsatisfactory or Outstanding is checked.**

FOR OFFICIAL USE ONLY

SOUTHERN ILLINOIS UNIVERSITY
Civil Service Employee Performance Evaluation

**Civil Service Employee Performance Evaluation
Summary Sheet**

Southern Illinois University

Employee Name:	Employee ID:	Position ID:
Job Classification:	Organization:	Fiscal Officer:
Rating Period:	Date	Evaluator Name:
Reason for Evaluation: Probationary Period: <input type="checkbox"/> 3 mo <input type="checkbox"/> 6 mo <input type="checkbox"/> 1 yr Probationary Period Ends: _____ <input type="checkbox"/> Annual Evaluation <input type="checkbox"/> Mid Cycle		

CORE JOB PERFORMANCE FACTORS: Required for all employees

Job Knowledge Rating _____

Quality of Work Rating _____

Productivity Rating _____

Communication and Teamwork Rating _____

Initiative Rating _____

Dependability/Reliability Rating _____

Adaptability Rating _____

SOUTHERN ILLINOIS UNIVERSITY
Civil Service Employee Performance Evaluation

Employee Name _____ Employee Number _____

Takes Direction _____ Rating _____

FOCUS JOB PERFORMANCE FACTORS: 2 required

Rating 0 _____

Rating _____

FOR OFFICIAL USE ONLY

Complete only if responsible for completing performance evaluations.

Did the supervisor complete or appropriately arrange for completion of all subordinate performance evaluations in a timely manner?

☐ Yes ☐ No

*If no, the employee is not eligible for merit consideration.

List the two Focus Job Performance Factors that will be used for next rating period. (If the employee's position changes to the degree with which would warrant a change in the focus factors listed on this form, new factors should be provided to the employee prior to the completion of the next evaluation.)

Employee Comments

Our signatures certify that this employee and this supervisor met in person to discuss this evaluation

Employee Signature Date

The signature of the employee acknowledges review of document, it does not mean agreement with its content.

1st Level Supervisor Date 2nd Level Supervisor Date

Print Summary

