

## PERFORMANCE EVALUATION STANDARD RATING EXPLANATION

### CUSTOMER SERVICE

<b>Performance Standard</b>	<b>Needs Improvement</b>	<b>Minimally Acceptable</b>	<b>Meets Standards</b>	<b>Exceeds Standards</b>	<b>Outstanding</b>
Knows who the customer is and puts the customer first. Works to reduce/eliminate red-tape for all. Knows and acts upon what it takes to deliver customer value. Makes a genuine effort to listen to and seeks to understand and resolve customer needs/issues. Provides effective "hand-offs" to the appropriate person when necessary. Relates work and job purpose to the mission. Is committed to putting customers first. Strives for excellence in service to all customers.	Unable to identify needs and/or does not listen to the customer. Customers may express extreme frustration, including, but not limited to, asking for other assistance. Provides inaccurate information. Demonstrates a consistent lack of responsiveness.	Eventually identifies customer needs, but customers experience some frustration. Not consistent in exhibiting good listening skills. Not consistent in reaching out to others to resolve issues.	Is able to identify and meet customer needs. Consults with others effectively to resolve issues. Consistently delivers on service commitments. Builds solid working relationship with clients.	Is able to easily and quickly identify and resolve customer needs. Is able to brainstorm options for customers. Is proactive in anticipating client needs.	Is able to easily and quickly identify and resolve customer needs and identifies the best solution for each customer. May receive frequent and positive feedback from customers for providing excellent service. Demonstrates superior knowledge and judgement when working with clients.

### ACHIEVES OBJECTIVES

<b>Performance Standard</b>	<b>Needs Improvement</b>	<b>Minimally Acceptable</b>	<b>Meets Standards</b>	<b>Exceeds Standards</b>	<b>Outstanding</b>
Meets objectives that have been established for the area of responsibility for the measurement period, including elements related to the mission of the institution, strategic plan, and departmental goals (short and/or long-term).	Objectives not succinctly defined with measurable criteria. Objectives not met.	Meets some of the essential functions, but has not demonstrated mastery of the job.	Objectives are clearly defined with actions, steps and measurements. Many goals are met, but not all.	Often exceeds standards in some aspects of the job, otherwise meets standards.	Objectives are clearly written, with timelines and measurements. A process is followed for monitoring progress throughout the year. Most milestones/goals are accomplished.

**DECISION MAKING EFFECTIVENESS**

<b>Performance Standard</b>	<b>Needs Improvement</b>	<b>Minimally Acceptable</b>	<b>Meets Standards</b>	<b>Exceeds Standards</b>	<b>Outstanding</b>
Makes appropriate decisions in a timely manner that effectively resolves the issue in question. Works within constraints (budget, time, staff, policy, etc.). Applies sound judgment. Is communicative and inclusive in decision-making process. When necessary, protects confidences, disclosing only that which is authorized.	Denies existing problems and issues. Blames others for poor decisions. Consistently unable to see issues. Makes inappropriate decisions. Consistently violates confidences.	Sometimes defers decision making. At times makes decisions without adequate knowledge or skills. Decisions are sometimes faulty or show lack of understanding of the problem.	Demonstrates solid knowledge and reasonable judgement. Utilizes critical thinking skills to analyze issues. Proposes solutions to departmental issues. Makes clear, consistent, timely, and transparent decisions.	Proactively engages others when making decisions. Takes initiative in identifying and addressing issues. Trusted to make solid decisions.	Leads others toward thinking about broad issues. Exercises initiative and independent judgement in complex and difficult situations. Willing to take wise risks in making decisions. Seen by others as a leader and a resource for solving problems.

**JOB KNOWLEDGE**

<b>Performance Standard</b>	<b>Needs Improvement</b>	<b>Minimally Acceptable</b>	<b>Meets Standards</b>	<b>Exceeds Standards</b>	<b>Outstanding</b>
Possesses the technical knowledge that is required to effectively meet the requirements of the job and takes the personal initiative to stay current with new developments, best-in-class practices, and new technologies relevant to the field of work. Effectively and practically applies job knowledge in ongoing job execution.	Lack of skills/technical ability impacts employee’s ability to perform job responsibilities. Makes little effort to obtain current information related to job. Does not follow through on identified areas of poor performance, skills, and knowledge.	Demonstrates a lack of job knowledge; requires more training and/or knowledge to adequately complete areas of responsibility. Is inconsistent in resolving issues.	Skills and job knowledge enable employee to perform all aspects of assigned responsibilities. Is open to accepting new job assignments that expands skill set.	Actively seeks additional opportunities to expand skill set. Openly shares knowledge with others, may offer to serve as a mentor.	Demonstrates superior knowledge and outstanding skills in difficult or complex aspects of the job. Independently identifies and pursues learning opportunities to enhance job performance. Is sought out by peers to provide input on issues.

**COMMUNICATIONS**

<b>Performance Standard</b>	<b>Needs Improvement</b>	<b>Minimally Acceptable</b>	<b>Meets Standards</b>	<b>Exceeds Standards</b>	<b>Outstanding</b>
Communicates effectively with other colleagues and customers both verbally and in writing. Provides proper and timely information and follow-through, with appropriate regard for confidentiality.	Demonstrates poor written and/or verbal communication skills. Has a negative impact on the team due to poor communication.	Is sometimes unclear in verbal and/or written communication. May sometimes hinder other’s ability to perform work due to poor communication.	Consistently demonstrates ability to communicate clearly in both oral and written communications.	Consistently demonstrates strong ability to communicate effectively in both oral and/written communications.	Is a role model in communicating the appropriate message and using the most effective communication methodology.

**QUALITY OF WORK**

<b>Performance Standard</b>	<b>Needs Improvement</b>	<b>Minimally Acceptable</b>	<b>Meets Standards</b>	<b>Exceeds Standards</b>	<b>Outstanding</b>
Sets and adheres to high work standards for him/herself and for his/her area of responsibility. Employee shows attention to detail, submits tasks with few to no errors, completes tasks with minimal waste of time or resources, sees task(s) or project(s) through until completion, and meets the quality expectations for the task or project being requested or delivered.	Work output is consistently low, regularly fails to meet required outcomes, and error rate is high requiring repetition of duty or completion by others. The employee may require constant supervision and shows an indifference to job responsibilities.	Employee displays inconsistency in the performance of the job factor under review and output frequently falls below acceptable levels. Tasks may be significantly late or incomplete, has multiple errors, or missing information.	Employee displays and maintains an effective and consistent level of performance of the job factor under review. Work output regularly achieves desired or required outcomes or expectations. Problems or errors are reported and corrected quickly.	Employee displays a high level of factor-related skills, abilities, initiative, and productivity, exceeding requirements in some areas, but not consistently or not without exception. High attention to detail is taken in all tasks.	Employee displays at all time, without exception, a consistently high level of factor-related skills, abilities, initiative, and productivity. All assignments/responsibilities are completed beyond the level of expectation with thorough attention to detail and time management. Initiative and self-direction are true characteristics and are noticeable in quality of work.

**TIME MANAGEMENT**

<b>Performance Standard</b>	<b>Needs Improvement</b>	<b>Minimally Acceptable</b>	<b>Meets Standards</b>	<b>Exceeds Standards</b>	<b>Outstanding</b>
Individual sets and prioritizes daily tasks, has an understanding of how to structure his/her time based on set priorities, has the ability to adjust priorities as they change, and strives to optimize personal efficiency and effectiveness.	Frequently misses project deadlines. Puts others at risk of missing deadlines. Demonstrates unreliable or irresponsible behavior.	Sometimes misses deadlines. Inconsistently establishes priorities based on department objectives. Has difficulty adjusting priorities.	Consistently completes work on schedule. Works with supervisor to set well-defined and realistic goals. Works with minimal supervision.	Usually completes projects ahead of schedule. Aware of impact on others and outcomes of work. Proactively develops well-defined and realistic work goals.	Is a role model to others in setting well-defined and realistic goals. Deadlines are always met or exceeded. Is consistently able to contribute more to department/ university than others.

**INITIATIVE**

<b>Performance Standard</b>	<b>Needs Improvement</b>	<b>Minimally Acceptable</b>	<b>Meets Standards</b>	<b>Exceeds Standards</b>	<b>Outstanding</b>
Able to act independently to solve problems, assess needs, and anticipate next steps related to assigned area or committee without direct supervision or close oversight. Regularly shows eagerness to problem solve or begin in the absence of management.	Avoids identifying and/or addressing problems. Requires close supervision to prevent problems from developing.	Sometimes avoids identifying and/or addressing problems. Requires more supervision than others to prevent problems from developing.	Acts independently to identify and/or address problems, requiring little supervision. Proactively solves problems in the absence of management.	Proactively demonstrates the initiative to independently identify and solve problems.	Is seen as a role model for proactively identifying and solving problems. May be sought out by others to assist with addressing needs.

**INTERPERSONAL SKILLS**

<b>Performance Standard</b>	<b>Needs Improvement</b>	<b>Minimally Acceptable</b>	<b>Meets Standards</b>	<b>Exceeds Standards</b>	<b>Outstanding</b>
Develops and maintains effective relationships with others; relates well to people from varied backgrounds and in different situations; shows understanding, courtesy, tact, concern, and politeness. When dealing with others, practices good active-listening techniques, seeks to understand others' concerns or problems, reflects others' feelings, asks questions, shows empathy, and builds rapport. Seeks to find solutions.	Interpersonal skills need improvement. Employee sometimes is too casual or appears uninterested when dealing with others.	Demonstrates acceptable level of interpersonal skills most of the time when dealing with others.	Interpersonal skills are good. Employee is attentive, concerned, and polite when dealing with others.	Excellent interpersonal skills are demonstrated. Employee is always attentive, concerned, and polite when dealing with others. Able to diffuse difficult situations smoothly.	Employee develops and maintains effective relationships with others and relates well to people from varied backgrounds. Displays excellent interpersonal skills as reflected in consistent, superior service. Employee is a constant example to other employees in working with others and handling difficult situations.

**FLEXIBILITY**

<b>Performance Standard</b>	<b>Needs Improvement</b>	<b>Minimally Acceptable</b>	<b>Meets Standards</b>	<b>Exceeds Standards</b>	<b>Outstanding</b>
Adapts successfully to changing situations and environments. Shows a willingness to learn new techniques and take on new roles through assignments and self-initiatives.	Opposed to change and sometimes undermines agreed-upon process changes. Is unwilling to assume new assignments or modify work methods to adapt to changing needs.	Is inconsistent in supporting change. Sometimes demonstrates negativity and unwillingness to implement agreed upon process changes.	Adapts current work processes to changing needs. Assists co-workers in implementing change. Is willing to accept new assignments or implement process changes.	Independently reengineers work processes to adapt to changing needs. Helps to develop and carry out ideas for new ways to improve performance.	Is seen as a thought leader and is a role model in leading appropriate organizational change. Identifies needed changes and advocates for improvement. Puts together constructive concepts from beginning to end.