

FY17 PERFORMANCE EVALUATION GRADES 7 – 33 DIRECTIONS

I. DIRECTIONS:

The FY17 Performance Evaluation program is designed to assist managers and employees in **improving both individual and organizational performance**. It is more than evaluation of past performance – it is **goal setting for the future**, and **identification of personal and professional development needs for the employee**.

- **The four desired outcomes of Performance Evaluation**
 1. **Accountability**
 2. **Creating Solutions**
 3. **Communications**
 4. **Recognition**

Performance Management **begins with an accurate detailed job description**. Both the manager and employee should review the essential functions of the employee's job description to ensure it is current. From that job description, the manager **selects three to five of the most significant essential functions** of the position and from these functions **establishes performance goals and objectives** on the Performance Review forms under *PERFORMANCE GOALS AND OBJECTIVES*. Two performance review forms, for administrative employees grades 7 through 24 and for administrative professionals, supervisors and managers grades 25 through 33, can be downloaded from the HR website under HR Forms/Performance Evaluation Forms.

Secondly, the manager **selects those *PERSONAL COMPETENCIES* appropriate to the position**. *Personal Competencies* are those **qualities – the 'way' or 'how' a person does on the job that differentiates between successful and unsuccessful performance**. *COMPETENCY RATINGS DEFINED* (found at the end of this document) show each competency, in alpha order, with examples of behavior for each rating. Select the appropriate rating based on the examples listed and actual behavior exhibited using the guidelines provided.

Using the employee action plan, managers and supervisors need to develop professional development goals to assist employees in achieving their goals. These goals might consist of a specific training, seminars or course work to assist them in having a successful work outcome.

The manager reviews the prepared plan and/or evaluation rating with Reviewing Manager prior to meeting with the employee at each Phase I, II and III. The role of the Reviewing Manager is to compare this group of employees to others within his/her group to ensure relative fairness and consistent evaluation criteria.

How to Prepare for Performance Evaluation:

An effective appraisal session is one that is **open and collaborative**. This may best be achieved through the **implementation of the five-step COACHING format**:

1. Create a positive climate that ensures communication and transparencies on what the goals will be and what the expectations are for this employee. Ensure that s/he understands what is expected and what measurable tools you will use to determine the success of each goal.

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2. Obtain the employee's perception of her/his position and allow her/him the opportunity to discuss what and how s/he will meet the expectations of the position. S/He should be able to articulate what it is you are asking of her/him and the manner by which s/he will be evaluated.
 3. Add your perspective of her/his position and how her/his position relates to the strategic goal(s). It is imperative that you clearly articulate the expectation and the measurements you will employ during the evaluative period. As the immediate manager/supervisor you are charged with motivating employees to achieve the goals and informing her/him of the behavioral expectations you expect her/him to demonstrate throughout the year.
 4. Clarify and resolve any differences and/or disagreements you may have with one another
 5. Help develop a collaborative set of goals that are attainable and measureable.
- **All goals should meet the criteria of "SMART" goals:**
 - ✓ **Specific**
 - ✓ **Measurable**
 - ✓ **Achievable**
 - ✓ **Relevant**
 - ✓ **Time-framed**

Goals:

Goals are defined as a primary function derived from the position description. Goals often may be the same from one year to another based on the complexity of one's job function. Often supervisor and manager's annual goal setting changes year-to-year in some aspect based on the strategic plan developed by the University. Goal setting may have little effect if individuals cannot see the state of their performance in relation to the goal. It is important that employees know where they stand in relation to achieving their goals, so they can determine the desirability of working harder or of changing their methods.

Goal setting is a process, and like any other process, there are a series of specific steps and tools that must be followed and used to execute it correctly.

Setting goals affects outcomes in four ways:

1. Goals focus attention toward goal-relevant activities and away from goal-irrelevant activities.
2. Goals serve as an energizer; they can lead to more effort in achieving a better outcome.
3. Goals affect persistence.
4. Goals can lead individuals to develop and change their behavior - Cognition.

Managers cannot constantly drive motivation or keep track of an employee's work on a continuous basis. Goals are therefore an important tool for managers and encourage employees to be more self-reliant on attaining certain outcomes. Through an understanding of the outcome of goal setting on individual performance, organizations are able to use goal setting to benefit organizational performance.

The expected outcomes of goals are positively influenced when employees are involved in the goal setting process. Not only does participation increase commitment in attaining the goals that are set, participation influences self-efficiency as well. In addition to this feedback, it is necessary to monitor one's progress. When this is left aside, an employee might think s/he is not making enough progress. This can reduce self-efficiency and thereby harm the performance outcomes in the long run.

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The enhancement of performance through goals requires feedback. Goal setting and feedback go hand-in-hand. Without feedback, goal setting is unlikely to work. Providing feedback on short-term objectives helps to sustain motivation and commitment to a goal. Besides, feedback should be provided on the strategies followed to achieve the goals and the outcomes achieved as well. Proper feedback is also very essential, and managers and supervisors need to be mindful that they are charged with providing employees:

- Information on how effective they have been in attaining the goals. Without proper feedback channels it is impossible to adapt or adjust to the required behavior.
- Motivation that will stimulate and engage employees in accepting goals. If employees lack commitment to goals, they lack motivation to reach them. To commit to a goal, one must believe in its importance or significance.

How to write effective and measurable goals:

A Performance Goal is a written statement of what you expect to accomplish – the results of one's activities within a given time period.

All goals should follow the following formula:

Action Verb + Single Key Result (object of the action that is verifiable and measureable) + Measured Method, by target date.

Use as many measurement methods (quality, quantity, cost, timelines) as possible

Examples:

1. Increase student retention by 10% over the prior fiscal year.
2. Increase undergraduate enrollment by 5%.
3. Increase retention by 10%.
4. Implement the new Colleague system by January 2012.
5. Assess the National cohort enrollment numbers.
6. Conduct a cost analysis of maintaining LU Health insurance in relationship w/EdHealth program.

Well-defined goals should be:

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| • Innovative: | Implementation of new services/processes. |
| • Problem Solving or Improvement: | Bringing productivity or quality to a higher standard. |
| • Maintenance or Basic Job Responsibilities: | Expansion/improvement of current job responsibilities with desired results. |
| • Developmental: | Learning a new task or developing a new skill. |

Goals should be able to answer the following questions:

- How will I verify the achievement of the goal?
- How will I determine the progress?

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- What can be measured?
 1. Quantity
 2. Quality
 3. Cost
- Is the goal in alignment with the mission of the department, unit, or team?
- Does the goal relate to broader objectives that Lesley wishes to achieve?
- Does the goal improve the product or service you provide?

Without establishing clear, well defined, and measurable goals your employee(s) maybe at a disadvantage in knowing how well s/he has accomplished the goal(s).

The Phases of Performance Evaluation

- A. Phase I: Development of Goals and Objectives: July - September
- B. Phase II: Mid-year review and comment: mid-point December - January
- C. Phase III: Annual Performance Evaluation/Merit Pay: May - August
- D. HR Review: September – October

PHASE I:

Although Phase I is to **establish goals and objectives for the new performance evaluation year**, the overall goal is to **establish a dialogue with employees regarding your expectations of them** in their respective roles for the new fiscal year. The goals should **reflect the primary functions of the position** and as mentioned above need to meet the criteria of “**SMART**” goals. It is essential that your **employee has a full understanding of the expectations** and should be encouraged to ask questions, if appropriate. **All goals should be discussed in advance of your discussion with your employee. It is also important to identify any training that the employee should consider to improve her/his skills.**

PHASE II:

As managers and supervisors, you will be required to conduct a mid-year evaluation of the established goals in writing. In the event of changes to any goal(s) due to operational needs, the administrator and staff should be notified in advance. This **mid-year review is your opportunity to inform the employee of her/his progress in achieving the goal**. In the event that your employee is **not meeting the expectation of the goal (rating of 3)**, you should be in **contact with Jane Joyce, Director of Human Resources, at extension 8785**. Ratings do not have to be done in whole numbers; they can be rated as a fraction, i.e. 3.5.

PHASE III:

The **annual review will reflect an evaluation of the employee’s overall job performance** from 7/1 through 6/30 each fiscal year. You will be expected to complete this review and submit it and the original evaluation to Human Resources by September 30. To ensure that the process is fair and reflective of the employee’s contributions, **supervisors and managers will be required to meet with their respective reviewing managers to discuss the entire fiscal year performance prior to scheduling a meeting with the administrator and/or staff**. Once that is completed, you should **schedule a meeting with your employee to conduct the final evaluation of her/his job performance**. **You can**

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choose to use or not use the rating codes. If you choose to use the ratings they do not have to be done in whole numbers; they can be rated as a fraction, i.e. 3.5.

In the event that **your staff member is not in agreement with her/his overall rating**, s/he may refuse to sign the evaluation. Should that occur **do not force the issue, her/his signature only indicates that s/he has discussed and seen the evaluation.** If an employee declines to sign, it is always **advisable to have another colleague witness** the employee has seen the evaluation **by having her/him sign and date the evaluation.**

The **employee may also want to submit a response to the annual evaluation**, should s/he elect to; s/he may do so. Her/his **response should be sent directly to Human Resources and will be attached to the original evaluation.** The **employee should be encouraged to send a copy of the response to the manager/supervisor.**

Appeal Process:

If the **employee does not agree with the overall rating**, s/he may request an appeal of the rating **by sending a request to the office of Human Resources attention: Susan Titus Garnier.**

HR REVIEW:

HR Office will review all performance evaluations to ensure equity and fairness.

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PERFORMANCE GOALS

This section is used to examine how the employee achieves her/his end results. Consider the degree to which each of the following competencies contributes to the employee's effectiveness. For FY17 you can choose to use or not use the numeric rating codes on the annual review form.

Ratings Codes:

- (CEE)Level 5 Consistently Exceeds Expectations:** Performance far and consistently exceeds expectations due to exceptionally high quality of work performed in all essential areas of responsibility, resulting in an overall quality of work that was superior; and either 1) included the completion of a major goal or project, or 2) made an exceptional or unique contribution in support of unit, department, or University objectives. This rating is achievable by any employee though given infrequently.
- (FEE)Level 4 Frequently Exceeds Expectations:** Performance frequently exceeds expectations in all essential areas of responsibility, and the quality of work overall was excellent. All annual goals were met.
- (AE) Level 3 Achieves Expectations:** Performance achieves met expectations in all essential areas of responsibility, at times possibly exceeding expectations, and the quality of work overall was very good. The most critical annual goals were met.
- (PME)Level 2 Partially Meets Expectations:** Performance did not achieve expectations – performance failed to meet expectations in one or more essential areas of responsibility, and/or one or more of the most critical goals were not met. A professional development plan to improve performance must be outlined in Section 5, including timelines, and monitored to measure progress. Manager is encouraged to contact HR. If it is the first year of low rating, Manager is required to contact HR if s/he plans to award this rating.
- (DNM)Level 1 Does Not Meet Expectations:** Performance did not achieve or was consistently below expectations in most essential areas of responsibility, and/or reasonable progress toward critical goals was not made. Significant improvement is needed in one or more important areas. In Section 5, a plan to correct performance, including timelines, must be outlined and monitored to measure progress. Manager is required to contact HR if he/she plans to award this rating.

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COMPETENCY RATINGS DEFINED

ADAPTABILITY: Consider the degree to which employee adapts to change and is able to adjust strategy in response to new information; responds appropriately without having all parameters defined and seeks innovative and creative solutions to new or changing situations. Takes professional risks and challenges self or others not to accept the status quo. Ability to prioritize and/or adjust work assignments to meet changing organizational goals.				
1. Does Not Meet Expectations (DNM) <i>Employee does not adapt to changing circumstances or environment; appears uncomfortable with or intolerant of ambiguity; does not modify approach as new information is discovered; is easily frustrated/flustered; does not generate creative solutions or take risks, requires constant supervision.</i>	2. Partially Meets Expectations (PME) <i>Employee exhibits limited adaptability to changing circumstances or environment; has minimal tolerance for change and ambiguity; when directed, employee modifies approach as new information is discovered; occasionally becomes frustrated/flustered; rarely offers creative solutions; proceeds with projects and tasks only with supervision.</i>	3. Achieves Expectations (AE) <i>Employee adapts quickly and easily to changing circumstances/environment; demonstrates comfort with and tolerance for ambiguity; modifies approach quickly as new information is discovered; faces uncertainty challenges positively with composure; not easily frustrated or flustered; approaches problems creatively, takes reasonable risks; proceeds appropriately with little supervision.</i>	4. Frequently Exceeds Expectations (FEE) <i>Employee welcomes and adapts quickly to changing circumstances or situations; employee exhibits total comfort and tolerance for ambiguity; employee makes sound suggestions for change and shares new information to enhance project/task outcome; employee thrives on challenge and risks; exercises a high level of creativity; exercises good judgment when moving forward without all of the answers or supervision.</i>	5. Consistently Exceeds Expectations (CEE) <i>Employee acclimates quickly to changing circumstances or situations; employee exhibits complete comfort and acceptance of ambiguity; acts as an agent for change; makes rationale and sound suggestions and decisions; shares new information to enhance project/task outcome appropriately; employee thrives on challenge and risks; exercises a superior level of creativity and good judgment when moving forward; and communicates outcome to supervisor.</i>
ANALYTICAL SKILLS: Consider the degree to which the employee reasons, thinks, and interprets issues in a manner to support sound conclusions, conducts thorough research and presents sound alternatives based on key facts.				
1. Does Not Meet Expectations (DNM) <i>Employee is unable to interpret issues to support sound conclusions.</i>	2. Partially Meets Expectations (PME) <i>Employee could use some improvement in interpreting issues to support sound conclusions.</i>	3. Achieves Expectations (AE) <i>Employee is sometimes able to think things through and to interpret issues based on key facts. May need to discuss fully with another person to arrive at key facts.</i>	4. Frequently Exceeds Expectations (FEE) <i>Employee is consistently able to clearly think things through in order to come up with sound conclusions and conducts thorough research.</i>	5. Consistently Exceeds Expectations (CEE) <i>Employee is adept at thinking things through in order to come up with rational and sound conclusions and resolutions; conducts detailed and thorough research.</i>
CUSTOMER FOCUS AND QUALITY OF SERVICE: Consider the degree to which employee responds to the needs of internal and/or external customers in a timely, courteous, respectful and responsive manner. Demonstrates a commitment to deliver professional services according to Lesley's standards and determines appropriate steps or courses of action to problem solve issues raised.				
1. Does Not Meet Expectations (DNM) <i>Employee does not show a sense of urgency in responding to customer; avoids researching difficult problems; is often unprofessional or disrespectful toward others; does not return</i>	2. Partially Meets Expectations (PME) <i>Employee sometimes shows a sense of urgency in responding to customer; will research difficult problems when directed to do so; is sometimes unprofessional or disrespectful toward others; does</i>	3. Achieves Expectations (AE) <i>Employee responds to customer problem/request with appropriate sense of urgency; keeps others informed of potential high impact problems; maintains a calm/reasonable tone when</i>	4. Frequently Exceeds Expectations (FEE) <i>Employee responds with an appropriate sense of urgency; keeps others informed of high impact problems; maintains a professional tone; proactively monitors problems; works with</i>	5. Consistently Exceeds Expectations (CEE) <i>Employee has superior customer service skills; highly adept at responding with an appropriate sense of urgency; appropriately keeps others informed of high impact problems; consistently</i>

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<i>calls/follow up on a timely basis.</i>	<i>not return calls/follow up on a timely basis.</i>	<i>dealing with customer; consistently returns calls/follows up in a respectful and timely manner.</i>	<i>others to avoid or address potential problems in advance.</i>	<i>exhibits superior professional behavior and tone; proactively monitors problems; works with others to avoid or address potential problems in advance; recommends solutions to remedy reoccurring problems.</i>
DECISION MAKING: (if appropriate) Consider the degree to which employee makes sound decisions and solves problems; obtains and evaluates relevant information of best practices and seeks advice of others as appropriate and communicates decisions in clear, timely manner to all impacted.				
1. Does Not Meet Expectations (DNM) <i>Employee often acts on problems without gathering/checking facts or only acts on problems when directed to do so; does not apply knowledge from similar problems in the past; does not have a systematic approach to problem-solving; does not exercise sound judgment in making final decisions.</i>	2. Partially Meets Expectations (PME) <i>Employee sometimes acts without gathering/checking facts or only when directed to do so; sometimes uses systematic approach to problem solving; generates impractical solutions; occasionally exercises sound judgment in making final decisions.</i>	3. Achieves Expectations (AE) <i>Employee consistently collects/checks facts needed for problem resolution; initiates problem resolution without waiting to be told to do so; applies a systematic approach to problem solving; consistently applies prior knowledge to solve current problems; uses good judgment in pursuing solutions.</i>	4. Frequently Exceeds Expectations (FEE) <i>Employee seeks facts for problem resolution; identifies root cause of ongoing problems and makes/recommends procedural changes when appropriate; regularly looks for ways to improve processes; understands need for timely decisions and responds with sense of urgency; uses good judgment in pursuing solutions.</i>	5. Consistently Exceeds Expectations (CEE) <i>Employee researches and consults with other to obtain all the facts for problem resolution; is adept at identifying the root cause of ongoing problems and determining the appropriate procedural changes; regularly looks for ways to improve processes and implement solutions; recognizes the importance for prompt and timely decisions and actions; superior judgment in pursuing solutions;.</i>
DELEGATION: (if appropriate) Consider the degree to which the employee effectively assigns responsibility, resources, and authority to achieve results; holds people accountable for the results.				
1. Does Not Meet Expectations (DNM) <i>Employee consistently delegates tasks that s/he should complete personally or does not delegate at all; delegates responsibility without delegating the authority needed to complete the task; delegates tasks but does not monitor progress.</i>	2. Partially Meets Expectations (PME) <i>Employee occasionally delegates tasks that s/he should complete personally or does not delegate at all; sometimes delegates responsibility but keeps authority needed to complete tasks; sometimes delegates tasks, but may not monitor progress.</i>	3. Achieves Expectations (AE) <i>Employee delegates routine tasks and decisions, demonstrates an understanding of what should (not) be delegated; ensures employee is equipped to complete task; shares both responsibility and authority; lets team members complete delegated work.</i>	4. Frequently Exceeds Expectations (FEE) <i>Employee clearly and comfortably delegates both routine and important tasks and decisions; demonstrates an understanding of what should (not) be delegated; always ensures employee is equipped to complete task; broadly shares both responsibility and authority; recognizes the need to work with staff to improve their abilities; mentors staff to ensure task is completed successfully.</i>	5. Consistently Exceeds Expectations (CEE) <i>Employee clearly and effectively delegates both routine and important tasks and decisions; provides the necessary instruction in order for an employee to complete tasks; makes the necessary resources available for employee to complete task successfully and within budget constraints; proactively shares both responsibility and authority; successfully coaches staff on ways to improve their skills and abilities; acts as a mentor for staff.</i>

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DEPENDABILITY, RELIABILITY AND ATTENDANCE: Consider the employee's ability to meet deadlines; and degree and accuracy by which the employee completes work assignments including appropriate reports and records and being at work consistently on time.				
1. Does Not Meet Expectations (DNM) <i>Employee is late turning in reports. Inadequate and incomplete reports and records. Employee is consistently late for work, leaves early, is often away from worksite without explanation; often takes longer lunches, breaks.</i>	2. Partially Meets Expectations (PME) <i>Employee could use some improvement in making sure reports are turned in on time and complete. Employee is late for work or leaves early without explanation; is sometimes away from worksite; takes longer lunches, breaks.</i>	3. Achieves Expectations (AE) <i>Employee's reports and records are generally on time, up to date and complete. Accepts accountability. Assignments are completed in a thorough manner. Employee is consistently on time for work; keeps manager informed of whereabouts as needed; maintains expected hours.</i>	4. Frequently Exceeds Expectations (FEE) <i>Employee's reports and records are up-to-date and on time. Records and reports are complete and accurate. Employee is consistently on time for work; keeps manager informed of whereabouts as needed; occasionally volunteers to work extra hours to reduce backlogs/complete projects.</i>	5. Consistently Exceeds Expectations (CEE) <i>Employee prepares reports and records that are consistently up-to-date and on time or before deadline. Records and reports are highly accurate with detailed and appropriate information for the reader, analyzed and checked for accuracy. Employee is continually on time for work; keeps manager informed of whereabouts as needed; superior time management skills and where necessary will work extra hours to reduce backlogs/complete projects.</i>
DEPENDABILITY AND RELIABILITY: Consider the degree to which employee demonstrates dependability on the job and is responsive to the needs of the school/department and University. Ability to meet deadlines.				
1. Does Not Meet Expectations (DNM) <i>Employee is late turning in reports. Inadequate and incomplete reports and records.</i>	2. Partially Meets Expectations (PME) <i>Employee could use some improvement in making sure reports are turned in on time and complete.</i>	3. Achieves Expectations (AE) <i>Employee's reports and records are generally on time, up to date and complete. Accepts accountability. Assignments are completed in a thorough manner.</i>	4. Frequently Exceeds Expectations (FEE) <i>Employee's reports and records are up-to-date and on time. Records and reports are complete and accurate.</i>	5. Consistently Exceeds Expectations (CEE) <i>Employee prepares reports and records that are consistently up-to-date and on time or before deadline. Records and reports are highly accurate with detailed and appropriate information for the reader, analyzed and checked for accuracy.</i>
FINANCIAL MANAGEMENT AND REPORTING: (if appropriate) Consider the degree to which the employee uses appropriate resources to get results and makes sound financial decisions based upon departments/ branches budgetary parameters. Displays a broad understanding of business practices, policies and trends.				
1. Does Not Meet Expectations (DNM) <i>Employee does not seek or use available resources efficiently; does not consider cost effectiveness, competitiveness and profitability in business practices and policies.</i>	2. Partially Meets Expectations (PME) <i>Employee occasionally seeks or uses resources efficiently; seldom considers cost effectiveness, competitiveness and profitability in business practices and policies.</i>	3. Achieves Expectations (AE) <i>Employee consistently uses resources efficiently; considers cost effectiveness, competitiveness and profitability measures in business practices and policies; applies own expertise.</i>	4. Frequently Exceeds Expectations (FEE) <i>Employee consistently displays thorough knowledge of cost effectiveness, competitiveness and profitability measures in business practices and policies; clearly articulates the rewards and risks associated with</i>	5. Consistently Exceeds Expectations (CEE) <i>Employee has highly developed knowledge of cost effectiveness, competitiveness and profitability measures in business practices and policies; effectively communicates the rewards and risks associated with business</i>

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			<i>business initiatives; uses and maintains resources to get results; considers business environment and strategizes to complete tasks; uses expertise to develop additional skills.</i>	<i>initiatives; superbly demonstrates knowledge through tools and resources to get outcome or results; considers business environment and strategizes to complete tasks; continually strives for improvement in expertise through professional development opportunities</i>
GOAL SETTING, PLANNING AND ORGANIZING: Consider the ability of the manager to gather and analyze relevant data to determine unit's organizational goals and to organize work assignments to meet operational needs within the scope of authority; to create and follow action plans; proactively communicate project status and/or issues.				
1. Does Not Meet Expectations (DNM) <i>Employee does not set goals or sets vague goals lacking specific measurement criteria; does not tie individual goals to team goals; often over or under estimates the length and difficulty of tasks and projects; does not break down work into process steps; rarely measures performance against objective criteria/ goals; does not plan for contingencies; does not appropriately involve others.</i>	2. Partially Meets Expectations (PME) <i>Employee seldom sets performance goals or sets vague goals lacking specific measurement criteria; inconsistently ties individual to team goals; sometimes over/under estimates the length or difficulty of tasks and projects; occasionally measures performance with criteria/ goals; some- times does not plan for contingencies; provides inadequate task direction or advance notice to others.</i>	3. Achieves Expectations (AE) <i>Employee sets specific, measurable, realistic performance goals/ objectives; ties individual goals to team goals; accurately scopes out length and difficulty of projects; breaks down work into process steps; anticipates/ adjusts for contingencies; measures performance against goals; evaluates results; involves others appropriately and with sufficient lead time.</i>	4. Frequently Exceeds Expectations (FEE) <i>Employee consistently sets measurable, realistic performance goals/objectives; ties individual goals to team goals; accurately scopes out length and difficulty of tasks and projects; consistently creates action plans for large projects; occasionally assists in plan development; provides input to team/department and applies planning acumen to objectives.</i>	5. Consistently Exceeds Expectations (CEE) <i>Employee establishes highly effective, measurable, and realistic performance goals/objectives tied to University, individual, and team/department goals; accurately scopes out length and difficulty of tasks and projects; develops action plans consistent with performance goals and objectives for projects; participates in plan development; provides direction and input to team/department and applies planning acumen to objectives</i>
INTERPERSONAL AND COMMUNICATION SKILLS: Consider the degree to which employee comprehends others and expresses and presents ideas appropriately and clearly. Consider the organization, clarity and conciseness of both the written and verbal communication. Upholds and incorporates global values appropriately when communicating in written and verbal formats. Uses active listening skills to improve relationships and services to internal/external customers.				
1. Does Not Meet Expectations (DNM) <i>Employee consistently interrupts when receiving direction or interacting with other team members; repeatedly asks same questions about a topic or asks questions that are irrelevant to the discussion; continues to do other work when a problem is discussed; verbal and/or written communications require rework or are difficult to understand.</i>	2. Partially Meets Expectations (PME) <i>Employee interrupts when receiving direction or interacting with other team members; sometime continues to do other work when a problem is being discussed; occasionally asks questions that are not relevant to the discussion or are redundant; verbal and/or written communications sometimes require correction or clarification.</i>	3. Achieves Expectations (AE) <i>Employee consistently and actively listens when receiving direction or interacting with other team members; focuses on discussion at hand; asks questions relevant to problem under discussion, verbal and or written communication are accurate and professional.</i>	4. Frequently Exceeds Expectations (FEE) <i>Employee consistently and actively listens when receiving direction or interacting with other team members; initiates clarification for other team members; asks concise and relevant questions about topics that are being discussed; verbal and/or written communications are concise and professional.</i>	5. Consistently Exceeds Expectations (CEE) <i>Employee is a highly effective communicator and active listener; is highly efficient at providing direction or interacting with others; asks concise and pertinent questions for clarification; strong presentation skills; verbal and/or written communications are concise and professional.</i>

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INITIATIVE: Consider the degree to which the employee approaches issues and problems with ingenuity. Displays energy and enthusiasm in completing tasks. Seeks out new responsibilities and acts on opportunities. Generates new ideas and follow through on a plan of action.				
1. Does Not Meet Expectations (DNM) <i>Employee never volunteers to undertake work. Requires constant prodding to do work. Has no drive or ambition.</i>	2. Partially Meets Expectations (PME) <i>Employee needs some prodding to do work. Dislikes responsibilities. Has very little drive. Believes in just getting by.</i>	3. Achieves Expectations (AE) <i>Employee occasionally seeks new tasks. Works well when given responsibility. Makes occasional suggestions.</i>	4. Frequently Exceeds Expectations (FEE) <i>Employee is a self-starter. Goes out of way to accept responsibility. Very alert and often constructive.</i>	5. Consistently Exceeds Expectations (CEE) <i>Employee is a high achiever. Strives for leadership roles. Highly alert, innovative, creative and constructive.</i>
LEADERSHIP: Consider the degree to which employee effectively motivates and recognizes everyone's contribution towards Lesley's success. Leads by example by establishing trust, respect and provides guidance to others, colleagues, customers and the community to reach their goals. Assists and guides appropriately and respectfully by addressing performance issues. Extent to which an employee creates and enhances a diverse environment; extent to which the employee encourages openness toward all people through engaging in the diversity of ideas and respect for difference.				
1. Does Not Meet Expectations (DNM) <i>Employee fails to recognize differences in individual motivational needs or makes no effort to do so; can motivate only team members who are like themselves; often holds back information from team; communicates information sporadically; does not recognize/reinforce good performance; does not address poor performance in timely manner at all.</i>	2. Partially Meets Expectations (PME) <i>Employee occasionally recognizes differences in individual motivational needs or makes an effort to do so; motivates team members who are like themselves; sometimes holds back information from team; irregularly communicates information; sometimes recognizes good performance; sometimes addresses poor performance.</i>	3. Achieves Expectations (AE) <i>Employee consistently assesses each team members' strengths and developmental needs; develops a plan to meet each individuals needs; is able to lead by example and is successful in motivating team members; consistently communicates in open/honest manner; recognizes and appropriately addresses good and poor performance.</i>	4. Frequently Exceeds Expectations (FEE) <i>Employee goes above and beyond in identifying and developing strategies that meet the needs of all staff; is able to motivate each individual in a manner that is unique to his/her learning needs and interests; shares opportunities, visibility and ownership as appropriate; invites input from each person/shares visibility/ownership as appropriate; invites input from each person/shares visibility/ownership; recognizes/addressess good and poor performance.</i>	5. Consistently Exceeds Expectations (CEE) <i>Employee exhibits confidence in self and others; inspires respect and trust; reacts well under pressure; shows courage to take action; motivates others to perform well; accepts and fulfills responsibilities associated with role; fosters a culture of pride and excellence.</i>
ORGANIZING AND INITIATIVE: Consider the degree to which the employee accurately researches assignments to understand and communicate goals; creates and follows action plans; and interprets issues in a manner to support sound conclusions, conducts thorough research and presents sound alternatives based on key issues.				
1. Does Not Meet Expectations (DNM) <i>Employee never volunteers to undertake work. Requires constant prodding to do work. Has no drive or ambition.</i>	2. Partially Meets Expectations (PME) <i>Employee needs some prodding to do work. Dislikes responsibilities. Has very little drive. Believes in just getting by.</i>	3. Achieves Expectations (AE) <i>Employee occasionally seeks new tasks. Works well when given responsibility. Makes occasional suggestions.</i>	4. Frequently Exceeds Expectations (FEE) <i>Employee is a self-starter. Goes out of way to accept responsibility. Very alert and often constructive.</i>	5. Consistently Exceeds Expectations (CEE) <i>Employee is a high achiever. Strives for leadership roles. Highly alert, innovative, creative and constructive.</i>

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PRODUCTIVITY AND QUALITY OF WORK: Consider employee's volume of work given time expectations and available resources and the degree to which employee completes his/her job responsibilities in an organized, accurate and thorough manner.				
1. Does Not Meet Expectations (DNM) <i>Employee seldom completes work within timeframes and rarely keeps pace with overall demands of the job; does not plan or schedule daily activities to meet task/project commitments. Employee's work often contains errors, requires rework or revisions; information gathering or delivery is often incomplete; employee's worksite is cluttered, teammates are unable to locate needed items quickly; employee lacks ability to follow-through on tasks without requiring continual follow-up by team or manager.</i>	2. Partially Meets Expectations (PME) <i>Employee sometimes completes work within timeframes and/or occasionally keeps pace with overall demands of the job; occasionally plans and schedules daily activities to meet task/project commitments. Employee's work sometimes contains errors and often requires rework or revision; information gathering or delivery is occasionally incomplete; employee demonstrates initiative in trying to organize him or herself, workload or worksite but is inconsistent; requires additional follow-up by team or manager.</i>	3. Achieves Expectations (AE) <i>Employee completes work within timeframes and keeps pace with overall demands of the job; plans and schedules daily activities to meet task/project commitments; focuses on priorities. Employee consistently produces quality work; obtains and delivers information to customers and teammates in effective and professional manner; reviews work before distributing; maintains organized worksite and method of ensuring work is completed in a timely manner.</i>	4. Frequently Exceeds Expectations (FEE) <i>Employee consistently completes work within or before timeframes and easily keeps pace with overall job demands; volume of work produced often exceeds team standards. Employee consistently produces high quality work, consistently obtains and delivers information to customers and teammates in effective and professional manner; recommends ways to improve overall quality of team and department functions.</i>	5. Consistently Exceeds Expectations (CEE) <i>Employee constantly completes work within or before timeframes and easily keeps pace with overall job demands and is proactive in anticipating future job demands; volume of work exceeds team standards consistently. Employee consistently produces superior quality work, regularly obtains and delivers information to customers and teammates in highly effective and professional manner; comes up with solutions and makes recommendations on ways to improve overall quality of team and department functions.</i>
STAFF DEVELOPMENT: (if appropriate) Consider how the employee manages a diverse group of employees equitably, and effectively assists each staff member in developing his/her knowledge, skills and abilities through planning, work experience, coaching and training.				
1. Does Not Meet Expectations (DNM) <i>Employee does not assess team member's skills, knowledge and abilities; does not identify and provide feedback on strengths and areas for improvement; limits employees to routine tasks/assignments; micromanages employees, rarely holds development discussions; creates hurried development plans, if any.</i>	2. Partially Meets Expectations (PME) <i>Employee performs limited assessment of team member's skills, knowledge and abilities; identifies and provides feedback on strengths and areas for improvement only when required; occasionally provide challenging and stretching tasks and assignments; sometimes holds development discussions; may know some team member's career goals; constructs and executes development plans when required.</i>	3. Achieves Expectations (AE) <i>Employee analyzes team members' skills, knowledge and abilities and identifies strength and areas for improvement; provides and monitors challenging and stretching tasks and assignments; holds development discussions; is aware of each team member's career goals; constructs and executes development plans.</i>	4. Frequently Exceeds Expectations (FEE) <i>Employee analyzes team members' skills, knowledge and abilities and identifies strengths and areas for improvement; creates and monitors challenging and stretching tasks and assignments; holds frequent development discussions; is well aware of each team member's career goals; constructs compelling development plans with employee's input; pushes team members to accept developmental opportunities; coaches team members who need additional development.</i>	5. Consistently Exceeds Expectations (CEE) <i>Employee establishes appropriate goals and performance standards for each employee; provides direction; delegates responsibilities as appropriate; sets expectations and monitors delegated activities; provides recognition and feedback to employees; develops subordinates' skills and encourages growth.</i>

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TEAM EFFORT: Ability to work with other employees in the department and throughout the University; consider willingness to assist others and ability to take into account other's point of view.				
1. Does Not Meet Expectations (DNM) <i>Employee interacts with others in a manner that causes friction and impairs communication; often pursues own priorities at the expense of team objectives; reluctant to share information or contribute when needed; does not recognize the importance of teamwork; inflexible in approach; often exhibits unprofessional communication or behaviors to others; displays resistance to constructive feedback and fails to acknowledge areas for growth and development.</i>	2. Partially Meets Expectations (PME) <i>Employee occasionally interacts with others in a manner that causes friction and impairs communication; sometimes pursues own priorities at the expense of team objectives; recognizes importance of teamwork but views individual differences as obstacles; shares information and contributes when directed to do so; occasionally exhibits unprofessional communication to others</i>	3. Achieves Expectations (AE) <i>Employee interacts with others in a manner that builds rapport and facilitates communication; effectively works with others to achieve individual and team objectives; supports team purpose by sharing workload and information with others as needed; recognizes importance of teamwork and appreciates individual differences; consistently leads by example. Is flexible and open to new ideas and willingly takes on new responsibilities.</i>	4. Frequently Exceeds Expectations (FEE) <i>Employee consistently demonstrates and maintains effective interpersonal/team relationships with team members; interacts with others in honest, open, and non-threatening manner; usually handles opposition and conflict constructively; leads by example in a consistent manner in his/her efforts. Adjusts work plans to meet changing needs and is able to handle multiple tasks, deadlines and uncertainty.</i>	5. Consistently Exceeds Expectations (CEE) <i>Employee establishes and maintains highly effective interpersonal/team relationships with team members throughout the University; interacts with others in an open, honest and non-threatening manner; is highly effective in handling opposition and conflict constructively; exhibits strong leadership skills. Adjusts and where necessary redirects work plans to anticipate changing needs; superior ability to manage multiple tasks, deadlines and uncertainty</i>