THE **UNIVERSITY** OF NORTH CAROLINA SYSTEM

UNIVERSITY PERFORMANCE MANAGEMENT PROGRAM

1. Overview of SHRA and EHRA Programs

2. Descriptions of 3-Point Rating Scale

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ORIENTATION OVERVIEW

THE UNIVERSITY OF NORTH CAROLINA SYSTEM

ASPECT	SHRA EMPLOYEES	EHRA* EMPLOYEES
ANNUAL CYCLE	• April 1 to March 31	• July 1 to June 30
3-POINT RATING SCALE	• Exceeding Expectations • Meeting Expectations • Not Meeting Expectations	• Same
PERFORMANCE PLAN	• Complete between April 1 and May 30 • Institutional Goals *(50% of overall rating)* • Individual Goals *(50% of overall rating)* • Talent Development Goals *(not rated)*	• Complete April 1 to May 30 • Institutional Goals *(no weighting)* • Individual Goals *(no weighting)* • Talent Development Goals *(not rated)*

INSTITUTIONAL GOALS	• Set by UNC System Office HR for all SHRA employees
	  o Five goals for all employees: Expertise, Accountability, Customer-Oriented, Team-Oriented, Compliance & Ethics
	  o One additional goal for supervisors: Supervision
	• Supervisors <u>cannot</u> change content of these goals
	• Supervisors rate totality of employee's work against these goals
		• Same

INDIVIDUAL GOALS	• 3-5 strategic goals written by supervisor each cycle • Not meant to cover the totality of the employee's work • Aligned with critical business needs / University strategic goals	• Same
CALIBRATION	• Peer supervisors in a work unit meet at <u>beginning</u> of cycle to set expectations for employees in similar positions • Peer supervisors in a work unit meet at the <u>end</u> of the cycle to set consistency of ratings for employees in similar positions	• Not required

OFF-CYCLE REVIEWS	• Types: interim, probationary, transfer, management-driven, employee-requested
	• Not a full appraisal (no ratings); generally a few paragraphs
	• Interim reviews only required if:
	  o Employee received any rating of "Not Meeting Expectations" on last annual appraisal
	  o Employees has active disciplinary actions
	  o Supervisor/Manager chooses to conduct interim reviews
	• Probationary reviews are required quarterly for probationary/ time-limited employees in first year
	• Employees can request one additional off-cycle review if it has been at least 60 calendar days since their last evaluation
		• Not required *(give feedback throughout cycle as deemed appropriate and necessary)*

ANNUAL APPRAISAL	• Complete between April 1 and May 30 • Supervisor rates each institutional and individual goal to determine overall rating ** • Comments clarify ratings for performance that does not meet or exceeds expectations	• Complete between July 1 and Aug 31
SECOND-LEVEL REVIEW	• The second-level supervisor is required to review the performance plan and annual appraisal before being issued to the employee	• Same *(if the President is the second-level review, then those actions will go to HR Employee Relations)*

* Excludes President, Senior Vice Presidents, and Vice Presidents.
** Employees with active disciplinary actions and/or have any rating of "Not Meeting Expectations" cannot receive overall rating of "Exceeding."

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*The following descriptions provide general guidance in distinguishing among
the three performance rating levels. Contact Human Resources for additional assistance.*

NOT MEETING EXPECTATIONS	MEETING EXPECTATIONS	EXCEEDING EXPECTATIONS
Performance has not consistently met documented expectations and measurements in this area, or the employee has demonstrated significant performance deficiencies in this area.	Performance consistently meets documented expectations and measurements in this area.	Performance consistently exceeds documented expectations and measurements in this area.
The employee often does not perform the job at the level expected for this position or has demonstrated significant performance deficiencies in terms of quantity, quality, timeliness, cost, and customer satisfaction due to the employee's lack of effort and/or skills.	The employee regularly does work at the level expected for this position and consistently meets what is expected in terms of quantity, quality, timeliness, cost, and customer satisfaction due to the employee's own effort and skills.	The employee consistently does work going far beyond the level that is expected for this position in terms of quantity, quality, timeliness, cost, and customer satisfaction due to the employee's own effort and skills.
An employee performing at this level does not demonstrate sufficient knowledge of the duties and responsibilities or sufficient ability to sustain a level or work to meet the business needs of the organization.	An employee performing at this level possesses strong core knowledge of the duties and responsibilities and demonstrates general proficiency in the work in order to meet the business needs of the organization.	An employee performing at this level demonstrates a mastery of the duties and responsibilities and repeatedly makes exceptional or unique contributions to the organization beyond what is necessary to meet the business needs of the organization.
Supervisor frequently finds it necessary to continue to address performance issues with an employee, often requiring additional resources (time, additional staff, etc.) to be allocated in order to meet business needs. Supervisory attempts to encourage performance improvement have been unsuccessful and may have resulted in disciplinary action.	The employee is responsive to guidance and feedback from the supervisor such that only moderate oversight is required to ensure sufficient work is being accomplished.	The employee's work performance is consistently characterized by exceptionally high quality work that leaves little or nothing to be desired. The supervisor has confidence that work will be accomplished exceptionally well with minimal oversight.
An employee performing at this level may be readily recognized by the organization as struggling or failing to contribute effectively to the organization's mission.	An employee performing at this level should be readily recognized by the organization as generally dependable and making an effective contribution to the organization's mission.	An employee performing at this level is readily recognized by the organization as an outstanding contributor to the organization's mission.

Requirements for Individual Goals

- Each performance cycle, the supervisor defines 3 to 5 individual goals for each employee.

- These goals are not intended to cover all aspects of employee work (institutional goals do that) but are meant to focus on 3 to 5 key deliverables for the current cycle.

- These goals are meant to be *dynamic* and reflect current priorities and strategic goals. It is expected that an employee would not necessarily have the all of the same individual goals from performance cycle to performance cycle.

- Below are some ways to think about developing individual goals.

Individual Goals by Scope: Goals may be shared across employees or unique to employees.

- ***Division-Wide Goals*** are generally tied to broader strategic goals or initiatives. For example, when PeopleSoft was implemented, all HR/Finance employees may have had a goal to achieve proficiency in the system by a certain date. The language of this kind of goal is usually consistent across employee types, but there may be small variations based on specific employee roles.

- ***Work-Unit / Job-Class Goals*** are similar but only apply to a specific work unit (generally, all the employees under one supervisor or supervisory team) or to employees performing a similar role. These may target specific initiatives defined for the work unit this performance cycle or target ways to improve/sustain work product or team dynamics.

- ***Employee-Specific Goals*** are unique to the duties/role of an employee. These also may include goals designed to provide a development opportunity to broaden/deepen the employee's skillset along with serving a business need (i.e., "stretch" goals). For example, a business analyst who hasn't yet served as a project lead could be assigned a project lead role in order for them to gain that experience and expertise.

Individual Goals by Function: Goals may be based on current/on-going work, short-term projects, or strategic initiatives.

- ***Critical-Function / "Deal-Breaker" Goals*** may be related to on-going key deliverables essential to successful performance in the position. These are often compliance-driven, such as an annual report to the legislature. Preferably, not every individual goal would fall in this category (to avoid goals becoming too static year-to-year).

- ***Project-Oriented / "Big Ticket" Goals*** may be time-specific to some on-going work (e.g., completing several new hires during the performance cycle or specific deliverables tied to a certain phase of a grant/research project). They may also be short-term projects that are only needed in the current cycle based on a business need (e.g., "clean-up" projects for recordkeeping/storage needs or efficiency gains).

- ***Forward-Focused / "Stretch" Goals*** are designed to move the employee's skillset and/or the unit's work product forward in some way. These are often aligned with strategic goals or development goals (i.e., what can this position do this year to get us closer to achieving the larger University strategic goals or to broaden/deepen the employee's skillset so that they can achieve more in their current position or the next?).

UNC System Strategic Goals

ACCESS
The UNC system must continue its proud heritage of access and student diversity.

AFFORDABILITY AND EFFICIENCY
Ensure a UNC education is within the financial means of all in the state.

STUDENT SUCCESS
Increase degree attainment and ensure value and relevance for students.

ECONOMIC IMPACT AND COMMUNITY ENGAGEMENT
Deepening partnerships that strengthen local communities and the state's economy.

EXCELLENT AND DIVERSE INSTITUTIONS
Help institutions achieve excellence within individual missions.

Mix-and-Match Types of Individual Goals

- ◆ There is no requirement about which kinds of goals must be used. Any of the above approaches is acceptable.

- ◆ Some organizations may choose, for example, to set one division-wide goal, one work-unit goal, and one employee-specific goal. Some may prefer to use project-oriented goals primarily.

- ◆ Ideally, at least one goal each performance cycle would clearly feed into the University's strategic plan. For example, any position could have a goal regarding efficiency, which would contribute to the University's plan. Certain work units already have established key deliverables that are aligned with the strategic plan.

Anatomy of an Individual Goal

- ◆ To write an individual goal, we recommend you use the following structure:

    - ✓ Brief statement of the key deliverable …
    - ✓ … The effect resulting from achieving that deliverable ...
    - ✓ … The value that the effect has for the organization.
    - ✓ Include additional specific deliverables (defined at the meeting expectation performance level).

> ### GOAL: SOPS For Student Admissions Events
>
> - ✓ Create SOPs for duties related to admissions and event planning …
> - ✓ … in order to provide consistency, efficiency, and quality in our administration of these events …
> - ✓ … so that we put a "best foot forward" in engaging and attracting top students to the Center.
>
> - ✓ **Specific deliverables:**
>
>   - ▪ Meet with stakeholders involved in admissions process for MA program, determine roles in the process, and identify stress points in the efficient operation of the events (due May 30).
>
>   - ▪ Establish a short follow-up survey for students to gain feedback on the events for future planning (due June 30). Student ratings of the events should average no less than a 4.0 on a 5-point scale over the course of the year (showing satisfaction with the process and feeling engaged and positively toward the department). The average rating should either maintain or improve over the course of the first year.
>
>   - ▪ Develop concise and clear template emails/itineraries for students interviewing for admission, including checklists for critical points in student recruitment process and a list of vendors and key contact information used for recruitment events (due July 31).
>
>   - ▪ Develop flowchart that provides an overview of the admissions process and who in the Center participates at various points in the process (due July 31).
>
>   - ▪ Implement new procedures by September 1 so that survey data can be collected with each event through the fall and spring semesters.

Weighting Individual Goals (SHRA only)

- ◆ Employees must have no less than three individual goals and no more than five. Individual goals must total 50% of the final overall rating. Supervisors can determine how great a percentage they apply to each goal. Remember: Each goal must be weighted at least 5%.

- ◆ Peer supervisors of similar positions may discuss the appropriate weight of goals. Decisions on weighting can be based on the scope or complexity of a goal, the priority or criticality of the goal, the alignment of a goal with strategic priorities (compared to other goals), the time commitment for completing a goal, etc.

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INSTITUTIONAL GOALS

The University of North Carolina establishes these institutional goals for all employees covered by the University SHRA Performance Appraisal Policy. Supervisors must use these goals as written. These descriptions are written at the "meeting expectations" level of performance. The following pages provide detailed guidance on performance that may not meet, meet or exceed expectations. (Optionally, some constituent institutions may also use these categories for EHRA non-faculty employee evaluations.)

EXPERTISE

Precision:	Produces work that is accurate, thorough, and demonstrates sufficient analysis and decision-making to meet the requirements of the employee's position and profession.
Resourcing:	Makes efficient and appropriate use of materials and documents work appropriately.
Innovation:	Looks for ways to improve efficiency or quality.
Development:	Maintains technical skills and relevant professional credentials.

ACCOUNTABILITY

Productivity:	Completes required volume of work by established deadlines and stays productive throughout workday.
Autonomy:	Generally completes work with few reminders and/or infrequent oversight.
Prioritizing:	Takes sufficient/appropriate measures to plan and organize work, prioritize tasks, and set realistic goals.
Coordination:	Seeks needed information to complete work and timely communicates status with relevant parties.

CUSTOMER-ORIENTED

Clarity:	Listens to determine the most effective way to address customer needs and concerns.
Awareness:	Shows a solid understanding of customer needs, seeks out customer input to better understand needs, and develops ideas to meet those needs.
Attentiveness:	Follows through on commitments, despite time pressures or obstacles, and maintains relevant communication with customers until job is completed.
Diplomacy:	Maintains a professional and respectful tone and exhibits diplomacy when dealing with frustrated individuals or during sensitive or confrontational situations.

TEAM-ORIENTED

Collegiality:	Communicates and engages directly, clearly, and tactfully with colleagues.
Collaboration:	Provides feedback and healthy dialogue on performance and operational issues, as requested, willingly adapts to change, and adheres to decided actions.
Contribution:	Makes decisions with others in mind, and willingly performs additional duties when team members are absent, during times of increased workload, or as otherwise required by management to meet business needs.
Attendance:	Absences are infrequent and do not place an undue burden on supervisor or colleagues.

COMPLIANCE & INTEGRITY

Policy:	Complies with personnel and equal opportunity policies, including prohibitions on harassment, discrimination, and workplace violence, and all other policies, including appropriate use of university resources.
Safety:	Complies with all safety requirements for the position, including successful completion of training and proper use of personal protective equipment.
Ethics:	Chooses ethical action, even under pressure, avoids situations that are inappropriate or that present a conflict of interest, and holds self and others accountable for ethical decisions.
Respect:	Appreciates individual and cultural differences and treats all people with dignity and respect.

SUPERVISION (for supervisors only)

Oversight:	Provides adequate stewardship of assigned resources, including budget, space, equipment, and staffing.
Goal-Setting:	Provides clear objectives that foster work unit development and align with university values and goals.
Managing Talent:	Provides candid, timely, and constructive feedback on performance and behavior, hires individuals with the qualities and skillsets for success, and contributes to meeting University EO and affirmative action goals.
Leading:	Serves as role model and engenders trust, commitment, and civility.

EXPERTISE

	NOT MEETING EXPECTATIONS	MEETING EXPECTATIONS	EXCEEDING EXPECTATIONS
PRECISION	• Produces work lacking sufficient detail or analysis to meet the requirements of the position, or lacks the professional knowledge expected and necessary in the position. • Errors are common and may require additional time and effort by employee or by others to correct. Mistakes are more visible to clients and may disrupt service. • Shows little concern for any lack of quality in their work, and takes little or no initiative to correct deficiencies.	• Produces work that is accurate, thorough, and demonstrates sufficient analysis and decision-making to meet the requirements of the employee's position and profession. • Errors are infrequent, are recognized prior to completion of project, and/or are corrected as soon as identified with little to no disruption of service. • Demonstrates pride in their work and accepts responsibility for assigned tasks.	• Produces work that shows strong attention to detail and thorough analysis. The employee is highly-skilled in the profession and applies sound critical and creative thinking to address work issues. • Errors are extremely rare. The employee has put methods in place to ensure independently that content is correct prior to completion of tasks. • Personally seeks to add value in every work assignment.
RESOURCING	• Generally fails to maintain sufficient inventory, is inefficient or wasteful in use of resources, and/or makes mistakes requiring work to be redone, which may result in delays or additional costs. • Necessary documentation of work is missing, incomplete, or is not readily understandable to others for effective use, or misrepresents work in documentation.	• Makes efficient and appropriate use of materials, resulting in sufficient cost effectiveness and little to no waste of resources. • Adheres to requirements for recordkeeping and documentation of work in a manner readily understandable to others and sufficient for effective use by self and others.	• Accurately anticipates resource requirements, even with complex projects, and proactively takes approved steps to minimize waste and sustain appropriate inventory while still delivering high-quality work. • Documentation is thorough, clear, and easily understandable to others for effective use, and also provides added detail that addresses nuances and exceptions not apparent to others.
INNOVATION	• Maintains the status quo and adheres only to conventional methods of working, or implements ideas without involving appropriate stakeholders. • Is resistant to well-supported risk-taking and change opportunities, and often openly shows unwillingness to adopt new practices, even when they have information that current practices are inefficient or ineffective.	• Looks for ways to improve efficiency or quality, discusses suggested improvements with others, and demonstrates flexibility in response to new or improved work processes. • Takes calculated risks, anticipates possible problems, and responds to recurring problems by investigating the underlying causes.	• Persistently but appropriately challenges the status quo to identify areas for improvement others may have overlooked. Actively involves relevant stakeholders regularly to ensure ideas are refined for adoption. • Encourages others to take calculated risks; breaks down barriers to promote new and creative ways to meet goals even when their position is unpopular.
DEVELOPMENT	• Shows little initiative to maintain technical skills or relevant professional credentials and does not develop/maintain connections with professionals in their field. • Takes advantage of learning and growth opportunities only when required and often focuses on assigning blame when things go wrong rather than working toward growth and development.	• Maintains technical skills and relevant professional credentials, and/or maintains connections with professionals in their field. • Seeks ways to address development needs and recognizes growth and development opportunities for self and others instead of assigning blame when things go wrong.	• Continually enhances technical skills and professional credentials, recognized as an expert in their field; participates in professional associations to ensure visibility in their field. • Seeks out and engages in continuous learning and growth opportunities and provides coaching to others to leverage their strengths and develop areas of needed improvement.

ACCOUNTABILITY

	NOT MEETING EXPECTATIONS	MEETING EXPECTATIONS	EXCEEDING EXPECTATIONS
PRODUCTIVITY	• Often misses deadlines or fails to complete assigned volume of work. • Loses energy/focus on critical priorities, gets distracted by less important issues, conducts non-work activities during work hours, and/or keeps others from performing their duties. • Frequently fails to adhere to assigned work schedule, including early departures, late arrivals, and frequent/extended breaks.	• Completes required volume of work by established deadlines. • Stays productive and focused on assigned tasks during work hours. • Adheres to assigned work schedule and keeps supervisor informed of whereabouts during the work day.	• Regularly completes required volume of work, or more, ahead of established deadlines. • Takes advantage of lulls in work cycle to assist others, thinks creatively to find other approved work to perform, and gently assists team members to be focused on assigned tasks during work hours. • Consistently adheres to work schedule and proactively keeps management and key colleagues informed of whereabouts during the work day.
AUTONOMY	• Often needs reminders or additional oversight to complete assignments. • Unnecessarily, excessively, or inappropriately relies on assistance from others to complete routine work.	• Generally completes work with few reminders or infrequent oversight. • Successfully completes most tasks independently but may ask for support, as appropriate, when faced with unfamiliar tasks or situations.	• Highly self-sufficient in managing work such that minimal oversight is required. • Rarely needs the assistance of others to complete assigned tasks and regularly serves as a resource to others for completing their assignments.
PRIORITIZATION	• Does not take appropriate time to plan work, often has difficulty determining priorities and organizing work flows, and/or sets goals and milestones that are either too easy or too difficult to achieve. • Does not adequately track progress toward milestones, is often inflexible when faced with competing or changing priorities or has difficulty adjusting to typical obstacles to meet deadlines or achieve goals.	• Takes sufficient and appropriate measures to plan and organize work, to prioritize tasks, and to set realistic goals and milestones. • Monitors progress toward milestones, adapts approach due to changing requirements or predictable obstacles, and re-prioritizes tasks appropriately to meet deadlines and achieve goals.	• Highly efficient in organizing and prioritizing work, anticipates delays or obstacles, proactively establishes contingency plans and sets ambitious but achievable goals and milestones. • Sets decisive checkpoints to ensure milestones are met, easily and creatively adapts work approach even in complex or unique situations, and juggles priorities efficiently to ensure deadlines and goals are achieved.
COORDINATION	• Does not seek necessary information before proceeding with assigned tasks or may initiate action without appropriate agreement on milestones, requirements, or measures of success. • Insufficiently communicates with supervisor or other relevant parties on the status of assigned work. • Often fails to keep management informed of work concerns affecting their ability to complete assigned tasks.	• Seeks needed information to complete work. Confirms agreement among team members for milestones, requirements, and measures of success. • Provides sufficient updates to supervisor and other relevant parties on the status of assigned work. • Appropriately escalates work concerns affecting their ability to complete assigned tasks to management.	• Energizes commitment among team members regarding milestones, requirements, and measures of success. • Proactively provides targeted updates to supervisor and other relevant parties on the progression of assigned work. • Rarely needs to escalate concerns to management, but when necessary, consistently provides clear and full information and viable alternatives so that management can easily determine appropriate action.

CUSTOMER-ORIENTED

	NOT MEETING EXPECTATIONS	MEETING EXPECTATIONS	EXCEEDING EXPECTATIONS
CLARITY	• Often fails to understand customer concerns or provide opportunities to express concerns. Fails to seek clarification when not understanding others and may take inappropriate action due to these misunderstandings. • Develops communications that are inaccurate, unclear, confusing, lacking important information, misrepresent the facts, and/or lack information appropriate to the target audience. • Tends to use a similar communication style regardless of the audience and/or the situation. Does not check to see if others understand their message.	• Listens to determine the most effective way to address customer needs and concerns. Asks questions and summarizes what the speaker is saying to confirm understanding and avoid miscommunications. • Clearly and accurately conveys relevant and factual information to inform the target audience effectively. • Adapts to the needs of audiences to ensure messages are understood.	• Exhibits engaged interactions such that customers are confident their needs and concerns have been heard, and assists others in gathering clear and relevant information. • Packages information to maximize efficient and clear communication in ways most readily understandable and useful to customers. Delivers messages that inform and frequently persuade audiences to take action. • Shows a keen ability to recognize when others are having difficulty understanding and adapts style to the needs of diverse audiences and/or complex situations.
AWARENESS	• Does not demonstrate a fundamental understanding of customer needs and does not seek new ways to enhance customer relationships with new service offerings. • Uses common methods to solve the same or similar customer problems, without incorporating learning from past mistakes.	• Shows a solid understanding of customer needs, seeks out customer input to better understand needs, and develops ideas to meet those needs. • Recognizes when work processes and/or outcomes are negatively affecting customers and takes appropriate steps to eliminate problems.	• Consistently exceeds customer expectations by anticipating customer needs and quickly adapting solutions to changing customer demands. • Recognizes that work processes and/or outcomes might or have already negatively affected customers and takes action to prevent or minimize such events in the future.
ATTENTIVENESS	• Fails to follow through on customer commitments consistently. May ignore customer requests or be disrespectful when responding. • Relationships with customers lack personal attention and focus. May be difficult for customers to reach or take an unreasonably long time to respond to customers, resulting in lower levels of customer satisfaction.	• Follows through on commitments, despite time pressures or obstacles, and maintains relevant communication with customer until job is completed. • Develops relationships with customers marked by attentiveness and customer satisfaction. Responds promptly to requests, willingly works to meet needs, and is generally easy to reach during work hours.	• Takes extraordinary action to meet customer needs, anticipates customer needs, and often responds before the situation requires action. • Maintains positive, long-term working relationships with clients, is skilled at focusing individualized attention, resulting in consistent, high-level customer satisfaction, makes self fully available by being flexible with time.
DIPLOMACY	• Does not maintain a professional and respectful tone and may react inappropriately when dealing with frustrated individuals or during sensitive or confrontational situations. • Presents self in a way that is inconsistent with the professional image of the University. Behavior, gestures, and speech appear unfriendly or apathetic and may impact the public image of the University.	• Maintains a professional and respectful tone and exhibits diplomacy when dealing with frustrated individuals or during sensitive or confrontational situations. • Consistently presents a calm, competent, and professional demeanor to the public and other agency/state employees. Behavior, gestures, and speech present a positive image of the University to customers.	• Tone, style, words, and gesture often diffuse confrontational situations and restore a positive tone. May coach coworkers on how to handle difficult individuals and situations effectively. • Presents self as a polished professional who inspires others to be more professional. Takes additional effort to ensure that interactions with the public sustain a positive image for the University.

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TEAM-ORIENTED

	NOT MEETING EXPECTATIONS	MEETING EXPECTATIONS	EXCEEDING EXPECTATIONS
COLLEGIALITY	• Often lacks open, honest, and tactful communication with colleagues. • Patronizes or disregards the ideas, beliefs, work styles, and perspectives of the team, and/or participates in gossip or cliques. • Provokes conflicts within the team, and/or waits for others to resolve team conflicts.	• Communicates and engages directly, clearly, and tactfully with colleagues. • Shows consideration and respect for the ideas, beliefs, work styles, and perspectives of the team, and refrains from participating in gossip or cliques. • Recognizes conflict within the team and participates positively in resolving issues.	• Embodies courteous and professional behavior among colleagues. • Embraces different ideas, beliefs, work styles, and perspectives in the team. Actively champions inclusivity to eliminate gossip and cliques. • Considered a fair and impartial arbitrator and facilitates communication to build consensus.
COLLABORATION	• Often complains or points to problems without providing alternatives or solutions. Resists change, pushes back on decided actions (which may damage unit morale) or only supports change when it benefits them or doesn't affect them. • Tends to isolate oneself from others while working toward team goals or ignores team goals. Reluctant to share knowledge and resources to reach common goals. • Fails to take ownership of their contribution to the team's overall success and dismisses the importance of how their responsibilities contribute to the success of the team in meeting public expectations for quality, service, and professionalism.	• Provides feedback and healthy dialogue on performance and operational issues, as requested. Willingly adapts to change and adheres to decided actions. • Works willingly with others to accomplish goals. Engages with and considers the views of others when analyzing a situation or developing a solution to achieve team goals. Provides knowledge and resources to reach common goals. • Takes ownership of their contribution to the team's overall success and understands how successful execution of their responsibilities contributes to public expectations for quality, service, and professionalism.	• Approaches operational issues creatively and suggests innovative solutions to resolve them. Encourages others to participate in operational discussions and generates support for change initiatives. • Champions teamwork consistently within their unit and throughout the organization. Recognizes knowledge and resources gaps and actively assists others in addressing them. Builds loyalty and promotes a shared purpose among other team members and external stakeholders to achieve goals. • Generates enthusiasm among team members for accomplishing shared goals. Holds a strong commitment to exceeding public expectations for quality, service, and professionalism.
CONTRIBUTION	• Makes decisions that are self-serving and is reluctant to perform additional duties as required by management. May refuse or frequently complain about having to perform such tasks. • Fails to maintain a professional appearance or fails to adhere to expectations for workplace dress. Resists contributing equitably to maintaining workplace appearance.	• Makes decisions with others in mind, and willingly performs additional duties when team members are absent, during times of increased workload, or as otherwise required by management to meet business needs. • Maintains a professional appearance and contributes equitably to maintaining the workplace appearance.	• Maintains awareness of workload balance and regularly volunteers when assistance is needed. Offers creative strategies for handling additional workload effectively. • Demonstrates awareness of the positive effect of professional appearance. Regularly takes initiative to maintain or enhance appearance of workspace.
ATTENDANCE	• Absences are frequent enough to place an undue burden on supervisor or colleagues. Frequently fails to coordinate absences, resulting in work disruption, client dissatisfaction or confusion. Frequently fails to follow rules for time and attendance.	• Absences are infrequent and do not place an undue burden on supervisor or colleagues. Follows work unit rules for time and attendance, including established procedures for calling out, requesting leave, requesting changes to work schedules, and recordkeeping.	• Absences are minimal. Follows work unit rules for time and attendance. Coordinates coverage in advance of absence with supervisor, colleagues, and clients and organizes work to ensure operational needs can be met effectively in their absence.

COMPLIANCE & INTEGRITY

	NOT MEETING EXPECTATIONS	MEETING EXPECTATIONS	EXCEEDING EXPECTATIONS
POLICY	• Violates university personnel and equal opportunity policies or fails to report violations as required. Negligently or willfully causes, or contributes to, violations of confidentiality. • Violates departmental policies and procedures. Negligently or willfully causes or contributes to violations of University policies. Inappropriately uses University resources.	• Complies with university personnel and equal opportunity policies, including prohibitions on harassment, discrimination, and workplace violence. Protects confidentiality of records for patients, employees, students, research subjects, and others, as required. • Complies with all other university and department policies and procedures. Appropriately uses university resources, finances, and intellectual/real property. Adheres to use and security requirements for information technology.	• Complies with university personnel and equal opportunity policies, appropriately reports violations, advocates for training and compliance, and consistently takes additional measures to ensure confidentiality of records. • Consistently adheres to department policies and procedures. Maintains practical knowledge of university policies beyond what is necessary for their position to anticipate how policy changes will affect work unit. Ensures university resources are used appropriately.
SAFETY	• Fails to complete required safety training or fails to comply with required use of personal protective equipment. Fails to identify, report, or correct hazards. Fails to report, or negligently or willfully causes or contributes to accidents/injuries.	• Complies with all safety requirements for the position, including successful completion of training and proper use of personal protective equipment. Identifies, reports, and corrects unsafe conditions. Appropriately and promptly reports accidents/injuries.	• Champions thorough safety training, proper use of personal protective equipment, and prompt reporting of accidents/injuries. Is vigilant in hazard recognition, motivates others to support improvements in safety policies, practices, and training.
ETHICS	• Negligently or willfully causes or contributes to violations of standards associated with their position and profession. • Inappropriately bends rules for their own convenience or when pressured by others, or uses their position inappropriately for personal or professional gain. • Lacks authenticity, misrepresents self to others, and provides excuses or untruthful explanations when actions are questioned.	• Complies with trade/industry protocols, state/federal regulations, and other standards associated with their position and profession. • Chooses ethical action, even under pressure, avoids situations that are inappropriate or present a conflict of interest, and holds self/others accountable for ethical decisions. • Is authentic, takes action consistent with stated intentions, and provides truthful explanations for actions.	• Maintains sound professional practice and advocates for higher standards within work unit. • Behaves ethically even under the most challenging circumstances, takes extraordinary steps to ensure personal and organizational integrity, and is considered by others a resource on navigating ethical dilemmas. • Authentically lives ethical principles and is forthright in providing a sound rationale for actions taken.
RESPECT	• Shows little or no recognition of or sensitivity to diversity and cultural differences and does not treat others with mutual dignity and respect. • Resists working with people from different groups, or shows preferential treatment to certain groups at the expense of others. • Tolerates, or contributes to, comments and actions that stereotype, insult, or belittle people with diverse backgrounds.	• Appreciates individual and cultural differences, treats all people with dignity and respect. • Effectively works to bridge cultural gaps toward common goals and provides equal opportunities for diverse individuals to participate. • Does not contribute to and discourages comments and actions that stereotype, insult, or belittle people with diverse backgrounds.	• Cultivates and instills respect for all people. Thrives within diverse teams and capitalizes on diversity to find creative solutions. • Champions equal treatment and opportunity for all and encourages team to leverage diverse experiences and talents to achieve common goals. • Models positive and inclusive behaviors and proactively works to eliminate intolerant actions and attitudes.

SUPERVISION

	NOT MEETING EXPECTATIONS	MEETING EXPECTATIONS	EXCEEDING EXPECTATIONS
OVERSIGHT	• Fails to adequately apply assigned resources, resulting in overages, waste, and excessive or imbalanced burden on staff. • Inappropriately or ineffectively delegates/distributes tasks; fails to monitor/measure results/resources. • Is inflexible or indecisive when faced with changing priorities. Does not help team members overcome barriers or provide them reasonable tools to navigate barriers.	• Provides adequate stewardship of assigned resources, including budget, space, equipment, and staffing. • Regularly monitors and measures results and resources and distributes and delegates tasks appropriately. • Takes decisive action to adapt strategies for success. Identifies and removes barriers to goals and coaches team members on how to navigate barriers successfully.	• Advocates for and achieves necessary resources to develop, maintain, and improve service delivery. • Leverages physical, fiscal, and personnel resources strategically and creatively to maximize benefits to the work unit and the University. • Proactively adopts strategies and contingency plans to address barriers. Builds team capacity to prioritize, plan, and align resources to meet current and future needs.
GOAL SETTING	• Does not connect work unit activity to broader University goals. Does not consistently or clearly provide clear goals or effective instruction. • Does not involve team in defining goals or planning the ways to achieve team success. Does not provide reliable tools for achieving goals.	• Provides clear objectives that foster work unit development and align with university values and goals. • Provides clear instruction on goals, processes and standards. Involves team in defining ways to achieve goals and work together.	• Establishes and clearly communicates objectives that enrich the University's values and strategic plan; prioritizes goals/duties to focus team attention. • Actively/regularly engages with staff on operational concerns, provides effective resources, and motivates mutual support to exceed goals.
MANAGING TALENT	• Applies performance management poorly. Irregularly provides positive or developmental feedback. May be overly critical, reactively address issues, or avoid presenting feedback that will not be well-received. Does not take responsibility for coaching and developing others. • Does not recognize positive contributions made by employees. • May hire individuals who have the skills to meet the needs of the position but ignores factors that will lead to future success or retention. May make hiring decisions without attending to University EO/AA goals.	• Provides candid, timely, and constructive feedback on performance and behavior and appropriately balances positive and negative messages. Actively coaches individuals and teams to strengthen performance. Identifies and provides useful development opportunities. • Notices and shows appreciation when employees achieve or exceed expected results and behaviors. • Hires individuals with the qualities and skillsets for success and contributes to meeting University EO and affirmative action goals.	• Sustains interactive feedback with staff and maximizes performance management to develop, sustain, and broaden employee talent, growth, and effectiveness. Identifies unproductive patterns of behavior or underlying performance issues and provides highly insightful coaching even when difficult to deliver. • Knows what motivates each employee and spontaneously and creatively celebrates/reinforces positive results. • Consistently attracts a diverse and talented staff and selects individuals with the highest potential for long-term success.
LEADING	• Applies different standard to employees than to themselves. Generally unaware of, avoids, or reactively addresses negative interpersonal or individual matters affecting team dynamics. • Ignores valid feedback from subordinates and others or holds grudges about honest feedback.	• Serves as role model. Engenders trust, commitment, and civility. Deals proactively with interpersonal or individual matters to improve team dynamics. • Responsive to feedback from subordinates and others.	• Leads by example. Fosters an engaged work environment that encourages innovation, creativity, and teamwork. Invests time and energy to engender team cohesiveness. • Applies feedback from subordinates and others constructively and actively follows up on feedback to ensure improvement.

ADMINISTRATIVE SUPPORT SPECIALIST (ADVANCED)
College of Arts, Humanities, & Sciences – Center for Social Justice

The Center for Social Justice is a mid-sized social sciences based center housed in the College of Arts, Humanities, and Sciences. The Center is interdisciplinary in nature and brings together scholars and resources across the areas of Sociology, Economics, and Political Science. The Center is committed to educating students at both the undergraduate and graduate level with a passion in the areas of social, political, and economic justice and supporting faculty with a commitment to research in these areas.

This position reports to the Business Manager for the Center of Social Justice. This position's primary purpose is to serve as the first point-of contact for all incoming communications to the center. This position serves as the receptionist for the center and triages all calls, visitors, and mail on behalf of the unit. This position also serves as the primary administrative contact on facilities issues and provides day-to-day transactional support on basic financial activities for the center.

		POSITION DESCRIPTION – JOB DUTIES (percentages indicate time and effort of employee performing these duties)
1	40%	**RECEPTION** • Receives and triages all incoming calls for the Center, redirecting calls and messages as necessary • Greets visitors and informs necessary parties of their arrival • Assigns visitor parking permits and maintains parking log for the department • Maintains reception area, ensuring area remains neat and professional • Monitors inventory of office supplies; coordinates and places office supply orders Center-wide • Assists with incoming and outgoing US mail; receives all incoming/outgoing packages on behalf of faculty and staff in the Center • Schedules meetings for departmental staff to include sharing directions, parking information, and agendas as directed by meeting coordinators
2	30%	**FACILITIES ASSISTANCE** • Assists Facilities Manager with building maintenance, recycling, room set-up, and other building-related needs • Oversees Center meeting rooms, reserving meeting space for department staff and ensuring meeting rooms are prepared for upcoming events • Posts conference/meeting room schedule daily • Triages work order requests and handles all administrative facilities requests; notifies Facilities Manager when needs arise that are not administrative in nature
3	25%	**FINANCIAL ASSISTANCE** • Assists Business Manager with transactional financial requests • Assists Business Manager with Accounts Payable and Accounts Receivable • Assists Business Manager with departmental procurement activities • Performs data entry using MS Excel • Deposits departmental checks when asked by Business Manager
4	5%	**OTHER DUTIES** • During peak recruitment season, assists Student Services Manager with mailing letters of acceptance, scheduling advising sessions, updating student records, and performing other administrative tasks related to student services as needed • Schedules and confirms candidate interviews for Master's Program admission • Plans events (catering, room reservation, hotel logistics) for students during admissions weekend every fall and spring • Perform other duties as assigned within the Center

PERFORMANCE PLAN - INDIVIDUAL GOALS (percentages indicate weight toward performance rating)

1	CUSTOMER SERVICE	Weight:	20%

Represent the Center professionally at all times to serve as the "face" of the Center in order for our colleagues, clients, and students feel welcomed and attended to so that the Center is viewed positively by our stakeholders.

- Return all phone calls/respond to all messages within 4 business hours
- Check mail daily at 10a and 2p; distribute to appropriate staff members within one hour of receipt
- Ensure rooms and parking are reserved and that visitors have information needed (in terms of direction, parking, etc.) to make visit to the center positive
- Achieve positive feedback of 95% or greater on room reservation/set up process from customer service tickets related to room reservation process
- Maintain professional front office area, cleaning area and removing trash when needed

Exceeding expectations may include significant unsolicited feedback from customers on positive customer service.

2	STANDARD OPERATING PROCEDURE DOCUMENTATION	Weight:	15%

Create SOPs for duties related to admissions and event planning in order to provide consistency, efficiency, and quality in our administration of these events so that we help to put a "best foot forward" in engaging and attracting top students to the Center.

- Meet with stakeholders involved in admissions process for MA program, determine roles in the process, and identify stress points in the efficient operation of the events (due June 30)
- Establish a short follow-up survey for students to gain feedback on the events for future planning (due July 31); Student ratings of the events should average no less than a 4.0 on a 5-point scale over the course of the year (showing satisfaction with the process and feeling engaged and positively toward the department); The average rating should either maintain or improve over the course of the first year
- Develop concise and clear template emails/itineraries for students interviewing for admission, including checklists for critical points in student recruitment process and a list of vendors / key contact information used for recruitment events (due Aug 31)
- Develop flowchart that provides an overview of the admissions process and who in the Center participates at various points in the process (due Aug 31)
- Implement new procedures by September 1 so that survey data can be collected with each event through the fall and spring semesters

Exceeding expectations may include determining additional processes needing documentation, taking initiative to develop helpful resources and tools, or making useful recommendations to streamline student recruitment process.

3	CREATE FACILITIES TRACKING SYSTEM	Weight:	10%

As part of your responsibilities to assist with the administration of facilities requests, design a ticketing and tracking system for all facilities requests in order to triage and resolve facilities requests more efficiently and effectively so that our presenters, participants, and colleagues can productively work in a pleasant and conducive environment.

- Work with IT group to create facilities email request system to track work orders
- Log requests in database within one hour of receipt
- Triage requests and respond at least 85% of the time within 2 hours of receipt
- Tracking system should be operational by March 31

Exceeding expectations may include starting phase two of tracking system before end of cycle, which includes working with IT to establish tracking metrics to share with Business Manager in order to better assess facility needs.

4	PEOPLESOFT TRAINING AND PROFICIENCY	Weight:	5%

Achieve proficiency in new PeopleSoft Finance System by end of performance cycle in order to process actions accurately so that our transactions are compliant with University policy.

- Attend required trainings necessary to obtain system access
- Attain 80% accuracy/approval of actions from central finance within 24 hours of submission without actions being returned due to user error or being incomplete
- Create FAQs related to system access/processing of transactions

Exceeding expectations may include obtaining mastery of system and providing assistance to other users in the department on finance/admin functions as needed.

> **Note:** The following pages (*Talent Development Plans*, *Off-Cycle Reviews*, and *Annual Appraisals*) show examples for three different employees performing at three different levels of expectation. Some information may be similar across the examples.
>
> In the examples below, all three employees are new/probationary employees, so you will see that their initial development plans are the same. The development goals may differentiate later on as the employee's skills and work product are assessed.

TALENT DEVELOPMENT PLAN	*Example:* SHANNON – NOT MEETING Expectations

- Shannon will have mandatory training on the new PeopleSoft system for financial transactions.
- Attend "Effective Communications" Class (scheduled: June 20).
- Other training may be assigned throughout the probationary period as needs are identified.

TALENT DEVELOPMENT PLAN	*Example:* SLOANE – MEETING Expectations

- Sloane will have mandatory training on the new PeopleSoft system for financial transactions.
- Attend "Effective Communications" Class (scheduled: June 20).
- Other training may be assigned throughout the probationary period as needs are identified.

TALENT DEVELOPMENT PLAN	*Example:* SYDNEY – EXCEEDING Expectations

- Sydney will have mandatory training on the new PeopleSoft system for financial transactions.
- Attend "Effective Communications" Class (scheduled: June 20).
- Other training may be assigned throughout the probationary period as needs are identified.

OFF-CYCLE REVIEW	*Example:* SHANNON – NOT MEETING Expectations

Date of Review	Interim	Probationary	Other	Supervisor Initials	Employee Initials
10/08/2016		X			

Comments:	Shannon has been with us 6 months now and is making progress on adapting to the position. She has worked intently on the SOP project (Goal #2) for the first part of this performance year, but must be careful not to let that project overwhelm the rest of her responsibilities. She has begun work on the tracking project (Goal #3) so needs to be sure for the rest of this cycle that her work on that project does not occur at the expense of her other responsibilities. She has kept up with her training requirements as set in her performance plan. We have discussed feedback from her customers about interactions that have been described as "abrupt" and that she needs to maintain herself as the "face" of the Center for both internal and external clients.

OFF-CYCLE REVIEW	*Example:* SLOANE – MEETING Expectations

Date of Review	Interim	Probationary	Other	Supervisor Initials	Employee Initials
10/08/2016		X			

Comments:	Sloane has been with us 6 months now and is meeting all expectations outlined in the initial performance plan. He comes from a project management background and has hit the ground running on his individual goals, and completed the SOP project (Goal #2) on time and to specifications and has already begun work on the tracking project (Goal #3). He is getting up to speed on the financial system and processing transactions appropriately (Goal #4). He is still learning the people, players, and culture of our Center, and I encourage Sloane to take more initiative over the next few months in getting to know his colleagues and customers better (Goal #1, Goal Customer-Oriented).

OFF-CYCLE REVIEW	*Example:* SYDNEY – EXCEEDING Expectations

Date of Review	Interim	Probationary	Other	Supervisor Initials	Employee Initials
10/08/2016		X			

Comments:	Sydney has been with us 6 months now and continues to do an excellent job. We launched the new admissions program this fall using Sydney's SOPs (Goal #2) and the event was a significant success thanks in large part of Sydney's thoughtful and detailed work. She is making significant progress on her next project (Tracking; Goal #3) and appears to be on target to complete by deadline. I have received many positive comments from clients and colleagues about working with Sydney. We are happy to have her on our team as she continues to make positive contributions to the office.

ANNUAL APPRAISAL	*Example:* SLOANE – MEETING Expectations
• Rate each **Individual** and **Institutional Goal**. 　■ 1 = Not Meeting Expectations 　■ 2 = Meeting Expectations 　■ 3 = Exceeding Expectations • Multiply the **Weight** by the **Rating** to get the **Score** for each goal. Use two decimal places. **(Example: 10% x 2 = 0.20)**	• Add all of the **Scores** together to assign a **Final Overall Rating**. 　■ 1.00 to 1.69 = Not Meeting Expectations 　■ 1.70 to 2.69 = Meeting Expectations 　■ 2.70 to 3.00 = Exceeding Expectations • Provide **comments** and **signatures** on the next page.

#	INSTITUTIONAL GOALS	Weight	x	Rating	=	Score
1	Expertise	10%	X	2	=	0.20
2	Accountability	15%	X	3	=	0.45
3	Customer-Oriented	15%	X	2	=	0.30
4	Team-Oriented	5%	X	2	=	0.10
5	Compliance & Integrity	5%	X	2	=	0.10
6	Supervision *(if applicable)*	-	X	-	=	-
					Subtotal	1.15

#	INDIVIDUAL GOALS	Weight	x	Rating	=	Score
1	Customer Service	20%	X	2	=	0.40
2	Standard Operating Procedure Documentation	15%	X	3	=	0.45
3	Create Facilities Tracking System	10%	X	3	=	0.30
4	PeopleSoft Training and Proficiency	5%	X	2	=	0.10
5	-	-	X	-	=	-
					Subtotal	1.25

FINAL OVERALL RATING		TOTAL SCORE	=	2.40

Has the employee received a disciplinary action during this performance cycle **and/or** received any rating of 1 (Not Meeting Expectations) on this appraisal? If **YES**, then the final overall rating **cannot** equal Exceeding Expectations, regardless of the total score.	YES	
	NO	X

NOT MEETING EXPECTATIONS		MEETING EXPECTATIONS	X	EXCEEDING EXPECTATIONS	

(See comments on next page)

ANNUAL APPRAISAL	*Example:* SLOANE – MEETING Expectations

SUPERVISOR COMMENTS ON EMPLOYEE'S PERFORMANCE

Sloane's greatest successes this year have been in overseeing and managing the two primary projects outlined in his performance plan: Individual Goal 2 - working on standard operating procedures for the office; and Individual Goal 3 - creating a facilities tracking system.

Sloane has demonstrated an outstanding ability to manage projects, coordinate with stakeholders, and achieve deliverables on/ahead of schedule. He has already moved on to phase 2 of the tracking system ahead of schedule, has completed the SOPs outlined, and has made recommendations for (and begun creating) additional SOPs that will be beneficial for our office. The guidance documents he created for the admissions events were incredibly well-designed, and I received many comments from students and parents on how helpful, concise, and clear they were. I have shared them with several colleagues in the College who are planning to adapt them for their use. This is an impressive contribution for someone so new to the team, and speaks to Sloane's strengths. Others in the organization have taken note of his project management skills and have begun asking his for advice on their own projects, and Sloane has been very willing to assist his colleagues. This is the type of teamwork and collaboration we strive for in our Center.

Sloane is consistently presents a pleasant attitude and is professional and helpful to all clients and co-workers. He represents the Center in a positive light. His background in project management has assisted him in excelling at his project work. Sloane continues to develop proficiency in the general office tasks and, like the rest of campus, he is working to understand our new financial system and has attended all required trainings. The system is at times counterintuitive, which I think has been challenging for Sloane to adapt to, but I also see him actively working out the kinks in his communications with me and the help desk.

Sloane has developed strong working relationships with our IT contacts through his project work. He struggles sometimes understanding the nuances of the university environment and the challenges associated with interacting with and adapting to faculty, staff, student, and parent populations. We have discussed some stressful conversations with upset customers, and Sloane has struggled to know how to address these situations in the moment from the customer-relations side (he is proficient with most of the technical aspects in these interactions).

I encourage Sloane to take time in the coming year to find opportunities to connect with others on a more personal level to better anticipate customer needs and behaviors in the moment. He is meeting all other expectations in these areas, and I am confident once he develops a better grasp of the culture of our center and its players and gets a few more communication strategies under his belt, he will function more confidently and successfully in these duties. I am pleased that, as a new employee, he has stepped up to serve on the Center's social committee, as this may help him learn more about the people and personalities at the Center.

I also encourage Sloane to continue to speak up with his ideas – his unique background helps him see things from a new and different perspective for our team. This new energy and these creative ideas can only benefit the work of our Center.

ANNUAL APPRAISAL	*Example:* SHANNON – **NOT MEETING** Expectations
• Rate each **Individual** and **Institutional Goal**. ▪ 1 = Not Meeting Expectations ▪ 2 = Meeting Expectations ▪ 3 = Exceeding Expectations • Multiply the **Weight** by the **Rating** to get the **Score** for each goal. Use two decimal places. **(Example: 10% x 2 = 0.20)**	• Add all of the **Scores** together to assign a **Final Overall Rating**. ▪ 1.00 to 1.69 = Not Meeting Expectations ▪ 1.70 to 2.69 = Meeting Expectations ▪ 2.70 to 3.00 = Exceeding Expectations • Provide **comments** and **signatures** on the next page.

#	INSTITUTIONAL GOALS	Weight	x	Rating	=	Score
1	Expertise	10%	X	2	=	0.20
2	Accountability	15%	X	1	=	0.15
3	Customer-Oriented	15%	X	1	=	0.15
4	Team-Oriented	5%	X	2	=	0.10
5	Compliance & Integrity	5%	X	2	=	0.10
6	Supervision *(if applicable)*	-	X	-	=	-
					Subtotal	0.70

#	INDIVIDUAL GOALS	Weight	x	Rating	=	Score
1	Customer Service	20%	X	1	=	0.20
2	Standard Operating Procedure Documentation	15%	X	2	=	0.30
3	Create Facilities Tracking System	10%	X	1	=	0.10
4	PeopleSoft Training and Proficiency	5%	X	2	=	0.10
5	-	-	X	-	=	-
					Subtotal	0.70

FINAL OVERALL RATING		TOTAL SCORE	=	1.40
Has the employee received a disciplinary action during this performance cycle **and/or** received any rating of 1 (Not Meeting Expectations) on this appraisal? If **YES**, then the final overall rating **cannot** equal Exceeding Expectations, regardless of the total score.		YES	X	
		NO		

NOT MEETING EXPECTATIONS	X	MEETING EXPECTATIONS		EXCEEDING EXPECTATIONS	

(See comments on next page)

ANNUAL APPRAISAL	*Example:* SHANNON – NOT MEETING Expectations

SUPERVISOR COMMENTS ON EMPLOYEE'S PERFORMANCE

It has been a challenging first year for Shannon since she began June 5, and she has struggled to complete many of her assigned duties in the manner outlined in her performance plan.

Shannon has struggled significantly in terms of her time management skills. She has failed to meet established deadlines such as completing the Facilities Tracking System by March 31 (Goal 3) meeting established deadlines to check mail daily on a set schedule, which has impacted the overall efficiency of the office. We have talked about the need for Shannon to be more mindful of the time and her schedule and have begun mapping out a schedule for her work day to accommodate her getting everything required done for the office.

While she has made good progress on developing the SOP documentation (Goal 2) and met most of the deadlines for that goal, it has been at the expense of other work getting completed in the office. That project was a significant portion of her first few months on the job, and her focus on that work may have contributed to not establishing a regular workflow for her other duties.

We have had numerous discussions regarding her interactions with colleagues and clients (Institutional Goals 3 and 4). Co-workers and clients have stated that Shannon often seems sullen and/or disengaged. Feedback from customer service tickets response averaged 76% for the year (below the expected 85% on the performance plan), and aggregate data indicates that Shannon has been inefficient in her response time and is perceived as unprofessional when following up with customers (there were frequent comments from a variety of customers that described the interactions as "abrupt" and that she looks "unhappy" at the front desk). This is true from my own observation, and Shannon and I have discussed this on several occasions throughout the year. Within our 2-person "team," Shannon has been more responsive and more positive with me, but that needs to carry forward to our internal and external clients as well.

As the face of the office, Shannon is expected to always greet visitors and callers with a friendly demeanor. This is not happening with regularity and must be improved. Shannon has shared that when she is 'stressed out' or trying to concentrate, she has a hard time keeping her customer and team orientation going at the same time, so finds it difficult to "shift gears" in the moment. We have discussed training possibilities to help address this.

I need to see improvement in Shannon's professionalism and prioritization. Too much time is being spent on one project at a time, which causes other projects to fall behind. We are a dynamic, growing Center, and Shannon needs to sustain the necessary multi-tasking skills to meet expectations for this position. I would like for her to attend "Developing Organizational Skills" training this year. And I also want her to continue to work with me on outlining a daily/weekly schedule to follow to ensure all tasks are getting done in the time prescribed.

Shannon's probationary period ends June 4.

ANNUAL APPRAISAL	*Example:* SYDNEY – EXCEEDING Expectations

• Rate each **Individual** and **Institutional Goal**.
  ▪ 1 = Not Meeting Expectations
  ▪ 2 = Meeting Expectations
  ▪ 3 = Exceeding Expectations
• Multiply the **Weight** by the **Rating** to get the **Score** for each goal. Use two decimal places. **(Example: 10% x 2 = 0.20)**
	• Add all of the **Scores** together to assign a **Final Overall Rating**.
	  ▪ 1.00 to 1.69 = Not Meeting Expectations
	  ▪ 1.70 to 2.69 = Meeting Expectations
	  ▪ 2.70 to 3.00 = Exceeding Expectations
	• Provide **comments** and **signatures** on the next page.

#	INSTITUTIONAL GOALS	Weight	x	Rating	=	Score
1	Expertise	10%	X	3	=	0.30
2	Accountability	15%	X	3	=	0.45
3	Customer-Oriented	15%	X	3	=	0.45
4	Team-Oriented	5%	X	3	=	0.15
5	Compliance & Integrity	5%	X	2	=	0.10
6	Supervision *(if applicable)*	-	X	-	=	-
					Subtotal	1.45

#	INDIVIDUAL GOALS	Weight	x	Rating	=	Score
1	Customer Service	20%	X	3	=	0.60
2	Standard Operating Procedure Documentation	15%	X	3	=	0.45
3	Create Facilities Tracking System	10%	X	3	=	0.30
4	PeopleSoft Training and Proficiency	5%	X	2	=	0.10
5	-	-	X	-	=	-
					Subtotal	1.45

FINAL OVERALL RATING		TOTAL SCORE	=	2.90
Has the employee received a disciplinary action during this performance cycle **and/or** received any rating of 1 (Not Meeting Expectations) on this appraisal? If **YES**, then the final overall rating **cannot** equal Exceeding Expectations, regardless of the total score.		YES		
		NO	X	

NOT MEETING EXPECTATIONS		MEETING EXPECTATIONS		EXCEEDING EXPECTATIONS	X

(See comments on next page)

ANNUAL APPRAISAL	*Example:* SYDNEY – EXCEEDING Expectations

SUPERVISOR COMMENTS ON EMPLOYEE'S PERFORMANCE

Sydney has had an excellent first year since starting with the Center June 5. She has presented herself as a model employee and has exceeded most of the expectations outlined in her performance plan. I have received unsolicited positive feedback almost weekly about her positive attitude, professionalism, and helpfulness. I have observed her treat the full range of her clients with the same care and attention, whether they are a prospective student or a ranking faculty member. Her customer service feedback data related to room reservations/set up was 100% positive for the year. Clients noted her willingness to troubleshoot and negotiate when there were room conflicts that needed to be resolved (Ind. Goal 1).

Sydney took the lead on two big projects for our office this year: the standard operating procedure guidelines (Ind. Goal 2) and the creation of the facilities tracking system (Ind. Goal 3). She completed the SOP project on time and was able to identify and eliminate several redundant and conflicting activities from the old process, which resulted in a significant reduction in the complexity of our processes (to the immense satisfaction of our admissions group). I was impressed that she was able to make these changes without alienating any colleagues or casting blame. It is sometimes challenging for a new employee to get long-standing employees to change how they are doing things, but Sydney's collegial and respectful "we're in this together" approach generated buy-in and goodwill rather than resistance.

Sydney lights up when working with the students and their parents, and I received many comments from parents about her helpfulness and clarity; one called her "an absolute gem." Even though her role is primarily administrative and supportive for our admissions events, she has become an integral part of the program's success.

Sydney's work on the Facilities Tracking System is already a huge success, and its implementation has streamlined many processes in our work with that group. She far exceeded expectations in implementing phase one (two months ahead of schedule), is almost through with phase two (which originally was planned for completion by October), and is already working with our student services group to recommend how a similar process may work for tracking their applications. I appreciate her ability to pull information together and find innovative solutions to long-standing issues.

As the rollout of the PeopleSoft system has been a challenge for all of our campus, Sydney has shared in that struggle. Despite frustrations with the system, she has maintained a positive attitude and is continuing to learn what is expected of her in using the system (Goal 4).

We are so fortunate to have her on our team representing the Center!