

## Administrative Staff Performance Assessment Levels: General Guidelines

|   | <b>Unacceptable [UN]</b>   | <b>Improvement Needed [IN]</b>   | <b>Meets Expectations [ME]</b>   | <b>Exceeds Expectations [EE]</b>  |
|---|--|--|--|---|
| <p><b>Mission &amp; Values, Strategic Initiatives</b></p> | <p>Does not understand link between department or employee's function and responsibilities and USF's mission, values and strategic initiatives; is derisive or speaks poorly of USF mission and values; participates in unethical behavior</p>   | <p>Occasionally fails to follow University policies resulting in unnecessary expense or delays in services or work product; occasionally displays behavior that is detrimental to co-workers or customers.</p>   | <p>Conveys a clear understanding of USF's mission; recognizes the importance of strategic planning, mission and vision statements; creates a welcoming and hospitable working and learning environment to support educational programs and/or enhance service, continues to strengthen USF's financial resources.</p>  | <p>Excels in communicating the University's mission, values and strategic initiatives; inspires visions and action in support of future success for the University/department; continually contributes to Jesuit and University mission and values; leads and serves on committees that serve USF and community at-large; is a model for exemplifying USF and Jesuit values</p>   |
| <p><b>Managing &amp; Developing Staff</b></p>             | <p>Frequently critical of staff; does not respect confidentiality issues; always uses command-and-control approach; does not provide staff with clear expectations; does not provide feedback on performance; inappropriately shares information; never or rarely addresses performance problems or allows problems to go on too long; hoards information; consistently out of touch with work; rarely provides training opportunities to staff; does not recognize good performance; does not orient new staff to their tasks, colleagues &amp; responsibilities.</p> | <p>Inconsistent when setting expectations; sometimes hoards information; has difficulty delegating tasks and projects when the opportunity arises; reluctant to address employee conflicts or performance issues; sometimes late in completing performance appraisals; sometimes fails to check on progress of delegated assignments; sometimes poor planning results in staff overload; occasionally heavy handed</p> | <p>Sets clear expectations and standards with each employee; delegates appropriately and checks status regularly; encourages employees to take vacation &amp; reports it accurately in their electronic timesheet/Banner ; coaches and develops staff on a regular basis; recognizes good and above average performance; gives timely and effective feedback; deals with performance issues in a timely manner; works to support improved performance; provides opportunity for staff to develop new skills/acquire new knowledge [stretch assignments]; prepares staff for new opportunities; is respected by the staff</p> | <p>Always sets clear performance expectations with employees; aligns assignments with departments &amp; university goals; dedicated and sensitive to employee needs; provides excellent and regular feedback to staff; effectively removes obstacles to staff success; has affect and support of staff; uses delegation to develop employees; effectively handles employee conflicts; strong at screening and hiring staff; listens carefully to employee needs; provides stretch assignments to staff; is respected by the staff</p> |

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| <b>Accountabilities</b> | Always late or inaccurate in meeting deadlines; frequent delays or errors in work have caused lack of payment to staff causing employee relations problems; doesn't admit to being behind schedule; excessive absences or tardiness disrupt operations.   | Sometimes records or work is inaccurate requiring rework and delay; needed resources are sometimes wasted in order to correct the error or delay; deadlines sometimes slip; lack of organization skills sometimes causes delays.  | Demonstrates functional and technical knowledge and skills to perform duties and complete responsibilities in a timely manner; responsibilities are regularly completed on time and free of errors; requires little supervision in tough deadline situations; informs when delays anticipated.         | Consistently on time or ahead of schedule or plans; executes well in advance of deadlines, volunteers to work with tight deadlines; quickly gets to and stays on task; completes tasks on time when nobody else could; maintains high quality with tight timelines.  |
| <b>Service Focus</b>    | Frequently impolite or ignores customers; condescends to customers; loses temper or displays annoyance when customers ask for assistance; argues with customers; supervisor regularly receives complaints on employee's behavior toward or treatment of customers   | Presents a casual or uncaring image to customers; sometimes gets annoyed by customers with many questions; sometimes sarcastic or argumentative at times; slow to put aside personal business to help customer  | Consistently competent and professional with customers; is an able representative of USF and the department, quickly acknowledges customers' presence; courteous and knowledgeable; self-taught in products or services to remain current; handles customer relations responsibilities well            | Relates to customers exceedingly well, resourceful in finding solutions to problems; always delivers on promises; graceful and tactful under pressure from customers, always patient, competent and professional with customers; provides fast and accurate solutions; tactfully educates customers to prevent repeat of problems. |
| <b>Communication</b>    | Often misunderstands what others are saying, resulting in mistakes on the job and miscommunication to others; often does not communicate important information to those who need to know; yells; does not listen or ask for clarification; numerous errors and lack of organization; frequently shares confidential information inappropriately | Sometimes difficult to understand focus of employee's written or oral communication; makes grammatical errors; presentations may be poorly organized; monotonous tone; sometimes gets rattled & heated; difficulty explaining complex policies or procedures; rambles; often does not "read" others' non-verbal cues. | Speaks or writes confidently and convincingly; speaks articulately and concisely; can explain complex situations, procedures well; is open to diverse view and encourages many perspectives; listens carefully and seeks clarification to ensure understanding; maintains appropriate confidentiality. | Superior written and oral communication skills; always provides information in a timely, clear and concise manner and tone; asked to speak or write on behalf of others; excellent listener who is able to understand many perspectives; speaks and writes persuasively and convincingly for many different audiences              |

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| <b>Managing Change</b>               | Fails to inform individuals affected by change; fails to make changes in or shift priorities; lacks flexibility in most situations; speaks negatively about decisions made on necessary organizational changes   | Resists changes; argues against changing priorities or organizational needs; may not consistently inform others of changes; frequently will not change position even when presented with evidence of necessary change.                        | Adjust to changes fairly quickly; accepts changes in priorities as required; considers impact on personnel when changes are necessary; keeps staff informed in timely manner and follows up with staff when making significant changes; often plans the change in advance; involves staff in the decisions that affect them. | Has mastered various approaches to situations and can quickly respond when required; demonstrates calm in the face of major problems or disruptive change. When making significant changes always keeps staff and appropriate parties informed; always plans the change in the advance along with alternative strategies; communicates so others understand the change and involves staff in the decisions that impact them |
| <b>Team Work</b>                     | Works against team goals; has consistently failed to contribute to team goals; does not communicate project or task status to group when responsible for doing so; frequently argues with co-workers and/or colleagues; creates conflicts that work against trust and problem solving; usually blames other for poor results | Works [motivated] more for own goals than that of the team /department; does not consistently communicate project or task status to groups when expected; occasionally argues rather than problem solves; sometimes reluctant to help others. | Maintains harmonious and effective work relationships with others; collaborates with other departments/individuals to solve problems, meet goals; works with other to improve work processes; creates relationships that encourage collaboration and trust; an optimistic team player; heads or serves on [name] team(s)     | Serves as a role model in creating and maintaining drive and passion for projects and department/USF initiatives; inspires trust, confidence and cohesion in the group/team; regularly recognized by peers as promoting leadership and teamwork; always helps others in understand how to achieve goals.  |
| <b>Inclusiveness &amp; Diversity</b> | Has blatantly discriminated against protected classes and women; management received complaints of discriminatory behavior towards employees; does not provide opportunities to women or protected classes   | Department lacks ethnic and/or gender diversity; supervisory positions are filled only by a single ethnicity or gender; needs to strengthen EEO/diversity orientation.  | Bases all employment decisions on performance; supports EEO and diversity values; shows no indication of bias; makes decisions based on performance, not personal characteristics; hires from diverse backgrounds.   | Excellent model of EEO practices; sensitive to and respectful of all individuals, invites diverse ideas; attracts diverse candidates to department; free of bias in personnel evaluations.  |

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| <b>Quality and Quantity of Work</b>      | Always late or inaccurate in completing assignments even when adequate resources are available; work is far below established standards; does not understand how to improve quality of work; fails to attempt to solve problems, frequent errors have caused lack of payments to vendors.   | Others sometimes complain about the quality or quantity of employee's work; mistakes causes work stoppage/rework occasionally; skills is [area of work] are basic, not at required level; needs to apply training received to improve quality of output; sometimes wastes needed resources. | Work is regularly completed on time, free of errors and of high quality; technical knowledge and skills are solid; quickly acquires and learns new skills as needed; focuses on improving quality and quantity of work; contributes to the productivity of others and the department   | Often recognized as the subject matter expert in the employee's area of work; sought out by others for advice/training; completes projects on time, often before deadlines; excellent quality and quantity of work than expected; others use employee's work as a model; often receives commendation from colleagues or customers.                               |
| <b>Judgment/ Decision Making</b>         | Lacks sound judgment on a number of critical occasions; doesn't verify facts before forming judgments; poor decisions resulted in lowered group/department performance; lets others fix the problem; very fearful of making a mistake; logic often fails in decision making; avoids making a decision; fails to gather necessary information for decision making. | Sometimes knows the solution but does not recommend solutions; usually fails to identify the underlying problem; doesn't see trends; suffers with status quo rather than make a decision; sometimes shows poor judgment when dealing with staff; needs to strengthen situational awareness  | Examines different sides of situations prior to making a decision; seeks input from others when appropriate; shows clear judgment in resolving conflict; demonstrates mature, seasoned judgment; not afraid to make decisions in a number of difficult cases; balances interests of stakeholders when making decisions; involves others appropriately when making decisions. | An effective and creative problem solver; develops resourceful solutions in own area; excels at balancing risk and reward; understands the implications of employee's decision; can be counted on to make good decisions when faced with difficult dilemmas; decisions take into account the needs of all stakeholders; weighs options carefully and thoroughly. |
| <b>Fiscal Responsibility/ Efficiency</b> | Often runs in deficit mode; does not inform superiors of potential problems; approves and makes purchases impulsively; uses money for purposes other than allocated; does not cooperate with auditors.  | Sometimes exceed budget by n%; loses financial big picture; could control expenditures better; expense reports are sometimes late or inaccurate; sometimes takes a competitive attitude during budgeting  | Stays within budget except for emergency situations; seeks out cost-effective options; prepares budget projections on time; creates & implements cost savings initiatives; able to translate raw financial data into information for others.   | Anticipates financial problems before they occur; provides meaningful info to decision makers; involves staff in fin'l improvement initiatives; uses accounting info to make decisions; expenditures within projections.   |