

## PERFORMANCE EVALUATION STANDARD RATING EXPLANATION

### CUSTOMER SERVICE

Performance Standard	Top Performer	Strong Performer	Solid Performer	Marginal Performer	Unsatisfactory Performer
Knows who the customer is and puts the customer first. Works to reduce/eliminate red tape for all. Knows and acts upon what it takes to deliver customer value. Makes a genuine effort to listen to and seeks to understand and resolve customer needs/issues. Strives for excellence in service to all customers.	Demonstrates superior ability to easily resolve customer needs. Identifies the best solution for each customer. Utilizes exceptional knowledge and judgement when working with clients. May receive frequent and positive feedback from customers for providing excellent service.	Demonstrates strong ability to easily resolve customer needs. Identifies a solution for each customer. Proactive in anticipating customer needs. Builds solid working relationship with customers.	Demonstrates ability to easily resolve customer needs. Consults with others to identify a solution for each customer.	Demonstrates a lack of ability to easily resolve customer needs. Inconsistent in identifying needs and/or listening to the customer. Inconsistent in reaching out to others to resolve customer issues.	Demonstrates poor ability to easily resolve customer needs. Unable to identify needs and/or does not listen to the customer. Provides inaccurate information.

### ACHIEVES OBJECTIVES

Performance Standard	Top Performer	Strong Performer	Solid Performer	Marginal Performer	Unsatisfactory Performer
Meets objectives that have been established for the area of responsibility for the measurement period, including elements related to the mission of the institution, strategic plan, and departmental goals (short and/or long-term).	Demonstrates superior ability to achieve objectives. Independently sets milestones. Develops reasonable performance standards and ways of evaluating outcome quality. Pushes self and others to reach milestones.	Demonstrates strong ability to achieve objectives. Ensures deadlines are met and keeps stakeholders informed of project/program status. Integrates the ideas and needs of others in developing feasible strategies.	Demonstrates ability to consistently achieve objectives. Volunteers to help others with projects or assignments. Willingly puts in extra time and effort with critical objectives. Looks for opportunities to help move a project along.	Demonstrates lack of ability to achieve objectives. Lacks focus to reach desired outcomes.	Demonstrates poor ability to achieve objectives. Unwilling to put in necessary time and effort to reach desired outcomes.

**MAKES EFFECTIVE DECISIONS**

<b>Performance Standard</b>	<b>Top Performer</b>	<b>Strong Performer</b>	<b>Solid Performer</b>	<b>Marginal Performer</b>	<b>Unsatisfactory Performer</b>
Makes effective decisions in a timely manner that resolve the issue(s) in question. Works within constraints (budget, time, staff, policy, etc.). Applies sound judgment. Is communicative and inclusive in decision-making process. When necessary, protects confidences, disclosing only that which is authorized.	Demonstrates superior ability to exercise initiative and independent judgement. Trusted to make decisions pertaining to complex and difficult situations. Seen by others as a leader and a resource for solving problems.	Demonstrates strong ability to exercise initiative and independent judgement. Trusted to analyze information and weigh options to make informed decisions. Provides input on decisions pertaining to complex and difficult situations.	Demonstrates ability to exercise initiative and independent judgement. Utilizes critical thinking skills to analyze issues and proposes solutions to department leaders.	Demonstrates lack of ability to exercise initiative and independent judgement. Decisions show lack of understanding of the problem. Sometimes defers and depends on others to make decisions.	Demonstrates poor ability to exercise initiative and independent judgement. Makes inappropriate decisions. Consistently violates confidences.

**JOB KNOWLEDGE**

<b>Performance Standard</b>	<b>Top Performer</b>	<b>Strong Performer</b>	<b>Solid Performer</b>	<b>Marginal Performer</b>	<b>Unsatisfactory Performer</b>
Possesses the knowledge required to effectively meet the requirements of the job. Takes the initiative to stay current with new developments, best-in-class practices, and technologies relevant to the field of work. Effectively applies job knowledge in ongoing job execution.	Demonstrates superior knowledge and skills in difficult or complex aspects of the job. Independently identifies and pursues learning opportunities to enhance job performance. Openly shares knowledge with others, may offer to serve as a mentor.	Demonstrates strong knowledge and skills to perform all aspects of assigned responsibilities. Actively seeks additional opportunities to expand skill set. Is sought out by peers to provide input on issues. Stays current with information related to job.	Demonstrates knowledge and skills to perform all aspects of assigned responsibilities. Is open to accepting new job assignments that expands skill set. Makes some effort to obtain current information related to job.	Demonstrates lack of job knowledge and skills impacts employee's ability to perform aspects of assigned responsibilities. Makes little effort to obtain current information related to job.	Demonstrates poor job knowledge and skills to perform aspects of assigned responsibilities. Makes no effort to obtain current information related to job. Does not follow through on identified areas of poor performance, skills, and knowledge.

**QUALITY OF WORK**

<b>Performance Standard</b>	<b>Top Performer</b>	<b>Strong Performer</b>	<b>Solid Performer</b>	<b>Marginal Performer</b>	<b>Unsatisfactory Performer</b>
Completes work in a timely manner, attends to details, and pursues quality in accomplishing tasks.	Demonstrates superior ability to pursue quality in accomplishing tasks. Initiative and self-direction are noticeable in quality of work. Independently follows up with others to ensure that tasks have been achieved.	Demonstrates strong ability to pursue quality in accomplishing tasks. High attention to detail is taken in all tasks. Adopts procedures to ensure high quality of work.	Demonstrates ability to pursue quality in accomplishing tasks. Accepts personal responsibility for quality and timeliness of work. Balances quality of work with meeting deadlines.	Demonstrates lack of ability to pursue quality in accomplishing tasks. Work output is consistently low and error rate is high.	Demonstrates poor ability to pursue quality in accomplishing tasks. Makes excuses for errors or problems; does not acknowledge or correct mistakes.

**COMMUNICATIONS**

<b>Performance Standard</b>	<b>Top Performer</b>	<b>Strong Performer</b>	<b>Solid Performer</b>	<b>Marginal Performer</b>	<b>Unsatisfactory Performer</b>
Communicates effectively with colleagues and customers both orally and in writing. Provides proper and timely information and follow-through, with appropriate regard for confidentiality.	Demonstrates superior ability to effectively communicate in both oral and/or written communications. Takes the lead in communicating tasks and information. Seen by others as a leader and a resource for both internal and external communication.	Demonstrates strong ability to effectively communicate in both oral and/or written communications. Keeps other informed about progress and problems.	Demonstrates ability to clearly communicate in both oral and/or written communications. Ensures that regular communication takes place when necessary.	Demonstrates lack of ability to clearly communicate in both oral and/or written communications. May occasionally hinder other's ability to perform work due to poor communication.	Demonstrates poor oral and/or written communication skills. Fails to communicate necessary information.

**FLEXIBILITY**

<b>Performance Standard</b>	<b>Top Performer</b>	<b>Strong Performer</b>	<b>Solid Performer</b>	<b>Marginal Performer</b>	<b>Unsatisfactory Performer</b>
Adapts successfully to changing situations and environments. Shows a willingness to learn new techniques and take on new roles through assignments and initiatives.	Demonstrates superior ability to adapt to changing situations and environments. Seen by others as a leader in managing competing priorities.	Demonstrates strong ability to adapt to changing situations and environments. Shows willingness to help develop change management plans.	Demonstrates ability to adapt to changing situations and environments. Assists co-workers in implementing change. Shows willingness to accept new assignments or implement process changes.	Demonstrates lack of ability to adapt to changing situations and environments. Sometimes demonstrates negativity and unwillingness to implement agreed upon process changes.	Demonstrates poor ability to adapt to changing situations and environments. Is unwilling to assume new assignments or modify work methods to adapt to changing needs.

**INITIATIVE**

<b>Performance Standard</b>	<b>Top Performer</b>	<b>Strong Performer</b>	<b>Solid Performer</b>	<b>Marginal Performer</b>	<b>Unsatisfactory Performer</b>
Able to act independently to generate original solutions, suggest improvements, and is proactive in taking action.	Demonstrates superior ability to act independently to generate original and innovative solutions. Seeks out others to learn perspectives and takes action based on input. Proactive in seeking professional development opportunities.	Demonstrates strong ability to act independently to generate original and innovative solutions. Proactive in identifying areas of improvement and taking action. Shows willingness to go above and beyond requirements.	Demonstrates ability to act independently to generate original and innovative solutions. Suggests improvements to department leaders.	Demonstrates a lack of ability to act independently to generate original and innovative solutions. Sometimes avoids taking appropriate action.	Demonstrates poor ability to act independently to generate original and innovative solutions. Avoids taking appropriate action. Requires close supervision to prevent problems from developing.

**INTERPERSONAL SKILLS**

<b>Performance Standard</b>	<b>Top Performer</b>	<b>Strong Performer</b>	<b>Solid Performer</b>	<b>Marginal Performer</b>	<b>Unsatisfactory Performer</b>
Develops and maintains effective relationships. Understands or relates to others.	Demonstrates a superior ability to develop and maintain effective relationships. Effectively anticipates how others will react to a situation and responds appropriately. Seen by others as an example in working with people and handling difficult situations.	Demonstrates a strong ability to develop and maintain effective relationships. Listens attentively to other's ideas and concerns.	Demonstrates ability to develop and maintain effective relationships. Understands the interests and concerns of others.	Demonstrates a lack of ability to develop and maintain effective relationships. Neglects to appropriately respond to the interests and concerns of others.	Demonstrates poor ability to develop and maintain effective relationships. Disregards the interests and concerns of others.

**TIME MANAGEMENT**

<b>Performance Standard</b>	<b>Top Performer</b>	<b>Strong Performer</b>	<b>Solid Performer</b>	<b>Marginal Performer</b>	<b>Unsatisfactory Performer</b>
Individual has an understanding of how to structure time based on set priorities and the ability to adjust priorities as they change. Strives to optimize personal efficiency and effectiveness.	Demonstrates a superior ability to structure time based on set priorities. Exceeds deadlines. Evaluates progress on tasks and adjusts work style as needed.	Demonstrates a strong ability to structure time based on set priorities. Uses sound methods to plan and track work, appointments, and commitments. Groups related tasks to be more efficient. Deadlines are met or exceeded.	Demonstrates an ability to structure time based on set priorities. Easily transitions between tasks and picks up where left off when interrupted. Deadlines are always met.	Demonstrates a lack of ability to structure time based on set priorities. Sometimes misses deadlines.	Demonstrates poor ability to structure time based on set priorities. Frequently misses project deadlines.

