

PERFORMANCE RATING CATEGORIES

<p>Requires Improvement</p>	<ul style="list-style-type: none"> • Regularly fails to meet established standards and goals. • Fails to use resources appropriately. • Lacks required skills/knowledge. • Lacks willingness or capability to perform job properly. • Fails to recognize effect on others and or does not make necessary changes when advised of the need. • Behaviors not consistent with University values. • May already be under corrective action or a performance improvement plan. • Immediate and sustained improvement required for staff in this category. <p>Possible descriptions: "Unreliable." "Uncooperative." "Unwilling to learn."</p>
<p>Developing</p>	<ul style="list-style-type: none"> • Not fully functional in all aspects of the job but is progressing at the expected pace. • Needs to gain proficiency in certain skills, knowledge, processes, speed and job standards due to newness of the position. • Continued development of proficiency at the expected levels anticipated. <p>Possible descriptions: "Gaining in proficiency at the expected pace." "Engaged in and motivated by learning." "Coachable."</p> <p>Applicable under the following circumstances: New supervisor, new tasks, new technology or substantially modified work processes.</p>
<p>Valued Performer</p>	<ul style="list-style-type: none"> • Consistently meets all job requirements and occasionally goes beyond job requirements in terms of quality, quantity, innovation and initiative. • Achieves established goals and sometimes exceeds them and/or accomplishes additional goals as opportunities arise. • Applies creativity & problem-solving skills in certain situations and willingly implements and adapts to new processes or enhancements. • Performs in a manner that results in ongoing achievement of established standards. • Successful in carrying out regular job duties while behaving in ways consistent with University values. <p>Possible descriptions: "Solid." "Dependable and reliable." "Fully knowledgeable." "Responsible." "Core team member."</p>
<p>Top Performer</p>	<ul style="list-style-type: none"> • Consistently and substantially exceeds requirements and goals. • Frequently seeks opportunities to accomplish additional goals and transformational goals with significant impact. • Performs at maximum levels of effectiveness which by producing exceptional quality while meeting challenging demands. • Exhibits role model level behaviors consistent with University values. • Brings new ideas and innovation to own work and department which benefit the University. • Proactively and creatively solves problems resulting in positive change. <p>Possible descriptions: "Role model." "Distinguished." "Remarkable." "Extraordinary." "Consistently exceeds expectations." "Exceptional."</p>