

Overall Performance Categories

The annual performance evaluation provided for each employee should reflect the supervisor’s objective feedback regarding the employee’s work performance, contributions to the University, and how they demonstrate organizational competencies (found in job descriptions) for the period under review. Additionally, the review should include input from the employee and others with whom they work. Constructive feedback is also essential as opportunities for development are an important element to employee performance development and professional growth. The overall annual performance rating category reflects the employee’s overall work performance and contributions for the period being reviewed. A supervisor may consider the following examples of what each category “looks like” in regards to demonstrated actions and behaviors.

Leading Performance

- Easily recognized as a top performer compared to peers, viewed as a resource for mentorship and guidance of others in department, proactively takes on higher levels of responsibility that add new value
- Could reflect unique, one-time achievements that made measurable progress toward an institutional goal

Examples

An employee given the Leading Performance Rating has had an extraordinary year of job performance. They demonstrate all of the qualities described as Fully Successful Performance and an aspect of their performance this year has positively contributed to the University in one or more of the following ways:

- Responds to challenge and change by creating and/or leading response efforts that provide a positive impact for the University;
- Independently applies learning from professional development to provide improved process or service to the University;
- Takes on a committee leadership role whose service provides significant value or innovative improvements for the University community;
- Significantly exceeds one or more defined metrics for job performance during performance period;
- Achieves challenging performance objectives that require a high level of cooperation from people in other parts of the institution;
- Provides exceptional support to a student or colleague experiencing a unique and challenging situation; and/or
- Job performance receives significant recognition and/or awards from an external party which positively impacts the reputation of the University and the department.

Fully Successful Performance

- Applies to an employee who consistently demonstrates effective job performance, often at high level of performance
- Achieves valuable accomplishments in several critical areas of the job
- Performance is reflective of a fully qualified and experienced individual

Examples

An employee given the Fully Successful Performance rating demonstrates a solid level of performance. The supervisor will see many of the following behaviors demonstrated by the employee throughout the course of the year.

- Meets, and occasionally exceeds, goals and performance standards;
- Presents viable solutions to departmental problems and participates in the plan to execute the solutions;
- Demonstrates a willingness to complete work that may be out of scope of their regular responsibilities;
- Volunteers to take on new tasks and/or initiatives and sees through to completion;
- Effectively handles multiple priorities;
- Looks for process improvements and development opportunities for self, the team, and the department;
- Demonstrates excellent service behaviors towards students, staff, faculty and others;
- Demonstrate a genuine commitment to supporting the mission of John Carrol University; developing the capability for inclusive leadership;
- Strong communication skills and the ability to work effectively with a wide range of constituencies in a diverse community;
- Seeks out constructive feedback and opportunity for improvement and development;
- Demonstrates qualities of emotional intelligence peers and colleagues; and/or
- Maintains a positive and professional manner when under pressure or in stressful situations.

Building Performance

- Employee is working toward gaining proficiency and is most likely a New Hire or an employee who is under a Performance Improvement Plan.
- Demonstrates uneven or inconsistent performance in key job responsibilities.
- Achieves some but not all goals and requires frequent coaching, training, or feedback on others.

Examples

An employee given the Building Performance rating may meet some goals and job expectations, while not consistently demonstrating other goals and expectations. Overall, employees demonstrate willingness and the ability to improve performance. The supervisor will see many of the following behaviors demonstrated by the employee:

- Performance does not meet all goals and performance expectations for roles during evaluation period;
- Requires close supervision and guidance to achieve some work responsibilities;
- Inconsistently contributes to solving problems;
- Lacks ability to independently prioritize work responsibilities;
- Needs support for managing routine situations and demonstrating effective service behaviors towards students, staff, faculty and others;
- Needs support for handling change and may reject ideas without due consideration; and/or
- Occasionally has difficulty maintaining a positive and professional manner when under pressure or in stressful situations.

Not Meeting Expectations	Examples
<ul style="list-style-type: none"> • Quality of performance is inadequate and shows little or no improvement. • Knowledge, skills and abilities have not been demonstrated at appropriate levels. • Many of the key performance areas and job responsibilities have not been completed and/or the results are not significant, not on time or of low quality. 	<p>An employee given the Not Meeting Expectations rating consistently fails to meet goals and job expectations. The employee demonstrates unwillingness or an inability to improve performance. The supervisor will see many of the following behaviors demonstrated by the employee:</p> <ul style="list-style-type: none"> • Does not complete daily work responsibilities in a consistent manner; • Requires substantial supervision to achieve work responsibilities; • Does not adhere to department policies and expectations; • Is unable to recognize problems; • Looks for reasons why work or goals cannot be accomplished rather than looking for ways to complete the work; • Provides an inconsistent level of customer service; • Is not open to change and often rejects ideas without due consideration; • Reacts defensively when receiving constructive feedback and often places blame elsewhere; and/or • Is unable to maintain a positive and professional manner when under pressure or in stressful situations.

Remember:

A supervisor who anticipates using the “**Building Performance**” performance rating should contact Human Resources in structuring the written evaluation and to receive coaching on conducting the review meeting. If overall rating for an employee is “**Does Not Meet Expectations**”, the supervisor is required to contact Human Resources to discuss the written evaluation and potential next steps in the performance management process.