

**UTSA** People Excellence

# Performance Management Rating Guide

# Table of Contents

- What is a Rating Scale .....3**
- UTSA Competency-Based Model ..... 4**
  - Understanding the Core Values ..... 5
  - Understanding the Competencies ..... 6
- Core Values Rating Scale .....7**
  - Title ..... 7
  - Definition ..... 7
  - Behavioral Scale ..... 7
- Competency Rating Scale .....11**
  - Title ..... 11
  - Definition ..... 11
  - Behavioral Scale ..... 11
- People Leaders .....15**
- Executives .....19**

## Rating Scale

**What is a performance management rating scale?** A Performance Management Rating Scale is a standardized way of evaluating employee performance. The rating scale includes descriptors specific to performance expectations and traits that are used to assess the employee’s level of performance.

### What rating scale is used at UTSA?

There are rating scales used in the evaluation for both the core values and the competencies.

The summary rating scale for the overall performance evaluation is as follows:

- 1 - **Does Not Meet Expectations:** Needs significant improvement in some or most areas.
- 2 - **Somewhat Meets Expectations:** Often meets expectations but needs improvement in some areas.
- 3 - **Meets Expectations:** Strong, solid performer who meets expectations and occasionally exceeds expectations.
- 4 - **Exceeds Expectations:** Strong, solid performer who consistently meets expectations and often exceeds expectations.
- 5 - **Role Model:** Consistently performs above all that is required; makes unique contributions and achieves exceptional accomplishments.

\*\*Once the manager has completed the ratings for each indicator, the ratings are averaged together for an overall score following the rating scale below:

Staff Rating	ePerformance - Overall Score
Role Model	4.50 — 5
Exceeds Expectations	3.50 — 4.49
Meets Expectations	2.50 — 3.49
Somewhat meets expectations	1.50 — 2.49
Does not meet expectations	<1.50

## UTSA Competency-Based Model

---

In line with The University of Texas at San Antonio's strategies, the competency-based model was adopted. The focus of the model was to identify and define the competencies that are important for successful performance in different roles. The competency-based model now forms the basis of strategic human resource processes, such as attraction, selection, retention, performance management, development and succession planning.

### **What are competencies?**

Competencies are demonstrable characteristics and skills that enable people to deliver superior performance in a given job, role or situation. A person gains competency through education, training, experience and natural abilities.

### **Why competencies?**

The competencies provide a description of the patterns of behaviors that are required for success at UTSA. They help individuals and the organization focus on the characteristics and skills that enable people to consistently achieve high standards of performance.

### **How are the competencies rated?**

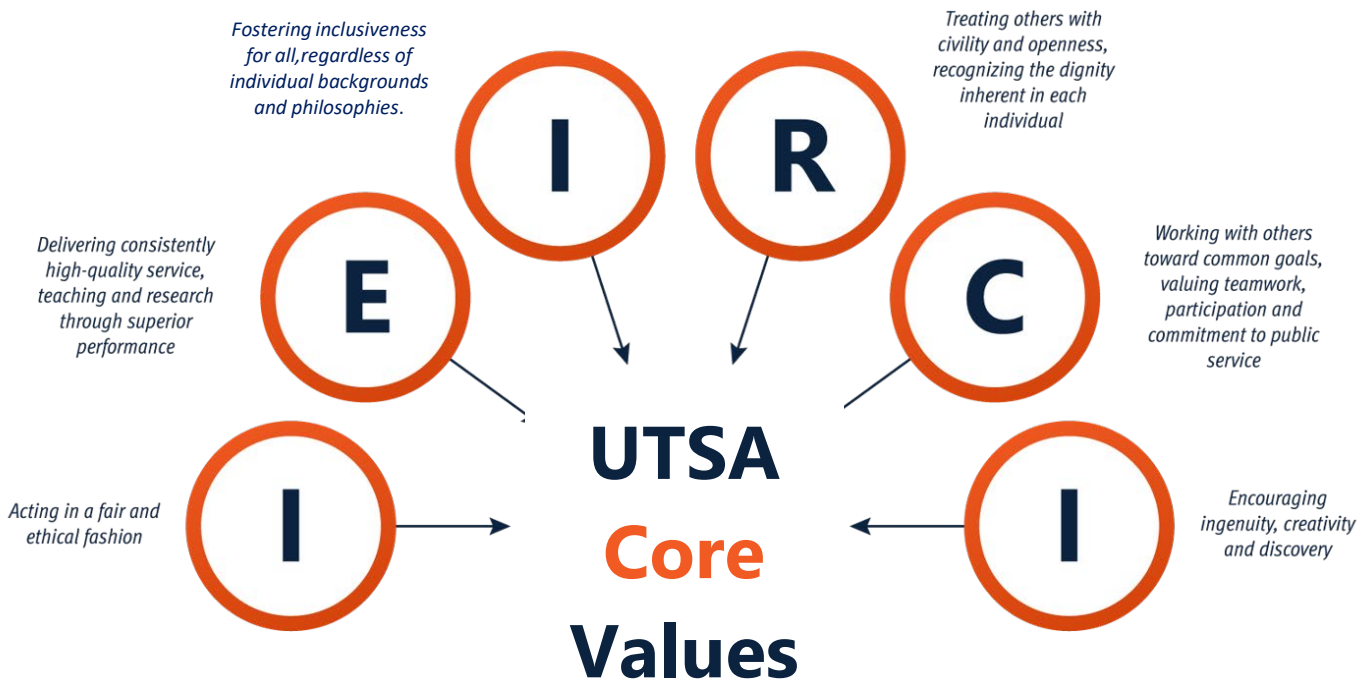
Within the Individual Contributor and People Leader evaluations, the Core Values and Competencies are divided across three tabs with each category weighing one-third of the evaluation. In the Executive Leader evaluation, the Core Values and Leadership Competencies each make up one-third of the summary rating. Executive evaluations have a Key Performance Indicator tab that also equals one-third of the overall rating.

## Understanding the Core Values

When we think about our strategic vision and destination to be an exemplar for strategic growth and innovative excellence, we think about our established six core values. These core values are the foundations of everything that we do.

### Core Values

- Integrity
- Excellence
- Inclusiveness
- Respect
- Collaboration
- Innovation



## Understanding the Competencies

If our core values are “the foundations of everything that we do,” our core competencies are “how we get it done.” The competencies provide a description of the essential behaviors necessary for success and their associated scales.

### Individual Contributor Competencies

#### Operational Excellence

- Functional and Technical Skills
- Action Oriented

#### Core Competencies

- Customer Focus
- Dealing with Ambiguity
- Self-Development

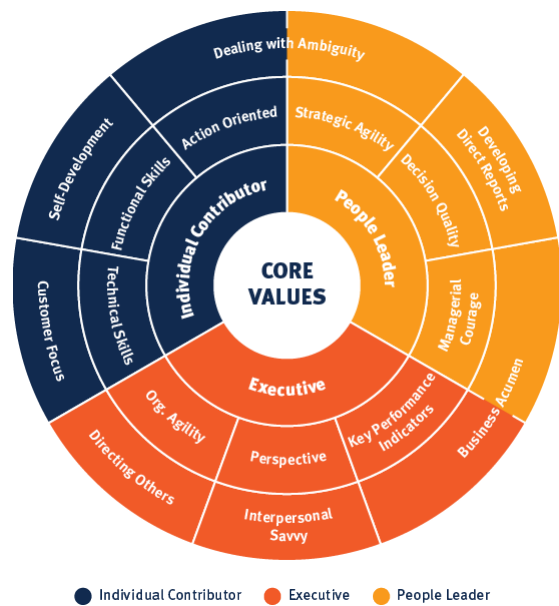
### People Leader Competencies

#### Operational Excellence

- Strategic Agility
- Business Acumen

#### Leadership

- Dealing with Ambiguity
- Managerial Courage
- Developing Direct Reports
- Decision Quality



### Executive Competencies

#### Leadership

- Organizational Agility
- Business Acumen
- Perspective
- Interpersonal Savvy
- Directing Others
- Key Point Indicators (KPIs)

---

## Core Values Rating Scale Descriptors

---

Each core value is defined and formatted in the same way and contains the following components:

### Title

The overall name given to the core value.

### Definition

A description of the core value and explains what the core value means. It indicates the types of behaviors that will be described in the scale. This provides a common language so that everyone can understand the core values in the same way.

### Behavioral Scale

Each core value also provides a behavioral scale that describes how this core value is demonstrated. The scales are structured so that they increase in terms of the complexity and intensity of behaviors shown and provide descriptions of the types of behaviors one would expect to observe at each level of the core value. The levels of the scale are numbered in ascending order. This means that as you move up the scale, each level is more complex and more difficult to perform than the previous level.

### Integrity

Adhering to a standard of core values at UTSA and ensuring that one acts in a fair and ethical fashion.

**1 - Does Not Meet Expectations** - Consistently fails to apply the appropriate laws, regulations and university policies. Does not practice confidentiality and fails to accurately determine ethical dilemmas and conflicts of interest, resulting in the university assuming an unnecessary risk. Did not complete mandatory compliance training.

**2 - Somewhat Meets Expectations** - Inconsistent in application and adherence to the appropriate laws, regulations and university policies. Does not practice the expected standard of confidentiality. May not accurately determine ethical dilemmas and conflicts of interest, resulting in increased risk for the university. Did not complete mandatory compliance training in a timely manner.

**3 - Meets Expectations** - Complies with all appropriate laws, regulations and university policies in performance of his or her job responsibilities. Practices confidentiality and meets the expected standard of behavior to identify ethical dilemmas and conflicts of interest in effort to mitigate risk. Completed mandatory compliance training in a timely manner.

**4 - Exceeds Expectations** - Maintains confidentiality, stewards university resources with integrity. Works to ensure compliance related to performing his or her job responsibilities. Identifies and addresses ethical dilemmas and conflicts of interest to mitigate risk. Completed mandatory compliance training in a timely manner.

**5 - Role Model** - Models and leads by example in the stewardship of university resources. Actively works to consider issues of compliance and confidentiality as it relates to the performance of his or her responsibilities and identify ethical dilemmas and conflicts of interest, taking action to avoid or prevent them. Completed mandatory compliance training in a timely manner.

## Excellence

Commitment to delivering consistently high-quality service, teaching and research through superior performance.

**1 - Does Not Meet Expectations** - Inconsistent in following through on commitments. Lacks accountability for own actions.

**2 - Somewhat Meets Expectations** - Often meets expectations but requires constant coaching and follow up to achieve standards.

**3 - Meets Expectations** - Consistently meets high-quality standards in service and performance. Is goal oriented and forward thinking.

**4 - Exceeds Expectations** - Sets new standards and looks for new ways to improve quality and service standards. Sets stretch goals and strives to achieve goals using a high degree of quality.

**5 - Role Model** - Develops and implements new standards of excellence across the board. Takes appropriate steps to monitor excellence in own work and work of others. Sets stretch goals and exceeds expectations. Is sought after as a coach and mentor to others across the campus.

## Inclusiveness

Fostering inclusiveness for all, regardless of individual backgrounds and philosophies.

**1 - Does Not Meet Expectations** - Consistently has difficulty interacting successfully with those that have perspectives which vary from their own. Does not seek opportunities to engage with others of varying viewpoints or workstyles.

**2 - Somewhat Meets Expectations** - Inconsistently demonstrates the ability to engage respectfully and productively with those that have perspectives which vary from their own. Exhibits limited to no interest in including others of varying viewpoints or workstyles.

**3 - Meets Expectations** - Consistently demonstrates the ability to engage respectfully and productively with those that have perspectives which vary from their own.

**4 - Exceeds Expectations** – Seeks opportunities to involve others with varying viewpoints to improve results. Actively demonstrates the ability to engage respectfully and productively with those that have perspectives which vary from their own.



**5 - Role Model** - Models behavior that champions perspectives from all individuals, aiming for superior outcomes. Exemplifies the ability to engage respectfully and productively with all individuals and takes steps to address inappropriate behavior by others when necessary.

## Respect

Treating others with civility and openness; recognizing the dignity inherent in each individual.

**1 - Does Not Meet Expectations** - Has difficulty earning trust and respect of others. Does not exhibit respect toward others in various levels of the organization. Was not viewed as a credible or reliable source.

**2 - Somewhat Meets Expectations** - Generally respects others and was generally respected in return.

**3 - Meets Expectations** - Treats others with courtesy, sensitivity and respect. Considers and responds appropriately to the needs and feelings of different people in different situations.

**4 - Exceeds Expectations** - Treats others with courtesy, sensitivity and respect. Considers and responds appropriately to the needs and feelings of different people in different situations. Earns confidence and respect from others and expresses self in a credible and transparent manner.

**5 - Role Model** - Serves as a role model for following system policies and code of conduct and fosters an environment of respect, sensitivity and inclusivity. Was deemed as credible, reliable and trustworthy. Had earned the trust, respect and confidence from others within the organization.

## Collaboration

Working with others towards common goals while valuing teamwork, participation and commitment to public services.

**1 - Does Not Meet Expectations** - Does not actively seek opportunities for collaboration and prefers to work alone or in silos. Can exhibit extreme rigidity or be too accommodating while working with teams, which can create lack of team accomplishment.

**2 - Somewhat Meets Expectations** - May sometimes overlook opportunities to work and collaborate with others. Works with peers or groups only when necessary or prompted to.

**3 - Meets Expectations** - Works cooperatively with others within peer group and partners well to get the job done. Knows when to partner and values others' opinions, ideas and expertise. Gains support and trust of others.

**4 - Exceeds Expectations** - Works cooperatively with others both internal and external to one's group or department. Balances own interest with others' and gains support and trust of others. Credits others for their contributions and accomplishments.

**5 - Role Model** - Inspires and motivates others to work together in a collaborative manner in pursuit of university goals and objectives. Facilitates an open dialogue with a wide variety of contributors and stakeholders. Promotes high visibility of shared contributions to goals.

## Innovation

Encouraging ingenuity, creativity and discovery.

**1 - Does Not Meet Expectations** - Accepts processes as they are; pays little attention to areas of improvement. Tends to be critical of new ideas or discourages the creative initiative of others.

**2 - Somewhat Meets Expectations** - Presents ideas that are ordinary, conventional, from the past or traditional. Lacks knowledge of new processes, but may be willing to learn when encouraged.

**3 - Meets Expectations** - Exhibits fresh thinking and looking for new ideas everywhere. Figures out new ways of getting things done. Identifies areas of improvement and makes thoughtful suggestions for improvement. Moves beyond traditional ways of doing things; pushes past the status quo.

**4 - Exceeds Expectations** - Exhibits the courage to take risks and was open to change in the pursuit of progress. Shares ideas and best practices and separates and combines tasks into efficient and simple workflow. Tries multiple varied approaches to innovative ideas.

**5 - Role Model** - Is constantly curious and looks for new ideas and fresh thinking, challenges antiquated processes and viewpoints. Focuses efforts on continuous improvement; has a knack for identifying and seizing opportunities for synergy and integration. Builds excitement in others to explore creative options.

## Competency Rating Scale Descriptors

---

Each competency is defined and formatted in the same way and each competency contains the following components:

### Title

The overall name given to the competency.

### Definition

A description of the competency and explains what the competency means. It indicates the types of behaviors that will be described in the scale. This provides a common language so that everyone can understand the competency in the same way.

### Behavioral Scale

Each competency also provides a behavioral scale that describes how this competency is demonstrated. The scales are structured so that they increase in terms of the complexity and intensity of behaviors shown and provide descriptions of the types of behaviors one would expect to observe at each level of the competency. The levels of the scale are numbered in ascending order. This means that as you move up the scale, each level is more complex and more difficult to perform than the previous level.

## Individual Contributors

Below are the competencies established for those identified as Individual Contributors. Individual Contributors are defined as any person in non-supervisory roles and/or those who only have student direct reports only.

### Customer Focus

Dedicated to meeting the expectations and requirements of internal and external customers; gets first-hand customer information and uses it for improvements in products and services; acts with customers in mind; establishes and maintains effective relationships with customers and gains their trust and respect.

**1 - Does Not Meet Expectations** - Rarely placed students/customers' needs above own; rarely participated in community/volunteer events.

**2 - Somewhat Meets Expectations** - With coaching and encouragement, placed students/customers' needs above their own. May have participated in community/volunteer events.

**3 - Meets Expectations** - Was able to gain the trust and respect of students/customers; establishes and maintained effective relationships with students/customers. Volunteered in established community/volunteer events.

**4 - Exceeds Expectations** - Exhibited selfless service; took initiative to celebrate student/customer success, while putting the needs of others above their own; maintained trusting and respectful relationships with students/customers. Volunteered in established community/volunteer events.

**5 - Role Model** - The epitome of selfless service; sought insights into the student/customer experience, looked for ways to make improvements and bring forth ideas; developed a reputation of respect and trustworthiness. Sought new ways to contribute and give back to the community.

## Dealing with Ambiguity

Can effectively cope with change; can shift gears comfortably; can decide and act without having the total picture; isn't upset when things are up in the air; doesn't have to finish things before moving on; can comfortably handle change.

**1 - Does Not Meet Expectations** - Was resistant to change; rarely sought opportunities to provide a different perspective; had shown difficulty making decisions or executing without the full picture.

**2 - Somewhat Meets Expectations** - Was able to maneuver through changing situations and ambiguity with guidance and supervision. Sometimes required additional information to move forward.

**3 - Meets Expectations** - Was comfortable with change and can adapt to changing situations. Was able to perform tasks in an ambiguous environment with some supervision and guidance.

**4 - Exceeds Expectations** - Was comfortable with change and exhibited adaptability in both changing and ambiguous environments. Required little to no guidance to move forward.

**5 - Role Model** - Embraced change and influenced others in the change process; had been a change agent in the organization. Had flawlessly executed in an ambiguous environment with little to no guidance.

## Functional and Technical Skills

Has the functional and technical knowledge and skills to do the job at a high level of accomplishment.

**1 - Does Not Meet Expectations** - Had not demonstrated the functional and technical skills needed to perform the essential duties of his/her role.

**2 - Somewhat Meets Expectations** - Exhibited basic or limited functional and technical skills needed to perform the essential duties of his/her role.

**3 - Meets Expectations** - Exhibited the functional and technical knowledge and skills to do the job at a high level of accomplishment with little to no supervision.

**4 - Exceeds Expectations** - Was able to not only perform the functional and technical skills of his/her function, but had effectively cross trained to perform duties and exhibit knowledge and skill outside of his/her functional area.

**5 - Role Model** - Effectively mastered functions in various areas and had been deemed the subject matter expert in one or more functions. Had been called upon to provide training, guidance and expertise in a variety of areas.

## Action Oriented

Is action oriented and full of energy for the things he/she sees as challenging; not fearful of acting with a minimum of planning; seizes more opportunities than others.

**1 - Does Not Meet Expectations** - Used challenges as roadblocks in accomplishing tasks and goals; required a great deal of supervision to perform general tasks or actions.

**2 - Somewhat Meets Expectations** - Completed tasks when prompted and requires supervision and motivation from others to accomplish goals and tasks.

**3 - Meets Expectations** - Was a self-starter and had the energy and motivation to complete tasks with little to no guidance.

**4 - Exceeds Expectations** - Was a self-starter and takes initiative to complete tasks, usually with minimal guidance. Was not afraid to challenge the status quo and takes initiative to get things done.

**5 - Role Model** - Strived for excellence in performance and will motivate others to act for results. Anticipated courses of action and can get results under pressure with minimal supervision. Was self-motivated and self-driven to accomplish goals and tasks.

## Self-Development

Is personally committed to and actively works to continuously improve him/herself; understands that different situations and levels may call for different skills and approaches; works to deploy strengths; works on compensating for weakness and limits.

**1 - Does Not Meet Expectations** - Rarely participated in learning or career development unless required. Was unwilling to work on projects unfamiliar or outside of their comfort zone or regular area of focus. Refused to consider incorporating new skills or knowledge into current workstyle.

**2 - Somewhat Meets Expectations** - Participated in formal and on the job learning or career development opportunities if asked. Rarely looked for/ takes on new tasks to build skills. Had shown resistance to incorporating new skills or knowledge into current workstyle.

**3 - Meets Expectations** - Participated in formal and on the job learning or career development opportunities when asked. Utilized current skills and knowledge to perform job responsibilities. Was receptive to ways in which he or she can incorporate new skills or knowledge learned into their work.

**4 - Exceeds Expectations** - Actively participated in formal and on the job learning or career development opportunities. Was willing to take on work that builds new skills. Applied new skills or knowledge in daily work.

**5 - Role Model** - Proactively identified needs for development and sought out formal and on the job learning or career development opportunities. Volunteered for “stretch” assignments in different or challenging areas to develop new or more proficient skills. Applied new skills or knowledge to practical use in daily work.

## People Leaders

Below are the competencies established for those identified as People Leaders. People Leaders are defined as any person with direct reports and is in a Senior Director and below title.

### Decision Quality

Makes good decisions based upon a mixture of analysis, wisdom, experience, and judgment; most of his/her solutions and suggestions turn out to be correct and accurate when judged over time; sought out by others for advice and solutions.

**1 - Does Not Meet Expectations** - Did not make timely decisions or made decisions that negatively impact people or processes. Did not use good judgment in decision making or did not make decisions that positively impact the business.

**2 - Somewhat Meets Expectations** - Made timely decisions only when provided with the full picture and details. Sometimes made good decisions and/or uses good judgment in decision making.

**3 - Meets Expectations** - Made decisions in a timely manner with full or limited details. Always used good judgment and provided effective solutions to problems. Took accountability for actions related to decisions.

**4 - Exceeds Expectations** - Made well-informed, effective and timely decisions, even when data was limited or solutions produced unpleasant consequences; perceived the impact and implications of decisions. Strived for results; maintained endurance, demonstrated flexibility and resilience.

**5 - Role Model** - Could analyze data and other external factors to make decisions that impact broader areas of the university. Dealt effectively with pressure; remained optimistic and persistent, even under adversity. Recovered quickly from setbacks.

### Managerial Courage

Provides current, direct, complete, and “actionable” positive and corrective feedback to others; lets people know where they stand; faces up to people problems on any person or situation (not including direct reports) quickly and directly; was not afraid to take negative action when necessary.

**1 - Does Not Meet Expectations** - Showed difficulty communicating and navigating through difficult situations involving direct reports and peers. Allowed issues to fester or escalate before acting.

**2 - Somewhat Meets Expectations** - Achieved results by using "leadership" as a motivator to get direct reports to act rather than taking responsibility for unpopular decisions. Sometimes provided on the spot feedback, but often reserved feedback for formal performance counseling.

**3 - Meets Expectations** - Was direct, but fair and made on the spot corrections by providing instant feedback and creating a reciprocal environment. Was sometimes proactive in managing difficult situations involving direct reports; provided and accepted constructive feedback.

**4 Exceeds Expectations** - Held others accountable and created an environment where constructive feedback was provided and accepted to and from direct reports, peers, and leaders alike. Was a positive influencer and could be direct; challenged the status quo and managed difficult situations swiftly and proactively.

**5 - Role Model** - Was a positive influence and was often seen as the leader amongst peers. Was always proactive in creating solutions for employee challenges before issues arise. Encouraged creative tension and differences of opinions; held firm to what was right, regardless of popular opinion; held self and others at varying levels accountable. Sought feedback from all levels and quickly turned it into actionable items.

## Developing Direct Reports

Provides challenging and stretching tasks and assignments; holds frequent development discussions; is aware of each direct report's career goals; constructs compelling development plans and executes them; pushes direct reports to accept developmental moves; will take direct reports who need work; is a people builder.

**1 - Does Not Meet Expectations** - Had shown difficulty in developing and motivating some or all direct reports. Allowed employees to be complacent and discouraged risk-taking.

**2 - Somewhat Meets Expectations** - Could motivate most direct reports to take risks and could influence them to create and achieve goals.

**3 - Meets Expectations** - Had developed the ability of others to perform and contribute to the organization by providing ongoing feedback opportunities to learn through formal and informal methods.

**4 - Exceeds Expectations** - Was an active listener, built rapport and was able to persuade and influence direct reports to step outside of their comfort zones and explore new areas and opportunities to enhance knowledge and skillsets. Created long-term development plans and stretch goals for employee success. Was a trusted coach and mentor for non-direct reports.

**5 - Role Model** - Felt successful when employees were successful; built into others and pushed them to exceed all goals. Was a risk taker and put needs of employees above his/her own. Felt comfortable delegating authority when needed and took every opportunity to showcase talents of his/her direct reports. Was well-known as a trusted mentor to others outside of department.

## Dealing with Ambiguity

Can effectively cope with change; can shift gears comfortably; can decide and act without having the total picture; isn't upset when things are up in the air; doesn't have to finish things before moving on; can comfortably handle.

**1 - Does Not Meet Expectations** - Was resistant to change; rarely sought opportunities to provide a



different perspective; had difficulty making decisions or executing without the full picture. Had difficulty leading direct reports through change.

**2 - Somewhat Meets Expectations** - Maneuvered through changing situations and ambiguity with guidance. Communicated change but showed hesitation in times of ambiguity. Often required additional information and guidance to move forward.

**3 - Meets Expectations** - Was comfortable with change adapted to changing situations. Effectively communicated changes to direct reports and showed clear paths to change, even in ambiguous situations. Was able to achieve results with some guidance and direction.

**4 - Exceeds Expectations** - Was comfortable with change and exhibited adaptability in both changing and ambiguous environments. Communicated and moved direct reports through change with little to no guidance.

**5 - Role Model** - Embraced change and influenced others in the change process; was an effective change agent in the organization. Flawlessly executed and managed others in an ambiguous environment. Had achieved adoption of change within his/her team.

## Business Acumen

Knows how businesses work; knowledgeable in current and possible future policies, practices, trends, and information affecting his/her business and organization; knows the competition; is aware of how strategies and tactics work in the workplace.

**1 - Does Not Meet Expectations** - Had shown difficulty in understanding current business processes, both internal to and external to his/her own functioning area.

**2 - Somewhat Meets Expectations** - Understood the functions within specific areas of his/her own functioning area but had a limited understanding of areas outside of his/her own.

**3 - Meets Expectations** - Understood the inter-workings of functions within his/her own area or department. Identified broken processes and made suggestions on course correction.

**4 - Exceeds Expectations** - Positioned the department or area for future success by identifying new opportunities; built the department by developing or improving products or services. Took calculated risks to accomplish organizational objectives.

**5 - Role Model** - Shared a deep and applicable understanding of the inter-workings of multiple departments and how departments achieve its goals and objectives. Gained knowledge through external benchmarking and collaborate with external groups to create and maintain best practices.

## Strategic Agility

Sees ahead clearly; can anticipate future consequences and trends accurately; has broad knowledge and perspective; is future oriented; can articulately paint credible pictures and visions of possibilities and likelihoods; can create competitive and breakthrough strategies and plans.

**1 - Does Not Meet Expectations** - Focused on current state and was not able to visualize future state. Exhibited difficulty in understanding needs for change and had not demonstrated the ability to strategize for future state.

**2 - Somewhat Meets Expectations** - Could see the future state, but had a hard time maneuvering through present state. Could only visualize future state that was clear and not ambiguous.

**3 - Meets Expectations** - Developed and executed a competitive analysis and lead the changes that create differentiation and growth. Visualized future state through clear and current strategies and plans.

**4 - Exceeds Expectations** - Executed strategies through people by providing leadership, feedback, coaching, utilizing influence, managing conflict and developing talent for long-term success. Conceptualized future state through current strategies and plans, whether clear or ambiguous.

**5 - Role Model** - Exhibited the ability to think strategically and created a vision and strategy for future state. Had been able to provide and lead employees into that future state and share a big picture vision across departments.

## Executives

Below are the competencies established for those identified as Executives. Executives are defined as individuals with titles of Executive Director, Assistant Dean, AVP, Vice Provost and above.

### Directing Others

Is good at establishing clear directions; sets stretching objectives; distributes the workload appropriately; lays out work in a well-planned and organized manner; maintains two-way dialogue with others on work and results; brings out the best in people; is a clear communicator.

**1 - Does Not Meet Expectations** - Sometimes presented ambiguous goals or unclear direction. Saved high-profiled tasks for self. Often times delegated responsibility, not authority, or delegated more authority than he/she should give. May have been overly directive and stifled creativity and initiative.

**2 - Somewhat Meets Expectations** - Set goals and objectives that were too easily achieved or easily achievable. Delegated work without guidance. Pushed people too hard or was not able to see people's limits.

**3 - Meets Expectations** - Developed the ability of others to perform and contribute to the organization by providing ongoing feedback and opportunities to learn through formal and informal methods. Set and met stretch goals within department.

**4 - Exceeds Expectations** - Inspired others; manages and leads effectively. Exuded executive presence; establish trust and respect; displayed fairness and objectivity; navigated politics; displayed empathy; listened actively; held people accountable. Led all teams within department to create and exceeded stretch goals.

**5 - Role Model** - Adaptive capacity or the ability to change and be flexible. Possessed managerial wisdom, perceived variation in the environment. Mastered flexibility, resiliency, drove innovation and led courageously. Recognized and seized growth opportunities. Expanded scope and aligned with others' stretch goals outside of assigned areas. Led all teams to collaborate externally and exceeded stretch goals.

### Interpersonal Savvy

Relates well to all kinds of people, up, down and sideways, inside and outside the organization; builds appropriate rapport; builds constructive and effective relationships; uses diplomacy and tact; can diffuse even high-tension situations comfortably.

**1 - Does Not Meet Expectations** - Had shown difficulty in understanding and exhibiting emotional intelligence and building rapport within own department and across the university. Expressed points of view in a blunt or insensitive manner.

**2 - Somewhat Meets Expectations** - Built few relationships; engaged with people in immediate work area only. Was uncomfortable when interacting with people different from self. May have been seen as lacking authenticity.

**3 - Meets Expectations** - Related comfortably with others across levels and functions. Was diplomatic and tactful; built rapport in an open and accepting way. Picked up on interpersonal and group dynamics.

**4 - Exceeds Expectations** - Built constructive relationships with people both similar and contrasting to self. Exercised both diplomacy and genuine empathy in all situations. Was adaptable and flexible and able to maneuver through situations effectively.

**5 - Role Model** - Proactively developed relationships with a wide variety of people. Built immediate rapport even when faced with difficult or tense situations. Understood interpersonal and group dynamics and reacted in an effective manner. Engaged input from others and listened with empathy and concern.

## Perspective

Looks toward the broadest possible view of an issue/challenge; has broad-ranging personal and business interests and pursuits; can easily pose future scenarios; can think globally; can discuss multiple aspects and impacts of issues and project them into the future.

**1 - Does Not Meet Expectations** - Did not consider multiple and varied viewpoints when addressing problems and opportunities. Did not understand big picture or have a big picture focus.

**2 - Somewhat Meets Expectations** - Had a short-term vision or maintained a departmental perspective; may have overemphasize local needs (departmental) without seeing the impact on the organization.

**3 - Meets Expectations** - Visualized the current landscape and presented future scenarios. Had an absorptive capacity or the ability to acquire, recognize and apply new information.

**4 - Exceeds Expectations** - Exhibited a positive and optimistic perspective; was committed to communicating and promoting organizational values across the organization. Exhibited exceptional presentation skills.

**5 - Role Model** - Exhibited the ability to think globally and provide a big picture outlook and perspective on areas both within the system and the external environment. Exhibited the drive to initiate, anticipate and lead change. Promoted and drove institutional learning and envisioned continuous organizational future success.

## Business Acumen

Knows how businesses work; knowledgeable in current and possible future policies, practices, trends and information affecting his/her business and organization; knows the competition; is aware of how strategies and tactics work in the workplace.

**1 - Does Not Meet Expectations** - Had shown difficulty in understanding current business processes, both internal to and external to his/her own functioning area. Was unclear about the cause and effect relationships among different business functions and overall financial performance.

**2 Somewhat Meets Expectations** - Understood the functions within specific areas of his/her own functioning area, but had a limited understanding of areas outside of his/her own. Had a working knowledge of financial analysis and performance.

**3 - Meets Expectations** - Understood the inter-workings of functions within his/her own area or department. Identified broken processes and make suggestions on course correction. Used financial analysis to generate, evaluate, and act on strategic options and opportunities.

**4 - Exceeds Expectations** - Positioned the organization for future success by identifying new opportunities; built the organization by developing or improving products or services. Took calculated risks to accomplish organizational objectives. Identified and monitored key financial indicators to gauge performance, identify trends, and suggest strategies that can impact results.

**5 - Role Model** - Understood the inter-workings of multiple departments and was able to share a big picture vision across the university. Was able to develop and execute a competitive analysis and lead the changes that create differentiation and growth. Transformed financial information into business intelligence through analysis and quantitative and qualitative analysis.

## Organizational Agility

Knowledgeable about how organizations work; knows how to get things done both through formal channels and the informal network; understands the origin and reasoning behind key policies, practices, and procedures; understands the cultures of organizations.

**1 - Does Not Meet Expectations** - Focused on current state and was not able to visualize future state. Had shown difficulty in understanding needs for change and had not shown the ability to strategize for future state.

**2 - Somewhat Meets Expectations** - Could see the future state, but had a hard time maneuvering through present state. Visualized a future state that was clear and not ambiguous.

**3 - Meets Expectations** - Formulated objectives and priorities and implemented plans consistent with the long-term interest of the organization in a global environment. Capitalized on opportunities and managed risks.

**4 - Exceeds Expectations** - Developed and applied strategy; maintained strategic business performance. Took a long-term view and built a shared vision with others; acted as a catalyst for organization change. Influenced others to translate vision into action.

**5 - Role Model** - Built and managed workforce based on organizational goals, budget considerations and staffing needs. Ensured employees were appropriately recruited, selected, appraised and rewarded; took action to address performance problems. Managed a multi-sector workforce and a variety of work situations.