HARVEY MUDD COLLEGE

Guide to Defining Performance Levels

This guide lists the performance factors and performance levels in the College's *Goals and Performance Evaluation for Staff*. It is a reference tool to help you write comments in support of your assessment. The examples that are given are neither exhaustive, nor should they be viewed as required statements. Use them as a starting point for what you want to say; taking into account clarity, tone, accuracy and appropriateness.

HIGHLY EFFECTIVE: Contributions and high quality of work are widely recognized. The majority of performance outcomes routinely and consistently exceed defined expectations, producing important and impactful results for the department and/or College through planning, execution and creativity. Projects and objectives are completed in a manner that expands the scope and impact of the assignment.

SUCCESSFUL AND EFFECTIVE: The staff member is successful in performing the majority of job responsibilities and makes a solid, reliable and meaningful contribution to the department and/or College. Performance is competent, efficient and effective along established expectations. Initiative, resourcefulness and good judgment are consistently exercised.

SOME IMPROVEMENT REQUIRED/SOME SUCCESS: The staff member is successful and effective in performing some job responsibilities; however, performance in some critical areas is inconsistent and falls below established expectations. *Depending on the responsibilities needing attention, a performance development plan is recommended that defines performance objectives and strategies for achieving success.*

SIGNIFICANT IMPROVEMENT REQUIRED: Performance is not acceptable in critical areas of the job and falls below minimum expectations. Significant improvement is needed. *A performance development plan is recommended that defines performance objectives and strategies for achieving success.*

PERFORMANCE FACTOR	SIGNIFICANT IMPROVEMENT REQUIRED	SOME IMPROVEMENT SOME SUCCESS	SUCCESSFUL AND EFFECTIVE	HIGHLY EFFECTIVE
1. QUALITY OF WORK AND/OR PRODUCTIVITY Consider accuracy, thoroughness, effectiveness, efficiency and timeliness. Consider the extent that projects are well conceived, analyzed, and carried out systematically.	Rarely uses spell check or proof reads documents; revised documents usually have new or the same errors	Uses spell check but sometimes final documents have errors Meeting deadlines on time is irregular and	Accuracy in letters and reports is consistent, errors are minimal and corrected in time; very little rework required	Extraordinary measures are taken to ensure accuracy and should errors occur, they are usually found and corrected before

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	Deadlines are seldom met Supervisor is rarely informed of a project's status Frequently ignores established procedures which often causes delays and/or considerable rework	has caused conflicts Sometimes the completion of projects takes longer than they should Often skips a procedure to save time but results in errors and delays	Projects are well-planned and finished on time with rare exception Uses time efficiently and lets supervisor know about delays in advance Usually follows procedures and if exceptions are made, it is for good reason Checks own work regularly to ensure accuracy	release of the final product; rework is minimal or non-existent Projects are well-planned and consistently completed in advance of due-date The presentation of reports, projects, and experiments, etc. exceeds expectations and typically contains additional information and features that enhance the project
2. FLEXIBILITY Consider performance under pressure, handling of multiple assignments, adaptability to change, and ability to manage conflicting priorities.	Shows little support for new ideas and changes and at times tries to derail new initiatives	Sometimes is reluctant to try new procedure, which affects what others do	Consistently accepting of new ideas and willing to try different ways of doing something	Always accepting of new ideas or changes and consistently takes initiative to pilot new procedures; coaches others to help them understand changes
3. INITIATIVE Consider the extent to which the staff member is a self-starter and takes action on his/her own in performing job assignments, making or recommending improvements, resolving problems and following through on assignments.	If something unexpected happens, hardly ever adjusts work process or schedule to accommodate the change without being told Never checks if procedures or instructions have	Occasionally adjusts work processes or tries something different, but needs to do this more often Often relies on others to give direction and if it does not happen, does not seek direction or guidance	Can be relied upon to take action to adjust work processes Takes time to read directions and ask questions Willing to accept new challenges and assignments that will result in successful	Regularly takes action to improve/change work processes without prompting; suggests new or different ways to obtain desired results; makes sure all directions are read and understood before taking on an assignment or project

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	been updated and typically does what was done the last time Does not try to find out what caused a problem and look for or work with others to find a solution	Sometimes ignores a problem and waits for others to find it and resolve it	problem-solving	Always asks for guidance in a timely manner Actively explores solutions to problems and weighs pros and cons before taking action Follows through with assignments
4. DEPENDABILITY Consider the extent to which the staff member completes assignments on time, carries out instructions and adheres to established work schedule.	Frequently late for work Assignments are often left unfinished and someone else has to complete them Rarely on time for staff meetings	Sometimes late for work Periodically an assignment is left unfinished without good reason and someone else has to complete it At times, late for staff meetings	Arrives on time and if a late arrival is expected, calls ahead of time Assignments are usually finished by the deadline; a missed deadline is rare Consistently on time for staff meetings	Consistently on time for work Assignments are consistently completed ahead of time or by the deadline; if there is a delay, it is communicated in advance Always on time for staff meetings
5. INTERPERSONAL RELATIONS, COLLABORATION, TEAMWORK The degree to which the staff member uses tact and diplomacy in developing good and effective working relationships with individuals, groups and teams; participates actively on teams; shares	Tends to argue with co-workers if something is done and he/she disagrees Tends not to share supplies or equipment with co-workers	Prefers to do things his/her own way, and sometimes argues with others when being shown a new technique Tends to be reluctant	Very willing to listen to what others have to say and to try new methods, even if he/she disagrees Offers to share supplies or equipment	Does not hesitate to voice thoughts and opinions and share ideas, and is willing to listen to and accept what others have to say

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pertinent resources and information in order to help others; and demonstrates an acceptance of and respect for individual differences.	Frequently criticizes co-workers in public Does not actively participate on team projects and often refuses to work with other team members on assignments	in sharing supplies or equipment to help a co-worker At times, criticizes co-workers in public Participates on team projects, but sometimes exhibits an unwillingness to work cooperatively with other team members	to help co-workers Refrains from criticizing co-workers in public Agrees and actively supports team goals when working in a team environment	Offers supplies to others when he/she sees someone needs something for an assignment Refrains from criticizing co-workers in public; knows when to speak directly to a co-worker if there is a problem or an issue that needs to be resolved Consistently helps team members to reach consensus and action decisions
6. CUSTOMER FOCUS The degree to which the staff member demonstrates courtesy in interactions and attempts to understand and respond to the needs of others who are internal or external to the department and/or College.	Accurate information is rarely given; when others need help, this staff member is frequently inaccessible	Sometimes inaccurate information is given and not corrected later; is generally accessible to others, but at times seems to "disappear" when needed the most	Accurate information is regularly given, corrections are made promptly; is either accessible to others when needed or returns calls/visits promptly; understands what others are asking for and tries best to assist	Always provides accurate information; if something needs to be corrected it is done without delay and with an explanation of what happened; very accessible to others; returns calls and responds to emails promptly; provides sound advice
7. TECHNOLOGY SKILLS The degree to which the staff member effectively uses or incorporates technology to improve service and/or accomplish assigned tasks.	Rarely uses new equipment and software and often refuses to learn new methods that are essential to the job	Usually uses new equipment and software after being urged several times; takes longer than average to master new methods	Takes the time to learn how to use new software; practices new knowledge; uses it effectively once mastered	Takes the time to learn how to use new software; often researches new products to make recommendations; practices new

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			Offers to help others to learn new equipment or software and welcomes questions and requests for assistance	knowledge; uses it effectively once mastered Teaches others in using new equipment or software and is a resource to them
8. SAFETY COMPLIANCE The degree to which the staff member practices safe work habits and complies with College safety policies.	Disregards safe work practices even though training has been provided; has caused risk of injury to self and others on more than one occasion	Occasionally does not follow proper procedures for using equipment or lifting, which places the individual at risk of injury	Regularly practices safe work habits	Always practices safe work habits; reports unsafe conditions to appropriate personnel
9. COMMUNICATION Consider the extent to which the staff member's thoughts are expressed clearly and concisely in writing and orally.	Staff member is abrupt and non-communicative with faculty, staff and students when requests for assistance are made	Often ignores requests from faculty, staff and students and doesn't follow up to make sure the individual received a helpful answer	Very effective and competent in responding to faculty, staff and students; able to convey information in a manner that is easily understood; helps others understand issues and checks to make sure they understand	Extremely effective in conveying information in writing and orally; others seek this individual when it comes to asking for information and help; always follows up with faculty, staff and students immediately after addressing a request; asks for feedback on services provided
10. USE OF RESOURCES The degree to which the staff member has used funds, staff or equipment economically and effectively.	The frequency of errors and omissions have resulted in rework which has been costly in staff time and use of resources	Occasionally an error will cause timely and costly rework and at times the same mistake is made two or three times At times has not read	Errors and mistakes that impact cost, time and staff are minimal; learns from mistakes Uses equipment properly and ensures	Anticipates what is needed and prevents costly errors and mistakes Takes care of equipment and ensures proper

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	Does not use equipment properly or follow directions which has resulted in costly repairs Provides little direction to staff on reducing waste and taking care of equipment	directions in using equipment which has resulted in damage Does not delegate assignments to staff who have more time and the expertise to work on a project	regular maintenance is scheduled Delegates work fairly and evenly and knows when to provide assistance to staff	maintenance is done; consistently uses it properly Delegates work appropriately to staff, focusing on their strengths

Factors 11 and 12 apply to supervisory staff.

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11. LEADERSHIP AND STAFF DEVELOPMENT The extent to which the supervisor provides staff guidance and opportunities for development and advancement; builds an environment that supports collaboration, teamwork and respect for and acceptance of individual differences; and promotes quality customer service.	Does not take the time to identify needs for staff development Identifies staff who are struggling, but does not take the time to give them guidance Does not encourage staff to work together on major projects as a team Does not encourage staff to participate in affordable and pertinent staff development opportunities	Often has to be directed to identify needs for staff development Identifies staff who are struggling, but is inconsistent in giving them guidance Frequently resists supporting staff to work as a team and does not outwardly champion collaboration Periodically encourages staff to participate in affordable and pertinent staff development	Regularly identifies the need for staff development Identifies staff who are struggling and provides guidance on a regular basis; seeks assistance from his/her supervisor Supports staff participation on committees and teams, and is able to organize effective teams Regularly encourages each staff member to participate in affordable and pertinent staff development	Shows a genuine interest in developing staff and identifying their needs Consistently coaches staff who are struggling, excels at giving guidance and assistance Supports staff participation on teams and is adept at selecting team members, identifying team leaders, and making effective use of each individual's capabilities Seeks affordable and pertinent staff development

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		opportunities, but does it selectively	opportunities	opportunities and encourages staff to participate
12. PERFORMANCE MANAGEMENT The extent to which the supervisor is effective in setting performance standards and expectations, giving ongoing and timely feedback and coaching, and resolving performance problems constructively.	Rarely provides ongoing feedback to staff; rarely submits initial review period and annual performance evaluations on time, even after several reminders	Sometimes provides ongoing feedback to staff; sometimes misses initial review period and annual performance evaluation deadlines and has to be reminded	Often provides ongoing feedback and coaching to staff; always meets initial review period and annual performance evaluation deadlines; frequently seeks feedback from staff and others	Consistently provides ongoing feedback and coaching to staff; always meets initial review period and annual performance evaluation deadlines; consistently requests and accepts feedback from staff and others