

# Staff Performance Evaluations

## Key Elements Guide

The UT Performance Evaluation Tool is designed to provide feedback to staff regarding their performance for the calendar year. There are five key elements to be evaluated during this process. This evaluation process is critical to the overall success of the university as we encourage communication between supervisors and employees. It is expected that all employees will receive performance feedback from their immediate supervisor during the evaluation period.

Examples of performance standards for each category are listed in this guide. While these examples are not exhaustive, they provide concepts and ideas that support the designated ratings.

Each key element is associated with one or more of the Be One UT values. The description of how these values align with the element of performance is outlined with each section.

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## Rating Structure for the Performance Review

The performance review uses a five-level rating structure to evaluate your performance. The levels are:



### **Distinguished Performance and Role Model Status**

Clearly and consistently demonstrates extraordinary and exceptional accomplishment in all major areas of responsibility. Performed above and beyond expectations under exceptional circumstances during the review period. Others rarely equal performance of this caliber in similar roles.

**This rating requires specific examples.**

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### **Superior/Highly Effective Performance**

Performance is continually and consistently superior and regularly goes beyond what is expected. Performance exceeds expectations on a consistent and sustainable basis.

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### **Fully Successful/Effective Performance**

Performance consistently meets the critical requirements of the position, continually achieves preset goals and performs with distinction. Performance is reliable and consistent in adding value to the work unit.

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### **Partially Successful Performance/Needs Improvement**

Performance does not consistently meet or occasionally falls below what is required of the position; improvement in specific areas is required.

**This rating requires specific examples.**

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### **Unsuccessful/Unacceptable Performance**

Performance fails to meet minimum expectations for this role, and immediate and sustained improvement is required.

**This rating requires specific examples.**

**Accomplishments** - The extent to which the employee meets expectations in performing the job functions of his/her position as defined in documentation such as the position description (PD), annual work plan, etc.

**How they align:** Accomplishment represents the ability to achieve the desired outcomes and strive for excellence consistently. It aligns with being bold and impactful, as individuals who demonstrate accomplishment make a significant and positive difference in their work. The competency of accomplishment also aligns with the value of excelling in all we do, as it reflects a commitment to continuous improvement and outstanding performance.

### **Distinguished Performance and Role Model Status**

- Achieved goals that others have failed.
- Achieves goals, then looks for more.
- The employee consistently beat deadlines for their own work and stay abreast of deadlines for their department.
- Employee is consistently proactive and anticipates the needs of the department prior to potential problems arising and bring to supervisor approval. For example: Always monitors and forecast supplies for ebbs and flows to ensure the department always has an adequate amount of supplies on hand without creating a surplus.
- Work reflects maximum innovative use of time and resources to consistently surpass expectations and improve operations.

### **Superior/Highly Effective Performance**

- Overcomes frustrating circumstances to achieve goals.
- Juggles various goals and achieves most of them.
- Does not get thrown by tough situations.
- Does not let everyday problems deflect focus from goals.
- The employee occasionally beats deadlines for their own work and stay abreast of deadlines for their department.
- Employee is occasionally proactive and anticipates the needs of the department prior to potential problems arising and bring to supervisor approval.
- Frequently plans/organizes work to timely and effectively accomplish job duties with appropriate use of resources.

### **Fully Achieves Expectations/Effective Performance**

- Employees meets deadlines for their own work.
- Takes responsibility for goal achievement.
- Comfortable being held accountable for achievement.
- Informs others when problems occur.
- Helps teammates achieve goals.
- Employee responds to departmental needs in a timely manner based on direction of supervisor or co-workers. Example: orders supplies when requested.
- Work is planned to meet routine volume and timeliness and usually fulfills operational and customer service needs.

### **Partially Successful Performance/Needs Improvement**

- Goal achievement suffers under pressure.
- Lack of confidence sometimes interfered with achievement.
- Needs to work on achieving several goals at once.
- The employee occasionally misses deadlines for their own work.
- Employee sometimes responds to departmental needs in a timely manner based on direction of supervisor or co-workers and needs reminders of supervisor or co-workers.
- Frequently lacks organization and planning of work and does not adequately use available resources.

### **Unsuccessful/Unacceptable Performance**

- Denies failure to achieve goals.
- Does not seem to care about reaching goals.
- Makes excuses when goals not attained.
- Blames others.
- The employee often misses deadlines for their own work and co-workers are relied upon to help to complete tasks.
- Consistently fails to meet expected standards due to lack of effective organization, use of equipment/resources, or inattention to customer service needs.

## **Service and relationships, Interpersonal/Communication Skills, and Collaboration**

The extent to which the employee's behaviors are directed toward fostering positive working relationships in a diverse workplace, respect for fellow workers, and cooperation with students, customers, and visitors.

**How they align:** Service and building relationships with diverse individuals and communities align with embracing diversity and fostering unity. It demonstrates a commitment to inclusivity, collaboration, and forging meaningful connections to achieve collective impact.

### **Distinguished Performance and Role Model Status**

- Relates to customers exceedingly well.
- Has developed an incredibly loyal customer base.
- Always delivers on promises.
- Consistently promotes and maintains a harmonious/productive work environment.
- Is respected and trusted and often viewed as a role model.
- Often requested as a work partner.
- Excellent conflict management skills.
- Managers call this person a breeze to work with.
- Effective interacting with people no matter the status.
- Genuinely interested.

### **Superior/Highly Effective Performance**

- Has won us customer loyalty many times.
- Graceful and tactful under pressure from customers.
- Always patient, competent, and professional with customers.
- Solves customer problems with speed and accuracy.
- Frequently fosters teamwork, cooperation, and positive work relationships.
- Handles conflict constructively and professionally.
- Seeks first to understand.
- Corrects others without being offensive.
- Assertive, but does not offend.
- Open to improving interpersonal skills

### **Fully Achieves Expectations/Effective Performance**

- Usually interacts in a cooperative manner.
- Avoids disruptive behavior. Deals with conflict, frustration appropriately.
- Usually competent and professional with customers.
- Courteous and knowledgeable.
- Manages all but the most challenging customer situations.
- Sense of humor appropriate.
- Gets along OK in most situations.
- Communicates with others well.
- A little awkward in some social situations.
- Manages own anger well.

### **Partially Successful Performance/Needs Improvement**

- Gets annoyed by customers with a lot of questions.
- Sometimes gets sarcastic.
- Presents a sloppy and uncaring image.
- On several occasions has lost temper with customers.
- Conducts personal phone conversations while customers wait.
- Sometimes has difficulty getting along with others.
- Has difficulty dealing with conflict, frustration appropriately.
- Customer relation skills need improvement.
- Does not always listen carefully.
- Quick to lose patience.
- Sometimes tells inappropriate jokes.
- Does not use skills in emotionally charged situations.
- Body language and words do not always match.

### **Unsuccessful/Unacceptable Performance**

- Interpersonal relationships are counter-productive to work unit or team functions.
- Often makes insensitive criticisms of others.
- Talks behind people's backs.
- Received justified complaints from co-workers.
- Has not benefited from coaching.
- Consistently passive-aggressive.
- Tries to look good by attacking others.
- Frequently impolite.
- Condescends to customers.

- Ignores customers.
- Shouted obscenities at a customer.
- Very weak customer relation skills.



## **Accountability & Dependability**

The extent to which the employee contributes to the department's effectiveness and the University's overall mission. (NOTE: Time off approved under FMLA may not be considered.)

**How they align:** Accountability and dependability demonstrate integrity, openness, and a sense of responsibility towards the University of Tennessee community. They contribute to fostering a culture of trust and transparency within the organization. Effective communication skills enable individuals to embrace diversity by fostering inclusive conversations and understanding different perspectives. Transparent and trusted communication builds integrity, openness, and accountability within the organization.

## **Distinguished Performance and Role Model Status**

- Work consistently exceeds expectations of quality, quantity, and timeliness.
- Employee always arrives to work on time.
- Willingly takes accountability for all departmental activities.
- Can always be counted on to complete assignments.
- Always delivers on promises.
- Highest level of dependability.
- Achieves results with minimal resources.
- Always achieves stated goals and more.
- Assumes personal responsibility for his/her work.
- Performs work independently and accurately.
- Takes action and makes decisions quickly.
- Always delivers on time.
- Followed up personally with over \_\_ customers.

## **Superior/Highly Effective Performance**

- Work frequently exceeds expected quality, quantity, and timeliness standards.
- Employee usually arrives to work on time.
- Delivers on promises far more than not.
- High level of accountability for projects.
- Does not disappoint when deadlines are tight.
- Almost always adheres to instructions/directions.
- Performs most work independently.

- Delivered \_\_ of \_\_ completed reports on time.
- Missed only \_ days of work in last year.

### **Fully Achieves Expectations/Effective Performance**

- Work usually meets expectations of quality, quantity, and timeliness.
- Employee normally arrives to work on time.
- Appropriate level of accountability.
- Delivers on promises.
- Adheres to policies and guidelines.
- Conscientious worker.
- Accountable for projects.
- Follows direction and instructions.
- Needs a little oversight on projects.

### **Partially Successful Performance/Needs Improvement**

- Often has difficulty meeting expected quality, quantity, and timeliness standards.
- Employee arrives to work tardy and has been reminded of the work schedule.
- Fails to accept accountability for missed deadlines.
- Does not accept accountability for project failures.
- Frequently fails to achieve goals.
- Does not follow directions or instructions.
- Needs oversight.
- Does not take action or made decisions without direction.
- Has missed deadlines \_\_\_\_ times.
- Returned late from breaks \_\_ times in the year.

### **Unsuccessful/Unacceptable Performance**

- Consistently fails to meet expected quality, quantity, and timeliness standards.
- Employee frequently arrives to work tardy and has been reminded of work schedule and expectations.
- Fails to ever accept accountability for own behavior or results.
- Always attributes failure to others or circumstances.
- Rarely delivers a project on time.
- Does not achieve agreed upon goals.
- Frequently does not follow directions or instructions.
- Needs constant oversight.

- Rarely takes action or makes decisions without guidance or direction.
- Needs frequent reminders to keep projects on track.
- Arrived late \_\_ out of \_\_ days in \_\_ weeks.
- Uses the phone for personal conversations.

## **Adaptability & Flexibility**

The extent to which the employee exhibits openness to new ideas, programs, systems, and/or structures.

**How they align:** Adaptability demonstrates a positive and visionary mindset, embracing change and envisioning future possibilities. It aligns with the values of being optimistic, visionary, nimble, and innovative, as it encourages individuals to embrace new challenges and adapt in a rapidly evolving environment.

## **Distinguished Performance and Role Model Status**

- Welcomes new initiatives with enthusiasm.
- Proposes and experiments with new ideas.
- Quickly adjusts to new systems and structures.
- Seeks feedback to refine work practices.
- Pursues professional growth opportunities.
- Works closely with colleagues to implement new ideas.
- Proactively develops solutions to challenges.
- Maintains transparent communication about new ideas.
- Encourages colleagues in adapting to new programs.
- Seeks and incorporates feedback to improve initiatives.

## **Superior/Highly Effective Performance**

- Actively seeks and researches new ideas.
- Shows enthusiasm and positivity for new initiatives.
- Swiftly adapts to new systems and structures.
- Uses creative thinking to implement new ideas effectively.
- Shares insights about new systems with colleagues.
- Seeks and incorporates feedback on new initiatives.
- Guides team members through transitions smoothly.
- Regularly evaluates and suggests improvements for new ideas.
- Maintains transparent communication about new initiatives.
- Pursues growth opportunities related to new ideas.

### **Fully Achieves Expectations/Effective Performance**

- Open to learning new ideas and systems.
- Engages in training and meetings with basic interest.
- Adapts to new systems with initial guidance.
- Follows procedures to implement new ideas.
- Accepts feedback and makes necessary adjustments.
- Works with colleagues to apply new systems.
- Addresses challenges as they arise, seeking help when needed.
- Provides updates and basic insights on new ideas.
- Maintains a positive attitude towards change.
- Occasionally engages in professional development.

### **Partially Successful Performance/Needs Improvement**

- Prefers familiar methods, resisting new initiatives.
- Participates in training and meetings only when required, with little enthusiasm.
- Needs repeated guidance to adapt to new systems.
- Sometimes fails to follow procedures when implementing new ideas.
- Accepts feedback but makes little effort to improve.
- Works with colleagues on new systems only when necessary.
- Addresses challenges only when they become critical.
- Communicates about new ideas only when repeatedly prompted.
- Engages in professional development sporadically.

### **Unsuccessful/Unacceptable Performance**

- Vocalizes only negative opinions and discourages change frequently.
- Avoids training and discussions about new ideas.
- Continues using outdated methods despite instructions.
- Ignores procedures when implementing new ideas.
- Shows no effort to improve based on feedback.
- Avoids collaboration on new systems and programs.
- Blames others instead of seeking solutions.
- Provides no updates on new ideas and systems.
- Creates a toxic environment by resisting change.
- Neglects growth opportunities related to new ideas.

## **Decision Making & Problem Solving**

The extent to which the employee makes sound and logical job-related decisions that are in the University's best interest. (As applicable, this element includes developing and managing human and fiscal resources within the framework of university policy.)

**How they align:** Problem-solving abilities help tackle grand challenges and drive innovative solutions. They enable individuals to think critically, adapt to change, and find creative ways to address complex issues, aligning with bold, impactful, nimble, and innovative values.

## **Distinguished Performance and Role Model Status**

- Consistently prevents/resolves unit/team problems and promotes improvements.
- Maximizes resources, innovation/technology to streamline/improve.
- Analyzes full dimension of complex problems.
- Develops/implements solutions with minimal supervision.
- Clearly understands the implications of situations and uses sound judgement when deciding what to do.
- Makes tough decisions.
- Decisions always appropriate.
- Weighs options carefully and thoughtfully.

## **Superior/Highly Effective Performance**

- Prevents/resolves unit/team problems.
- Suggests innovations to improve operations or streamline procedures.
- Develops/implements solutions with moderate supervision.
- Will make decision when others are afraid to commit to a course of action.
- Analytic and decisive.
- Decisions are well thought out.
- Decisions always result of detailed analysis.
- Involves others in decision making
- Corrects others without being offensive.

### **Fully Achieves Expectations/Effective Performance**

- Addresses existing and significant potential problems.
- Suggest or assists in developing solutions individually or in a team.
- Carries through solution implementation with routine supervision or follow-up.
- Resolves routine problems.
- Usually makes appropriate decisions.
- Gathers ample information to make reasoned decisions.
- Considers many alternatives.
- Involves others appropriately when making decisions.
- Bases decisions on facts not personalities.
- Communicates decisions clearly and directly.

### **Partially Successful Performance/Needs Improvement**

- Exhibits little initiative in identifying problems, solutions, or improvements and/or working proactively as part of a team to address issues of concern.
- Requires more than routine supervision.
- Delays making necessary decisions.
- Often comes to management for help with a decision.
- Sticks with status quo rather than making a decision.
- Uses gut rather than facts for decision making.
- Always accepts others' decisions.

### **Unsuccessful/Unacceptable Performance**

- Unsatisfactory/Rarely Achieves Expectations
- Consistently fails to recognize or seek help in resolving routine problems.
- Demonstrates inability to work individually or in a team.
- Rarely suggests improvements.
- Requires frequent reminders and supervision.
- Extremely fearful of making a mistake.
- Logic fails in decision making.
- Often fails to see problems that require decisions.
- Fails to gather necessary information for decision making.
- Frequently makes bad decisions.
- Never makes a decision.
- Avoids decision-making situations.