



## Performance Evaluation: Competencies and Ratings Overview



Performance  
Management

In Workday employees will be evaluated on the following factors:

<b>Workday Terminology</b>
<b>Goals</b>
<b>Competencies</b>
<b>Responsibilities in Position Restriction</b>
<b>Certification Question (for verification of completion/compliance with required training)</b>
<b>Overall Rating</b>

### Ratings Overview

<b>Significantly Exceeds Expectations</b>	The employee significantly and consistently surpassed job performance and behavioral competency standards when measured by quality, quantity, and value to the institution.
<b>Exceeds Expectations</b>	The employee frequently surpassed job performance and behavioral competency standards when measured by quality, quantity, and value to the institution.
<b>Meets Expectations</b>	The employee met job performance and behavioral competency standards when measured by quality, quantity, and value to the institution, and was consistent and reliable.
<b>Partially Meets Expectations</b>	The employee is still developing and/or did not consistently achieve job performance and behavioral competency standards when measured by quality, quantity, and value to the institution. Some improvement is needed.
<b>Does not Meet Expectations</b>	The employee was consistently below job performance and behavioral competency standards when measured by quality, quantity, and value to the institution. Immediate corrective action is necessary.

## Competencies Overview and Examples

Service		
Description	Promotes a culture of service.	<b>Examples of behaviors might include:</b>
		<ul style="list-style-type: none"> <li>• Responds appropriately to the needs of internal and external customers.</li> <li>• Seeks to secure positive interpersonal relations.</li> <li>• Conveys instructions, ideas, and information clearly.</li> <li>• Follows through on commitments to others.</li> <li>• Represents one's position, work unit and organization both internally and externally professionally and responsibly.</li> <li>• Anticipates needs or problems and acts to meet or resolve responsibly, efficiently, and cost-effectively.</li> </ul>
		<b>For research focused positions, examples of behaviors include:</b>
		<ul style="list-style-type: none"> <li>• Works to create and sustain a measurable, high standard of quality research.</li> <li>• Facilitates relationship with sponsors in ways that project respect, understanding and professionalism and strengthen the research program.</li> <li>• Meets frequently and communicates openly to assure sponsor's needs are identified and satisfied.</li> <li>• Works to develop sustainable initiatives with academic sector or partners.</li> </ul>

## Competency-rating Examples

<b>Significantly Exceeds Expectations</b>	The Transit bus driver proactively and consistently takes feedback received from passengers to their supervisor and makes recommendations for significant improvement of signage and online resources to enhance the overall passenger experience. They are regularly looking for ways to continuously improve upon the service they provide their passengers.
<b>Exceeds Expectations</b>	The Transit bus driver consistently greets passengers in a friendly manner, and they surpass expectations by anticipating the needs of the passengers and educating them about the transit resources available such as the website and phone app.
<b>Meets Expectations</b>	The Transit bus driver is consistent in providing reliable service and welcomes passengers onto the bus with "Howdy" and a smile. If the passenger seems unclear as to whether they are on the correct route, the bus driver asks probing questions and provides details to assist the passenger in locating the correct bus and route that will meet their needs.
<b>Partially Meets Expectations</b>	The Transit bus driver should have already taken the time to familiarize themselves with the other bus routes in order to provide directions to passengers who are unclear. Improvement of basic knowledge (e.g., bus routes) is needed.
<b>Does not Meet Expectations</b>	The Transit bus driver has held this position for the past 2 years. The individual does not acknowledge the passengers as they board the bus. They listen to music through earbuds while driving and ignore any comments or questions from the passengers. When a passenger does get their attention, the driver is not knowledgeable of the overall bus system or resources and is unable to assist the passenger. This consistently below average performance has been both documented and discussed with the individual on several occasions. Immediate corrective action is needed.

## Competencies Overview and Examples

Teamwork/Collaboration		
Description	Promotes cooperation and effective relationships.	<b>Examples of behaviors might include:</b>
		<ul style="list-style-type: none"> <li>• Works in a cooperative and collaborative manner within work unit and across the organization.</li> <li>• Appreciates and leverages the strengths of others to accomplish goals.</li> <li>• Shares relevant information accurately, completely, and appropriately.</li> <li>• Supports the success of team members.</li> <li>• Manages interpersonal conflicts constructively.</li> <li>• Earns the trust and respect of team members.</li> </ul>

### Competency-rating Examples

<b>Significantly Exceeds Expectations</b>	The Human Resources Specialist possess the ability to turn any group into a strong team. The Specialist creates a friendly and collaborative working environment in which the strengths of each team member are sought and maximized thus generating high engagement. The HR specialist is active in sharing relevant information and in asking for the opinion of their team members before making important decisions ensuring alignment with the University's mission and values.
<b>Exceeds Expectations</b>	The Human Resources Specialist is a trusted and respected member of the team who constantly supports the success of team members and demonstrates collegiality and collaboration. This individual is committed to the University's mission and values. The Specialist quickly resolves any crises and conflicts within the team so as to not affect the working proceses.
<b>Meets Expectations</b>	Due to the Human Resources Specialist's friendly attitude, all the other employees are happy to work with them on a team. The Specialist does not concern themselves with who will get the credit. Their only concern is that their job is done well and in alignment with the University's mission and values.
<b>Partially Meets Expectations</b>	The Specialist sometimes refuses to accept the opinion of others within the team. The Specialist puts a focus of mind on their own job but lacks the necessary teamwork skills to leverage all the strengths within the team. This individual is hoarding information; thus, preventing the team from making significant progress on the assignment. Improvements in knowledge/information sharing, and team support are needed.
<b>Does not Meet Expectations</b>	The Human Resources Specialist is not able to work cooperatively with the team. The Specialist lacks patience, rudely and consistently interrupts while others are sharing information, and arrogantly imposes their perspectives on team members. This individual is creating conflict and negative dynamics within the team and by default delaying the team's accomplishments. Immediate corrective action is needed.

## Competencies Overview and Examples

Support of A&M System Core Values		
Description	Actively promotes and demonstrates A&M System Core Values of Respect, Excellence, Leadership, Loyalty, Integrity, and Selfless Service (RELLIS).	<b>Examples of behaviors might include:</b>
		<ul style="list-style-type: none"> <li>• Treats all people with dignity, civility, and fairness.</li> <li>• Demonstrates respect for people of diverse backgrounds, viewpoints, needs, and experiences.</li> <li>• Seeks and values the opinions and contributions of others.</li> <li>• Acknowledges ideas from others, even when different from own.</li> <li>• Seeks to ensure all sides are heard before reaching a conclusion.</li> <li>• Works diligently to foster an open and respectful environment.</li> </ul>

## Competency-rating Examples

<b>Significantly Exceeds Expectations</b>	The Academic Advisor made significant recommendations and secured leadership's agreement to implement initiatives to ensure the University's ability to practice respect and excellence in recruiting undergraduate students. The Advisor seeks to know what is of importance to the students and facilitates student success. The Advisor treats all students with dignity, civility, and fairness. The Advisor has a very high retention rate of students representing various backgrounds.
<b>Exceeds Expectations</b>	The Academic Advisor works diligently to foster an open and respectful environment. This individual possesses the ability to create a common vision and strives to work hand in hand with students and parents to ensure their viewpoints are being considered and their unique needs are met. The Advisor is respected internally and regarded by the students for facilitating student success.
<b>Meets Expectations</b>	The Academic Advisor often assesses whether the current departmental procedures, practices, and policies represents A&M's excellence, integrity, and respect. They willingly embrace students from various backgrounds and avoid alienating others when advising them on their career and educational goals. This individual is suitable in facilitating student success.
<b>Partially Meets Expectations</b>	The Advisor dedicates little resources for supporting A&M System core values and hardly communicates the value of respect, integrity, and excellence when recruiting and advising undergraduate students. They are hesitant to accept feedback, learn, and listen to the concerns of the students and their parents. Improvement is immediately needed to ensure student success.
<b>Does not Meet Expectations</b>	The Academic Advisor often makes jokes that are disrespectful to others and ignores people with varied views. They lag in driving positive change and are rarely seen as a person who can promote and demonstrate the A&M System core values. As a result, students often request a different Academic Advisor to assist with their needs. Immediate corrective action in conduct is needed.

## Competencies Overview and Examples

Initiative		
Description	Exhibits resourcefulness, independent action and professional judgment that are position appropriate.	<b>Examples of behaviors might include:</b>
		<ul style="list-style-type: none"> <li>• Actively engages in activities that support the organization’s mission and goals.</li> <li>• Strives toward excellence in all tasks and responsibilities.</li> <li>• Achieves results with appropriate level of guidance.</li> <li>• Seeks opportunities to provide service and contribute to organizational success.</li> <li>• Prioritizes tasks based on importance.</li> <li>• Uses time efficiently and responds quickly and constructively when confronted with challenges.</li> <li>• Takes steps to resolve problems and make constructive recommendations.</li> <li>• Displays an ongoing commitment to learning and self- improvement that adds value to the organization.</li> </ul>

## Competency-rating Examples

<b>Significantly Exceeds Expectations</b>	The Library Specialist is a very goal-oriented person. They consistently set priorities and accomplish their job well without direction once in agreement with leadership. They also think of others (team members and library users) when seeking out new solutions that would significantly improve the library’s processes and procedures and are very mindful of communicating those efficiencies to others. Although able to be autonomous, the Specialist ensures alignment with the University’s mission and values in both actions and behaviors.
<b>Exceeds Expectations</b>	The Library Specialist is willing, proposes and implements new solutions that might increase the effectiveness of the library. The Specialist operates with minimum supervision and does not wait to be told what to do, they are actively seeking out new tasks and improving upon the efficiency of the library’s current processes. The Specialist remains cognizant to align with the University’s mission and values in both actions and behaviors.
<b>Meets Expectations</b>	The Library Specialist readily engages in activities that meet the needs of the library and its customers. They perform their duties with appropriate supervision and often look for ways to improve library processes and their working environment. The specialist is knowledgeable of the University’s mission and values and consistently abides by them.
<b>Partially Meets Expectations</b>	The Library Specialist is requiring ongoing supervision, although the individual has been in their current capacity for 3 years. The specialist is not demonstrating the ability to accomplish more than they are asked to do. If a library user asks them a question, they only answer the question at face value rather than attempting to uncover and meet the user’s actual need and potentially make a recommendation to improve the library’s efficiency. This individual is aware of the University’s mission, vision, and values, but does not consistently abide by them. Improvement in operating autonomously, service, and conduct are needed.
<b>Does not Meet Expectations</b>	The Library Specialist is an experienced professional who is not willing to learn new work processes. They are becoming less competent every year as the technology used throughout the library system is changing in significant ways. Without close supervision, the Specialist cannot be trusted to complete their work. The individual has consistently violated the University’s values by displaying unwanted and in some cases unacceptable behaviors. Immediate corrective action is needed in learning and self-improvement, and conduct.

## Competencies Overview and Examples

Accountability		
Description	Acts responsibly and takes ownership of own behavior, actions, and decisions.	<b>Examples of behaviors might include:</b>
		<ul style="list-style-type: none"> <li>• Delivers quality and timely work products and services.</li> <li>• Meets obligations with assignments and commitments.</li> <li>• Complies with applicable policies, regulations, rules, and procedures.</li> <li>• Establishes and maintains confidentiality of communications and information.</li> <li>• Follows safety and security protocols and performs in a manner that promotes the safety of self and others.</li> <li>• Uses resources responsibly.</li> <li>• Completes assigned training on time.</li> <li>• Leads by example in appearance, attitude, character, and work ethic.</li> </ul>

### Competency-rating Examples

<b>Significantly Exceeds Expectations</b>	The Financial Aid Advisor is one of the most punctual and responsible people on the team. They seek to find a systematic and thorough approach for assisting students and families with their financial aid needs, and the quality of their work is excellent. They voluntarily serve as a mentor to the other Financial Aid Advisors in the department. This individual is aware of and practices confidentiality in handling the student's/parent's financial information.
<b>Exceeds Expectations</b>	The Financial Aid Advisor consistently handles all student and family issues and inquiries, regardless of their complexity, on time and according to the requirements. The Advisor is known among their team and those they serve for being very responsible and responsive. This individual is trusted to handle confidential information in a practical manner.
<b>Meets Expectations</b>	The Financial Aid Advisor regularly assists families with their financial aid issues, while ensuring their questions are answered adequately and they are directed to available resources. The Advisor is also willing to accept constructive feedback from their supervisor as well as co-workers and seeks self-improvement. This individual understands the need for confidentiality and abides by standards.
<b>Partially Meets Expectations</b>	The Financial Aid Advisor is often slow to respond to student's inquiries and comes up with excuses for why they did not respond in a timely manner. They lack the patience to deal with challenges. The individual is unwilling to keep up with changes in policies related to scholarship services.
<b>Does not Meet Expectations</b>	The Financial Aid Advisor consistently misses deadlines resulting in the loss of financial aid for students. The Advisor often blames internal policies and procedures for their failure to meet the deadlines. Immediate corrective action is needed in timeliness, and conduct.

## Competencies Overview and Examples

### Supervision (*Supervisory Competency*)

Description	Manages performance and cultivates a positive work environment.	<b>Examples of behaviors might include:</b>
		<ul style="list-style-type: none"> <li>• Promotes employee excellence by establishing appropriate performance goals and assignments; providing coaching, feedback, and support; and rewarding high performance.</li> <li>• Provides clear direction and communicates expectations.</li> <li>• Manages employee performance issues.</li> <li>• Promotes employee well-being.</li> <li>• Supports employee growth by assisting with career plans and providing opportunities for professional development.</li> <li>• Promotes collaboration and teamwork within work unit.</li> </ul>

### Competency-rating Examples

<b>Significantly Exceeds Expectations</b>	The Assistant Director develops precise job expectations and clearly communicates the guidelines and expectations to each employee. They split and schedule work into manageable activities so each employee can carry out their assignments efficiently and effectively. Employees feel comfortable coming to the supervisor with their questions, concerns, and feedback, as well as their new ideas and development goals. Their employees feel well supported by their supervisor and often share their positive experiences with others in the business unit, including the VP.
<b>Exceeds Expectations</b>	The Assistant Director designs action plans and deadlines for each direct report to accomplish their work. They also maintain a work environment which stimulates and encourages the growth of each individual on their team by immediately sharing professional development opportunities with their employees as soon as they learn about them, and they encourage the employees to take the time necessary to sign up for and complete available courses.
<b>Meets Expectations</b>	The Assistant Director fosters an environment of providing motivation and encouragement to all their direct reports equally. They challenge the abilities of their subordinates by bringing out the best in them. Their employees report having a clear understanding of what is expected of them by their supervisor.
<b>Partially Meets Expectations</b>	The Assistant Director does not have the capacity to handle difficult people and treats them differently. They do not resolve small problems until they grow to a significant conflict which has resulted in several of their employees losing confidence in them as a leader.
<b>Does not Meet Expectations</b>	The Assistant Director turns small problems into big issues sometimes involving the entire staff. They fail to handle both personal and workplace conflict according to the University's policies. The individual frequently complains about their employees but does nothing to promote teamwork or growth within their unit. The employees often seek out other supervisors within their division to ask questions and receive guidance because they do not trust their own supervisor. Immediate corrective action is necessary.

## Competencies Overview and Examples

Organizational Leadership ( <i>Supervisory Competency</i> )		
Description	Cultivates a high-performing and fiscally responsible workplace.	<b>Examples of behaviors might include:</b>
		<ul style="list-style-type: none"> <li>Communicates, supports, and promotes the organization's vision, mission, and goals.</li> <li>Plans and monitors work activity and output, ensuring alignment with overall goals.</li> <li>Makes adjustments as needed to address multiple demands and competing priorities.</li> <li>Acts as a change agent by demonstrating flexibility and adaptability, and by implementing appropriate changes in culture, strategy, and regulatory requirements.</li> <li>Follows fiscal guidelines, regulations, principles, and standards when committing resources and processing financial transactions.</li> <li>Ensures adherence with HR regulations and laws.</li> </ul>

## Competency-rating Examples

<b>Significantly Exceeds Expectations</b>	The Controller is seen as a resource in the department when it comes to best practices in following fiscal guidelines and regulations within the day-to-day operations of the Financial Services department. Other supervisors often seek the Controller's input on complicated employee relations issues and how to ensure they are adhering to appropriate HR regulations and laws. Their staff members see them as reasonable and accommodating while competent in their subject matter and they have the highest respect for the Controller which is well known among others in the department.
<b>Exceeds Expectations</b>	The Controller displays a drive to improve productivity, profits, and meet business goals within the Financial Services department. They play a major role in the coordination and supervision of their staff members as they compile, review, complete, and distribute the Consolidated Annual Financial Report (AFR). Their staff members have a clear understanding of how their work aligns with the department and University's goals, and they are comfortable approaching the Controller to ask for guidance when they are faced with competing priorities and need assistance with identifying a strategic action plan.
<b>Meets Expectations</b>	The Controller provides oversight by ensuring effective and efficient operations of their direct report's accounting activities according to the Financial Services department goals and regulatory requirements. The Supervisor effectively communicates the University's organizational policies and other critical information to their subordinates in a timely manner.
<b>Partially Meets Expectations</b>	The Controller is proficient in promoting the University's vision, mission, and goals, but they periodically overlook instances in which their staff members' work does not adhere to the fiscal guidelines and regulations. This results in time lost due to inaccurate work that must be reprocessed. Some improvement is needed to ensure quality standards are being met.
<b>Does not Meet Expectations</b>	The Controller is often described by their peers and direct reports as inflexible and unwilling to adapt to changes in departmental strategy and state/federal regulatory requirements. In the past year the HR department has received several complaints from the Controller's direct reports regarding their concern that they are being directed to complete financial transactions that do not follow the appropriate guidelines and standards of the department and the University. Immediate corrective action is necessary.



## Additional Rating Information

### Rater Biases

Bias	Description
<b>Halo Effect</b>	The tendency for an impression created in one area to influence opinion in another area. An employee has above-average performance in a few areas; so, the supervisor rates them (undeservedly) high in other areas as well. This tendency creates the perception of preferential treatment and discourages high performers who are not acknowledged as often as the halo-effect-recipients. The halo effect is one of the most common biases affecting performance appraisals.
<b>Recency Effect</b>	Recency effect is the supervisor's tendency to allow more recent incidents, either effective or ineffective, of employee behavior to have too much bearing on evaluation of performance. Thus, the employee's most recent behavior becomes the primary focus of the review probably because they are easier to remember and/or the supervisor did not do due diligence in documenting performance throughout the year.
<b>Similar-to-me Effect</b>	The similar-to-me effect is a cognitive bias that explains our tendency to prefer people that look and think like us. The supervisor's tendency to give higher ratings to employees who are like them can lead to unmerited ratings and overall discouragement.
<b>Central Tendency Effect</b>	This is one of the most common forms of bias that can impact performance reviews. Whenever a five- or three-point rating scale is used, supervisors tend to lump most of their employees in the middle; the extreme ends of the rating scale are not used. This is discouraging to very high performers and reinforces poor behavior of low performers.
<b>Contrast</b>	This bias occurs when the supervisor compares the performance of one employee with the performance of other employees and assigns ratings accordingly. It is important for supervisors to overcome this bias because each employee deserves to be evaluated based on their own merits and on standards rather than in comparison to other employees.
<b>Inflationary</b>	The tendency to rate all employees on the higher end of the scale. Possibly the best that can be said is that inflated ratings are a "feel good" practice. The inflated ratings deter supervisors from recognizing the truly outstanding employees. Clearly the process fails to identify the poor performers, making it difficult to dismiss low-performing employees should separation eventually be merited.