

UMHS Performance Evaluation Rating Descriptions

The following rating descriptions are examples of the behaviors employees would be demonstrating at each of the four levels of performance. These examples should assist the supervisor and employee during the performance evaluation discussion in identifying the current level of performance. In addition, this should assist in describing what additional behaviors the employee would need to demonstrate to achieve a higher rating. This is not intended to be an exhaustive list, and departments may add additional behavioral examples to reflect specific roles and functions if they desire.

Behavior Standard	Not Met	Approaching	Solid Performance	Exemplary
<p>Customer-Focused Relates work and job purpose to UMHS goals, mission and commitment to putting customers first. Strives for excellence in service to all customers.*</p> <p><i>*Customers are anyone the employee comes in contact with during the course of their work including staff, patients, families, faculty, coworkers, vendors, visitors and students.</i></p>	<ul style="list-style-type: none"> ▪ Does not demonstrate understanding and appreciation of customer diversity. ▪ Poor organizational skills affect ability to assist customers. ▪ Inconsistently puts customers first; occasionally delays service to the customer to complete personal conversations or activities ▪ Does not apply customer service behaviors to internal customers. ▪ Shows little care and compassion in interactions with customers, including coworkers. • Receives specific complaints from customers regarding level of service provided. 	<p><i>This category may be used for two purposes. One to indicate performance issues that need attention, the other is to indicate performance for a new hire or someone with a new job role who has not been in the position long enough to fully evaluate performance.</i></p> <ul style="list-style-type: none"> • Inconsistently greets customer, makes eye contact, establishes rapport, and introduces self including position/role and reason for interaction. Uses the customer's name whenever possible. • Can articulate a basic understanding of different beliefs and cultures. ▪ Is developing good listening skills. ▪ Demonstrates courtesy, respect and politeness in most interactions with customers. ▪ Demonstrates openness to involving customers in decisions. ▪ Meets standards of personal appearance and appearance of work environment. ▪ Seeks appropriate help in attempts to solve problems. ▪ Respects customer needs. ▪ Communicates service delays to customers. 	<ul style="list-style-type: none"> ▪ Pursues opportunities to learn more about other cultures and beliefs. ▪ Demonstrates good listening skills. ▪ Shows care and compassion in all interactions with customers including coworkers ▪ Demonstrates courtesy, respect and politeness in interactions with customers ▪ Involves customers in planning and decisions. ▪ Frequently asks if there is anything else needed before completing interaction ▪ Anticipates customer needs and provide the right level of service for that customer (customizes service). ▪ Demonstrates pride in personal appearance and appearance of work environment. ▪ Works to solve problems and sees them through to resolution. ▪ Goes above and beyond when providing service to internal customers, building positive relationships with other units and/or departments. 	<p><i>Meets and often exceeds standards listed under "solid performance," plus:</i></p> <ul style="list-style-type: none"> ▪ Respects and integrates customer beliefs. ▪ Models excellent listening skills and coaches others to enhance their skills. ▪ Thinks of new ways to involve customers in decision making. ▪ Serves as role model and coach in unit/department for service excellence. ▪ Is recognized for service excellence by internal customers. ▪ Owns problems and follows through until effective resolution is reached ▪ Seeks opportunities to promote and elevate Customer Service standards. ▪ Identifies missed opportunities to provide excellent service and takes action to implement service recovery. ▪ Recognizes and reinforces great service from others.

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		<ul style="list-style-type: none"> ▪ Demonstrates behavior showing need for growth in recognizing internal and external customers 	<ul style="list-style-type: none"> ▪ Respects customer needs around confidentiality ▪ Communicates service delays to customers and offers options. 	
<p>Teamwork: Interacts effectively and builds respectful relationships within and between units and among individuals.</p>	<ul style="list-style-type: none"> ▪ Expects management to work out issues between co-worker (self and another) ▪ Needs to be directed to perform functions within the team ▪ Involved in team conflicts without positive outcomes ▪ Has difficulty working with others to achieve goals ▪ Negatively impacts team spirit and success ▪ Displays behaviors that prevent others from interacting with the individual ▪ Communications impede productivity and effective team relationships ▪ Communication often requires clarification 	<p><i>This category may be used for two purposes. One to indicate performance issues that need attention, the other is to indicate performance for a new hire or someone with a new job role who has not been in the position long enough to fully evaluate performance..</i></p> <ul style="list-style-type: none"> ▪ Needs coaching to resolve issues between self and co-workers ▪ Usually cooperative and willing to support the team's functions ▪ Avoids team conflicts ▪ Minimal involvement in team ▪ Lacks perception of team member's needs (e.g. questions need for help when asked) 	<ul style="list-style-type: none"> ▪ Respects and recognizes the contributions and diversity of the team. ▪ Shows commitment to team objectives and works with others to achieve team goals ▪ Contributes fair share to team's work ▪ Will share knowledge, information and resources with the team ▪ Provides constructive feedback ▪ Fosters cooperation, communication, and pride in the work area ▪ Can identify issues with team dynamics and seeks appropriate support and/or resources to improve. ▪ Sees opportunities and offers to help coworkers who need assistance. 	<p><i>Meets and often exceeds standards listed under "solid performance"</i></p> <p>Plus:</p> <ul style="list-style-type: none"> ▪ Provides feedback as well as potential solutions to team and/or leadership ▪ Excels in encouraging cooperation, pride, and trust within the group ▪ Models a strong sense of team spirit and morale ▪ Leads others to achieve team goals ▪ Collaborates with other departments, resulting in a better experience for customers. ▪ Interacts in ways that bring out the best in others.
<p>Communication Skills Communicates effectively in ways that enhance productivity and builds respectful relationships. Demonstrates active</p>	<ul style="list-style-type: none"> ▪ Displays behaviors that prevent others from interacting with the individual ▪ Communications impede productivity and effective team relationships ▪ Communication often requires clarification 	<p><i>This category may be used for two purposes. One to indicate performance issues that need attention, the other is to indicate performance for a new hire or someone with a new job role who has not been in the position long enough to fully evaluate</i></p>	<ul style="list-style-type: none"> ▪ Consistently shows a willingness to listen to different viewpoints and takes steps to ensure understanding has taken place. ▪ Is courteous, approachable and communicates in ways that enhance team effectiveness 	<p><i>Meets and often exceeds standards listed under "solid performance"</i></p> <p>Plus:</p> <ul style="list-style-type: none"> ▪ Actively seeks different viewpoints and ensures that understanding has taken place ▪ Communicates clearly and convincingly; shares

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listening, written, verbal and information technology skills. Shares relevant information.		<p><i>performance.</i></p> <ul style="list-style-type: none"> ▪ Developing skills to improve active listening and understanding of others’ perspectives ▪ Seeks opportunities to enhance feedback skills ▪ Willing to give and explain instructions to others ▪ Beginning to incorporate diversity considerations into interactions with peers and customers ▪ Shows openness to communicating with team members ▪ Performs written tasks on time ▪ Meets standards for written and verbal communications ▪ Willing to learn and use available technology and systems to accomplish job requirements ▪ Recognizes and has concern for the feelings of others ▪ Responds to individuals’ needs and concerns 	<ul style="list-style-type: none"> ▪ Accepts feedback and uses it to improve service, individual and team performance ▪ Verbal and written communications are clear and easy to understand ▪ Uses appropriate systems and technology to enhance communications ▪ Listens attentively to others; accurately reads peoples’ mood or nonverbal cues ▪ Respects and relates well to people of diverse backgrounds 	<p>knowledge for the benefit of others</p> <ul style="list-style-type: none"> ▪ Provides skilled feedback to improve service, individual and team performance ▪ Demonstrates the highest standards in written communication, utilizing available and emerging technology and systems to maximize efficiency, productivity and impact ▪ Models the ability to hear and accurately understand unspoken or partly expressed thoughts, feeling, and concerns of others; constantly picks up emotional cues; appreciates not only what people are saying, but also why they are saying it; demonstrates cultural humility in communications with others
<p>Conflict Resolution: Seeks constructive approaches to resolving workplace issues.</p>	<ul style="list-style-type: none"> ▪ Disregards other’s feelings ▪ Displays anger ▪ Demeans others ▪ Retaliates against others who seek to resolve issues. ▪ Maintains positional stance in conflict situations ▪ Focuses on undermining data 	<p><i>This category may be used for two purposes. One to indicate performance issues that need attention, the other is to indicate performance for a new hire or someone with a new job role who has not been in the position long enough to fully evaluate performance.</i></p> <ul style="list-style-type: none"> ▪ Able to diffuse some conflict situations, preventing 	<ul style="list-style-type: none"> ▪ Practices active listening skills ▪ Uses collaborative problem solving when appropriate ▪ Focuses on parties interests ▪ surfaces underlying issues ▪ Understands interest-based vs. positional negotiation concepts. 	<p><i>Meets and often exceeds standards listed under “solid performance”</i></p> <p>Plus:</p> <ul style="list-style-type: none"> ▪ Exemplifies active listening skills and promotes understanding among all stakeholders. ▪ Utilizes different styles,

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	<p>and arguments of others rather than understanding others' interests.</p> <ul style="list-style-type: none"> ▪ Often confrontational ▪ Avoids conflict to the detriment of others and/or organization. 	<p>escalation</p> <ul style="list-style-type: none"> ▪ Seeks appropriate resources to deal with conflict situations beyond his/her power/ability to solve. ▪ Practices basic active listening skills, seeking understanding of other's perspectives. ▪ May avoid conflict without resolving issues and concerns. 	<ul style="list-style-type: none"> ▪ Able to analyze multiple options and outcomes to disputes ▪ Understands cultural diversity and its impact on conflict 	<p>approaches, and strategies to effectively resolve conflict.</p> <ul style="list-style-type: none"> ▪ Influences positive work environment through effective conflict resolution strategies ▪ Serves as model and coach for others in workplace. ▪ Displays skill in managing conflict rooted in cultural differences.
<p>Integrity Adheres to high standards of personal and professional conduct.</p>	<ul style="list-style-type: none"> ▪ Does not consistently protect confidential information ▪ Does not consistently comply with UMHS policies, procedures, department guidelines, and applicable laws ▪ Does not consistently comply with UMHS Code of Conduct in the conduct of routine activities and solution of problems 	<ul style="list-style-type: none"> ▪ This level is considered same as "N" 	<ul style="list-style-type: none"> ▪ Maintains confidentiality of all proprietary and protected information ▪ Does not access, disclose or share information except as necessary to complete job duties ▪ Complies with UMHS Code of Conduct in routine activities and solution of problems 	<p><i>Meets and often exceeds standards listed under "solid performance"</i></p> <p>Plus:</p> <ul style="list-style-type: none"> ▪ Identifies/suggests, implements and promotes new processes or procedures that will protect confidential information and promote UMHS Code of Conduct ▪ Is viewed as role model for UMHS policies, procedures, department guidelines, and applicable laws in the conduct of routine activities and solution of problems
<p>Adapting to Change: Responds positively to change, showing willingness to learn new ways to accomplish work.</p>	<p>Does not support necessary changes by:</p> <ul style="list-style-type: none"> – withdrawing from discussion of change and its impact. – focusing on negative aspects and anticipates failure. – discouraging others from supporting changes. – seeking ways to impede change <p>Sees change only in how it impacts</p>	<p><i>This category may be used for two purposes. One to indicate performance issues that need attention, the other is to indicate performance for a new hire or someone with a new job role who has not been in the position long enough to fully evaluate performance.</i></p> <ul style="list-style-type: none"> ▪ Cooperates with necessary changes, however, does not actively promote. ▪ Provides input when asked. ▪ Takes a "wait and see" 	<ul style="list-style-type: none"> ▪ Seeks to understand and accept the need for change ▪ Handles resistance to change with tact and understanding ▪ Constructively voices concerns ▪ Cooperates in implementation of changes ▪ Asks questions to generate multiple perspectives of the impact of a given change. ▪ Identifies areas of potential 	<p><i>Meets and often exceeds standards listed under "solid performance"</i></p> <p>Plus:</p> <ul style="list-style-type: none"> ▪ Understands the change process and develops strategies for implementation of necessary changes ▪ Communicates the requirements of change with peers and assists with implementation and evaluation.

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	oneself.	<p>approach.</p> <ul style="list-style-type: none"> ▪ Is passive in expressing concerns ▪ Sees potential barriers, but does not communicate. ▪ Sees change implementation as responsibility of management. 	change and routes them through appropriate channels (committee, manager, etc.)	<ul style="list-style-type: none"> ▪ Communicates with peers about the rationale for change ▪ Surfaces resistance and offers suggestions to constructively manage it.
<p>Respect for Individuals: Fosters mutual respect and supports UMHS commitment to diversity. Promotes community building and diversity efforts that help employees learn and respect each other’s differences.</p>	<ul style="list-style-type: none"> ▪ Ineffective and/or insensitive in dealing with people of different cultures ▪ Does not understand the impact of cultural biases on relationships ▪ Contributes to an environment that discourages people of different backgrounds from fully participating in the work environment ▪ Appears to lack understanding that cultural insensitivity is hurtful to others. ▪ Uses inappropriate humor or language that is culturally insensitive or derogatory. ▪ Makes assumptions about individuals based on stereotypes. 	<p><i>This category may be used for two purposes. One to indicate performance issues that need attention, the other is to indicate performance for a new hire or someone with a new job role who has not been in the position long enough to fully evaluate performance.</i></p> <ul style="list-style-type: none"> ▪ Neither discounts, nor solicits diverse perspectives in problem-solving ▪ Deals politely with diverse customers and colleagues but does not assertively invest in building alliances ▪ Inconsistently considers the impact decisions and actions have on individuals and groups. ▪ Is at the beginning level of understanding the skills and knowledge needed to foster mutual respect between diverse perspectives and cultures. ▪ Seeks to improve self awareness and learning about cultural differences. 	<ul style="list-style-type: none"> ▪ Aptly addresses needs of diverse internal and external customers ▪ Models language and behavior that leave others feeling valued and heard. ▪ Effectively communicates the relationship between issues of diversity and the organization’s success ▪ Values self awareness and demonstrates cultural humility in interactions with others. ▪ Recognizes the impact that decisions and actions have on individuals and groups ▪ Demonstrates self-awareness and initiates personal development related to diversity 	<p><i>Meets and often exceeds standards listed under “solid performance”</i> Plus:</p> <ul style="list-style-type: none"> ▪ Provides an example to which other employees can aspire ▪ Seeks out perspectives from those of different backgrounds ▪ Actively participates in creating an environment where various styles are welcomed and sought-after ▪ Models language and behavior that is inclusive and respectful of people and expects others to do the same ▪ Promotes community building and diversity initiatives that help employees learn and respect each other’s differences ▪ Seeks to remove obstacles to equity and inclusion wherever possible
<p>Safety: Contributes to a safe</p>	<ul style="list-style-type: none"> ▪ Does not follow safe work practices ▪ Has not completed required 	<p><i>This category may be used for two purposes. One to indicate performance issues that need attention, the other is</i></p>	<ul style="list-style-type: none"> ▪ Consistently follows safe work practices ▪ Attends required training and 	<p><i>Meets and often exceeds standards listed under “solid performance”</i> Plus:</p>

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<p>and secure environment for customers by following established procedures and protocols as appropriate by job junction.</p> <p><i>*Customers are anyone the employee comes in contact with during the course of their work including staff, patients, families, faculty, coworkers, vendors, visitors and students.</i></p>	<p>training</p> <ul style="list-style-type: none"> ▪ Does not identify or report incidents, hazards, and near misses ▪ Inhibits or hinders others from following safe work practices 	<p><i>to indicate performance for a new hire or someone with a new job role who has not been in the position long enough to fully evaluate performance.</i></p> <ul style="list-style-type: none"> ▪ Inconsistently follows safe work practices ▪ Attends required training, but inconsistently applies knowledge gained to work environments ▪ Inconsistently identifies and reports incidents, hazards and near misses ▪ Inconsistently encourages others to follow safe work practices 	<p>successfully applies knowledge gained to work environments</p> <ul style="list-style-type: none"> ▪ Consistently identifies and reports incidents, hazards and near misses ▪ Encourages others to follow safe work practices 	<ul style="list-style-type: none"> ▪ Demonstrates continuing commitment to achieving a safe working environment by seeking out and attending additional safety education classes over and above those required ▪ Volunteers to become safety committee member or department safety liaison ▪ Implements major safety improvement within their department ▪ Consistently identifies and reports incidents, hazards and near misses. Also identifies solutions to incidents, hazards and near misses as appropriate
<p>Quality: Adopts practices to improve work processes, enhance customer satisfaction, and ensure excellence in daily work.</p>	<ul style="list-style-type: none"> ▪ Unable to identify quality improvement activities ▪ Does not participate in discussions about quality improvement ▪ Resists changes in work habits in response to quality improvement initiatives ▪ Inhibits and/or resists the concept of quality improvement and/or the practice of efficient resource use in the work area 	<p><i>This category may be used for two purposes. One to indicate performance issues that need attention, the other is to indicate performance for a new hire or someone with a new job role who has not been in the position long enough to fully evaluate performance.</i></p> <ul style="list-style-type: none"> ▪ May be new to role and has developing knowledge of Quality Improvement activities ▪ Inconsistent management of resources ▪ Inconsistent support of quality improvement activities 	<ul style="list-style-type: none"> ▪ Supports quality improvement activities. ▪ Supports system improvements that decrease cost of operations and/or improve efficiency of operations, as directed by supervisor ▪ Participates in and supports the implementation of formal quality improvement plans ▪ Assists with data collection as opportunities arise ▪ Participates in committee or project work 	<p><i>Meets and often exceeds standards listed under "solid performance"</i></p> <p>Plus:</p> <ul style="list-style-type: none"> ▪ Proactive in identifying opportunities for process and/or system improvements and/or efficient use of resources which decrease cost or improve efficiency and/or quality of operations ▪ Assists in implementation of formal quality improvement plans ▪ Initiates opportunities to use Quality Improvement data and research findings to improve practice ▪ May serve as a Quality

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				Improvement and/or research team leader
<p>Efficiency Takes effort to accomplish work in ways that maximize available resources and minimizes waste.</p>	<ul style="list-style-type: none"> ▪ Work practices do not meet standards for productivity in terms of accuracy, thoroughness, effectiveness. ▪ Established deadlines are not met for completion of work. ▪ Unable to prioritize work to meet expectations and/or deadlines. ▪ Work area and equipment are disorderly. ▪ Does not utilize time effectively and at times cannot account for time. ▪ Does not utilize tools and/or technology to accomplish job requirements. 	<p><i>This category may be used for two purposes. One to indicate performance issues that need attention, the other is to indicate performance for a new hire or someone with a new job role who has not been in the position long enough to fully evaluate performance.</i></p> <ul style="list-style-type: none"> ▪ Inconsistent in the timely completion of work ▪ Meets some but not all productivity standards for accuracy, thoroughness and effectiveness. ▪ Utilizes time well and seeks assistance in prioritizing work. ▪ Makes an effort to use resources effectively and minimize waste. ▪ Willing to learn and use tools and technology required for job performance. 	<ul style="list-style-type: none"> ▪ Consistently meets productivity standards (accuracy, thoroughness, effectiveness) and deadlines established by work unit. ▪ Utilizes own time effectively, directing efforts toward work responsibilities. ▪ Prioritizes work to meet the expectations of the provider, work unit, and the institution. ▪ Seeks out work in times of low workload. ▪ Maintains work area and equipment in a neat and orderly manner to promote a productive work environment. ▪ Accepts accountability and recognizes need for action when no direction given. ▪ Practices consistent efficient use of UMHS resources ▪ Utilizes tools, technology and resources to maximize efficiency and effectiveness. 	<ul style="list-style-type: none"> ▪ Makes suggestions and takes steps to develop and implement cost-saving measures. ▪ Take initiative to assist others and enhance team productivity. ▪ Is recognized as top performer by department and coworkers. ▪ Is identified as role model for new and less experienced coworkers. ▪ Participates in institutional initiatives to enhance productivity and reduce expenses. ▪ Recommends tools and resources that would improve department efficiency. ▪ Takes actions that reduce waste.

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