Strength Based Performance Appraisal Instructions and Rating

Descriptions Rating Descriptions

ACU uses a 5-point rating scale to measure performance. Please use the following ratings and definitions to complete sections 1, 2 and 4:

5) Exceptional Performance

Works consistently at a superior level in most aspects of position; consistently exceed goals and expectations. Makes an exceptional or unique contribution to the department.

4) Exceeds Expectations

Performs beyond expectations in a majority of position duties and responsibilities. Frequently exceeds position expectations. Makes a significant contribution to the overall achievement of department goals.

3) Meets Expectations

Fulfills position requirements, fully achieves established goals and expectations. Performance results in expected contributions to department goals.

2) Needs Improvement

Fails to meet one or more of the significant position requirements. Requires improvements in areas noted. Performance improvement plan may be developed and monitored

1) Unacceptable Performance

Does not fulfill position requirements. **FOR AN OVERALL RATING OF 1:** A performance improvement plan may be developed and monitored; or termination may be initiated.

Performance Appraisal Instructions

Both the supervisor and the employee should fill out this form. Both should be turned in to the Human Resources office when complete.

Section 1

Competencies are the skills, knowledge and abilities employees need to have in order to successfully fulfill ACU's Vision and Promise, perform their job efficiently, and are essential to achieving overall University goals. Please rate the past year's performance regarding competencies the supervisor has selected ahead of

time. These are usually selected at the beginning of the appraisal period and employee knows these are competencies they are expected to grow in or improve upon.

To select competencies specific to the position, please see pages <mark>3-7</mark> of this document. Support your ratings with comments and examples. The form has space for three competencies but more may be added as needed. This section accounts for 30% of the overall appraisal score.

Section 2

The employee and supervisor reach agreement throughout the year on goals and specific performance objectives that will be used in Section 2. These goals should come from performance planning that has been done throughout the year. Evaluate employee's performance in regards to progress/achievement of these goals. Use behavioral, measurable examples to support your rating. The form has space for three goals but more may be added as needed. This section accounts for 60% of the overall appraisal score.

Section 3

Effective and productive teams meet their goals and achieve meaningful outcomes by capitalizing on the diverse talents of their members. StrengthsQuest helps managers understand what energizes and engages people. Employees who work to maximize their strengths can apply them to achieve professional success. In Section III the supervisor and employee will list out the employee's Top 5 Strengths and answer questions about utilizing them in the workplace.

Section 4

Rate employee according to the amount of professional development completed during the appraisal period. This section accounts for 10% of the overall appraisal score.

Completing the Summary of Scores

Complete the table for the summary of scores by multiplying the average rating of each section by its coordinating weight factor (Section 1 average is multiplied by.6, for example). Add together the three numbers in the "Results" column to get the overall rating. There is space below this table to write in both the supervisor's and the employee's overall ratings.

Please be sure to fill out all four pages of the Performance Appraisal before turning in to the Human Resources office.

Competencies for Performance Appraisal

Competency	Description
Customer Orientation	Demonstrates concern for satisfying expectations and requirements of internal and/or external customers (students, fac, staff, external constituents, etc.); has a clear understanding who customers are within our marketplace; understands customer needs and uses this information to prioritize what the organization must do to fulfill them; talks and acts with customers in mind
Initiative	Identifies what needs to be done and does it before being asked to or required by the situation
Results/Achievement Oriented	Focuses on the desired end result of own or department's work; looks for and seizes opportunities to do more or to do things better; has a sense of ownership, pride, continuous improvement and urgency about tasks; sees obstacles as "challenges" and enjoys overcoming them; is very bottom-line oriented; steadfastly pushes towards and achieves agreed-upon results; can work effectively within the organization; knows how to get things done; sets challenging goals, focusing effort on the goals, and meeting or exceeding them
University-wide Perspective	Has the ability to recognize and address issues that are outside personal or departmental perspective; issues are viewed without any pre-set biases or limitations; is objective, utilizing a broad framework in making judgments; has ability to see the "big picture" (University-wide picture).

Fostering Teamwork	As a team member, has the ability and desire to work cooperatively with others on a team; as a team leader, has interest, skill, and success in getting groups to work together cooperatively; encourages cooperation, collaboration, and co-ownership of processes; works effectively in groups and creates synergy among groups; works effectively with other departments/divisions across the organization; demonstrates integrity in all actions and decisions.
Managing Performance (Self)	Takes responsibility for one's own performance, by setting clear goals and expectations, measuring progress towards completing goals, and addressing performance problems and issues promptly; establishes aggressive but realistic goals for self; develops plans that support university objectives and that provide clear focus; communicates plans and gains input from peers and employees; effectively manages projects and priorities
Managing Performance (Others)	Takes responsibility one's employees' performance, by setting clear goals and expectations, measuring progress towards completing goals, ensuring feedback, and addressing performance problems and issues promptly; establishes aggressive but realistic goals for employees; develops plans that support university objectives and that provide clear focus; communicates plans and gains input from peers and employees; effectively manages projects and priorities
Decisiveness	Demonstrates willingness to make difficult decisions in a timely manner.
Managing Change	Demonstrates support for innovative and organizational changes needed to promote the organization's effectivess; supports, initiates, sponsors, and implements organizational change; helps others to successfully manage organizational change.

Building Collaborative Relationships	Builds relationships with those inside and outside of the University who can provide information, support, or assistance.

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Forward Thinking Anticipates possible consequences of situations and plans, and has backup plans in place

Conceptual Thinking	Finds effective solutions by taking a holistic, abstract or theoretical perspective.
Strategic Thinking	Analyzes our competitive position by considering the market and industry trends, our existing and potential customers, and our strengths and weaknesses as compared to competitors
Oral and Written Communication	Expresses self clearly when interacting with others and in business writing; communicates clearly and in a timely manner; shares information and is open and honest in communications across the organization; Engages in productive and constructive debate; maximizes the communications systems and tools that are available
Analytical Thinking	Approaches problems by using a logical approach
Technical Expertise	Depth of knowledge/skill in a specific area
Thoroughness	Ensures that one's own and other's work and information are complete and accurate; careful preparation for meetings and presentations; follows up with others to ensure that agreements and commitments have been fulfilled
Self-confidence	Is sure of self, ideas, and abilities; able to stand own ground in the face of opposition/dissent
Stress-management	Ability to stay cool under pressure and maintain self control in hostile situations or when provoked
Integrity	Demonstrates a concern that one be perceived as credible, reputable, reliable, trustworthy, etc.

Flexibility	Demonstrates openness to different and new ways of doing things; modifies style or approach as appropriate to achieve goals; adjusts easily to changing or unexpected demands at work and changing priorities; handles personal stress; can be counted on to hold things together during difficult times; comfortably handles risk and uncertainty

Establishing focus Ensures that personal professional goals and/or deptartment goals align with University's Strategic Plan and the 21st Cent. Vision

Innovative

Additional Competencies for First-Level Managers

Continually thinks "out of the bo
judgment in the evaluation and in
problems, develops alternatives a
generates and uses creative ideas

Courageous Leadership	Makes others feel like important contributors; treats others with respect and dignity and is sensitive to their unique needs and to their "motivators"; gets others involved so that they feel ownership, empowered, and energized; Inspires enthusiasm and commitment for the company, its products, and its future success; understands and promotes the company's strategy
Market Driven	Exhibits knowledge and understanding of ACU's marketplace when making decisions; continually scans the external environment to evaluate how potential ideas may be used to our advantage; recognizes and seizes opportunities for our products and services; is skilled at bringing the creative ideas of others to market

Develops People	Nurtures talent from within and coaches for high performance; clarifies expectations with people and provides timely and appropriate feedback; hires talented people and supports diversity; pushes decisions down to the appropriate level
Additional Competencies for Senior-Level Managers	

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Strategic Capability	Sees ahead clearly; can anticipate future consequences and trends accurately; has broad knowledge and perspective; is future oriented; can create competitive and breakthrough strategies and plans; deals with concepts and complexity comfortably; described as intellectually sharp, capable, and agile; looks toward the broadest possible view of an issue/challenge; thinks globally
Command Skills	Can maneuver through complex political situations effectively; can negotiate skillfully in tough situations with both internal and external groups; can be both direct and forceful as well as diplomatic; knowledgeable about how the organization functions and how to get things done both through formal channels and the informal network; gains support and commitment from others; asserts own ideas and persuades others; mobilizes people to take action

Adapted from: http://www.workitect.com/pdf/Competency_Dictionary.pdf and *The Performance Appraisal Source Book*