

**Instructions for using the Administration Performance Rating Guide:**

- The Administration Performance Rating Guide should be used as a rubric, which is a guide to aid in the evaluation of an employee’s performance.
- The performance indicators from the performance evaluation form are listed in the column on the left. The five ratings for each performance indicator are listed in the columns to the right: Exemplary, Commendable, Achieves, Needs Improvement, and Unsatisfactory. Only **one** rating may be selected for each performance indicator.
- Each rating column provides specific criteria for that particular rating as related to the performance indicator. In order to score within the rating level (i.e. Exemplary) **all** criteria in the rating, as well as the lower ratings, must be met. For example, to earn the Exemplary rating, **all** of the criteria for Exemplary and the lower ratings of Commendable and Achieves must have also been met. To earn the Commendable rating, **all** of the criteria for Commendable and the lower rating of Achieves must have also been met.

**Example:** In order for an employee to earn the rating of Exemplary for this specific performance indicator, *Initiative and Autonomy*, his/her performance would need to have met the criteria of:

- Exceptional results in the delivery of improved processes, outcomes and measurements;
- Exceptional results are accomplished as lead in projects or initiatives at the University level.

**While also** having met the criteria for Commendable:

- Pro-actively seeks out ways to improve outcomes, processes or measurements;
- Seeks out responsibility and leadership on projects or initiatives at the division or University level.

**And** the criteria for Achieves:

- Responds appropriately to improve outcomes, processes or measurements;
- Assumes additional responsibility and leadership on projects and initiatives at the department level;
- Accomplishes goals independently;
- Takes ownership and accountability for own performance;
- Volunteers for duties, projects and/or training to improve value to the organization.

Performance Indicator(s)	Exemplary	Commendable	Achieves	Needs Improvement	Unsatisfactory
<b>Initiative and Autonomy:</b> Accepts and carries out current and new responsibilities through resourcefulness and self-reliance.	Exceptional results in the delivery of improved processes, outcomes and measurements.  Exceptional results are accomplished as lead in projects or initiatives at the University level.	Pro-actively seeks out ways to improve outcomes, processes or measurements.  Seeks out responsibility and leadership on projects or initiatives at the division or University level.	Responds appropriately to improve outcomes, processes or measurements.  Assumes additional responsibility and leadership on projects and initiatives at the department level.  Accomplishes goals independently.  Takes ownership and accountability for own performance.  Volunteers for duties, projects and/or training to improve value to organization.	Rarely takes action or improve outcomes, processes or measurements.  Rarely assumes responsibility or leadership when asked.  Frequently requires direction to complete responsibilities.  Rarely seeks out additional responsibilities in the context of the position.	Does not take action to improve outcomes, processes or measurements.  Does not assume responsibility or leadership when asked.  Fails to complete assigned responsibilities on time.  Actively avoids additional responsibilities and assignments.

Performance Indicator(s)	Exemplary	Commendable	Achieves	Needs Improvement	Unsatisfactory
<p><b>Analytical Skills:</b> Uses a variety of techniques to analyze situations most efficiently; assesses risk or return on investment and makes appropriate decisions.</p>	<p>Proactive in gathering a large scope of data and identifying impact on the University of environmental changes and external factors.</p> <p>Generates innovative solutions that are aligned with the University's mission and vision.</p> <p>Sees beyond the immediate solution to potential process improvements.</p>	<p>Identifies issues at the Division or University level with a possible negative impact on University (and suggests possible scenarios to alleviate or reduce impact).</p> <p>Employs sophisticated techniques to identify and assess data for informed decision making.</p>	<p>Consistently demonstrates ability to gather information critical to assessing elements of situations/issues.</p> <p>Breaks down issues into fundamental parts that are easy to communicate. Recommends possible solutions. Follows up to ensure resolution</p> <p>Analyzes information to identify best practices.</p> <p>Consistently makes appropriate decisions based on criteria that can be demonstrated.</p> <p>Understands and defines needs that require a solution.</p>	<p>Does not look at all sides of a situation. Needs to exhibit more care in obtaining facts, data and information to make better informed decisions.</p> <p>Fails at times to recognize issues that require a solution. Overlooks actions needed to advance the decision making process.</p> <p>Becomes discouraged by ambiguous situations. Does not always adjust approach to achieve results.</p>	<p>Does not analyze situations, is reactive and makes decisions in haste without considering impact or consequences.</p> <p>Unable to provide clear and documentable rationale for decisions.</p> <p>Inability to effectively utilize available tools.</p>

Performance Indicator(s)	Exemplary	Commendable	Achieves	Needs Improvement	Unsatisfactory
<p><b>Communications:</b> Shares information effectively in verbal and written form with various audiences (including ability to deliver presentations in a professional, organized manner); listens attentively and openly to the ideas, concerns and suggestions of others.</p>	<p>Presents accomplished, professional and engaging presentations, capturing audience.</p> <p>Far exceeds strong facilitation skills, able to build a level of engagement.</p> <p>Far exceeds in ability to adjust communication style based upon audience.</p>	<p>Actively pursues the opportunity to engage with audience and solicit feedback.</p> <p>Demonstrates ability to adjust communication style based on audience.</p> <p>Demonstrates strong facilitation skills and the ability to command a level of engagement.</p>	<p>Consistently delivers timely, correct and concise information to various levels of stakeholders, in verbal, written, and electronic communication.</p> <p>Provides and receives constructive feedback as a developmental opportunity.</p> <p>Listens actively and empathically to the views of others.</p> <p>Consistently delivers professional, well organized, impactful presentations.</p>	<p>Occasionally delivers incorrect and unorganized information to stakeholders.</p> <p>Frequently makes errors in verbal, written and electronic communication.</p> <p>Rarely treats constructive feedback as a developmental opportunity.</p> <p>Does not always listen actively and empathically to the views of others.</p> <p>Presentations lack polish and skill, need some work.</p>	<p>Delivers incorrect, inaccurate or incomplete information to stakeholders.</p> <p>Lacks skills in verbal, written and electronic communication.</p> <p>Treats feedback as a negative, fails to recognize the developmental opportunity.</p> <p>Fails to listen to others and does not display empathy.</p> <p>Unable to provide a presentation due to lack of skills.</p>

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<p><b>Initiative and Autonomy:</b> Accepts and carries out current and new responsibilities through resourcefulness and self-reliance.</p>	<p>Exceptional results in the delivery of improved processes, outcomes and measurements.</p> <p>Exceptional results are accomplished as lead in projects or initiatives at the University level.</p>	<p>Pro-actively seeks out ways to improve outcomes, processes or measurements.</p> <p>Seeks out responsibility and leadership on projects or initiatives at the division or University level.</p>	<p>Responds appropriately to improve outcomes, processes or measurements.</p> <p>Assumes additional responsibility and leadership on projects and initiatives at the department level.</p> <p>Accomplishes goals independently.</p> <p>Takes ownership and accountability for own performance.</p> <p>Volunteers for duties, projects and/or training to improve value to organization.</p>	<p>Rarely takes action or improve outcomes, processes or measurements.</p> <p>Rarely assumes responsibility or leadership when asked.</p> <p>Frequently requires direction to complete responsibilities.</p> <p>Rarely seeks out additional responsibilities in the context of the position.</p>	<p>Does not take action to improve outcomes, processes or measurements.</p> <p>Does not assume responsibility or leadership when asked.</p> <p>Fails to complete assigned responsibilities on time.</p> <p>Actively avoids additional responsibilities and assignments.</p>

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<p><b>Cooperation and Collaboration:</b> Builds strong working relationships with colleagues throughout the organizational unit and the University and seeks opportunities to partner with others to achieve goals and objectives.</p>	<p>Champions the view that that organizational effectiveness benefits all stakeholders.</p> <p>Is sought out to lead new internal and external opportunities for partnerships to achieve goals and objectives.</p>	<p>Demonstrates highly effective interpersonal skills.</p> <p>Fosters a positive attitude and team environment across stakeholders.</p> <p>Seeks and assumes a higher leadership role in finding opportunities for new internal partnerships to achieve goals and objectives.</p>	<p>Demonstrates effective interpersonal skills.</p> <p>Has a reputation as a neutral and approachable professional serving employees and the organization.</p> <p>Encourages a positive attitude among staff.</p> <p>Consistently seeks to build and maintain engaging relationships with organizational stakeholders through trust, credibility, teamwork and direct communication to achieve goals and objectives.</p>	<p>Rarely demonstrates effective interpersonal skills.</p> <p>Has a reputation as an uncooperative professional by some stakeholders.</p> <p>Inconsistently fosters a positive team environment.</p> <p>Ineffective at building and maintaining relationships to achieve goals and objectives.</p>	<p>Does not demonstrate effective interpersonal skills.</p> <p>Has a reputation as an unapproachable professional.</p> <p>Displays a negative and uncommunicative attitude.</p> <p>Unable to build and maintain engaging relationships with organizational stakeholders to achieve goals and objectives.</p>

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<p><b>People Development:</b> Manages staff effectively; develops mutual trust and respect in a culturally diverse environment; plans and supports the achievement of professional development goals for direct reports; provides regular and timely feedback to all direct reports.</p>	<p>Known as a subject matter expert within the organization who shares knowledge.</p> <p>Empowers and inspires others to find solutions in a timely manner.</p>	<p>Encourages and supports staff development in areas outside of their responsibilities.</p> <p>Ensures internal and/or external development opportunities consistent with organizational values and goals.</p>	<p>Consistently provides expertise and/or training to support staff development.</p> <p>Encourages and supports staff development in areas of responsibility.</p> <p>Consistently provides constructive feedback in a manner to encourage needed development.</p> <p>Consistently assigns staff stretch projects that enhance their development.</p>	<p>Does not regularly supply expertise or training to support staff development.</p> <p>Rarely encourages or supports staff development in areas of responsibility.</p> <p>Does not provide feedback in a manner to encourage development.</p> <p>Inconsistent in developing mutual trust and respect with staff and coworkers.</p>	<p>Does not support, recommend or encourage staff professional development.</p> <p>Discourages stretch assignments.</p> <p>Fails to develop mutual trust and respect with staff and coworkers.</p> <p>Fails to manage direct reports effectively.</p>

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<p><b>Job Knowledge:</b> Demonstrates the technical, managerial, and organizational knowledge to successfully execute duties; shows knowledge and understanding of higher education and of the profession.</p> <p><b>KSA's=knowledge, skills and abilities.</b></p>	<p>Proactively exhibits and communicates knowledge of current developments in field of responsibilities, including laws, regulations and statutes.</p> <p>Known as and serving as a subject matter expert USF Policy and areas external to the University outside area of responsibility.</p>	<p>Known as a subject matter expert in areas external to the University, including laws, regulations and statutes.</p> <p>Develops improved methods of ensuring compliance within areas of responsibility.</p>	<p>Consistently demonstrates the competencies and KSA's to perform effectively.</p> <p>Exhibits and applies knowledge of current developments in field of responsibilities, including laws, regulations and statutes.</p> <p>Proactively identifies potential issues or service needs and works to develop a strategic response.</p> <p>Ensures compliance with laws, regulations, and statutes within areas of assigned responsibility.</p>	<p>Demonstrates some but not all of the KSA's required to perform responsibilities.</p> <p>Rarely exhibits knowledge of current developments in field of responsibilities.</p> <p>Occasionally able to identify potential issues or service needs.</p> <p>Rarely able to develop an appropriate response to issues and service needs.</p>	<p>Does not demonstrate the KSA's and competencies to perform responsibilities.</p> <p>Does not exhibit knowledge of current developments in field of responsibilities.</p> <p>Does not identify potential issues or service needs.</p> <p>Does not develop appropriate response to issues or service needs.</p>

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<p><b>Planning, Organizing, and Time Management:</b> Arranges work so that it can be executed in a timely manner within specifications and budget; prioritizes and effectively utilizes resources.</p> <p><i>*Note: Does not include FMLA absences</i></p>	<p>Seeks to identify ways to enhance efficiency by use of creative technological solutions.</p> <p>Far exceeds meeting deadlines in projects, individual work and or budgets.</p>	<p>Schedules by effectively allocating own time to frequently exceed completion of work prior to deadlines.</p> <p>Adapts easily to new technology when available in order to become more efficient.</p> <p>Leverages efficiency by using all available resources (individuals, processes, departments and tools) to complete work effectively.</p>	<p>Schedules by effectively allocating own time to consistently complete work prior to deadlines.</p> <p>Effectively prioritizes work by seeking input when critical responsibilities conflict.</p> <p>Stays focused on time and prevents non-work related issues or distractions from interfering with responsibilities.</p> <p>Exhibits reliable attendance and punctuality.</p> <p>Punctual and prepared for meetings.</p>	<p>Does not consistently allocate time effectively to accomplish responsibilities.</p> <p>Allows non-work issues/distractions to interfere with responsibilities.</p> <p>Does not maximize use of resources.</p> <p>Has frequent unplanned absences or tardiness.*</p> <p>Frequently late or unprepared for meetings.</p>	<p>Fails to effectively prioritize responsibilities thereby missing deadlines.</p> <p>Waits until the last minute to start projects. Does not work efficiently.</p> <p>Does not seek input on priority when conflicts arise with critical needs.</p> <p>Has excessive unplanned absences or tardiness.*</p> <p>Routinely late or unprepared for meetings.</p>



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<p><b>Problem solving and decision making:</b> Understands factors and develops sound, timely, and practical solutions to daily challenges; demonstrates ability to critically evaluate impact of decision making on others.</p>	<p>Designs creative business solutions utilizing department expertise/perspective.</p> <p>Critically evaluates impact of decisions and uses information to actively drive change.</p>	<p>Considers all variables prior to making a decision.</p> <p>Establishes a culture with team that embraces problem solving for professional growth.</p> <p>Seeks out and attempts to solve the root causes of problems.</p> <p>Identifies potential problems before they arise. Acts to resolve the problem in its early stages.</p>	<p>Establishes a culture with team that embraces problem solving for professional growth.</p> <p>Gathers facts, information, and data to inform department policy and develop solutions.</p> <p>Recognizes issues that require a timely solution; consistently proposes actions to advance the decision making process.</p> <p>Consistently provides clear and documentable rationale supporting decisions.</p>	<p>Rarely breaks down problems into fundamental parts, or examines root causes.</p> <p>At times makes decisions that overlook important available information.</p> <p>Frequently avoids making decisions.</p> <p>Frequently fails to critically evaluate the impact of decisions on others.</p> <p>Does not exhibit creativity when considering solutions.</p>	<p>Does not break down problems into parts, or examine root causes.</p> <p>Does not consider negative and positive consequences prior to making a decision.</p> <p>Overlooks problems, fails to supply information necessary to resolve issue.</p> <p>Unable to provide clear and documentable rationale for decisions.</p> <p>Avoids making decisions.</p> <p>Fails to critically evaluate the impact of decisions on others.</p>

**Ratings:**

<b><i>Exemplary</i></b>	Performance <u>far exceeds</u> all standards/expectations. Exceptional results are <i>consistently</i> produced.
<b><i>Commendable</i></b>	Performance <u>frequently exceeds</u> standards/expectations.
<b><i>Achieves</i></b>	Performance <u>consistently meets</u> standards/expectations. Requisite competencies and knowledge are demonstrated.
<b><i>Needs Improvement</i></b>	Performance <u>does not consistently meet</u> standards/expectations. Some requisite competencies and knowledge are demonstrated. Individual may still be learning the job and/or functions and requires additional time to develop.
<b><i>Unsatisfactory</i></b>	Performance <u>does not meet</u> standards/expectations. Major deficiencies require immediate attention and improvement