University of Wisconsin
Stevens Point

Completing the Competency Performance Review Evaluations:

- Write the narratives of the performance for each competency based on the job description, the role's expectations, and the University's mission, vision, values. Be honest and use behavior examples (both effective and ineffective) to explain your ratings.
  - o Reference pages 3-7 for general examples to help spark ideas for specific examples in your unit
- After you have written the narrative, rate each competency.
  - o Reference page 2 to determine the ratings.
  - o Within a competency, to rate at any performance level, **all** definition factors or bullet points within the section must be true.
    - ▪ For example, to be rated as Distinguished/Role Model Status in Adaptability, the individual's behaviors and outcomes must meet and/or be true for all statements within that definition for all exceptional and effective examples.
- Then, rate the overall performance, again referencing page 2 to determine your overall rating.
  - o For the overall rating, a different methodology is used.
  - o The supervisor determines a consistent method for all staff and applies it to determine everyone's overall rating. The method(s) should be communicated to staff in order to prepare self-evaluations.
    - ▪ Method Examples: Averages, Mode/Most rating scored, and/or Weighting
- Finally, staff, in collaboration with supervisors, create 1 to 2 goals (may be performance or development-based). The goals may be located within a competency or may be within the additional comments section.

Performance Review – Competencies

Competencies are comprised of defined knowledge, skills, and behaviors needed to be effective in one's role, department, and institution. A competency model provides a guide for comprehensive measurement of overall job performance.

The Performance Review – Competency model allows individuals to reflect and review prescribed competencies that are founded on UW-Stevens Point mission, vision, and values. The below rating scale is used to determine UW-Stevens Point competency proficiency.

Ratings	Definition
Distinguished Performance and Role Model Status	• Performance clearly and consistently exceeds all competency related expectations • Performance consistently demonstrates exceptional behaviors, serves as a role model and/or mentor to others in the department/University • Performance demonstrates advanced mastery of the competency • Minimal development needed to maintain and stay up to date for current competency knowledge and performance • Others rarely equal performance of this caliber in similar roles
Superior/Highly Effective Performance	• Performance consistently meets and often exceeds all competency related expectations • Performance consistently demonstrates effective behaviors and often demonstrates exceptional behaviors • Performance demonstrates intermediate to advanced mastery of the competency • Some development is suggested to maintain and stay up to date for current competency or to increase competency knowledge and performance • Performance is continually and consistently superior and regularly goes beyond what is expected
Fully Successful/Effective Performance	• Performance consistently meets most or all competency related expectations • Performance consistently demonstrates effective behaviors • Performance consistently demonstrates basic mastery of the competency and often demonstrates intermediate mastery of the competency • Development is suggested to maintain/stay up to date for current competency or to increase competency knowledge and performance • Consistently adds value within the department for the specific competency
Partially Successful Performance/Needs Improvement	• Performance achieves some, but not all competency related expectations • Performance inconsistently demonstrates effective behaviors – demonstrates some behaviors but not others, or uses behaviors inconsistently • May occasionally fall below behavior or position expectations • Performance demonstrates basic proficiency of the competency • Development is required to increase competency knowledge and performance
Highly Ineffective Performance	• Performance rarely achieves (or fails) to meet effective competency related expectations • Substantial development is required to increase competency knowledge and performance

Performance Review – Competencies

The following tables define each competency and include examples of exceptional, effective, and very ineffective behaviors, these lists are not exhaustive. Responsibilities from the individual's position description may also be added into the competencies to align the performance with the position description. If needed, define behaviors of the responsibility in terms of very ineffective, effective, and exceptional examples. Ineffective rating for a competency is a mix of behaviors from very ineffective and effective examples. Highly effective rating is a mix of behaviors from exception and effective examples.

Competency Definition	Very Ineffective	Effective	Exceptional
University Expertise Applies the University mission, vision, and values to work and decisions Understands how the University works	• Actions or decisions made are consistently not in line with the University's mission, vision, and or values • Does not take the time to learn how things work within the department and/or University • Performance or decisions made negatively impact colleagues, customers, vendors, etc.	• Considers UW-Stevens Point's mission, vision, and values consistently • Willing and able to get things done through informal and formal channels • Takes into consideration how actions and decisions impact colleagues, customers, vendors, etc. • Understands how the University works and the reasoning behind key processes and procedures • Effectively use the companies formal and informal systems to get things done • Follows University and UW-System policies • Maintains cross-functional focus and uses the most appropriate channels to communicate within and between departments • Seeks out information about other departments' functions, missions, etc.	• Considers UW-Stevens Point's mission, vision, and values in every decision made and action taken • Can communicate why things work the way they do; effectively considers that information in decision making • Up to date on trends/benchmarks outside of the University and applies that information to increase effectiveness in the department and/or University
Role Expertise and Self-Development Demonstrates role knowledge, skills, and procedures Commitment to growth and development	• Uses out of date knowledge, skills, and tools • Does not learn new knowledge, skills, and/or tools when required • Does not demonstrate a willingness to learn or apply new knowledge, skills, and/or tools to work • Does not seek feedback and reacts negatively to constructive feedback	• Keeps up to date on best practices affecting the position, department, and/or University • Takes advantage of learning opportunities provided by the department/University • Seeks feedback from supervisor, colleagues, customers, etc. • Learns by observing more experienced colleagues • Identifies and understands own strengths and the areas of improvement • Develops own development/growth goals	• Able to bridge technical and role related knowledge and skills to interpersonal and managerial skills • Experiments with and creates new processes to drive improvement within the department/University • Seeks and engages in learning opportunities outside of is provided by the department/University • Reflects on all feedback provided to improve and applies the lessons learned from past experiences to new situations

Performance Review – Competencies

Competency Definition	Very Ineffective	Effective	Exceptional
Quality of Work Focuses on work quality	• Produces work that is below quality standards, contains errors, and/or often requires rework • Doesn't follow effective and accurate work processes (e.g. checklists, work order systems) • Does not implement changes to own work process when needed/required • Avoids learning new tools and techniques to improve work processes • Does not follow policies or procedures to ensure safety	• Produces work that meets the needs of internal and external customers • Plans own work activities in advance to insure that all assignments are completed in a timely and quality manner • Follows processes to ensure work is free from errors • Uses established systems to organize and efficiently keep track of information, data, time, and resources • Implements changes to own work openly and positively • Applies tools and technology effectively when requested • Understands and applies all safety standards; reports and corrects safety problems • Notices opportunities for improvements and offers quality improvement options	• Consistently produces work that is always among the best quality • Anticipates and takes actions to avoid quality problems • Creates and updates effective work processes to ensure quality • Initiates implementing new tools and techniques effectively for the department and/or University • Creates an environment committed to upholding safety standards
Quantity of Work Produces appropriate quantity of work	• Does not prioritize work • Gives up easily when faced with obstacles • Disorganized or wastes time • Does not have or follow a plan	• Prioritizes easily between important and unimportant work; determines project urgency in a meaningful and practical way • Eliminates obstacles when they arise • Uses time effectively and efficiently • Plans work, ensures that resources are available to complete work, and works to avoid conflicts • Manages multiple projects effectively • Delegates appropriately	• Links individual work to department/University strategic goals • Anticipates obstacles, plans and takes action to address them, shares knowledge to help others avoid similar obstacles • Able to take on complex projects or tasks to achieve goals; uses available resources to complete work

Performance Review – Competencies

Competency Definition	Very Ineffective	Effective	Exceptional
Collaboration Build relationships with colleagues, supervisor, vendors, etc. Contributes to effective team performance	• Makes decisions that impact a team without team member's input • Devalues other's knowledge, skills, abilities, and/or ideas/contributions • Does not provide or accept feedback or does so inappropriately • Withholds information or expertise from others • Creates or ignores conflict	• Models positivity, productivity, and pride in one's work • Listens and responds constructively to other team members' ideas • Expresses disagreement constructively • Reinforces team members for their contributions • Gives honest and constructive feedback to team members appropriately • Shares information and expertise with team members to help them be successful • Offers help to team members • Looks at own behavior to solve problems versus blaming others	• Encourages and supports team members to offer ideas, ask for help, and share information • Leverages the strengths of team members; develops ways to improve/strengthen team capabilities • Anticipates and acts to address potential conflict situations; helps others to address conflict situations • Has minimal conflicts; learns from conflict and continually applies knowledge to avoid conflicts • Resolve conflicts in a positive outcome for all versus own self-interests
Customer Service Demonstrates customer service skills effectively	• Does not meet customer's needs or answer their questions • Displays poor customer service skills while interacting with customers (does not maintain positive tone, interrupts, raises voice, etc.) • Does not use customer satisfaction feedback tools	• Meets customer needs and answers questions correctly • Resolves customer problems to the customer's satisfaction • Maintains good customer services skills (positive tone, listens, etc.) • Uses customer service satisfaction tools	• Predicts customer needs and questions and proactively provides information, services, or products • Learns from all customer service feedback to improve performance and/or processes
Diversity & Inclusion Develops and ensures the University environment is equitable, inclusive, respectful, and cooperative	• Only works with individuals they are comfortable with • Does not seek out differing viewpoints and insights • Acts inappropriately with those different from themselves • Ignores compliance requirements; does not prevent or respond to inappropriate or illegal actions of themselves or others	• Seeks and uses diverse perspectives and ideas • Treats all people with respect regardless of differences • Provides a supportive work environment for the multicultural workforce • Recognizes differences as opportunities to learn and gain by working together • Participates in diversity training opportunities; seeks to prevent inappropriate or illegal actions; reports inappropriate or illegal actions of others	• Never shows a preference for a single group of people; actively reaches out to others not part of their daily work/team(s) • Champions diversity and inclusiveness • Confronts inappropriate behaviors by others • Acknowledges and challenges the existence of systemic oppression--of multiple kinds--in our culture, our institutions, and ourselves, and work to dismantle it

Performance Review – Competencies

Competency Definition	Very Ineffective	Effective	Exceptional
Judgement and Problem Solving Makes sound judgement and uses effective problem solving to make decisions	• Frequently bases conclusions or decision on little or no input from others • Ineffectively analyzes information or options • Does not make timely decisions • Actions do not support decisions made (by self or others) • Keeps information to self that could impact other's decisions • Does not foresee or consider impacts or consequences of decisions made	• Identifies the need for a decision and gathers necessary information and/or does research • Performance supports decisions made (by self or others) • Foresees and reviews the impact or consequences of decisions and then makes a decision with effective results • Recognizes when to escalate appropriate or specific situations to the next level of expertise • Makes timely, informed decisions that take into account the facts, goals, constraints, and risks • Uses logic and methods to solve difficult problems with effective solutions • Practices objective rather than subjective reasoning and action • Assesses qualitative and quantitative information to make decisions	• Sought out by others for advice on decision-making • Encourages a supportive environment where diverse views are explored • Uses models and tools to improve the decision making process • Serves as an advocate once a decision is made • Balances risks and makes difficult decisions effectively • Balances multiple stakeholder demands/needs to create effective outcomes for all stakeholders involved
Reliability and Accountability Is responsible for and takes accountability for performance, actions, and outcomes	• Does not set, accept, or achieve realistic and/or stretch goals • Makes incomplete or unrealistic commitments • Frequently needs reminders to complete tasks • Does not accept reasonability for actions • Blames others or uses excuses for obstacles, circumstances, or results	• Sets, accepts, and achieves realistic and stretch goals • Makes realistic commitments, objectives, and goals • Follows through consistently on commitments • Effectively completes tasks even when obstacles arise • Takes responsibility for negative results or problems • Completes tasks on time and with minimal supervision	• Seeks out challenging goals • Says 'no' to tasks/projects when appropriate • Models openness and transparency in sharing information • Effectively maintains performance when faced with significant and/or long-term obstacles • Takes responsibility for personal and organizational success and failures

Performance Review – Competencies

Competency Definition	Very Ineffective	Effective	Exceptional
Adaptability Accepts change Understands changes in work tasks, situations, and environment	• Displays negative behaviors when faced with change • Does not take action in the face of uncertainty • Does not implement new behaviors, processes, or performance when needed	• Focuses on the benefits of change • Applies new/updated methods, procedures, or techniques as needed • Makes decisions and acts, when necessary, without having the entire picture; performs effectively under pressure • Adjusts timelines, results, and expectations appropriately to changing needs • Open to new ideas and opinions; changes behaviors accordingly	• Sees change as an opportunity for learning and growth • Provides the 'why' and benefits to help others take on new changes • Actively seeks differing opinions and ideas • Leads change; identifies ways to incorporate new practices into existing framework

Competency Definition	Very Ineffective	Effective	Exceptional
Leadership and Management of Team Demonstrates effective leadership and management knowledge and skills *For those in a formal leadership role*	• Does not provide a strategic vision for the department/team • Feedback provided is infrequent and/or avoids difficult conversations • Seldom interacts with team; does not attempt to build a professional relationship with team/department	• Creates department goals and expectations that are aligned with the University's mission, vision, values, and priorities • Develops clear expectations and goals (uses SMART method) and makes adjustments when needed • Mentors and guides direct reports • Holds individuals accountable for commitments, behaviors, and improvements • Participates in succession planning and leadership development efforts • Delivers messages with honesty and tact; appropriate to the audience • Provides timely feedback directly and appropriately	• Provides tools, resources, and opportunities for the team to have input for and create the department's strategic vision • Coaches direct reports but also recognizes when guidance or action is needed on their part • Acts in the University's best interest, and puts that interest above personal gain • Uses leadership skills to inspire and motivate teams and individuals within the University versus using title to have authority • Seeks and encourages feedback from own team frequently; applies changes based on that feedback to improve business results, relationships, etc. • Delegates and empowers team; provides team with the resources to be successful • Fully understands team's strengths and areas of improvement; designs team systems/process/roles to leverage strengths