

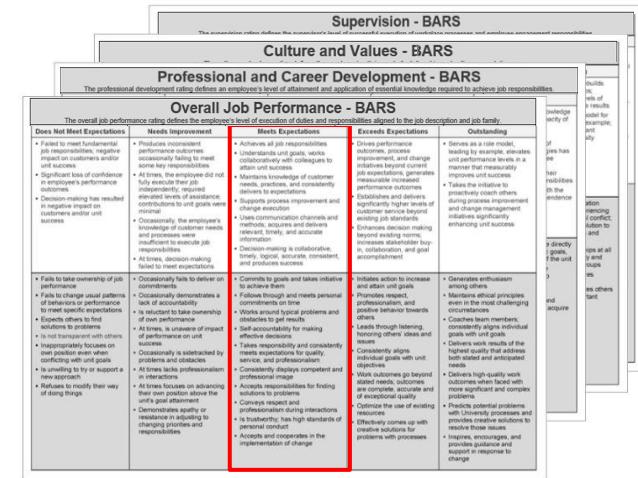
Introduction

Supervisors and staff are encouraged to use Behavior Anchor Rating Scales (BARS) when rating job performance, professional development, culture and values, and supervision competencies. There are four BARS representing each of the four competencies appearing on the annual review. Each table introduces a **set of behaviors** aligned to the University's five level performance rating scale. Behaviors associated with the meets expectation level of performance define strong performance outcomes. A meets expectations rating represents attainment of all relevant aspects of a competency. Those seeking to raise or lower a rating beyond meets expectations should only do so after documenting measurable evidence of superior or unsatisfactory performance.

BARS help supervisors and staff assign competency ratings.

University Competencies		Annual Performance Rating Scale
1. Overall Job Performance	The overall job performance rating defines an employee's level of execution of duties and responsibilities aligned to the job description and job family	<p>Outstanding All aspects of the goal/competency were fully accomplished, and the staff member's contributions surpassed all established criteria with distinction.</p> <p>Exceeds Expectations All aspects of the goal/competency were fully accomplished, and the staff member's contributions surpassed all established criteria.</p> <p>Meets Expectations All aspects of the goal/competency were fully accomplished, and the staff member's contributions met all established criteria.</p> <p>Needs Improvement: Significant (or some) aspects of the competency were accomplished; however, improvements are needed to fully satisfy performance standards.</p> <p>Does Not Meet Expectations Significant aspects of the competency were not accomplished, negatively impacting stakeholders and/or attainment of objective. Specific improvements are expected.</p>
2. Professional Development	The professional and career development rating defines an employee's level of attainment and application of essential knowledge required to achieve job responsibilities .	
3. Culture and Values	The culture and values rating defines the employee's attainment of university relationship and culture expectation .	
4. Supervision	The supervision rating defines a supervisor's level of successful execution of workplace processes and employee engagement responsibilities .	

BARS are visual images linking behaviors to rating scales



How to Use the BARS Tables

BARS tables are not intended to be all-inclusive and cannot replace the judgement of the supervisor and employee. Each table offers validated behaviors to launch rating discussion. Follow these steps when using BARS to assign competency ratings.

1. **Begin** the process by reviewing all behaviors connected to the meets expectation rating. Focus your attention on the top row of the table. This row identifies **outcomes**. Reference the bottom row (gray shading) for **additional characteristics**.
2. **Next**, compare the employee's performance outcomes to meets expectation behaviors on the BARS table. Also, compare employee performance outcomes against higher and lower-level behaviors on the BARS table.
3. **Finally**, summarize your assessment into a single composite [evaluation rating](#), reflecting on the employee's performance outcomes in alignment with behaviors you identified from the BARS table.

Scroll down to view each of the four BARS tables

Overall Job Performance – BARS

The overall job performance rating defines the employee's level of execution of duties and responsibilities aligned to the job description and job family.

Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	Outstanding
<ul style="list-style-type: none"> ▪ Failed to meet fundamental job responsibilities; negative impact on customers and/or unit success ▪ Significant loss of confidence in employee's performance outcomes ▪ Decision-making has resulted in negative impact on customers and/or unit success 	<ul style="list-style-type: none"> ▪ Produces inconsistent performance outcomes occasionally failing to meet some key responsibilities ▪ At times, the employee did not fully execute their job independently; required elevated levels of assistance; contributions to unit goals were minimal ▪ Occasionally, the employee's knowledge of customer needs and processes were insufficient to execute job responsibilities ▪ At times, decision-making failed to meet expectations 	<ul style="list-style-type: none"> ▪ Achieves all job responsibilities ▪ Understands unit goals; works collaboratively with colleagues to attain unit success ▪ Maintains knowledge of customer needs, practices, and consistently delivers to expectations ▪ Supports process improvement and change execution ▪ Uses communication channels and methods; acquires and delivers relevant, timely, and accurate information ▪ Decision-making is collaborative, timely, logical, accurate, consistent, and produces success 	<ul style="list-style-type: none"> ▪ Drives performance outcomes, process improvement, and change initiatives beyond current job expectations; generates measurable increased performance outcomes ▪ Establishes and delivers significantly higher levels of customer service beyond existing job standards ▪ Enhances decision-making beyond existing norms; increases stakeholder buy-in, collaboration, and goal accomplishment 	<ul style="list-style-type: none"> ▪ Serves as a role model, leading by example, elevates unit performance levels in a manner that measurably improves unit success ▪ Takes the initiative to proactively coach others during process improvement and change management initiatives significantly enhancing unit success
<ul style="list-style-type: none"> ▪ Fails to take ownership of job performance ▪ Fails to change usual patterns of behaviors or performance to meet specific expectations ▪ Expects others to find solutions to problems ▪ Is not transparent with others ▪ Inappropriately focuses on own position even when conflicting with unit goals ▪ Is unwilling to try or support a new approach ▪ Refuses to modify their way of doing things 	<ul style="list-style-type: none"> ▪ Occasionally fails to deliver on commitments ▪ Occasionally demonstrates a lack of accountability ▪ Is reluctant to take ownership of own performance ▪ At times, is unaware of the impact of performance on unit success ▪ Occasionally is sidetracked by problems and obstacles ▪ At times lacks professionalism in interactions ▪ At times focuses on advancing their own position above the unit's goal attainment ▪ Demonstrates apathy or resistance in adjusting to changing priorities and responsibilities 	<ul style="list-style-type: none"> ▪ Commits to goals and takes initiative to achieve them ▪ Follows through and meets personal commitments on time ▪ Works around typical problems and obstacles to get results ▪ Self-accountability for making effective decisions ▪ Takes responsibility and consistently meets expectations for quality, service, and professionalism ▪ Consistently displays competent and professional image ▪ Accepts responsibility for finding solutions to problems ▪ Conveys respect and professionalism during interactions ▪ Is trustworthy; has high standards of personal conduct ▪ Accepts and cooperates in the implementation of change 	<ul style="list-style-type: none"> ▪ Initiates action to increase and attain unit goals ▪ Promotes respect, professionalism, and positive behavior towards others ▪ Leads through listening, honoring others' ideas and issues ▪ Consistently aligns individual goals with unit objectives ▪ Work outcomes go beyond stated needs; outcomes are complete, accurate, and of exceptional quality ▪ Optimize the use of existing resources ▪ Effectively comes up with creative solutions for problems with processes 	<ul style="list-style-type: none"> ▪ Generates enthusiasm among others ▪ Maintains ethical principles even in the most challenging circumstances ▪ Coaches team members; consistently aligns individual goals with unit goals ▪ Delivers work results of the highest quality that address both stated and anticipated needs ▪ Delivers high-quality work outcomes when faced with more significant and complex problems ▪ Predicts potential problems with University processes and provides creative solutions to resolve those issues ▪ Inspires, encourages, and provides guidance and support in response to change

Professional and Career Development - BARS

The professional development rating defines an employee's level of attainment and application of essential knowledge required to achieve job responsibilities.

Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	Outstanding
<ul style="list-style-type: none"> ▪ Substantial knowledge gaps are present; negative impact on customer service and/or unit success ▪ Skill deficiencies were a significant issue during the performance period 	<ul style="list-style-type: none"> ▪ At times, the employee lacks job knowledge needed to execute job responsibilities; requires elevated learning support ▪ Job skills taught to the employee are not effectively applied to employee's current role 	<ul style="list-style-type: none"> ▪ Maintains job knowledge at levels required to fulfill all job description and job family expectations; transfers job knowledge into measurable performance outcomes ▪ Collaborates with the supervisor to establish or update professional development plan, successfully executes learning/growth strategies; transfers acquired skills and knowledge to current job responsibilities 	<ul style="list-style-type: none"> ▪ Uses mastery level knowledge; tackles complex unit challenges; results/outcomes are significant and measurable ▪ Successful execution of learning/growth strategies has increased the employee's potential to assume new responsibilities within their current role or has expanded the employee's ability to assume responsibilities beyond their current role 	<ul style="list-style-type: none"> ▪ Uses mastery level knowledge to coach and build capacity of colleagues generating measurable impact ▪ Successful execution of learning/growth strategies has resulted in the employee assuming new stretch assignments beyond their current role and responsibilities ▪ Effectively operates with the highest levels of independence
<ul style="list-style-type: none"> ▪ Relies on outdated methods and skills ▪ Consistently fails to deliver performance results ▪ Plans to improve knowledge and skills have failed ▪ Is not effective at transferring acquired knowledge to the workplace ▪ Shows a lack of focus, desire, or ability to improve skillset ▪ Does not take responsibility for own learning ▪ Resistant to opportunities to learn; fails to support change initiatives 	<ul style="list-style-type: none"> ▪ Knowledge requirements are not fully understood; lacks understanding of the job and its impact on the unit ▪ Inconsistent at executing and achieving the learning plan ▪ Relies upon others to develop goals and development plans; is reluctant to take responsibility for own learning ▪ Takes minimal initiative to identify learning resources ▪ Infrequently monitors priorities and development goals to ensure learning alignment with current unit priorities 	<ul style="list-style-type: none"> ▪ Analyzes knowledge requirements; consistently shows foresight and imagination to see possibilities, opportunities, and trends ▪ Has a definitive development plan to achieve current job responsibilities ▪ Collaboratively establishes goals and development plans and successfully implements strategies ▪ Identifies resources required to achieve performance and development goals; effectively responds to opportunities and obstacles ▪ Monitors and re-evaluates goal priorities and development plans; ensures alignment with current objectives 	<ul style="list-style-type: none"> ▪ Anticipates future job knowledge requirements; designs plan to acquire new skill sets ▪ Initiates discussions to identify knowledge and skill requirements; continuously grows skill sets ▪ Maintains focus on key learning and performance outcomes ▪ Applies learned skills in a unique/uncommon fashion; generates innovative approaches to unique challenges and opportunities ▪ Engages others in planning processes; involves others in implementation and execution of strategies 	<ul style="list-style-type: none"> ▪ Learning strategies are directly aligned to the strategic goals, needs, and priorities of the unit ▪ Inspires and builds the capabilities of others to achieve stated goals ▪ Establishes stretch developmental goals and identifies strategies to acquire knowledge and skills

Culture and Values - BARS

The culture and values rating defines the employee's attainment of relationship and culture expectation.

Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	Outstanding
<ul style="list-style-type: none"> ▪ Conduct has significantly breached professional civility expectations, negatively affecting unit and customer relationships. 	<ul style="list-style-type: none"> ▪ Some key relationships are not established and/or operating effectively ▪ Occasionally, work outcomes were diminished due to interpersonal challenges ▪ Occasionally, is reluctant to adjust to changing priorities; some performance outcomes were below expectations 	<ul style="list-style-type: none"> ▪ Builds effective relationships throughout the University ▪ Maintain positive, respectful, and results-oriented partnerships ▪ Adapts to shifting demands and changing priorities; delivers transparent, cost-effective, and efficient performance outcomes 	<ul style="list-style-type: none"> ▪ Leverages internal and external relationships; advances collaboration, productivity, or innovation beyond current levels; produces significant and measurable deliverables 	<ul style="list-style-type: none"> ▪ Establishes new or rebuilds splintered relationships; establishes higher levels of increased measurable results ▪ Functions as a role model for colleagues; leads by example
<ul style="list-style-type: none"> ▪ Treats others with hostility or indifference ▪ Works well with some people, but not others; is not generally regarded as a "team player" ▪ Usually waits for others to solve interpersonal conflicts and problems ▪ Rarely participates in meetings, activities, and events 	<ul style="list-style-type: none"> ▪ Occasionally completes projects without effectively engaging key stakeholders ▪ Occasionally demonstrates lack of interest and respect towards others ▪ Is occasionally resistant to others' viewpoints when analyzing a situation or developing a solution ▪ Sometimes has difficulty working well with those who have different viewpoints or perspectives ▪ Rarely initiates communications to resolve problems 	<ul style="list-style-type: none"> ▪ Consistently works with others to accomplish individual and unit goals ▪ Honors commitment to others ▪ Treats others with respect and courtesy ▪ Considers the views of other people when analyzing a situation or developing a solution ▪ Consistently works well with diverse people and groups ▪ Initiates communication to solve conflicts and problems ▪ Provides balanced feedback to enhance collaboration on a continuous basis. 	<ul style="list-style-type: none"> ▪ Proactively works to elevate and attain unit goals ▪ Outwardly demonstrates appreciation for and values the input of others; incorporates differing views to resolve a situation ▪ Communicates in a manner that helps resolve complex interpersonal conflicts and problems 	<ul style="list-style-type: none"> ▪ Facilitates communication between people experiencing complex interpersonal conflict; brings focus and resolution to significant challenges and obstacles ▪ Builds loyal relationships at all levels of the University and across stakeholder groups ▪ Volunteers for initiatives outside of typical job responsibilities; inspires others to participate in important initiatives

Supervision - BARS

The supervision rating defines the supervisor's level of successful execution of workplace processes and employee engagement responsibilities.

Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	Outstanding
<ul style="list-style-type: none"> ▪ Goals, annual reviews, or development plans are regularly not completed; significant negative effect on the direct report(s) and unit success ▪ Executes workforce processes in a manner that negatively impacts direct reports, the unit, and others ▪ Significant team productivity issues have surfaced; the team lacks focus and synergy to achieve unit goals; team member's needs are unknown or ignored 	<ul style="list-style-type: none"> ▪ Inconsistently executes goal management, annual reviews, or development plans for direct reports ▪ Inconsistently executes workforce processes ▪ Direct reports are not sufficiently engaged; at times, the team's collective performance levels are below expectations; the team's needs are not identified or properly addressed 	<ul style="list-style-type: none"> ▪ Establishes annual goals, provides ongoing feedback, and completes timely annual reviews for each direct report ▪ Establishes and maintains updated development plans for each direct report ▪ Timely, accurate and effective execution of workplace processes (hiring, compensation, payroll, leaves, promotion, discipline, etc.) ▪ Builds shared values (articulates compelling messages, understands work environment and remote work preferences of direct reports, and effectively engages direct reports to build commitment to University mission, vision, and strategies) ▪ Team performance generates expected performance levels 	<ul style="list-style-type: none"> ▪ Designs annual goals and development plans as road maps to ensure individual and unit success; each individual and unit goal is assigned quantifiable metrics that drive important outcomes ▪ Direct reports operate with high levels of efficiency and effectiveness; team members buy in to a shared focus; the needs of direct reports are acknowledged and addressed 	<ul style="list-style-type: none"> ▪ Cross training of direct reports is optimized; succession plans for critical positions are in place; establishes career strategies for each direct report; career plans are mutually beneficial for staff, the unit, and the University ▪ Negotiates persuasively and wins support in challenging environments; optimizes work life balance and earns commitment of staff; creates an environment where direct reports are inspired to do their best work
<ul style="list-style-type: none"> ▪ Fails to identify and focus on the most significant priorities ▪ Does not provide direct reports with helpful and timely feedback ▪ Does not set achievable goals, milestones, and deadlines ▪ Does not provide challenging, meaningful, and engaging work for their team ▪ Does not identify and cultivate direct reports or seek opportunities to increase their exposure and skills ▪ Does not communicate important decisions in a timely manner ▪ Does not clearly communicate the desired results ▪ Does not demonstrate behaviors that create an effective work environment 	<ul style="list-style-type: none"> ▪ Gives performance feedback that is too harsh to be embraced or too vague to be understood ▪ Sets goals that are not achievable or have unclear milestones and deadlines ▪ Struggles to make work challenging, meaningful, and engaging for their team ▪ Misses opportunities to recognize and develop talent ▪ Inconsistently communicates in a timely manner ▪ Is slow to delegate; fails to resource, train, and inform those direct reports; micromanages ▪ Exhibits behaviors that hinder a fully honest and open environment ▪ Is unaware of the needs of their direct reports 	<ul style="list-style-type: none"> ▪ Identifies and focuses on the most significant priorities ▪ Provides others with helpful and timely feedback ▪ Sets achievable goals, milestones, and deadlines; encourages staff to follow through ▪ Makes work challenging, meaningful, and engaging for their direct reports; promotes employee growth and development ▪ Recognizes and develops talent; Delegates and provides good exposure for their direct reports ▪ Communicates important information and decisions in a timely manner; team members have a clear understanding of the desired results ▪ Creates an environment where others are valued; listens to and understands the needs of their direct reports and responds accordingly 	<ul style="list-style-type: none"> ▪ Current and future priorities are well integrated into goals and development plans; staff interests are considered during planning ▪ Partners with staff to outline results; empowers staff to complete job responsibilities; ensures plans are progressing ▪ Effectively uses recognition tools to motivate people to achieve higher levels of performance; showcases direct report's performance outcomes to unit leadership ▪ Regularly models behavior that makes it comfortable for others to admit mistakes 	<ul style="list-style-type: none"> ▪ Ensures priorities are understood and embraced by the team; inspires members to build collaborative, agile work relationships ▪ Direct reports are fully committed; team shares mutual accountability for the unit's performance outcomes ▪ Demonstrates trust of others and appropriately takes them into confidence ▪ Proactively seeks opportunities for talented staff to work beyond unit boundaries