



UNC
HUMAN RESOURCES

**UNIVERSITY SHRA EMPLOYEE
ANNUAL PERFORMANCE APPRAISAL
PROGRAM**

Institutional Goals

The University of North Carolina establishes these institutional goals for all employees covered by the University SHRA Performance Appraisal Policy. Supervisors must use these goals as written. These descriptions are written at the “meeting expectations” level of performance. The following pages provide detailed guidance on performance that may not meet, meet or exceed expectations. (Optionally, some constituent institutions may also use these categories for EHRA non-faculty employee evaluations.)

EXPERTISE	
Precision:	Produces work that is accurate, thorough, and demonstrates sufficient analysis and decision-making to meet the requirements of the employee’s position and profession.
Resourcing:	Makes efficient and appropriate use of materials and documents work appropriately.
Innovation:	Looks for ways to improve efficiency or quality.
Development:	Maintains technical skills and relevant professional credentials.
ACCOUNTABILITY	
Productivity:	Completes required volume of work by established deadlines and stays productive throughout workday.
Autonomy:	Generally completes work with few reminders and/or infrequent oversight.
Prioritizing:	Takes sufficient/appropriate measures to plan and organize work, prioritize tasks, and set realistic goals.
Coordination:	Seeks needed information to complete work and timely communicates status with relevant parties.
CUSTOMER-ORIENTED	
Clarity:	Listens to determine the most effective way to address customer needs and concerns.
Awareness:	Shows a solid understanding of customer needs, seeks out customer input to better understand needs, and develops ideas to meet those needs.
Attentiveness:	Follows through on commitments, despite time pressures or obstacles, and maintains relevant communication with customers until job is completed.
Diplomacy:	Maintains a professional and respectful tone and exhibits diplomacy when dealing with frustrated individuals or during sensitive or confrontational situations.
TEAM-ORIENTED	
Collegiality:	Communicates and engages directly, clearly, and tactfully with colleagues.
Collaboration:	Provides feedback and healthy dialogue on performance and operational issues, as requested, willingly adapts to change, and adheres to decided actions.
Contribution:	Makes decisions with others in mind, and willingly performs additional duties when team members are absent, during times of increased workload, or as otherwise required by management to meet business needs.
Attendance:	Absences are infrequent and do not place an undue burden on supervisor or colleagues.
COMPLIANCE & INTEGRITY	
Policy:	Complies with personnel and equal opportunity policies, including prohibitions on harassment, discrimination, and workplace violence, and all other policies, including appropriate use of university resources.
Safety:	Complies with all safety requirements for the position, including successful completion of training and proper use of personal protective equipment.
Ethics:	Chooses ethical action, even under pressure, avoids situations that are inappropriate or that present a conflict of interest, and holds self and others accountable for ethical decisions.
Respect:	Appreciates individual and cultural differences and treats all people with dignity and respect.
SUPERVISION (for supervisors only)	
Oversight:	Provides adequate stewardship of assigned resources, including budget, space, equipment, and staffing.
Goal-Setting:	Provides clear objectives that foster work unit development and align with university values and goals.
Managing Talent:	Provides candid, timely, and constructive feedback on performance and behavior, hires individuals with the qualities and skillsets for success, and contributes to meeting University EO and affirmative action goals.
Leading:	Serves as role model and engenders trust, commitment, and civility.

EXPERTISE			
	NOT MEETING EXPECTATIONS	MEETING EXPECTATIONS	EXCEEDING EXPECTATIONS
PRECISION	<ul style="list-style-type: none"> • Produces work lacking sufficient detail or analysis to meet the requirements of the position, or lacks the professional knowledge expected and necessary in the position. • Errors are common and may require additional time and effort by employee or by others to correct. Mistakes are more visible to clients and may disrupt service. • Shows little concern for any lack of quality in their work, and takes little or no initiative to correct deficiencies. 	<ul style="list-style-type: none"> • Produces work that is accurate, thorough, and demonstrates sufficient analysis and decision-making to meet the requirements of the employee's position and profession. • Errors are infrequent, are recognized prior to completion of project, and/or are corrected as soon as identified with little to no disruption of service. • Demonstrates pride in their work and accepts responsibility for assigned tasks. 	<ul style="list-style-type: none"> • Produces work that shows strong attention to detail and thorough analysis. The employee is highly-skilled in the profession and applies sound critical and creative thinking to address work issues. • Errors are extremely rare. The employee has put methods in place to ensure independently that content is correct prior to completion of tasks. • Personally seeks to add value in every work assignment.
RESOURCING	<ul style="list-style-type: none"> • Generally fails to maintain sufficient inventory, is inefficient or wasteful in use of resources, and/or makes mistakes requiring work to be redone, which may result in delays or additional costs. • Necessary documentation of work is missing, incomplete, or is not readily understandable to others for effective use, or misrepresents work in documentation. 	<ul style="list-style-type: none"> • Makes efficient and appropriate use of materials, resulting in sufficient cost effectiveness and little to no waste of resources. • Adheres to requirements for recordkeeping and documentation of work in a manner readily understandable to others and sufficient for effective use by self and others. 	<ul style="list-style-type: none"> • Accurately anticipates resource requirements, even with complex projects, and proactively takes approved steps to minimize waste and sustain appropriate inventory while still delivering high-quality work. • Documentation is thorough, clear, and easily understandable to others for effective use, and also provides added detail that addresses nuances and exceptions not apparent to others.
INNOVATION	<ul style="list-style-type: none"> • Maintains the status quo and adheres only to conventional methods of working, or implements ideas without involving appropriate stakeholders. • Is resistant to well-supported risk-taking and change opportunities, and often openly shows unwillingness to adopt new practices, even when they have information that current practices are inefficient or ineffective. 	<ul style="list-style-type: none"> • Looks for ways to improve efficiency or quality, discusses suggested improvements with others, and demonstrates flexibility in response to new or improved work processes. • Takes calculated risks, anticipates possible problems, and responds to recurring problems by investigating the underlying causes. 	<ul style="list-style-type: none"> • Persistently but appropriately challenges the status quo to identify areas for improvement others may have overlooked. Actively involves relevant stakeholders regularly to ensure ideas are refined for adoption. • Encourages others to take calculated risks; breaks down barriers to promote new and creative ways to meet goals even when their position is unpopular.
DEVELOPMENT	<ul style="list-style-type: none"> • Shows little initiative to maintain technical skills or relevant professional credentials and does not develop/maintain connections with professionals in their field. • Takes advantage of learning and growth opportunities only when required and often focuses on assigning blame when things go wrong rather than working toward growth and development. 	<ul style="list-style-type: none"> • Maintains technical skills and relevant professional credentials, and/or maintains connections with professionals in their field. • Seeks ways to address development needs and recognizes growth and development opportunities for self and others instead of assigning blame when things go wrong. 	<ul style="list-style-type: none"> • Continually enhances technical skills and professional credentials, recognized as an expert in their field; participates in professional associations to ensure visibility in their field. • Seeks out and engages in continuous learning and growth opportunities and provides coaching to others to leverage their strengths and develop areas of needed improvement.

ACCOUNTABILITY			
	NOT MEETING EXPECTATIONS	MEETING EXPECTATIONS	EXCEEDING EXPECTATIONS
PRODUCTIVITY	<ul style="list-style-type: none"> • Often misses deadlines or fails to complete assigned volume of work. • Loses energy/focus on critical priorities, gets distracted by less important issues, conducts non-work activities during work hours, and/or keeps others from performing their duties. • Frequently fails to adhere to assigned work schedule, including early departures, late arrivals, and frequent/extended breaks. 	<ul style="list-style-type: none"> • Completes required volume of work by established deadlines. • Stays productive and focused on assigned tasks during work hours. • Adheres to assigned work schedule and keeps supervisor informed of whereabouts during the work day. 	<ul style="list-style-type: none"> • Regularly completes required volume of work, or more, ahead of established deadlines. • Takes advantage of lulls in work cycle to assist others, thinks creatively to find other approved work to perform, and gently assists team members to be focused on assigned tasks during work hours. • Consistently adheres to work schedule and proactively keeps management and key colleagues informed of whereabouts during the work day.
AUTONOMY	<ul style="list-style-type: none"> • Often needs reminders or additional oversight to complete assignments. • Unnecessarily, excessively, or inappropriately relies on assistance from others to complete routine work. 	<ul style="list-style-type: none"> • Generally completes work with few reminders or infrequent oversight. • Successfully completes most tasks independently but may ask for support, as appropriate, when faced with unfamiliar tasks or situations. 	<ul style="list-style-type: none"> • Highly self-sufficient in managing work such that minimal oversight is required. • Rarely needs the assistance of others to complete assigned tasks and regularly serves as a resource to others for completing their assignments.
PRIORITIZATION	<ul style="list-style-type: none"> • Does not take appropriate time to plan work, often has difficulty determining priorities and organizing work flows, and/or sets goals and milestones that are either too easy or too difficult to achieve. • Does not adequately track progress toward milestones, is often inflexible when faced with competing or changing priorities or has difficulty adjusting to typical obstacles to meet deadlines or achieve goals. 	<ul style="list-style-type: none"> • Takes sufficient and appropriate measures to plan and organize work, to prioritize tasks, and to set realistic goals and milestones. • Monitors progress toward milestones, adapts approach due to changing requirements or predictable obstacles, and re-prioritizes tasks appropriately to meet deadlines and achieve goals. 	<ul style="list-style-type: none"> • Highly efficient in organizing and prioritizing work, anticipates delays or obstacles, proactively establishes contingency plans and sets ambitious but achievable goals and milestones. • Sets decisive checkpoints to ensure milestones are met, easily and creatively adapts work approach even in complex or unique situations, and juggles priorities efficiently to ensure deadlines and goals are achieved.
COORDINATION	<ul style="list-style-type: none"> • Does not seek necessary information before proceeding with assigned tasks or may initiate action without appropriate agreement on milestones, requirements, or measures of success. • Insufficiently communicates with supervisor or other relevant parties on the status of assigned work. • Often fails to keep management informed of work concerns affecting their ability to complete assigned tasks. 	<ul style="list-style-type: none"> • Seeks needed information to complete work. Confirms agreement among team members for milestones, requirements, and measures of success. • Provides sufficient updates to supervisor and other relevant parties on the status of assigned work. • Appropriately escalates work concerns affecting their ability to complete assigned tasks to management. 	<ul style="list-style-type: none"> • Energizes commitment among team members regarding milestones, requirements, and measures of success. • Proactively provides targeted updates to supervisor and other relevant parties on the progression of assigned work. • Rarely needs to escalate concerns to management, but when necessary, consistently provides clear and full information and viable alternatives so that management can easily determine appropriate action.

CUSTOMER-ORIENTED			
	NOT MEETING EXPECTATIONS	MEETING EXPECTATIONS	EXCEEDING EXPECTATIONS
CLARITY	<ul style="list-style-type: none"> • Often fails to understand customer concerns or provide opportunities to express concerns. Fails to seek clarification when not understanding others and may take inappropriate action due to these misunderstandings. • Develops communications that are inaccurate, unclear, confusing, lacking important information, misrepresent the facts, and/or lack information appropriate to the target audience. • Tends to use a similar communication style regardless of the audience and/or the situation. Does not check to see if others understand their message. 	<ul style="list-style-type: none"> • Listens to determine the most effective way to address customer needs and concerns. Asks questions and summarizes what the speaker is saying to confirm understanding and avoid miscommunications. • Clearly and accurately conveys relevant and factual information to inform the target audience effectively. • Adapts to the needs of audiences to ensure messages are understood. 	<ul style="list-style-type: none"> • Exhibits engaged interactions such that customers are confident their needs and concerns have been heard, and assists others in gathering clear and relevant information. • Packages information to maximize efficient and clear communication in ways most readily understandable and useful to customers. Delivers messages that inform and frequently persuade audiences to take action. • Shows a keen ability to recognize when others are having difficulty understanding and adapts style to the needs of diverse audiences and/or complex situations.
AWARENESS	<ul style="list-style-type: none"> • Does not demonstrate a fundamental understanding of customer needs and does not seek new ways to enhance customer relationships with new service offerings. • Uses common methods to solve the same or similar customer problems, without incorporating learning from past mistakes. 	<ul style="list-style-type: none"> • Shows a solid understanding of customer needs, seeks out customer input to better understand needs, and develops ideas to meet those needs. • Recognizes when work processes and/or outcomes are negatively affecting customers, and takes appropriate steps to eliminate problems. 	<ul style="list-style-type: none"> • Consistently exceeds customer expectations by anticipating customer needs and quickly adapting solutions to changing customer demands. • Recognizes that work processes and/or outcomes might or have already negatively affected customers and takes action to prevent or minimize such events in the future.
ATTENTIVENESS	<ul style="list-style-type: none"> • Fails to follow through on customer commitments consistently. May ignore customer requests or be disrespectful when responding. • Relationships with customers lack personal attention and focus. May be difficult for customers to reach or take an unreasonably long time to respond to customers, resulting in lower levels of customer satisfaction. 	<ul style="list-style-type: none"> • Follows through on commitments, despite time pressures or obstacles, and maintains relevant communication with customer until job is completed. • Develops relationships with customers marked by attentiveness and customer satisfaction. Responds promptly to requests, willingly works to meet needs, and is generally easy to reach during work hours. 	<ul style="list-style-type: none"> • Takes extraordinary action to meet customer needs, anticipates customer needs, and often responds before the situation requires action. • Maintains positive, long-term working relationships with clients, is skilled at focusing individualized attention, resulting in consistent, high-level customer satisfaction, makes self fully available by being flexible with time.
DIPLOMACY	<ul style="list-style-type: none"> • Does not maintain a professional and respectful tone and may react inappropriately when dealing with frustrated individuals or during sensitive or confrontational situations. • Presents self in a way that is inconsistent with the professional image of the University. Behavior, gestures, and speech appear unfriendly or apathetic and may impact the public image of the University. 	<ul style="list-style-type: none"> • Maintains a professional and respectful tone and exhibits diplomacy when dealing with frustrated individuals or during sensitive or confrontational situations. • Consistently presents a calm, competent, and professional demeanor to the public and other agency/state employees. Behavior, gestures, and speech present a positive image of the University to customers. 	<ul style="list-style-type: none"> • Tone, style, words, and gesture often diffuse confrontational situations and restore a positive tone. May coach coworkers on how to handle difficult individuals and situations effectively. • Presents self as a polished professional who inspires others to be more professional. Takes additional effort to ensure that interactions with the public sustain a positive image for the University.

TEAM-ORIENTED			
	NOT MEETING EXPECTATIONS	MEETING EXPECTATIONS	EXCEEDING EXPECTATIONS
COLLEGIALITY	<ul style="list-style-type: none"> • Often lacks open, honest, and tactful communication with colleagues. • Patronizes or disregards the ideas, beliefs, work styles, and perspectives of the team, and/or participates in gossip or cliques. • Provokes conflicts within the team, and/or waits for others to resolve team conflicts. 	<ul style="list-style-type: none"> • Communicates and engages directly, clearly, and tactfully with colleagues. • Shows consideration and respect for the ideas, beliefs, work styles, and perspectives of the team, and refrains from participating in gossip or cliques. • Recognizes conflict within the team and participates positively in resolving issues. 	<ul style="list-style-type: none"> • Embodies courteous and professional behavior among colleagues. • Embraces different ideas, beliefs, work styles, and perspectives in the team. Actively champions inclusivity to eliminate gossip and cliques. • Considered a fair and impartial arbitrator and facilitates communication to build consensus.
COLLABORATION	<ul style="list-style-type: none"> • Often complains or points to problems without providing alternatives or solutions. Resists change, pushes back on decided actions (which may damage unit morale) or only supports change when it benefits them or doesn't affect them. • Tends to isolate oneself from others while working toward team goals or ignores team goals. Reluctant to share knowledge and resources to reach common goals. • Fails to take ownership of their contribution to the team's overall success and dismisses the importance of how their responsibilities contribute to the success of the team in meeting public expectations for quality, service, and professionalism. 	<ul style="list-style-type: none"> • Provides feedback and healthy dialogue on performance and operational issues, as requested. Willingly adapts to change and adheres to decided actions. • Works willingly with others to accomplish goals. Engages with and considers the views of others when analyzing a situation or developing a solution to achieve team goals. Provides knowledge and resources to reach common goals. • Takes ownership of their contribution to the team's overall success and understands how successful execution of their responsibilities contributes to public expectations for quality, service, and professionalism. 	<ul style="list-style-type: none"> • Approaches operational issues creatively and suggests innovative solutions to resolve them. Encourages others to participate in operational discussions and generates support for change initiatives. • Champions teamwork consistently within their unit and throughout the organization. Recognizes knowledge and resources gaps and actively assists others in addressing them. Builds loyalty and promotes a shared purpose among other team members and external stakeholders to achieve goals. • Generates enthusiasm among team members for accomplishing shared goals. Holds a strong commitment to exceeding public expectations for quality, service, and professionalism.
CONTRIBUTION	<ul style="list-style-type: none"> • Makes decisions that are self-serving and is reluctant to perform additional duties as required by management. May refuse or frequently complain about having to perform such tasks. • Fails to maintain a professional appearance or fails to adhere to expectations for workplace dress. Resists contributing equitably to maintaining workplace appearance. 	<ul style="list-style-type: none"> • Makes decisions with others in mind, and willingly performs additional duties when team members are absent, during times of increased workload, or as otherwise required by management to meet business needs. • Maintains a professional appearance and contributes equitably to maintaining the workplace appearance. 	<ul style="list-style-type: none"> • Maintains awareness of workload balance and regularly volunteers when assistance is needed. Offers creative strategies for handling additional workload effectively. • Demonstrates awareness of the positive effect of professional appearance. Regularly takes initiative to maintain or enhance appearance of workspace.
ATTENDANCE	<ul style="list-style-type: none"> • Absences are frequent enough to place an undue burden on supervisor or colleagues. Frequently fails to coordinate absences, resulting in work disruption, client dissatisfaction or confusion. Frequently fails to follow rules for time and attendance. 	<ul style="list-style-type: none"> • Absences are infrequent and do not place an undue burden on supervisor or colleagues. Follows work unit rules for time and attendance, including established procedures for calling out, requesting leave, requesting changes to work schedules, and recordkeeping. 	<ul style="list-style-type: none"> • Absences are minimal. Follows work unit rules for time and attendance. Coordinates coverage in advance of absence with supervisor, colleagues, and clients and organizes work to ensure operational needs can be met effectively in their absence.

COMPLIANCE & INTEGRITY			
	NOT MEETING EXPECTATIONS	MEETING EXPECTATIONS	EXCEEDING EXPECTATIONS
POLICY	<ul style="list-style-type: none"> Violates university personnel and equal opportunity policies or fails to report violations as required. Negligently or willfully causes, or contributes to, violations of confidentiality. Violates departmental policies and procedures. Negligently or willfully causes or contributes to violations of University policies. Inappropriately uses University resources. 	<ul style="list-style-type: none"> Complies with university personnel and equal opportunity policies, including prohibitions on harassment, discrimination, and workplace violence. Protects confidentiality of records for patients, employees, students, research subjects, and others, as required. Complies with all other university and department policies and procedures. Appropriately uses university resources, finances, and intellectual/real property. Adheres to use and security requirements for information technology. 	<ul style="list-style-type: none"> Complies with university personnel and equal opportunity policies, appropriately reports violations, advocates for training and compliance, and consistently takes additional measures to ensure confidentiality of records. Consistently adheres to department policies and procedures. Maintains practical knowledge of university policies beyond what is necessary for their position to anticipate how policy changes will affect work unit. Ensures university resources are used appropriately.
SAFETY	<ul style="list-style-type: none"> Fails to complete required safety training or fails to comply with required use of personal protective equipment. Fails to identify, report, or correct hazards. Fails to report, or negligently or willfully causes or contributes to accidents/injuries. 	<ul style="list-style-type: none"> Complies with all safety requirements for the position, including successful completion of training and proper use of personal protective equipment. Identifies, reports, and corrects unsafe conditions. Appropriately and promptly reports accidents/injuries. 	<ul style="list-style-type: none"> Champions thorough safety training, proper use of personal protective equipment, and prompt reporting of accidents/injuries. Is vigilant in hazard recognition, motivates others to support improvements in safety policies, practices, and training.
ETHICS	<ul style="list-style-type: none"> Negligently or willfully causes or contributes to violations of standards associated with their position and profession. Inappropriately bends rules for their own convenience or when pressured by others, or uses their position inappropriately for personal or professional gain. Lacks authenticity, misrepresents self to others, and provides excuses or untruthful explanations when actions are questioned. 	<ul style="list-style-type: none"> Complies with trade/industry protocols, state/federal regulations, and other standards associated with their position and profession. Chooses ethical action, even under pressure, avoids situations that are inappropriate or present a conflict of interest, and holds self/others accountable for ethical decisions. Is authentic, takes action consistent with stated intentions, and provides truthful explanations for actions. 	<ul style="list-style-type: none"> Maintains sound professional practice and advocates for higher standards within work unit. Behaves ethically even under the most challenging circumstances, takes extraordinary steps to ensure personal and organizational integrity, and is considered by others a resource on navigating ethical dilemmas. Authentically lives ethical principles and is forthright in providing a sound rationale for actions taken.
RESPECT	<ul style="list-style-type: none"> Shows little or no recognition of or sensitivity to diversity and cultural differences and does not treat others with mutual dignity and respect. Resists working with people from different groups, or shows preferential treatment to certain groups at the expense of others. Tolerates, or contributes to, comments and actions that stereotype, insult, or belittle people with diverse backgrounds. 	<ul style="list-style-type: none"> Appreciates individual and cultural differences, treats all people with dignity and respect. Effectively works to bridge cultural gaps toward common goals and provides equal opportunities for diverse individuals to participate. Does not contribute to and discourages comments and actions that stereotype, insult, or belittle people with diverse backgrounds. 	<ul style="list-style-type: none"> Cultivates and instills respect for all people. Thrives within diverse teams and capitalizes on diversity to find creative solutions. Champions equal treatment and opportunity for all and encourages team to leverage diverse experiences and talents to achieve common goals. Models positive and inclusive behaviors and proactively works to eliminate intolerant actions and attitudes.

SUPERVISION			
	NOT MEETING EXPECTATIONS	MEETING EXPECTATIONS	EXCEEDING EXPECTATIONS
OVERSIGHT	<ul style="list-style-type: none"> • Fails to adequately apply assigned resources, resulting in overages, waste, and excessive or imbalanced burden on staff. • Inappropriately or ineffectively delegates/distributes tasks; fails to monitor/measure results/resources. • Is inflexible or indecisive when faced with changing priorities. Does not help team members overcome barriers or provide them reasonable tools to navigate barriers. 	<ul style="list-style-type: none"> • Provides adequate stewardship of assigned resources, including budget, space, equipment, and staffing. • Regularly monitors and measures results and resources and distributes and delegates tasks appropriately. • Takes decisive action to adapt strategies for success. Identifies and removes barriers to goals and coaches team members on how to navigate barriers successfully. 	<ul style="list-style-type: none"> • Advocates for and achieves necessary resources to develop, maintain, and improve service delivery. • Leverages physical, fiscal, and personnel resources strategically and creatively to maximize benefits to the work unit and the University. • Proactively adopts strategies and contingency plans to address barriers. Builds team capacity to prioritize, plan, and align resources to meet current and future needs.
GOAL SETTING	<ul style="list-style-type: none"> • Does not connect work unit activity to broader University goals. Does not consistently or clearly provide clear goals or effective instruction. • Does not involve team in defining goals or planning the ways to achieve team success. Does not provide reliable tools for achieving goals. 	<ul style="list-style-type: none"> • Provides clear objectives that foster work unit development and align with university values and goals. • Provides clear instruction on goals, processes and standards. Involves team in defining ways to achieve goals and work together. 	<ul style="list-style-type: none"> • Establishes and clearly communicates objectives that enrich the University's values and strategic plan; prioritizes goals/duties to focus team attention. • Actively/regularly engages with staff on operational concerns, provides effective resources, and motivates mutual support to exceed goals.
MANAGING TALENT	<ul style="list-style-type: none"> • Applies performance management poorly. Irregularly provides positive or developmental feedback. May be overly critical, reactively address issues, or avoid presenting feedback that will not be well-received. Does not take responsibility for coaching and developing others. • Does not recognize positive contributions made by employees. • May hire individuals who have the skills to meet the needs of the position but ignores factors that will lead to future success or retention. May make hiring decisions without attending to University EO/AA goals. 	<ul style="list-style-type: none"> • Provides candid, timely, and constructive feedback on performance and behavior and appropriately balances positive and negative messages. Actively coaches individuals and teams to strengthen performance. Identifies and provides useful development opportunities. • Notices and shows appreciation when employees achieve or exceed expected results and behaviors. • Hires individuals with the qualities and skillsets for success and contributes to meeting University EO and affirmative action goals. 	<ul style="list-style-type: none"> • Sustains interactive feedback with staff and maximizes performance management to develop, sustain, and broaden employee talent, growth, and effectiveness. Identifies unproductive patterns of behavior or underlying performance issues and provides highly insightful coaching even when difficult to deliver. • Knows what motivates each employee and spontaneously and creatively celebrates/reinforces positive results. • Consistently attracts a diverse and talented staff and selects individuals with the highest potential for long-term success.
LEADING	<ul style="list-style-type: none"> • Applies different standard to employees than to themselves. Generally unaware of, avoids, or reactively addresses negative interpersonal or individual matters affecting team dynamics. • Ignores valid feedback from subordinates and others or holds grudges about honest feedback. 	<ul style="list-style-type: none"> • Serves as role model. Engenders trust, commitment, and civility. Deals proactively with interpersonal or individual matters to improve team dynamics. • Responsive to feedback from subordinates and others. 	<ul style="list-style-type: none"> • Leads by example. Fosters an engaged work environment that encourages innovation, creativity, and teamwork. Invests time and energy to engender team cohesiveness. • Applies feedback from subordinates and others constructively and actively follows up on feedback to ensure improvement.