OVERVIEW

Valdosta State University's performance management process focuses on "what" the employee does – objectives and job responsibilities – as well as "how" the employee does it – competencies.

Competencies are attributes, knowledge, skills, abilities, and other characteristics that contribute to individual success in the organization; they focus on "how" things get done. Competencies help drive individual and organizational performance. As part of the performance management process all employees are evaluated on seven core competencies: **Delivering Results, Agility, Collaboration, Communication, and Service Excellence.**

These core competencies have been identified as critical for all levels of employees to demonstrate on a consistent basis for individual and organizational success.

Two additional competencies have been identified as critical for exempt-level employees in leadership roles. These include: **Strategy, and Talent Management.**

RATING SCALE

At the end of the performance year and during mid-year check-in employees will be rated on their performance against the relevant competencies. All ratings will be made using the following scale:

Unsuccessful	*Performance falls short of the minimum criteria and standards of this competency. Immediate and substantial improvement is necessary to address this area.*
Emerging	*Performance in this area is inconsistent and needs alignment and/ or development. Performance feedback and efforts to reinforce competency may provide the tools to achieve success.*
Successful	Incumbent meets the expected standards. Performance is steady, reliable, consistent, and maintained with a minimum amount of supervision.
Distinguished	*Performance clearly and consistently exceeds the expectation levels of this performance area.*
Exemplary	*Demonstrates unusual proficiency in obtaining results with this competency and is recognized as a leader or mentor.*

BEHAVIORAL ANCHORS

This document provides behavioral anchors (examples) of the competencies:

- Behavioral examples of the competencies are provided using the University's 5-point performance rating scale.
- These are examples of what behaviors could look like and are not inclusive of all behaviors that demonstrate each level of performance for the competency. Rather, this is a tool to help guide evaluations of employee performance and should not be used as a checklist for employees' behaviors.
- Use this tool to help form an image of employee performance compared to the University's expectation.

Core: Delivering Results

Definition: Demonstrates an understanding of the scope of the University; Is honest, trustworthy and conveys oneself in a professional manner; Takes ownership and accountability for own performance; Strives to consistently achieve excellence in all tasks and goals; Effectively addresses setbacks and ambiguity; Displays strong commitment to further organizational and community success.

Unsuccessful	Emerging	Successful	Distinguished	Exemplary
▪ Does not meet goals or completes tasks late or with poor quality. ▪ Bends the rules when faced with pressure from customers. ▪ Fails to take ownership of personal or team performance; refrains from coaching team members to improve performance. ▪ Dismisses the importance of responsibilities and the connection between the position and public perceptions. ▪ Fails to present themselves in a way that is consistent with University image. ▪ Expects other employees to find solutions to problems they are tasked with solving. ▪ Is not honest and trustworthy. ▪ Displays openly or passive aggressive behaviors. ▪ Inappropriately focusing on advancing his/her own position on an issue even when conflicting with University mission.	▪ Occasionally does not meet goals or delivers commitments late. ▪ Occasionally demonstrates a lack of accountability in making decisions. ▪ Is reluctant to take ownership of team performance; provides limited coaching to team. ▪ Is not always aware of the importance of responsibilities and the connection between the job and public expectations. ▪ Occasionally becomes sidetracked resolving problems and obstacles. ▪ Occasionally presents a professional image. ▪ At times lacks respect and professionalism in interactions. ▪ Has not established a reputation of having high standards of personal conduct. ▪ At times inappropriately focuses on advancing their own position on an issue.	▪ 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 principled decisions. ▪ Takes responsibilities seriously and consistently meets the public's expectations for quality, service, and professionalism. ▪ Almost always displays a calm, competent, and professional image. ▪ Accepts responsibilities for finding solutions to problems ▪ Conveys respect and professionalism during interactions. ▪ Is honest and trustworthy; has high standards of personal conduct.	▪ Initiates action to consistently meet goals and encourages team members to become involved in achieving objectives. ▪ Is consistently accountable for making decisions and addressing unethical behavior; stands behind their own ethical principles in the face of conflict. ▪ Promotes respect, professionalism, and positive behavior towards others. ▪ Leads through listening, honoring others' ideas and issues. ▪ Consistently aligns individual goals with the team's objectives. ▪ Work results go beyond the stated needs to address anticipated needs and are consistently complete, accurate and of good quality. ▪ Maximizes available resources while maintaining quality.	▪ Generates enthusiasm among team members for accomplishing shared goals to elevate the team's success. ▪ Exceeds commitment to others by frequently delivering work early. ▪ Maintains ethical principles even in the most challenging circumstances. ▪ Delivers honest and candid feedback that seeks to develop others and helps those receiving the message to move forward. ▪ Coaches team members to better meet the needs of the team and its customers; always aligning individual goals with the team's objectives. ▪ Delivers work results of the highest quality that address both stated and anticipated needs as well as best practices; works with team members to help ensure that all work produced by the team meets those same standards. ▪ Utilizes resources and delivers high-quality work for more complex problems.

Core: Agility

Definition: Quickly and effectively adapts to changing situations by altering their approach or way of thinking. Applies creative problem solving skills to develop solutions that eliminate unnecessary obstacles for students, parents, and other institutional constituents.

Unsuccessful	Emerging	Successful	Distinguished	Exemplary
- Fails to change usual patterns of behavior or performance to meet specific expectations. - Is not receptive to new information or viewpoints. - Is unwilling to try or support a new approach. - Refuses to modify one's way of doing things. - Unsuccessful in coming up with solutions for providing answers that remove institutional obstacles.	- Shows difficulty adjusting to change depending on the situation. - In some instances, shows a lack of appreciation and understanding of different perspectives. - In some situations, demonstrates apathy or resistance in adjusting to changing situations, priorities and responsibilities. - Reluctantly modifies one's preferred way of doing things. - Occasionally provides solutions that remedy questions or concerns with institutional processes.	- Adapts to changing priorities and additional demands. - Is flexible, open and receptive to new information, ideas and approaches which enhance VSU's capacity to thrive in the future. - Accepts and cooperates in the implementation of change. - Modifies one's preferred way of doing things when it benefits the whole focusing on long term vision rather than short term gains. - Consistently answers questions and comes up with solutions that are related to institutional processes.	- Understands and appreciates different and opposing perspectives and shares new ideas for the group to consider. - Actively supports changing direction, goals, priorities and responsibilities. - Is willing to experiment and take risks in trying a different approach. - Switches roles and procedures easily to facilitate change and can be relied upon to help others in this process. - Effectively comes up with creative solutions for problems with institutional processes.	- Anticipates and proactively responds to changing situations to achieve work results- generating new ideas, information and explores new possibilities. - Embraces and champions change and works effectively within a variety of situations, individuals and/or groups to respond to change. - Inspires, encourages, and provides guidance and support in response to change. - Maintains and promotes receptivity, flexibility, and focus when dealing with uncertainty, change and transition. - Predicts potential problems with institutional process and provides creative solutions for how to resolve those issues.

Core: Collaboration

Definition: Cooperates with employees within/across departments to accomplish shared goals; treats others with dignity and respect while maintaining a friendly demeanor; acknowledges the values of others contributions to shared goals.

Unsuccessful	Emerging	Successful	Distinguished	Exemplary
▪ Tends to isolate themselves from others while working toward team goals and objectives. ▪ Treats other team members with hostility or indifference. ▪ Talks about commitment to collaboration, but rarely demonstrates it in their actions. ▪ 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 ▪ Provides inconsistent feedback with different members of the team.	▪ Occasionally works with others to accomplish goals and tasks, although tends to complete projects individually. ▪ Occasionally demonstrates lack of interest and respect towards other members of the team. ▪ Is occasionally resistant to others' viewpoints when analyzing a situation or developing a solution. ▪ Sometimes has difficulty working well with others who have different viewpoints or perspectives. ▪ Occasionally initiates communication to resolve problems within the team. ▪ Occasionally attends and participates in meetings, activities and events. ▪ Sometimes is unwilling to provide feedback to team members.	▪ Consistently works with others to accomplish goals and tasks. ▪ Treats all team members with a respectful, courteous, and professional manner; supports team despite different points of view or setbacks. ▪ Considers the views of other people (and departments, if relevant) when analyzing a situation or developing a solution. ▪ Consistently works well with a variety of different people; rarely encounters someone they cannot work effectively with on a task/project. ▪ Regularly initiates communication to help solve interpersonal conflicts and problems. ▪ Consistently attends and actively participates in meetings, activities, and events when asked or required. ▪ Provides balanced feedback to improve team collaboration and functioning on a continuous basis.	▪ Proactively works with members of the team to complete goals. ▪ Demonstrates respect, professionalism and courtesy to team members and values the input of others. ▪ Honors commitment to teammates and is open to incorporating others' views to resolve a situation. ▪ Initiates interaction with teammates and others; generally works well with all people. ▪ Communicates in a manner that helps resolve interpersonal conflict and problems. ▪ Frequently attends department meeting, activities and events based on their own initiative; encourages others to attend. ▪ Provides feedback focused on improving the working relationship of the team.	▪ Frequently uses opportunities to work with others as a teaching tool to impart organizational knowledge and help others succeed. ▪ Actively seeks to eliminate "cliques" and assists in problem solving so that all team members are included; proactively and continuously improves collaboration. ▪ Builds loyalty among other team members (and departments, if relevant); promotes the University as a team; incorporates the viewpoints of team members to the same degree as their own. ▪ On a continuous basis, provides guidance to others as they work through conflicts and disagreements; and facilitates communication between people experiencing conflict who have previously been unable to solve problems. ▪ Volunteers on committees that are outside typical job responsibilities; exceeds the expectations of the job in participating in University initiatives and programs.

Core: Communication

Definition: Expresses thoughts clearly and respectfully both orally and in writing; demonstrates effective listening skills; clearly understands instructions and conveys information effectively.

Unsuccessful	Emerging	Successful	Distinguished	Exemplary
▪ Ineffectively expresses thoughts clearly, whether orally or in writing. ▪ Fails to demonstrate effective listening skills via distraction, disinterest, over reactive response, interruption and/ or somewhat inaccurate restatement of others' view. ▪ Does not ask questions or share knowledge and information to help others clearly understand processes and desired results. ▪ Fails to give and receive helpful and timely feedback.	▪ Inconsistently expresses thoughts clearly, whether orally or in writing. ▪ Occasionally does not demonstrate adequate effective listening skills via distraction, disinterest, over reactive response, interruption and/ or somewhat inaccurate restatement of others' view. ▪ At times is reluctant to question or share knowledge and/or information in timely manner. ▪ Rarely gives and receives helpful and timely feedback.	▪ Expresses thoughts clearly, both orally and in writing. ▪ Demonstrates effective listening skills by being attentive and focused. ▪ Asks questions and shares knowledge and information to help others clearly understand processes and desired results. ▪ Gives, receives and acts upon helpful and timely feedback.	▪ Writes and speaks frequently in varied settings and styles to convey messages and ideas in persuasive, effective and inspiring manner. ▪ Exhibits talented balance in listening to, seeking and drawing out others' views; accurately synthesizes individual and group conclusions. ▪ Effectively encourages others to share knowledge and information in accordance with roles and responsibilities. ▪ Proactively communicates and provides helpful and timely feedback.	▪ Consistently demonstrates highly effective and tailored writing and speaking styles to convey messages and ideas to varied audiences to build understanding, commitment and organizational effectiveness. ▪ Consistently exhibits earnest listening and consideration to build trust and confidence while carrying input forward to appropriate parties. ▪ Consistently models highly effective behaviors in sharing knowledge and information that propels and teaches others to perform in like manner. ▪ Consistently demonstrates effective communication and feedback; regular, timely, concise and effective while being sensitive to political issues.

Core: Service Excellence

Definition: Provides helpful, courteous, accessible, responsive, and knowledgeable services and information. Addresses student, faculty, staff, alumni, parent, retiree and other constituent's questions and concerns in a timely and responsive manner.

Unsuccessful	Emerging	Successful	Distinguished	Exemplary
▪ Consistently fails to provide assistance and information to others or begrudgingly provides minimal service; fails to identify or solve service issues; does not learn from past mistakes. ▪ Consistently fails to greet others promptly and be polite in interactions; is not attentive or considerate of other's needs; fails to leave a positive impression with customers; inappropriately reacts to situations ▪ Is difficult to contact in person or over the phone; takes an unreasonably long time to respond to requests and issues; fails to address unreasonable wait times; fails to make information about services or the University available to others when it is in their power to do so. ▪ Does not answer questions in an understandable way; has difficulty identifying resources that could enhance the persons' experiences or needs.	▪ Sometimes has difficulty assisting others and providing information in a timely manner; doesn't consistently initiate follow up; sometimes has difficulty resolving issues. ▪ Usually greets others promptly; occasionally has to be reminded to be more attentive to the person being served; generally, has positive relationships with others; is occasionally indifferent to others' concerns; can sometimes be impatient and lack understanding of others' needs. ▪ Is occasionally difficult to contact in person or by phone; sometimes slow in responding to requests and issues; doesn't always advise the person of services provided by the University. ▪ Sometimes provides incomplete answers or information; occasionally fails to meet commitments.	▪ Willingly provides assistance and useful information to meet needs; assumes ownership of issues and takes appropriate steps to correct problems. ▪ Greets others promptly and respectfully in person and by phone; listens attentively to verify needs; quickly establishes and maintains positive relationships; takes an interest in and understands customer needs; shows respect by remaining patient, calm and polite. ▪ Easy to contact in person or by phone; responds promptly and courteously to requests and issues; makes helpful information about services and University available to the person. ▪ Meets needs by acting professionally and applying a good working knowledge of available services and information.	▪ Provides assistance to others; frequently goes beyond normal duty to provide service; often demonstrates considerable knowledge of services provided; demonstrates expertise in correcting problems; listens attentively to needs and delivers results. ▪ Demonstrates a high level professionalism when serving others; listens intently to understand needs and delivers consistent results; shows interest in, anticipates and responds to needs in a timely manner; ▪ Readily available to address needs in person or by phone; consistently responds in a prompt manner to issues and requests; ensures that wait times are reasonable. ▪ Proactively engages others and seeks to improve access of information and services.	▪ Anticipates needs goes beyond normal duty to provide service; takes ownership of issues; actively seeks ways to improve service; makes useful improvement suggestions to the appropriate manager or leader. ▪ Maintains a professional demeanor at all times when serving others; is attentive to needs, even during busy periods; continually improves relationships with others; empathizes with a variety of people and helps them feel understood; acts respectfully and diplomatically to diffuse difficult situations. ▪ Finds ways to reduce wait times; identifies ways to improve the accessibility of information and services for the customer; regularly shares knowledge of the University ▪ Provides information that a person needs even if the person does not know exactly what to ask for; anticipates needs and resolves issues before situations require action.

Leadership: Strategy

Definition: Anticipates obstacles and takes calculated risks to achieve a goal; Leads the vision with innovative solutions; Embraces, promotes, and implements change; Secures and utilizes resources to respond to opportunities and problems; Monitors and re-evaluates decisions, priorities, and plans in order to achieve a vision; Demonstrates fairness, consistency in decision making, and a willingness to listen to new ideas; Takes responsibility for his or her decisions.

Unsuccessful	Emerging	Successful	Distinguished	Exemplary
▪ Demonstrates lack of alignment of personal goals to unit goals; does not effectively align personal and unit goals to achieve University mission. ▪ Is indecisive or unfocused about accomplishing specific goals. ▪ Is not effective at planning and promoting change. ▪ Shows a lack of respect for others' time; arrives at or starts meetings late; runs over allotted time. ▪ Does not make or stand behind decisions. ▪ Resists opportunities and challenges, and fails to show initiative to make changes. ▪ Does not show foresight and imagination to see possibilities, opportunities, and trends. ▪ Fails to deliver results within budget.	▪ Does not effectively anticipate obstacles to achieving goals. ▪ Is occasionally ineffective at envisioning or clearly articulating end deliverables. ▪ Is inconsistent at promoting and implementing change. ▪ Does not consistently secure resources or respond to opportunities, problems, or new information during implementation. ▪ Occasionally overanalyzes and hesitates to make decisions. ▪ Occasionally demonstrates foresight and imagination to see possibilities, opportunities, and trends. ▪ Occasionally exceeds budget and without foresight for sustainable practices.	▪ Anticipates obstacles; takes calculated risks to achieve goals. ▪ Has a definitive objective to achieve goals. ▪ Embraces, promotes, and implements change. ▪ Secures and utilizes resources to respond to opportunities and problems. ▪ Monitors and re-evaluates decisions, priorities, and plans in order to achieve a vision. ▪ Supports staff in implementing decisions. ▪ Consistently shows foresight and imagination to see possibilities, opportunities, and trends. ▪ Delivers results within budget and with a sustainable future in mind.	▪ Engages others in the planning process to overcome anticipated obstacles. ▪ Stays focused on the key objectives to be met. ▪ Involves others in implementing change. ▪ Seeks ways to redistribute resources in a budget-constrained environment. ▪ Supports staff in implementing decision and takes responsibility for the team. ▪ Anticipates needs and figures out new ways to meet them. ▪ Often listens to new ideas to improve the work and obtain a sustainable future.	▪ Always produces results congruent with the goals and values of the university. ▪ Delivers on multiple objectives to reach a complex vision. ▪ Effectively implements system-wide changes. ▪ Reallocates resources to achieve priority results. ▪ Empowers, prepares, and trusts others to achieve stated goals. ▪ Is a trusted leader, sought by others to advise on making challenging decisions. ▪ Routinely searches for needs in order to anticipate new ideas and ways to meet those needs. ▪ Consistently demonstrates creative behavior and inspires it in others.

Leadership: Talent Management

Definition: Communicates important information and decisions in a timely manner; Identifies and focuses on the most significant priorities; Provides assistance to others with helpful and timely feedback; Sets achievable goals, milestones, and deadlines; Makes work challenging, meaningful, and engaging for their team; Recognizes and develops talent; Delegates and provides good exposure to their team members; Communicates effectively and conveys a clear understanding of desired result; Values and respects each member of the team, regardless of position; Acknowledges the support and contributions of others in achieving results.

Unsuccessful	Emerging	Successful	Distinguished	Exemplary
▪ Does not communicate important decisions in a timely manner. ▪ Fails to identify and focus on the most significant few priorities. ▪ Does not provide others 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 top talent or actively seek opportunities to increase their exposure and skills. ▪ Does not clearly communicate the desired results. ▪ Does not demonstrate behaviors that create an effective work environment.	▪ Sometimes fails to communicate in a timely manner. ▪ 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. ▪ Is slow to delegate or fails to resource, train, and inform those delegated to or micromanages. ▪ Exhibits behaviors that hinder a fully honest and open environment.	▪ Communicates important information and decisions in a timely manner. ▪ Identifies and focuses on the most significant priorities. ▪ Provides others with helpful and timely feedback. ▪ Sets achievable goals, milestones, and deadlines. ▪ Makes work challenging, meaningful, and engaging for their team. ▪ Recognizes and develops talent. ▪ Delegates and provides good exposure for their team members to promote employee growth and development. ▪ Communicates in a way that people have a clear understanding of the desires result. ▪ Creates an environment where others are valued.	▪ Encourages team to provide helpful and timely feedback. ▪ Understands each staff member's interests and development goals; considers them when planning work or professional development. ▪ Recognizes, supports, and ensures individual development plans are progressing. ▪ Is comfortable giving upper leadership direct access to those who are closest to the work. ▪ Partners with staff to outline results and empowers them to follow through. ▪ Effectively uses recognition tools to motivate people to achieve higher levels of performance. ▪ Regularly models behavior that makes it comfortable for others to admit mistakes.	▪ Demonstrates trust of others by appropriately taking them into their confidence. ▪ Ensures team understands and focuses on key goals; redirects when needed. ▪ Empowers individuals and teams to set goals with mutual accountability. ▪ Taps opportunities beyond their unit to develop talented individuals for the benefit of the University. ▪ Proactively seeks opportunities for talented staff to work with upper leadership. ▪ Inspires team members to build effective work relationships focused on achieving organizational goals. ▪ Is viewed as a leader who people want to work for because of the respect they demonstrate toward others.