

## Terminology Handout

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<b>Behavioral Anchored Rating Scale (BARS)</b>	A guide for managers and employees to use that provides behavioral examples of performance levels for each competency. It communicates key performance factors and expectations. It shows distinctions in effectiveness levels that help supervisors explain why an employee was evaluated in a particular way. It is not meant to be all inclusive or a checklist.
<b>Competencies</b>	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.
<b>Development Goals</b>	Identified during the planning phase that begins the performance cycle, and can be adjusted as needed throughout the year. Development goals are directly tied to one’s personal development. They can include: <ul style="list-style-type: none"> <li>• Development in current role</li> <li>• Expand skill set and knowledge areas</li> <li>• Prepare for future roles</li> </ul>
<b>Performance Goals</b>	Identified during the planning phase that begins the performance cycle, and can be adjusted as needed throughout the year. These goals are linked to VSU’s goals and initiatives and those of the work unit. They are the specific tasks that an employee is responsible for achieving that helps achieve unit goals.
<b>Performance Management Process (PMP)</b>	<ul style="list-style-type: none"> <li>• Ongoing process by which managers and employees work together to plan, monitor and review employee performance goals, job duties and overall contribution to the organization.</li> <li>• A roadmap for developing, implementing, and evaluating employee development.</li> <li>• A method to ensure the employees’ performance is aligned with VSU’s mission, goals and strategic initiatives.</li> </ul>
<b>Progress Notes</b>	A new online feature in PeopleAdmin where both supervisor and employee can keep a private log of milestone attainment throughout the year.
<b>Rating Scale</b>	<p>Rating scale used to determine performance level of goals, competencies, and job duties.</p> <ul style="list-style-type: none"> <li>• Exemplary- <i>Demonstrates unusual proficiency in obtaining results and is recognized as a leader or mentor.</i></li> <li>• Distinguished- <i>Performance clearly and consistently exceeds the expectation level of this performance area.</i></li> <li>• Successful - <i>Incumbent meets the expected standards. Performance is steady, reliable, consistent, and maintained with a minimum amount of supervision.</i></li> <li>• Emerging- <i>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.</i></li> <li>• Unsuccessful- <i>Performance falls short of the minimum criteria and standards of this competency. Immediate and substantial improvement is necessary to address this area.</i></li> </ul>
<b>Talent Discussions</b>	Method by which managers can gain more insight into an employee’s strengths and development areas by talking with colleagues who have direct experience working with the employee.