INCLUSIVENESS

1. Demonstrates respect for people and their differences
2. Understands the benefits of a diverse workforce
3. Is trusted and respected by others
4. Includes and welcomes others
5. Works to understand the perspectives of others
6. Promotes opportunities to experience diversity on campus

	UNSATISFACTORY	IMPROVEMENT NEEDED	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	EXCEPTIONAL
1	▪ Does not demonstrate inclusiveness; fails to recognize the value of differences.	▪ Is often not aware of or interested in diverse backgrounds or points of view.	▪ Respects, includes, and recognizes differences.	▪ Respects, includes, and recognizes differences; creatively incorporates dissimilar views.	▪ Highly inclusive; encourages, recognizes and incorporates diverse points of view.
2	▪ Does not understand or promote the benefits of a diverse workforce.	▪ Has minimal understanding of the benefits of a diverse a diverse workforce	▪ Understands the benefits of a diverse workforce.	▪ Promotes the benefits of a diverse workforce.	▪ Actively promotes the benefits of a diverse workforce
3	▪ Lack of inclusiveness fosters a lack of trust among customers and coworkers.	▪ Tends to work either independently or with designated coworkers; trust is low among those not included.	▪ Is respected and trusted by customers and coworkers.	▪ Is highly respected and trusted by customers, coworkers, and campus partners in all dealings.	▪ Is looked up to and highly respected by customers, coworkers and the campus community.
4	▪ Is not welcoming or respectful; coworkers and campus partners often 'work around' to avoid interaction.	▪ Is reticent to include new people or ideas.	▪ Inclusive and open to new people and ideas.	▪ Includes and welcomes diverse individuals and groups.	▪ Actively creates an inclusive and welcoming environment for diverse individuals and groups across campus.
5	▪ Discourages different points of view; becomes defensive when asked to consider new/different ideas.	▪ Is not always open to different points of view.	▪ Seeks to understand and incorporate different points of view.	▪ Is consistently open to and respectful of different points of view.	▪ Promotes equity and inclusion by actively seeking ideas and insights from diverse sources.
6	▪ Neither understands nor promotes opportunities to experience diversity on campus.	▪ Needs to develop understanding and awareness of opportunities to learn about and experience diversity on campus.	▪ Understands and promotes opportunities to experience diversity on campus for self and others.	▪ Participates in range of opportunities to learn about and experience diversity on campus; encourages others to do the same.	▪ Actively creates opportunities for others to learn about and experience diversity on campus.

Please provide any feedback on these behavioral anchors to Paul Carroll in COrWE (pcarroll@berkeley.edu).

STEWARDSHIP

1. Uses individual and campus resources effectively and efficiently
2. Innovative in terms of resource and environmental conservation
3. Performance consistent with UC health and safety standards.
4. Protects physical and intellectual property
5. Accountability advances team efforts and results.
6. Leverages resources for optimal outcomes
7. Actions consistent with UC policies.

	UNSATISFACTORY	IMPROVEMENT NEEDED	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	EXCEPTIONAL
1	▪ Lacks organization, prioritization, and time management skills.	▪ Often disorganized; has difficulty prioritizing projects and tasks.	▪ Demonstrates effective organization, prioritization and time management skills.	▪ Very proficient in terms of organizing and prioritizing work; uses time and resources wisely.	▪ Highly effective and efficient; models and shares organization, prioritization, and resource management skills.
2	▪ Is wasteful of energy and environmental resources.	▪ Sometimes conserves resources; needs a better understanding of conservation directives and practices.	▪ Engages in practices that conserve energy and environmental resources.	▪ Engages in practices that conserve energy and environmental resources; actively looks for savings.	▪ Actively seeks and recommends innovative solutions for conserving energy and environmental resources.
3	▪ Engages in practices that violate safety standards putting self and others at risk.	▪ Does not consistently adhere to health and safety standards, creating risks for customers and coworkers.	▪ Understands and applies health and safety standards; reports and corrects potential threats.	▪ Creates an environment committed to upholding health and safety standards; models safe behaviors.	▪ Establishes innovative practices that uphold and improve health and safety standards; mentors others in safety practices; proactive in mitigating risk.
4	▪ Exhibits carelessness that results in loss or destruction of physical and intellectual property.	▪ Demonstrates lack of responsibility for physical and intellectual property and campus-related data.	▪ Protects physical and intellectual property.	▪ Takes initiative to improve or safeguard physical and intellectual property.	▪ Develops and implements processes that ensure continued stewardship of physical and intellectual property.
5	▪ Finds fault with others or makes excuses for lack of accountability; hinders growth and progress of team.	▪ Lacks accountability for work responsibilities and actions.	▪ Consistently meets obligations and deadlines; promotes and contributes to team progress.	▪ Models accountability for one's one actions and inspires others to do the same; acutely aware of and focused on results.	▪ Models accountability; thinks of innovative ways to move projects forward to accomplish goals and achieve quality results.
6	▪ Consistently demonstrates a lack of understanding of or interest in sharing resources.	▪ Lacks organizational perspective, does not leverage resources to achieve quality outcomes.	▪ Looks for ways to share resources to promote greater efficiencies.	▪ Successfully leverages resources to overcome obstacles and achieve quality outcomes.	▪ Highly proficient at leveraging department and university resources to solve problems; outcomes are durable and high quality.
7	▪ Expresses a lack of understanding or support for the UC policies (e.g. ethics, sexual harassment, licensure). ▪ Disregards university policies and procedures or uses policies and procedures to hinder progress.	▪ Is informed of UC policies, behavior is occasionally inconsistent with the policies (e.g. ethics, sexual harassment, licensure). ▪ Does not always follow procedures to ensure optimal use of campus and environmental resources.	▪ Is aware of and follows the UC policies. ▪ Uses campus resources wisely; understands and follows campus policies and practices.	▪ Understands and actively demonstrates the intent of the UC policies. ▪ Improves processes and practices in ways that conserve and make more efficient use of campus resources.	▪ Actively models and promotes the UC policies. ▪ Encourages innovative thinking to foster more effective, efficient use of campus resources.

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PROBLEM SOLVING AND DECISION MAKING

1. Analyzes and prioritizes situations to identify and solve problems
2. Solutions increase efficiency and improve quality
3. Involves others in solving problems and making decisions
4. Factors organizational goals into decisions
5. Makes clear, transparent, timely decisions

	UNSATISFACTORY	IMPROVEMENT NEEDED	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	EXCEPTIONAL
1	▪ Has difficulty distinguishing between critical and noncritical issues; loses focus when resolving larger issues.	▪ Needs help analyzing and prioritizing problems; tends to focus on simple operational issues.	▪ Solves urgent, high impact problems first.	▪ Analyzes and prioritizes critical problems; stays focused on critical problems until they are successfully resolved.	▪ Analyzes and prioritizes critical problems accurately and quickly; maintains a sense of urgency in solving even complex problems.
2	▪ Solutions are rarely innovative; 'quick fixes' do not yield lasting or quality results.	▪ Solutions usually short-term; rarely transformative in terms of greater efficiency and/or improved quality.	▪ Solutions effectively address issues and are easily sustainable.	▪ Solutions change workplace both in terms of increasing efficiency and enhancing the quality of products and services.	▪ Solutions consistently transform workplace; processes are more efficient; the quality of products and services improve significantly.
3	▪ Rarely collaborates with peers and campus partners; doesn't look for more efficient ways to do things.	▪ Sometimes collaborates with others; prefers to solve problems independently.	▪ Collaborates effectively with others to solve problems and make decisions.	▪ Highly collaborative in terms of seeking input to solve problems and make decisions.	▪ Consistently and effectively seeks input from unit and campus partners; is nimble and decisive.
4	▪ Decisions have minimal or no impact in terms of improving the quality of products and services, or in aligning with department goals.	▪ Decisions focus on immediate, short-term issues, losing sight of larger department goals and initiatives.	▪ Keeps organizational and department goals in mind when solving problems and making decisions.	▪ Decisions and actions align with organizational and department goals and initiatives	▪ Always has 'big picture' in mind and helps others see it. Consistently aligns decisions and actions with organizational and department goals and initiatives.
5	▪ Has difficulty articulating rationale for decisions; often defers decision-making to others.	▪ Decisions are sometimes not clear; tends to put off decisions on more complex issues.	▪ Makes sound decisions based on facts and experience.	▪ Decisions consistently support and facilitate desired outcomes.	▪ Consistently makes clear, transparent, timely decisions; decisions consistently align with organizational and departmental goals.

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STRATEGIC PLANNING AND ORGANIZING

1. Understands and communicates strategic goals and plans to achieve them
2. Mobilizes resources to achieve shared strategic vision and goals
3. Aligns knowledge and talent with program goals
4. Develops and implements metrics to measure results
5. Anticipates and solves problems

	UNSATISFACTORY	IMPROVEMENT NEEDED	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	EXCEPTIONAL
1	▪ Does not follow an orderly method of setting objectives, scoping out difficulties, detailing work, or planning for task completion.	▪ Does not have a clear picture of unit or University goals; lacks perspective to pull elements into a strategic view; plans often lack substance and specificity.	▪ Creates effective plans: defines purpose and outcomes; breaks complex tasks into process steps, prioritizes activities, itemizes resources and estimates costs.	▪ Plans with unit and University goals in mind; plans clearly identify roles, responsibilities and timeframes.	▪ Creates innovative, ambitious plans which align with unit and University goals and serve as reliable roadmaps to desired outcomes.
2	▪ Is not able to integrate multiple activities and resources into a cohesive, actionable project.	▪ Has difficulty marshaling and informing resources to work together to achieve desired outcomes.	▪ Organizes, informs and supports resources to achieve goals.	▪ Informs and mobilizes resources—staff, stakeholders, technical experts—to achieve shared vision, mission, and goals.	▪ Effectively influences, informs, and mobilizes resources—staff, stakeholders, technical experts—to achieve shared vision, mission, and goals.
3	▪ Fails to identify mobilize resources to achieve program goals.	▪ Has difficulty identifying and aligning resources to achieve desired outcomes.	▪ Aligns program goals with talent and resources needed to achieve them.	▪ Maximizes resource utilization, by matching people/materials with program goals.	▪ Thoughtfully selects the right people to execute project plans by aligning goals with the talent needed to achieve them. Identifies and addresses resource gaps.
4	▪ Unwilling/unable to create or track metrics.	▪ Has difficulty defining and implementing appropriate metrics to measure success.	▪ Conducts evaluations to measure success and determine how processes may be changed to improve quality and/or efficiency.	▪ Implements metrics that effectively and efficiently measure results; recommends improvements based on results.	▪ Develops and implements reliable, effective metrics to measure outcomes; identifies and recommends changes to improve efficiency and effectiveness.
5	▪ Ignores small problems until they become significant, jeopardizing deadlines and effective utilization of resources.	▪ Identifies problems but does not effectively address them.	▪ Addresses problems in process or resourcing quickly and effectively.	▪ Anticipates and adjusts for problems and roadblocks; resolves problems in early stages.	▪ Proactively anticipates, analyzes and solves problems and motivates others to do the same.

COMMUNICATION

1. Demonstrates effective written and oral communication skills
2. Communicates clearly and knowledgeably
3. Shares information with others
4. Seeks input from others
5. Adapts communication to diverse audiences
6. Protects private and confidential information

	UNSATISFACTORY	IMPROVEMENT NEEDED	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	EXCEPTIONAL
1	▪ Reports and other documents are poorly written—unclear, overly simplistic, or grammatically incorrect.	▪ Written and oral skills need development; often disorganized and/or not appropriate for audience.	▪ Writes and speaks clearly, persuasively, and concisely; focuses on the needs of specific individuals and groups.	▪ Written and verbal communications are consistently clear, persuasive, and audience-appropriate.	▪ Communication is of the highest caliber; clear, persuasive, accurate, and focused on the needs of specific individuals and groups.
2	▪ Often appears distracted or disinterested; frequently interrupts others; contributions are often unclear or inaccurate	▪ Interrupts others to express point of view; has difficulty getting to the point; facts not always accurate or relevant.	▪ Effective communicator: knowledgeable and concise; actively listens to and synthesizes perspectives of others.	▪ Skilled communicator; listens to and integrates diverse contributions; explains issues clearly and succinctly.	▪ Highly proficient communicator; listens to and synthesizes others' ideas; explains even complex issues clearly and succinctly.
3	▪ Does not share information in a timely manner, creating problems for colleagues and customers.	▪ Tends to 'hold on' to information; has difficulty distinguishing between critical and noncritical data.	▪ Gives others the information they need in a timely manner.	▪ Shares accurate, timely information with the right people in the right format.	▪ Models openness and transparency in sharing information with campus partners and stakeholders.
4	▪ Avoids contact with coworkers and campus partners.	▪ Keeps communication to a minimum; reticent to share thoughts and ideas.	▪ Maintains open, honest dialogue with coworkers and campus partners.	▪ Encourages others to share ideas and integrates others' thoughts and opinions.	▪ To ensure optimal results, consistently and effectively seeks and incorporates others' ideas.
5	▪ Has difficulty tailoring communication to the needs of others; communicates 'too much,' 'too little,' or 'too late.'	▪ Communications do not always keep audience doesn't edit speech and writing for greater clarity and better understanding.	▪ Tailors information to audience and individual needs.	▪ Effectively adjusts the level of detail and tone of reports and presentations to audience.	▪ Effectively adapts written and verbal communication to audience; effectively distinguishes between 'need to know' and 'nice to know.'
6	▪ Discloses and uses private and confidential information inappropriately, putting the University at risk.	▪ Does not consistently follow University privacy practices; sometimes shares private or confidential information with unauthorized or inappropriate individuals.	▪ Consistently follows University privacy policies and practices.	▪ Understands and implements campus privacy policies; only discloses confidential information to authorized individuals.	▪ Clearly understands and follows University privacy policies and practices; develops practices to protect confidential and private information.

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QUALITY IMPROVEMENT

1. Understands the value of innovation and of quality improvement
2. Improves processes and practices by identifying inefficiencies and redundancies
3. Collaborates with campus partners to improve the quality of products and service
4. Demonstrates efficiency and quality in one's own work
5. Manages and sustains change initiatives

	UNSATISFACTORY	IMPROVEMENT NEEDED	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	EXCEPTIONAL
1	▪ Change averse; prefers to continue to do things as they always have been done.	▪ Has a limited perspective and understanding of the importance of quality improvement.	▪ Understands the value of quality improvement; identifies weaknesses that impede processes and recommends changes.	▪ Understands and communicates the importance of quality improvement; thinks 'outside the box' in order to improve processes and practices.	▪ Clearly defines the value and imperative for continuous improvement; consistently offers original, inventive ideas for improving products and services.
2	▪ Does not look for more efficient ways to get work done; consistently demonstrates resistance to change.	▪ Occasionally suggests improvements to work processes; lacks initiative in terms of implementing changes to improve the quality of service.	▪ Analyzes processes to identify redundancies and workflow inhibitors; restructures processes to improve quality of service.	▪ Always looking for better ways to do things; quickly and accurately identifies inefficiencies; successfully manages change processes.	▪ Sought out as a trusted resource for quality improvement; quick to identify inefficiencies and suggest practical ways to mitigate or eliminate them.
3	▪ Does not collaborate with team or campus partners in terms of sharing QI activities and successes.	▪ Needs to develop stronger working relationships with coworkers in order to collaborate on quality issues.	▪ Works effectively with team and campus partners to improve the quality of products and services.	▪ Collaborates with partners across campus to streamline processes in order to achieve higher quality products and services.	▪ Forges close collaborations with team and campus partners to significantly improve business practices; results consistently enhance quality of service.
4	▪ Extremely disorganized and unable to separate 'need to do' from less important tasks; cannot handle more than one project at a time.	▪ Has difficulty handling more than one task or project at a time; disorganization often results in poor quality work.	▪ Successfully manages several projects to achieve desired results.	▪ Manages several projects effectively and efficiently; results enhance productivity and quality.	▪ Models efficiency by getting more done in less time while maintaining quality of output; effectively manages multiple projects to achieve desired outcomes.
5	▪ Moves to next project before ensuring successful, sustainable implementation of previous projects.	▪ Rarely monitors change initiatives after implementation.	▪ Sustains change through clear documentation and regular monitoring.	▪ Ensures that operational changes are successfully implemented and sustained over time.	▪ Employs clear post- implementation strategies to ensure sustainability; encourages continuous improvement.

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LEADERSHIP

1. Applies skills and knowledge to achieve department and organizational goals
2. Helps others perform at their best
3. Self-aware and open to feedback
4. Adds value; high quality work
5. Understands and supports organizational goals
6. Builds wide sphere of influence to enhance individual and organizational effectiveness

	UNSATISFACTORY	IMPROVEMENT NEEDED	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	EXCEPTIONAL
1	▪ Lacking in basic job skills and knowledge; teammates often 'work around' to accomplish goals.	▪ Needs to develop job-specific skills and knowledge; performance sometimes does not reflect department and University goals and initiatives.	▪ Is informed and knowledgeable about industry trends and organizational initiatives; appropriately aligns skills with organizational initiatives.	▪ Is very knowledgeable in field; applies skills and knowledge in ways that enhance department and organizational effectiveness.	▪ Highly knowledgeable in industry and operations; often consulted as an expert in field; leverages knowledge to successfully achieve quality outcomes.
2	▪ Hinders sharing of knowledge and/or expertise; focused largely on own development.	▪ Does not openly share expertise or information with others.	▪ Assists others in developing skills and knowledge.	▪ Consistently and actively assists others in expanding and developing skills and knowledge.	▪ Inspires and helps others develop skills and competencies to perform at their best; is highly respected among peers and campus partners.
3	▪ Not motivated to learn and grow; believes manager and University should assume responsibility for his/her development.	▪ Often resistant to feedback on performance; rarely asks for help or feedback.	▪ Self-aware and open to feedback from others.	▪ Very self-aware; asks others for feedback in an effort to improve skills and knowledge.	▪ Demonstrates a high degree of self-awareness; asks others for feedback on performance; is a continuous learner.
4	▪ Does not add value in terms of contributing to team and department goals; work is poor in quality and lacking in substance.	▪ Contributions are often lacking in substance and practicality; output either overly simplistic or difficult to understand.	▪ Effectively contributes to team efforts; work is professional and high quality.	▪ Contributions consistently add value: output is consistently professional, practical, and high quality.	▪ Contributions are consistently thoughtful, useful, and professional; work is always of the highest caliber.
5	▪ Resistant to change; maintains focus on immediate, routine tasks; work efforts do not align with unit and department goals.	▪ Contributions and work efforts often do not reflect an understanding of unit and department goals.	▪ Effectively aligns work efforts with organizational and department goals.	▪ Understands and supports the need to align work with organizational initiatives and goals.	▪ Encourages and leads changes that enhance organizational and workforce effectiveness.
6	▪ Doesn't understand the importance of and lacking the ability to form alliances with stakeholders and campus partners.	▪ Shows little initiative in terms of widening sphere of influence on campus, hindering ability to achieve more strategic goals and initiatives.	▪ Directly influences decisions and actions that support department and organizational goals.	▪ Actively builds relationships with stakeholders and campus partners; collaborates across campus to add value and achieve goals.	▪ Effectively builds and cultivates alliances and relationships with a wide array of campus partners; employs associations to enhance personal and organizational effectiveness.

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TEAMWORK

1. Builds productive working relationships
2. Cooperates and collaborates with colleagues
3. Treats others with respect
4. Resolves conflicts among team members
5. Balances individual and team goals

	UNSATISFACTORY	IMPROVEMENT NEEDED	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	EXCEPTIONAL
1	▪ Relationships are strained by lack of interest in and respect for peers and campus partners.	▪ Has difficulty building strong, mutually beneficial working relationships.	▪ Builds and maintains effective working relationships with peers and campus partners.	▪ Successfully builds productive, mutually beneficial relationships to solve problems and achieve common goals.	▪ Leads colleagues to inspired cooperation and teamwork in support of department and University goals.
2	▪ Not a team player; often disrupts team process, jeopardizing progress toward common goals.	▪ Has difficulty collaborating with others; often prefers to work independently.	▪ Works effectively and cooperatively with others.	▪ Highly collaborative; seeks new alliances to expand sphere of influence and enhance quality of work.	▪ Models cooperation and teamwork; creates opportunities for self and others to improve working relationships and work outcomes.
3	▪ Exhibits behaviors that negatively impact the morale and accomplishments of the team.	▪ Sometimes displays behaviors inconsistent with workplace courtesy and respect.	▪ Treats others with respect; encourages and appreciates individual contributions.	▪ Promotes, supports, and influences a culture of respect and civility among team members.	▪ Is respectful and welcoming; Inspires collaboration by bridging gaps among diverse individuals and units.
4	▪ Often avoids conflict; not prepared or willing to resolve conflict.	▪ Unable to resolve or constructively manage conflicts.	▪ Works effectively with others to resolve conflict.	▪ Manages conflict competently and efficiently; when possible, looks for and proposes middle ground solutions.	▪ Skillfully and proactively addresses conflict; seeks and achieves 'win-win' resolutions.
5	▪ Unwilling to work outside comfort zone to support team goals.	▪ Resistant to new challenges; seems disinterested in building skills and knowledge.	▪ Demonstrates flexibility and willingness to step out of comfort zone to support team and goals.	▪ Always willing to try something new; balances individual and team goals.	▪ Consistently goes beyond direct responsibilities to achieve team and department goals; welcomes new challenges.

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SERVICE FOCUS

1. Understands the importance of quality service
2. Delivers quality service
3. Anticipates and fulfills customers' needs
4. Skillfully serves diverse customer base
5. Asks customers for feedback
6. Refers customers to appropriate/additional campus resources
7. Strives to improve the quality of service

	UNSATISFACTORY	IMPROVEMENT NEEDED	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	EXCEPTIONAL
1	Views service from own perspective, not the customer's; not mindful of or focused on customer needs.	Doesn't understand or support the need for high quality service.	Understands the need for and benefits of quality service.	Understands and values the importance of high quality customer service.	Values, supports, and inspires the highest quality of customer service.
2	Can be disrespectful or rude to customers, giving the department a reputation of being difficult to work with.	Does not always communicate well with customers resulting in uneven and sometimes poor service.	Delivers high quality service to customers.	Consistently and competently delivers the highest quality service.	Delivers services and solutions that often surpass customer's expectations.
3	Customer needs frequently not met; customers complain about poor service and unfulfilled commitments.	Customer's needs are not a priority; has difficulty following through on service commitments.	Meets and often exceeds customer expectations; ensures that customer needs are fulfilled.	Consistently meets or exceeds customer's expectations; always follows-up on service promises.	Takes extraordinary measures to meet and exceed customer's expectations; follows through on commitments despite time pressures and obstacles.
4	Is defensive with difficult customers; blames gaps in service or errors on systems and campus partners.	Is often impatient with customers; unwilling or unable to adapt style to the unique needs of customer base.	Adapts service delivery to meet needs of diverse customer base.	Effectively adapts delivery strategies and techniques to individual customer's needs.	Highly proficient in terms of adjusting and adapting service delivery to diverse customer needs and sensitivities.
5	Does not ask customers for feedback; deflects responsibility for negative feedback on others.	Sometimes asks customers for feedback; rarely suggests or implements changes that address customer concerns.	Seeks feedback from customers on quality of service; suggests improvements based on feedback.	Regularly seeks input from customers on the quality and timeliness of service; incorporates recommendations into processes and practices.	Skillfully and regularly asks customers for feedback on services; shares feedback with team in order to continually improve quality of service.
6	Does not suggest or refer customers to value-add campus resources.	Needs to develop greater awareness of campus resources to add value to customer interactions.	Suggests resources to diverse customer base that may add value.	Suggests campus resources that could help customers; tailors recommendations to customer needs.	Highly informed regarding campus resources that add value; thoughtfully refers customers to resources.
7	Unwilling to develop new delivery practices; thinks service is fine the way it is.	Does not actively look for ways to improve service; is often resistant to changes that improve the quality of service.	Frequently suggests and implements changes to improve the quality of service.	Always looking for ways to improve service; inventive in terms of 'quick wins' to improve service delivery.	Inspires others to looks for and suggest innovative processes and practices to improve the quality of service.

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MANAGING PEOPLE (Supervisors and Managers only)

1. Inspires and motivates employees to perform at their best
2. Communicates 'big picture' vision and team's integral role in realizing that vision
3. Hires and develops staff to maximize productivity, innovation, and teamwork.
4. Follows UC Berkeley Performance Management principles and practices
5. Recognizes and rewards accomplishments
6. Delegates and assigns work based on skills, performance objectives, and development opportunities.

	UNSATISFACTORY	IMPROVEMENT NEEDED	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	EXCEPTIONAL
1	▪ Rarely engages with staff to observe and discuss performance and development goals.	▪ Inconsistent in supporting staff to achieve defined goals.	▪ Encourages and supports employees to achieve performance and development goals.	▪ Encourages and engages staff to make optimal use of skills and knowledge.	▪ Leads and motivates by example; inspires staff to perform at their best.
2	▪ Does not understand or support continuous improvement; resistant to change.	▪ Needs to develop better understanding of high performance culture; has difficulty communicating long-term goals.	▪ Understands and communicates University goals and initiatives; aligns employee performance with campus initiatives.	▪ Creates a shared vision of organizational and operational excellence; connects department goals and individual contributions to vision.	▪ Effectively communicates the importance and benefits of a high performance culture; positions unit and team in collective campus effort to achieve organizational excellence.
3	▪ Does not coach for improved performance; believes employees should know what to do.	▪ Coaches intermittently; usually to correct mistakes or give negative feedback.	▪ Coaches for improved performance; encourages 'outside the box' thinking.	▪ Hires and develops staff; recommends opportunities for staff to expand and enhance skills; encourages creative solutions.	▪ Hires, coaches and develops staff to ensure optimal productivity; fosters a creative, innovative, supportive workplace.
4	▪ Manages performance haphazardly; employee performance goals are unclear or unrealistic; appraisals are uneven and subjective.	▪ Does not always follow campus performance management policies and practices.	▪ Establishes clear performance goals and expectations; manages performance to achieve goals.	▪ Thoughtfully and skillfully administers UC Berkeley performance management policies and practices.	▪ Effectively and efficiently administers UC Berkeley performance management system; effectively explains underlying purpose and goals of policies and practices.
5	▪ Focuses more on failure to achieve desired results; does not assume accountability for poor outcomes.	▪ Infrequently recognizes and rewards success; doesn't interact with staff frequently enough to identify and recognize achievements.	▪ Fairly and consistently recognizes and rewards specific individual and team accomplishments.	▪ Routinely recognizes and commends improved performance; celebrates successful completion of team efforts.	▪ Consistently and effectively acknowledges the employee initiative to improve skills and enhance contributions; thanks staff and team for 'above and beyond' accomplishments.
6	▪ Assigns work inappropriately; does not keep development and performance goals in mind; has unrealistic expectations and perception of staff skills and knowledge.	▪ Doesn't effectively match work assignments to staff talent and proficiencies.	▪ Thoughtfully delegates work to develop staff and achieve goals.	▪ Effectively links work assignments to achieve individual and department performance goals.	▪ Effectively delegates work to: develop skills and knowledge; ensure optimal outcomes, align work with individual, department, and organizational goals.

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