

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 noncompliant with equal employment protections. 	<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 complies with University equal employment opportunity requirements. 	<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 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.