

Performance Review Categories – Staff with Supervisory Responsibilities

The performance evaluation process was revised beginning with the 2018-19 academic year to provide a better opportunity to review employees that have supervisory responsibilities. Four competencies on the non-supervisory staff form have been changed to better align with the work performed by your supervisory staff. Please use this guide to help you reflect on the types of behaviors, knowledge, or skills you may want to consider in each of the new categories. Of course, this is just a sampling of potential behaviors and is not all inclusive.

Supervisory Skills: Demonstrates the ability to formulate objectives and priorities. Implements plans consistent with the unit's mission, vision and values, as well as, long-term interests. Ability to make well-informed, effective, and timely decisions. Works to develop others to perform and contribute to the organization by providing ongoing feedback and opportunities to learn through formal and informal methods.

- Meets regularly with staff to clearly communicate expectations and hold staff accountable.
- Provides opportunities for growth for staff members.
- Models behavior consistent with unit and university values.

Conflict Management: involves helping colleagues to avoid or resolve interpersonal conflicts. Acts appropriately when called upon to adjudicate when staff members are in conflict, and also involves having the ability to either avoid or resolve own conflict situations. Helping conflicting parties to collaborate (a win-win outcome) or to compromise (each party needs to be flexible and give up something).

- Manages stressful situations quickly while remaining alert and calm.
- Is able to negotiate needs of opposing sides of a situation to create an agreeable compromise.
- Is able to identify the root cause and focus on the problem at hand while maintaining and strengthening the relationship, rather than “winning” the argument.
- Works to encourage respect of the parties and their viewpoints.

Area Expertise/Competence: Knowledge of all aspects of the job including both programmatic and operational/administrative responsibilities. Ability to demonstrate competence or growth. Understands the principles, equipment, policies, practices and procedures of the job.

- Understands both what he/she knows and does not know - recognizes where growth opportunities exist.

- Knows where to direct staff if technical or other knowledge is not in his/her field of expertise.
- Can identify the scope and needs of his/her role and position.

Emotional Intelligence and Influence Skills: Shows mastery or development of social influence, and is able to wield power effectively and fairly. Shows competence in making reasoned, well-thought-out arguments. Demonstrates the ability to communicate at an emotional level and exercises ability to read others' nonverbal cues. Able to view things from another's perspective to effectively negotiate and focus on win-win situations. Is able to develop positive working relationships with staff, peers and leadership. Has the ability to organize and present information, including data (when applicable) clearly and concisely both orally and in writing.

- Demonstrates an ability to listen to staff and models situational awareness. Similarly, allows others to have their say, refrains from interrupting others, and gently but effectively keeps everyone on task.
- Is accessible to employees (e.g., open-door policy) and is readily available for consultation or assistance.
- Encourages creativity and flexibility within reasonable boundaries for staff.
- Influences others using effective tactics and techniques for persuasion and desired results.
- Skilled in initiating and/or managing change in the workplace
- Builds bonds and nurtures instrumental relationships for business success.
- Creates group synergy in pursuing collective goals.
- Models attributes of self-regulation through:
 - Self-control: managing disruptive emotions and impulses
 - Trustworthiness: maintaining standards of honesty and integrity
 - Conscientiousness: taking responsibility and being accountable for personal performance, and
 - Adaptability: flexibility in handling change
- Examples of employees with high EI: Manages his or her own impulses, communicates with others effectively, manages change well, solves problems, and may use humor to build rapport in tense situations. These employees also have empathy, remain optimistic even in the face of adversity, and are gifted at educating and persuading others as well as resolving conflict.