Evaluate each business goal established for this review period. Use the comment section as needed to describe performance expectations, how results were measured, and the results that were achieved.

**Assessment Definitions:**

- **Achieved** - The goal, task, job duty and success measures have been achieved.
- **Active On Target** - The goal is still in progress; some milestones, tasks or success measures have been achieved.
- **Needs Improvement** - Does not consistently perform tasks, job duties or make progress on assigned goals.
- **Deferred** - For timing or business reasons, this goal, task, job duty has been deferred.

### Goal 4: Provide the necessary services, resources, and infrastructure to support the university's strategic direction.

4.1 4.9 Increase the utilization and effectiveness of available technologies through more impactful implementations, education, training, marketing, and communications.

- Develop and deliver on-line materials and a hands-on training session for our new system.

### Job Duties

5.1 Perform duties associated with the management of a department unit: staff management, administration of policy & procedures, approve staff time entry and leave, insure compliance with all regulatory policy, conduct staff meetings, develop and manage department budgets, & manage procurement requests.

Example of a job duty for someone in management.

5.2 Perform administrative office duties. (Example for an admin asst.)

Manage team calendars, answer phones/greet visitors, submit requisitions, initiate PCR's, monitor the budget.

5.3 Assist with routine maintenance or repair of facility, fixtures and/or equipment.

Responsible for the 3rd and 4th floor of the building. (Example of a maintenance worker.)
Competencies are a set of defined knowledge, skills and abilities that are used for performance evaluation and may be used for professional development planning as well.

Assessment Definitions

- **Advanced** - Has broad and deep understanding and skills, with substantial experience in this area. Can apply the competency regularly and independently and display this competency in complex, varied situations.
- **Skilled** - Has sufficient understanding and experience to operate at a full professional level with this broad range of moderately complex situations. Can generalize principles to effectively function in both predictable and new situations.
- **Developing** - Newly developing in this area, has a general understanding of key principles but limited or no applied experience with this competency. Is capable of using this competency with coaching and support.

Communication

Expresses ideas and information in a clear and concise manner; tailors message to fit the interests and needs of the audience; delivers information in a manner that is interesting and compelling to the listener or reader.

Decision Making

Bases decisions on a systematic review of relevant facts and information; avoids making assumptions or rushing to judgment; provides clear rationale for decisions

Problem Solving

Skilled at finding logical flaws in arguments and plans; identifies problems and solutions that others might miss; provides detailed insight and constructive criticism into problems and complex situations

Professional Knowledge

Keeps his/her skills current; effectively applies specialized knowledge and skills to perform work tasks; understands and masters the technical skills, knowledge, and tasks associated with his/her job; shares expertise with others

Relationship Building

Ability to identify and initiate working relationships and to develop and maintain them in a way that is of benefit to the organization. Good relationships are the key to getting things done and are essential when your success is dependent on others.

Time Management

Effectively manages own time and resources to ensure that work is completed efficiently. Accurately estimates time required to complete actions and activities; adheres to schedules and timetables; completes things when he/she said they would; sensitive to the use of other people’s time. Schedules by effectively allocating own time to complete work; coordinates own and other schedules to avoid conflicts. Leverages resources (individuals, processes, departments, and tools) to complete work efficiently. Stays focused and prevents irrelevant issues or distractions from interfering with work completion.

Work Effectiveness

 Understands how work gets done in organizations; builds networks that allow him/her to efficiently drive projects through the organizational structure; maximizes productivity while staying within constraints of formal organizational policies and rules

Behaviors

**Behaviors** are a set of actions that describe how one performs their job and conducts themselves as a Texas State employee.

Assessment Definitions:

- **Consistently Observed** - This behavior is observed on a constant basis; everyone in contact with this person would observe excellence in this area.
- **Frequently Observed** - This behavior is observed frequently.
Sometimes Observed - This behavior is observed on an infrequent basis; this is a development opportunity.

Seldom Observed - This behavior needs improvement.

Leadership

Actively supports organizational goals and values; demonstrates enthusiasm toward the company's goals and mission; aligns actions around organizational goals. Invests time and resources into building the capabilities of team members; helps people define career goals and establish development plans to achieve them; gives people constructive feedback and advice. Emphasizes the importance of people's contributions; lets people know why their work is important and how it will benefit themselves and others; ties work activities to people's personal career goals and life interests. Identifies and articulates the strategic goals and direction of the university, division, or work team.

Ownership/Accountability

Takes accountability for delivering on commitments; owns mistakes and uses them as opportunities for learning and development; openly discusses his/her actions and their consequences both good and bad

Initiative

Takes action on his/her own without being prompted; handles problems independently; able to resolve issues without relying on extensive help from others; does more than is expected or asked

Teamwork

Shows enthusiasm toward being a member of the group; actively participates in team meetings and activities; leverages the skills and interests of coworkers to achieve goals and solve problems; supports team decisions. Responds positively to requests; helps others achieve their goals; considers how his/her actions will impact others; looks for ways to contribute to the team. Modifies his/her approach based on cues from the team; makes an effort to treat people in a way that makes them feel comfortable and respected. Shares all relevant information with team and seeks other input.

Work Environment

Indicate whether the employee works in or around a hazardous environment. Some examples could include work with or around chemicals, electricity, heights, pressurized equipment, burning materials, extreme weather, unusual lighting/vibration/air/temperature/work space as well as other hazardous conditions. Please be consistent in applying work environment conditions for employees in the same job. For example if you have multiple air conditioning mechanics on the team, the work environment for each employee should be consistent.

Hazardous or not? Yes
Manager's Comments:

Physical Demands

Please indicate any essential physical demands of the job. Some common examples could include lifting, standing, seeing, hearing, speaking, walking, pushing, pulling, dragging, lifting and carrying, climbing, reaching, use of hands, working in awkward positions. This is not an inclusive list other demands could be necessary for a job. Please be consistent in applying physical demands for employees in the same job. For example if you have multiple air conditioning mechanics on the team, the physical demands for each employee should be consistent.

Please describe physical demands of the job.

Professional Development Goals (Encouraged but not required.)

As an institution we encourage employees to set professional development goals. The goal can be as simple as attending an Excel class to increase that skill set. Or as complex as taking classes to earn a degree. Whatever the case consider developing professional development goals to enhance knowledge or skill sets.