

Relationship Excellence- Faculty & Staff

Relationship Excellence encompasses the employee’s ability to effectively partner with internal and external stakeholders utilizing thoughtful communication, personal responsibility, active listening, empathy, respect, and collaboration.

Rating	Behavior Examples
Solid Performer/ Meets or Exceeds Expectations 4	<p>Behavior examples, all employees:</p> <ul style="list-style-type: none"> • Consistently makes an effort to ask questions of others to identify shared interest, experiences, or other common ground • Consistently responds promptly and seldom abrupt or rude in communications • Consistently listens with the intent to understand or considers emotions behind the words • Consistently takes into consideration body language, motivations, social situations, subtleties, or humor • Consistently demonstrates consensus-building skills and puts group goals above personal satisfaction and/or recognition • Maintains a positive attitude toward others • Fosters positive relationships with students, staff, and faculty to support student learning goals <p>Behavior examples, supervisors:</p> <ul style="list-style-type: none"> • Consistently and effectively communicates with employees, co-workers, and leadership • Inspires a positive and safe culture and environment for employees to express ideas, feelings, and disagreement • Willing to have difficult conversations • Creates environment and sets example by responding promptly and communicating effectively and openly • Clearly communicates employee expectations and asks how he or she can help the employee meet expectations
Progressing 3	<p>Behavior examples, all employees:</p> <ul style="list-style-type: none"> • Is still developing the skills and knowledge in Relationship Excellence and is expected to meet or exceed over time • Learning to make an effort to ask questions of others to identify shared interest, experiences, or find common ground • Responds slowly and/or is occasionally abrupt or rude in communications • Learning to accept others’ faults without criticism • Learning to listen with the intent to understand or consider emotions behind the words • Learning to take into consideration body language, motivations, social situations, subtleties, or humor • Learning consensus-building skills and how to put group goals above personal satisfaction and/or recognition <p>Behavior examples, supervisors:</p> <ul style="list-style-type: none"> • Learning to effectively communicate with employees, co-workers, and leadership • Learning to inspire a positive and safe culture and environment for employees to express ideas, feelings, and disagreement • Usually willing to have difficult conversations • Beginning to create environment and set example by responding promptly and communicating effectively and openly • Learning to clearly communicate employee expectations and ask how he or she can help the employee meet expectations •

Relationship Excellence- Faculty & Staff

<p>Needs Improvement 3</p>	<p>Behavior examples, all employees:</p> <ul style="list-style-type: none"> • Inconsistently makes an effort to ask questions of others to identify shared interest, experiences, or find common ground • Rarely responds promptly and/or is occasionally abrupt or rude in communications • Finds fault and is critical of others • Rarely listens with the intent to understand or consider emotions behind the words • Rarely takes into consideration body language, motivations, social situations, subtleties, or humor • Rarely demonstrates or is still learning consensus-building skills and how to put group goals above personal satisfaction and/or recognition <p>Behavior examples, supervisors:</p> <ul style="list-style-type: none"> • Inconsistently and/or ineffectively communicates with employees, co-workers, and leadership • Rarely inspires a positive and safe culture and environment for employees to express ideas, feelings, and disagreement • Unwilling to have difficult conversations • Rarely creates environment or sets example by responding promptly and communicating effectively and openly • Rarely clearly communicates employee expectations and doesn't ask how he or she can help the employee meet expectations
<p>Does Not Meet Expectations 0</p>	<p>Behavior examples, all employees:</p> <ul style="list-style-type: none"> • Makes no effort to ask questions of others to identify shared interest, experiences, or other common ground • Does not respond promptly and/or is abrupt or rude in communications • Often finds fault and is critical of others • Does not listen with the intent to understand or consider emotion behind the words. • Does not take into consideration body language, motivations, social situations, subtleties, or humor • Consistently does not demonstrate consensus-building nor puts group goals above personal satisfaction and/or recognition • For supervisors, does not communicate with employees <p>Behavior examples, supervisors:</p> <ul style="list-style-type: none"> • Fails to consistently and effectively communicate with employees, co-workers, and leadership • Undermines culture and environment making it unsafe for employees to express ideas, feelings, and disagreement • Unwilling to have difficult conversations • Fails to create environment and does not set example by responding promptly and communicating effectively and openly • Does not communicate employee expectations nor ask how he or she can help the employee meet expectations

Learning Excellence - Staff

Learning Excellence reflects and demonstrates the employee's commitment to improving teaching and learning both inside and outside the classroom.

Rating	Behavior Examples
Solid Performer/ Meets or Exceeds Expectations 4	Behavior examples, all employees: <ul style="list-style-type: none"> • Completes YC Required Training by the due date • Adequate level of the development of subject matter expertise and sharing of expertise, or high level of development of subject matter expertise (e.g. presenter, officer in an organization, leadership roles, etc.) • Consistently creates a positive and productive environment conducive to learning and supports the department in any way possible • Researches, recommends and/or creates innovative student support or department services and shares with others as needed • Consistently and proactively monitors, recommends, and provides support to students and/or the department • Consistently demonstrates the ability to consider the views, cultural differences, and diverse experiences of students and colleagues, and to educate others on the value of diversity and equity Behavior examples, supervisors: <ul style="list-style-type: none"> • Completes YC Required Training by the due date • Provides professional development and training opportunities for staff • Faces challenges proactively and is solution-driven • Demonstrates high level of subject matter expertise • Consistently creates positive environment conducive to learning
Progressing 3	Behavior examples, all employees: <ul style="list-style-type: none"> • Completes YC Required training later than due date, but before end-of-year performance evaluation • Is still developing the skills and knowledge in Learning Excellence and is expected to meet or exceed over time • Developing subject matter expertise and/or inconsistently shares subject matter expertise with others • Developing capacity to support the creation and development of environments conducive to learning or support of the department • Inconsistently recommends and/or provides support to students or the department when needed • Inconsistently researches, recommends and/or creates innovative student support or department services and inconsistently shares with others • Learning the ability to consider the views, cultural differences, and diverse experiences of students and colleagues, and learning to educate others on the value of diversity and equity Behavior examples, supervisors: <ul style="list-style-type: none"> • Completes YC Required training later than due date, but before end-of-year performance evaluation • Inconsistently provides professional development and training opportunities for staff

Learning Excellence - Staff

	<ul style="list-style-type: none"> • Is learning to face challenges proactively and be solution-driven • Demonstrates mid-level of subject matter expertise • Inconsistently creates positive environment conducive to learning
<p style="text-align: center;">Needs Improvement 3</p>	<p>Behavior examples, all employees:</p> <ul style="list-style-type: none"> • Completes YC Required Training after multiple reminders from supervisor • Minimal involvement in the development of subject matter expertise and/or rarely shares subject matter expertise with others • Minimal support in the creation and development of environments conducive to learning or support of the department • Inconsistently recommends and/or provides support to students or the department when needed • Inconsistently researches, recommends, and/or creates innovative student support or department services and rarely shares with others • Inconsistently demonstrates the ability to consider the views, cultural differences, and diverse experiences of students and colleagues, and rarely seeks to educate others on the value of diversity and equity <p>Behavior examples, supervisors:</p> <ul style="list-style-type: none"> • Completes YC Required Training after multiple reminders from supervisor • Inconsistently provides professional development and training opportunities for staff • Inconsistently faces challenges proactively and is not generally solution-driven • Demonstrates minimal level of subject matter expertise • Minimally creates positive environment conducive to learning
<p style="text-align: center;">Does Not Meet Expectations 0</p>	<p>Behavior examples, all employees:</p> <ul style="list-style-type: none"> • Does not complete YC Required Training • No development of subject matter expertise • No support provided for the creation and development of environments conducive to learning or support of the department • Does not recommend and/or provide support to students, or department when needed • Does not research, recommend and/or create innovative student support or department services and share with others • Does not demonstrate the ability to consider the views, cultural differences, and diverse experiences of students and colleagues, and does not seek to educate others on the value of diversity and equity <p>Behavior examples, supervisors:</p> <ul style="list-style-type: none"> • Does not complete YC Required Training • Fails to provide professional development and training opportunities for staff • Does not face challenges proactively nor is solution-driven • Demonstrates low level of subject matter expertise • Fails to create positive environment conducive to learning

Service Excellence - Staff

Service Excellence consistently aligns the culture and quality of our service in order to embrace our organization and department missions. Service Excellence enables greater work satisfaction and allows for more time focused on opportunities in which to advance YC.

Rating	Behavior Examples
Solid Performer/ Meets or Exceeds Expectations 4	Behavior examples, all employees: <ul style="list-style-type: none"> • Consistently follows through on inquiries and reports back to others • Anticipates the needs of stakeholders and surprises them with solutions which reduce their challenges and supports their objectives • Repeatedly demonstrates a willingness to help others, accessible to others as needed • Provides support and positively contributes as needed and/or expected • Consistently or highly approachable, professional, routinely positive, friendly, and courteous • Effectively deals with conflict and can effectively de-escalate challenging situations • May engage or represent the College in activities in addition to core job responsibilities Behavior examples, supervisors: <ul style="list-style-type: none"> • Consistently effectively balances supervisory and leadership roles, managing department/ employees as well as responsibilities to the next level up • Consistently and positively provides support • Supports and communicates support for College decisions • Helps staff understand YC policies, processes, initiatives, & decisions • Collaborates and coordinates decisions with lateral peers • Consistently demonstrates a willingness to help others at all levels • Sets the example for how to effectively deal with and de-escalate conflict
Progressing 3	Behavior examples, all employees: <ul style="list-style-type: none"> • Is still developing the skills and knowledge in Service Excellence and is expected to meet or exceed over time • Learning to understand or appreciate the needs, objectives, and challenges of others • Occasionally fails to follow through, hesitantly helps others when asked, or fails to give explanations for delays, at times inaccessible when needed • Occasionally rude or uses condescending tone, impolite, inflexible or obstinate • Learning to deal with conflict and how to de-escalate challenging situations Behavior examples, supervisors: <ul style="list-style-type: none"> • Learning to consistently balance supervisory and leadership roles, managing department/employees as well as responsibilities to the next level up • Inconsistently but positively provides support

Service Excellence - Staff

	<ul style="list-style-type: none"> • Starting to support and communicate support for College decisions • Learning to help staff understand YC policies, processes, initiatives, & decisions • Inconsistently collaborates and coordinates decisions with lateral peers • Learning to consistently demonstrate a willingness to help others at all levels • Learning to set the example for how to effectively deal with and de-escalate conflict
<p style="text-align: center;">Needs Improvement 3</p>	<p>Behavior examples, all employees:</p> <ul style="list-style-type: none"> • Inconsistently understands or appreciates the needs, objectives, and challenges of others • Frequently fails to follow through, reluctantly helps others when asked, or fails to give explanations for delays, at times inaccessible when needed • Occasionally rude or uses condescending tone, impolite, inflexible or obstinate • Ineffectively deals with conflict, unaware of how to de-escalate challenging situations <p>Behavior examples, supervisors:</p> <ul style="list-style-type: none"> • Inconsistently balances supervisory and leadership roles, poorly manages department/employees as well as responsibilities to the next level up • Rarely or inconsistently provides support • Rarely supports or communicates support for College decisions • Ineffectively communicates YC policies, processes, initiatives, & decisions to employees • Rarely collaborates or coordinates decisions with lateral peers • Inconsistently demonstrates a willingness to help others at all levels • Ineffectively deals with conflict and is unaware of how to de-escalate conflict
<p style="text-align: center;">Does Not Meet Expectations 0</p>	<p>Behavior examples, all employees:</p> <ul style="list-style-type: none"> • Inaccessible, inattentive, or ignores other’s tasks and deadlines that require their input and involvement • Fails to follow up on inquiries from others • Fails to provide support and contribute when needed • Uses condescending and negative tone when talking with others, gossips, or insubordinate • Instigates conflict, discord, escalates situations <p>Behavior examples, supervisors:</p> <ul style="list-style-type: none"> • Unable to balance supervisory and leadership roles, managing department/ employees as well as responsibilities to the next level up • Inconsistently and/or negatively provides support • Fails to support and does not communicate support for College decisions • Fails to help staff understand YC policies, processes, initiatives, & decisions

Service Excellence - Staff

- | | |
|--|---|
| | <ul style="list-style-type: none">• Does not collaborate or coordinate decisions with lateral peers• Lacks willingness to help others at all levels• Fails to set the example for how to effectively deal with and de-escalate conflict, possibly even contributes to conflict escalation |
|--|---|

Job Knowledge & Functions- Staff

Rating	Behavior Examples
Solid Performer/ Meets or Exceeds Expectations 4	Behavior examples, all employees: <ul style="list-style-type: none"> • Consistently demonstrates basic to advanced job knowledge and/or skills to perform job including using equipment and technology safely, efficiently and effectively • Possesses and applies the functional and technical knowledge and skills to do the job at an acceptable level of accomplishment, including volume and quality of work • Often takes advantage of or seeks out available skill enhancement or training opportunities • Consistently is open to change and is responsive to performance feedback • Consistently performs responsibilities in accordance with applicable laws, policies and procedures and in a safe manner • Understands the expectations of the job and remains current regarding new developments in areas of responsibility; seeks opportunities for learning, developing and using new skills relevant to position • Performs responsibilities in accordance with applicable laws, policies and procedures and in a safe manner specific to position Behavior examples, supervisors: <ul style="list-style-type: none"> • Understands, manages, and follows through on deadlines within and external to department • Develops a diverse workforce
Progressing 3	Behavior examples, all employees: <ul style="list-style-type: none"> • Is still developing the skills and knowledge for the job and is expected to meet or exceed the job requirements over time • Still developing basic job knowledge and/or skills to perform job including using equipment and technology safely, efficiently and effectively • Beginning to take advantage of available skill enhancement or training opportunities • Learning to be open to change and responsive to performance feedback Behavior examples, supervisors: <ul style="list-style-type: none"> • Learning to understand, manage, and follow through on deadlines within and external to department • Learning to develop a diverse workforce
Needs Improvement 3	Behavior examples, all employees: <ul style="list-style-type: none"> • Inconsistently demonstrates basic job knowledge and/or skills to perform job including using equipment and technology safely, efficiently and effectively • Rarely takes advantage of available skill enhancement or training opportunities • Occasionally resistant to change and not responsive to performance feedback • Does not reliably perform responsibilities in accordance with applicable laws, policies and procedures and in a safe manner Behavior examples, supervisors: <ul style="list-style-type: none"> • Does not regularly understand, manage, or follow through on deadlines within and external to department

Job Knowledge & Functions- Staff

	<ul style="list-style-type: none">• Inconsistently focuses on developing a diverse workforce
Does Not Meet Expectations 0	<p>Behavior examples, all employees:</p> <ul style="list-style-type: none">• Fails to demonstrate basic job knowledge and/or skills to perform job including using equipment and technology safely, efficiently and effectively• Does not take advantage of available skill enhancement or training opportunities• Resistant to change and is not responsive to performance feedback• Fails to perform responsibilities in accordance with applicable laws, policies and procedures and in a safe manner <p>Behavior examples, supervisors:</p> <ul style="list-style-type: none">• Fails to understand, manage, and follow through on deadlines within and external to department• Does not develop a diverse workforce

Goals – All Employees

Employees are required to set 3 - 5 goals each year. At least three of the goals must align with at least one YC Strategic Plan Goal (Belonging, Living Wage, Adult Learners, Delivery). (See <https://www.yc.edu/v6/institutional-research/docs/2022-2024-strategic-plan-report-5-25-21.pdf>.) Additional goals can align with the YC Way Competencies (Service, Learning, or Relationship Excellence), growth or enhancement of Job Knowledge & Functions, or your department or division strategic plan. The use of SMART goals is highly recommended (Specific, Measurable, Achievable, Realistic, and Time-bound; see next page). This year, your goals will account for 20% of the overall performance review rating.

Entering Goals job aid: <https://www.yc.edu/v6/human-resources/docs/performance-management/employee-how-to-enter-goals-in-neogov-perform.pdf>

Approving Goals job aid: <https://www.yc.edu/v6/human-resources/docs/performance-management/supervisor-how-to-approve-goals-in-neogov-perform.pdf>

Rating	Behavior Examples
Solid Performer/ Meets or Exceeds Expectations 4	Behavior examples: <ul style="list-style-type: none"> • Goals achieved as originally stated • Demonstrates ability to prioritize goals and plan for successful accomplishment • Displays great effort in working toward goals, even if goals not fully achieved as originally stated • Goal(s) no longer relevant or achievable, and decision to abandon goal(s) was supported by supervisor
Progressing 3	Behavior examples: <ul style="list-style-type: none"> • Goal(s) not yet achieved, but employee made significant progress toward meeting goal(s) • Starting to demonstrate ability to prioritize goals and plan for successful accomplishment • Employee has resources to complete goal(s) and is still learning the amount of effort required to meet goal(s)
Needs Improvement 3	Behavior examples: <ul style="list-style-type: none"> • Employee has made sporadic or minimal efforts in achieving goal(s) • Lacks ability to prioritize goals or plan for successful accomplishment • Goal(s) not achievable as originally envisioned, or no longer relevant, but employee did not discuss this with supervisor • Employee has resources to complete goal(s) but did not put forth the effort
Does Not Meet Expectations 0	Behavior examples: <ul style="list-style-type: none"> • Goal(s) not achieved and employee has made minimal or no progress towards meeting goal(s) • Does not demonstrates ability to or interest in prioritizing goals or plan for successful accomplishment • Employee has not shown interest in meeting goal(s) or is not engaged in goal seeking activity

Goals – All Employees

Setting **S M A R T** Goals

The research shows that specific and challenging goals lead to better performance (Locke, 1968). In this lesson we will be working on designing a plan and creating SMART goals to help us achieve a healthier lifestyle.



You goal should be as specific as possible and answer the questions: **What is your goal? How often or how much? Where will it take place?**



How will you measure your goal? Measurement will give you specific feedback and hold you accountable.



Goals should push you, but it is important that they are **achievable**. **Are your goals attainable?**



Is your goal and timeframe realistic for the goal you have established?



Do you have a timeframe listed in your SMART goal? This helps you be accountable and helps in motivation.