APPENDIX K

Employee Effectiveness Measure Framework:
A Performance Evaluation Measure for Shelby County Schools Non-Instructional Staff
(Supervisors)

Updated Version, revised August 2016

Shelby County Schools Non-Instructional Staff
Competency Rubric

1. COMMUNICATION

This competency measures how well employees can efficiently share and receive information with co-workers, supervisors, clients and the community at large.

Communication is a transaction between two or more people, with all participants having an active role in the process. It is a process that allows individuals to exchange information, confer knowledge, give advice and commands, and ask questions. "Many of the problems that occur in organizations are the direct result of people failing to communicate or communicating ineffectively" (SANS Leadership, pg 136). Effective communication requires that all parties understand a common language expressed through verbal or nonverbal actions and takes place only when the listener clearly understands the message that the speaker intended to send.

Strong communication varies depending on the role, audience and purpose. Meeting expectations would include using the most appropriate verbal and written communication strategies, responding in a timely manner while prioritizing urgency, demonstrating strong listening skills, and exhibiting courteous and tactful language. Going above and significantly above expectations would include modeling clear and articulate verbal and written communication strategies for the target audience, demonstrating to others how to prioritize communications based on urgency, modeling active listening skills and consistently clarifying miscommunications before they become problematic, and is a model of courtesy and tactfulness to others.

Key aspects of performance in this category include:	Proficiencies:	Guiding Questions:
• Clarity, precision and efficiency of communication • Timeliness and appropriate urgency of communication • Active listening • Tactfulness	• Communicates (verbal or written) in a manner that conveys information precisely, without ambiguity and presents ideas in a meaningful way • Adheres to deadlines with timeliness and urgency • Actively listens to others to ensure understanding before responding and summarizes the comments, questions and opinions of others • Communicates professionally with external and internal customers using respectful, tactful and comprehensible language	• How does the employee communicate (both verbally and written) in a way that expresses information precisely? • Does the employee adhere to deadlines and prioritize according to urgency? • What communication strategies are utilized to confirm understanding before replying to others and recapping the comments, questions and opinions of others? • How does the employee communicate with external and internal customers?

COMMUNICATION

DESCRIPTOR FEATURE	1- Significantly Below Expectations	2- Below Expectations	3- Meeting Expectations	4- Above Expectations/ 5- Significantly Above Expectations
	The following best describes what is observed:	*The following best describes what is observed:*	*The following best describes what is observed:*	*For Level 4- All areas of performance match the descriptions in level 3, and two areas match the description below:* *For Level 5- All areas of performance match the descriptions below, in addition to those of level 3 where there is overlap:*
Communication (Verbal and Written)	Employee does not use appropriate communication strategies and techniques for target audience	Employee sometimes uses appropriate communication strategies and techniques for target audience	Employee employs the most appropriate communication strategies and techniques for target audience	Employee models clear and articulate oral/written communication by using appropriate strategies/techniques for target audience
Adherence to Deadlines	Employee does not respond on time and does not prioritize more urgent issues	Employee sometimes responds in a timely manner, and/or sometimes does not prioritize more urgent issues	Employee responds in a timely manner and prioritizes communication for varying levels of urgency	Employee responds promptly and demonstrates to others how to prioritize communications with different levels of urgency
Actively Listening Skills	Employee does not demonstrate active listening skills, and does not understand information	Employee sometimes demonstrates active listening skills by asking questions, restating facts and identifying solutions	Employee demonstrates strong active listening skills by asking questions, restating facts and/or identifying solutions	Employee models active listening techniques, and consistently clarifies miscommunication before it becomes problematic
Respectful and Tactful Language	Employee does not exhibit courtesy and tact when communicating with others (colleagues, supervisors or customers)	Employee sometimes exhibits courtesy and tact when communicating with others (colleagues, supervisors or customers)	Employee exhibits courtesy and tact when communicating with others (colleagues, supervisors or customers)	Employee is a model of tactfulness and courtesy when communicating with others (colleagues, supervisors or customers)

2. COLLABORATION

This competency measures the strength of an employee's ability to build, shape and use lasting and durable relationships with fellow employees to achieve results. It also measures an employee's ability to use these relationships for the good of the organization and to be an effective team player in accomplishing district-wide goals.

Collaboration is a process through which a group of people constructively explore their ideas to search for a solution that extends one's own limited vision. According to Shawn Callahan, founder of *Anecdote*, there are three types of collaboration: team collaboration, network collaboration and community collaboration. Collaboration is a process that continues and betters over time; the more employees collaborate, the more significant the working relationships become.

There are many benefits to collaborating in the workplace. When employees collaborate, they are able to utilize the strengths and skills of everyone involved. The company and employees benefit from collaboration because as a result of sharing ideas and working together, they see how others think, negotiate and operate. Access to others with unique expertise and viewpoints will most likely allow employees to come up with ideas and solutions at a faster pace. Collaborating in the workplace allows important projects and initiatives to be completed in a more efficient manner. When employees share "wins" with others, they often build a sense of team.

Meeting expectations would include consistently working with team members, building relationships and networking, and demonstrating resourcefulness. Going above and significantly above expectations would include leading and guiding projects with expected outcomes, coaching others on networking and making internal and external connections and modeling reliability and dependability.

Key aspects of performance in this category include:	Proficiencies:	Guiding Questions:
• Ability to serve on teams and groups effectively by compromising and working toward an agreed approach to complete the work and achieve goals • Skill in networking and relationship building • Reliability and dependability as measured by the extent to which the employee is trusted by others	• Works together with others and is a team player • Fosters cooperative and positive work relationships inside and/or outside the organization • Is considered as a reliable and dependable resource by colleagues	• What specific examples can be described where the employee worked with others? • How does the employee foster internal and external work relationships? • Do colleagues consider the employee a reliable and dependable resource?

COLLABORATION

DESCRIPTOR FEATURE	1- Significantly Below Expectations	2- Below Expectations	3- Meeting Expectations	4- Above Expectations/ 5- Significantly Above Expectations
	The following best describes what is observed:	*The following best describes what is observed:*	*The following best describes what is observed:*	*For Level 4- All areas of performance match the descriptions in level 3, and **one** area matches the description below:* *For Level 5- **All** areas of performance match the descriptions below, in addition to those of level 3 where there is overlap:*
Team Player	Employee does not collaborate with team members, and does not contribute to team results	Employee sometimes collaborates with team members and/or sometimes contributes to team results	Employee collaborates with team member and contributes to team results	When given the opportunity, employee demonstrates commitment to lead and guide projects to produce expected outcomes
Relationship Building	Employee does not network nor builds relationships with other employees	Employee occasionally networks, and builds relationships with other employees	Employee regularly networks, and builds relationships with other employees	Employee coaches peers on networking, and making connections with pertinent individuals within and outside of the district
Reliable and Dependable Resource	Employee is not reliable, dependable, and is not used as a resource by peers	Employee is sometimes reliable, dependable, and/or occasionally serves as a resource for peers	Employee is always reliable, dependable, and consistently demonstrates resourcefulness	Employee models reliability and dependability, and coaches others on how to be more resourceful

3. PROFESSIONALISM & RESPONSIBILITY

This competency measures an employee's dedication to the district's mission and goals. It also focuses on the employee's attitudes, which affect the outcomes of his or her work, and attention to detail and a commitment to both product and process quality.

Professionalism is defined as an individual's conduct at work. Professionalism is not just about what you know – it's how you do your job, how you behave and how you come across. Professionalism means conducting oneself with responsibility, integrity, accountability, and excellence. Responsibility refers to employees taking responsibility for their own actions outside of normal job duties. Self-responsibility is related to accountability, which requires employees to accept blame for their errors or omissions and acknowledge the successes and contributions of others.

Meeting expectations would include consistently aligning performance to district/school priorities, meeting internal and external customer needs, 95% attendance rate or better, taking ownership of work and displaying a positive work attitude. Going above and significantly above expectations would include <u>modeling</u> performance alignment, <u>exceeding</u> internal/external customer needs, 98% or higher attendance rate, taking initiative and detail-oriented and <u>encouraging</u> others through his/her own motivation.

Key aspects of performance in this category include:	Proficiencies:	Guiding Questions:
• Ability to align his or her work with the larger goals and priorities of the district successfully • Skill in conducting himself or herself professionally and focus on high-quality customer service • Attendance • Initiative in taking ownership for projects and level of detail orientation for product quality • Drive to do every job with motivation, excellence and a positive attitude	• Aligns performance with both district/school vision and goals, and is dedicated to using these priorities to measure success in the position • Promotes high-quality customer service and professionalism through consistent customer satisfaction (i.e., timely feedback, problem resolution and continual service improvements) • Comes to work and arrives on time ready to contribute to the District's goals and priorities • Demonstrates initiative by assuming ownership for assignments and pays attention to detail and quality • Displays motivation, a commitment to excellence, demonstrates a positive attitude towards the work	• How does the employee establish job-related goals and prioritize tasks? • How does the employee promote high-quality customer service? • How often is the employee present and on time for work? • What does the employee do to display ownership of job assignments? • Does the employee display a positive attitude and a commitment to excellence towards the work?

PROFESSIONALISM & RESPONSIBILITY

DESCRIPTOR FEATURE	1- Significantly Below Expectations	2- Below Expectations	3- Meeting Expectations	4- Above Expectations/ 5- Significantly Above Expectations
	The following best describes what is observed:	*The following best describes what is observed:*	*The following best describes what is observed:*	*For Level 4- All areas of performance match the descriptions in level 3, and **one** area matches the description below:* *For Level 5- **All** areas of performance match the descriptions below, in addition to those of level 3 where there is overlap:*
Performance Alignment	Employee rarely aligns performance to meet district/school vision and goals	Employee sometimes aligns performance to meet district/school vision and goals	Employee consistently aligns performance and measures outcomes with district/school vision and goals	Employee models for others the practice of aligning performance and measuring success with the vision and goals of the district/school
Customer Service	Employee seldom meets internal/external customer needs, or works to prevent potential problems	Employee sometimes meets internal/external customer needs, but rarely works to prevent potential problems	Employee generally meets internal/external customer needs, and works to prevent potential problems	Employee consistently exceeds internal/external customer expectations, and seeks constant improvement to processes to prevent future problems.
Attendance	Employee is present less than 93% of total contracted days (not including vacation days) and/or frequently reports to work late	Employee is present at least 93% of total contracted days (not including vacation days) and/or sometimes reports to work on time	Employee is present at least 95% of total contracted days (not including vacation days) and reports to work on time	Employee is present at least 98% of total contracted days (not including vacation days) and reports to work on time
Ownership and Detail-Oriented	Employee does not take ownership for work assignments and does not pay attention to detail for product quality	Employee sometimes takes ownership for work assignments, and/or sometimes pays attention to detail for product quality	Employee takes ownership for work assignments and pays attention to detail for product quality	Employee shows initiative by taking ownership for assignments and is a model to others on paying attention to detail for product quality
Motivation and Attitude	Employee is not motivated, does not demonstrate a sense of commitment for excellence nor a positive attitude	Employee displays occasional motivation and a sense of commitment for excellence, and/or sometimes displays a positive attitude toward the work	Employee is motivated, demonstrates a sense of commitment for excellence and displays a positive attitude toward the work	Employee encourages others through his/her motivation, excellence in work tasks and positive attitude towards the work

4. SELF-MANAGEMENT

This competency measures an employee's effort to continually improve, manage and organize his/her own performance to be as efficient and effective as possible.

Success in one's job is linked to how well the employee manages himself/herself and situations as well as the ability to do the job every day. Self-management skills are those abilities that allow an employee to feel more productive when doing daily routine regardless of the working environment. Well-developed self-management skills will help employees efficiently communicate with co-workers, management and customers, make right decisions and plan work time.
A part of "self-management" is the determination to take responsibility and make the changes needed for workplace success.

Meeting expectations would include demonstrating self-assessment and realistic goal attainment, seeking out and applying feedback, organizational skills and prioritizing tasks. Going above and significantly above expectations would include <u>coaching</u> others on the process of personal development, utilizing feedback for growth and improvement, <u>modeling</u> to others how to manage work independently and to prioritize and schedule time effectively.

Key aspects of performance in this category include:	Proficiencies:	Guiding Questions:
- Ability to self-assess, and set challenging and achievable goals which accurately target skills or behaviors that could be improved or developed - Consistency in seeking out feedback and applying constructive criticism regarding performance - Organizational capability in approaching work in a straightforward and disciplined manner - Ability to prioritize, schedule and manage effectively to make the best use of time (especially when there are more tasks or projects than an employee has time to complete)	- Sets realistic goals for skill/knowledge development by accurately identifying and targeting self-improvement for continuous improvement - Welcomes feedback or constructive criticism about performance from others and works to creatively apply this feedback for personal growth - Approaches work in a straightforward, organized, and self-disciplined way - Demonstrates the ability to efficiently prioritize tasks by using scheduling and time-management skills to maximize performance capabilities	- Are realistic and challenging goals set based on targeted self-improvement? - How does the employee respond to feedback and constructive criticism? - What strategies does the employee use in approaching work? - Does the employee have the ability to efficiently prioritize tasks using scheduling and time-management skills?

SELF-MANAGEMENT

DESCRIPTOR FEATURE	1- Significantly Below Expectations	2- Below Expectations	3- Meeting Expectations	4- Above Expectations/ 5- Significantly Above Expectations
A measurement of how well or how often an employee:	*The following best describes what is observed:*	*The following best describes what is observed:*	*The following best describes what is observed:*	*For Level 4- All areas of performance match the descriptions in level 3, and **one** area matches the description below:* *For Level 5- **All** areas of performance match the descriptions below, in addition to those of level 3 where there is overlap:*
Goal Setting	Employee does not engage in self-assessment for the purpose of setting measurable goals for skill/knowledge development	Employee sometimes engages in self-assessment for the purpose of setting measurable goals for skill/knowledge development	Employee demonstrates the practice of self-assessment and realistic goal setting for skill/knowledge development	Employee models continuous utilization of self-assessment and realistic goal setting, and often coaches peers through the process of personal development
Feedback	Employee does not welcome or use feedback from others for personal growth and improvement	Employee welcomes feedback from others, but does not utilize it for personal growth and improvement	Employee regularly seeks out and applies feedback from others to improve personal performance	Employee gives quality feedback and coaches others to use feedback for personal growth and improvement
Organizational Capacity	Employee is unorganized and fails to manage work independently, leading to low productivity	Employee struggles with organization and managing work independently, especially when working on complex tasks	Employee is organized, disciplined, and manages work independently, leading to better work performance	Employee coaches peers on how to be better organized, disciplined, and manage their work independently, leading to higher-level work performance
Time-Management	Employee does not prioritize task to produce high-quality results through scheduling and time-management skills	Employee struggles to prioritize tasks to produce high-quality results through scheduling and time-management skills	Employee prioritizes tasks to produce high-quality results through scheduling and time-management skills	Employee models to peers how to prioritize, manage and schedule time effectively to maximize performance

5. ADAPTABILITY

This competency measures how well and competently an employee reacts to and handles adversity, problems, setbacks or dilemmas. It also measures how well an employee can adapt performance to accommodate change or new situations.

Adaptability is a critical quality that describes employees who are able to anticipate, respond to and manage change on a day-to-day basis. Adaptable employees usually demonstrate an open mind, listen to alternative ideas and approaches to tasks, come up with creative or innovate ways to solve problems and can adjust behaviors and actions to meet current day or task demands. Furthermore, these employees also have the ability to cope when things do not go as planned.

Meeting expectations would include exemplifying flexibility in adaptive approaches to work, handling high stressful situations, utilizing creativity and innovation in task completion, and welcomes alternate viewpoints. Going above and significantly above expectations would include <u>modeling</u> flexibility in approaching responsibilities, handling high-stress situations while simultaneously producing high-quality performance results, <u>coaching</u> others on creative and innovative approach for project completion and incorporates viewpoints from others to complete tasks.

Key aspects of performance in this category include:	Proficiencies:	Guiding Questions:
• Flexibility in handling new or challenging situations or circumstances • Ability to tolerate and manage stress • Innovation or creativity in task completion • Capability to acknowledge various viewpoints and accept new ideas	• Demonstrates flexibility in his/her approach to work in the face of challenges, change and/or unusual circumstances • Remains composed and focused during stressful and/or high activity periods • Uses creativity and innovation when the traditional approach to a task or project is not possible • Accepts alternate viewpoints and incorporates new ideas that are beneficial to completing tasks	• Does the employee demonstrate flexibility when approaching work during challenging or unusual circumstances? • How does the employee manage and respond to stress? • What does the employee do when the traditional approach to task completion is not possible? • Is the employee capable of accepting various viewpoints and incorporating these alternate ideas?

ADAPTABILITY

DESCRIPTOR FEATURE	1- Significantly Below Expectations	2- Below Expectations	3- Meeting Expectations	4- Above Expectations/ 5- Significantly Above Expectations
A measurement of how well or how often an employee:	*The following best describes what is observed:*	*The following best describes what is observed:*	*The following best describes what is observed:*	*For Level 4- All areas of performance match the descriptions in level 3, and **two** areas match the description below:* *For Level 5- All areas of performance match the descriptions below, in addition to those of level 3 where there is overlap:*
Flexibility	Employee is resistant to modifying his/her approach to work, even when it adversely affects effectiveness	Employee sometimes modifies his/her approach to work, when forced to diverge from normal routines	Employee shows flexibility in adapting his/her approach to work depending on situations	Employee models flexibility in approaching responsibilities, especially during unusual situations
Stress-Management	Employee displays an inability to perform effectively during stressful periods	Employee sometimes performs effectively during stressful periods	Employee handles highly stressful situations well and shows high-quality performance	Employee models to others how to handle high-stress situations and produce high-quality performance results
Creativity and Innovation	Employee does not use creative or innovative approaches to complete tasks/projects	Employee sometimes uses creative or innovative approaches in completing tasks/projects	Employee utilizes creativity and innovation in his/her approach to completing tasks/projects	Employee's creative and innovative approach to task/project completion is exemplary and serves as a model for others
Viewpoint Acknowledgement	Employee does not accept the viewpoints or ideas of others when completing tasks	Employee sometimes accepts the viewpoints and ideas of others when completing tasks	Employee welcomes alternate viewpoints and new ideas from others when completing tasks	Employee incorporates viewpoints and techniques from colleagues in order to complete tasks efficiently

6. KNOWLEDGE

This competency measures an employee's organizational and job-related knowledge required for success in the position, as well as how effectively one can apply or utilize this knowledge. It also focuses on an employee's competence in specific skills and abilities in his or her position.

The importance of understanding the assigned job role in an organization cannot be overemphasized. Employees' knowledge, expertise, and skills are central to success on the job, as well as the ways in which employees apply these factors to their work. Employees want to do well in their job, and in order to accomplish that, they need a clear understanding of what is expected. Understanding job roles and descriptions will ensure that employees ultimately understand the tasks and duties that are expected to fulfill add value to the organization.

Meeting expectations would include being knowledgeable of procedures and protocols and adhering to federal laws and district policies, seeking learning opportunities to improve job performance, and demonstrating proficiency in all assigned duties. Going above and significantly above expectations would include guiding others on the appropriate procedures and protocols as well as federal laws and district policies pertaining to job responsibilities, assisting others in accessing learning opportunities to improve job performance, and mentoring others to understand job expectations.

Key aspects of performance in this category include:	Proficiencies:	Guiding Questions:
- Familiarity of procedures, protocols and adherence to national, state and district policies for approaching the work in daily operations - Inclination toward continual learning and improvement of performance - Awareness of one's job description and skills that are essential to the execution of assigned duties	- Demonstrates a sound understanding of procedures, protocols and technical aspects (i.e., federal laws, state laws and district policies) related to job responsibilities and daily operations - Embraces an attitude of continual learning and constantly seeks to improve job performance - Demonstrates a comprehensive understanding of the job description and expectations in carrying out assigned duties	- Does the employee apply current procedures and protocols related to job responsibilities during daily operations? - Is the employee constantly seeking to improve job performance through continuous learning opportunities? - What does the employee exemplify to acknowledge understanding of job duties and expectations?

KNOWLEDGE

DESCRIPTOR FEATURE	1- Significantly Below Expectations	2- Below Expectations	3- Meeting Expectations	4- Above Expectations/ 5- Significantly Above Expectations
A measurement of how well or how often an employee:	*The following best describes what is observed:*	*The following best describes what is observed:*	*The following best describes what is observed:*	*For Level 4-* All areas of *performance match the descriptions in level 3, and* **one** *area matches the description below:* *For Level 5-* **All** *areas of performance match the descriptions below, in addition to those of level 3 where there is overlap:*
Procedure and Protocol Awareness	Employee has no knowledge of the procedures, protocols, federal laws, state laws and/or district policies related to his/her job responsibilities and daily operations	Employee has limited knowledge of the procedures, protocols, federal laws, state laws and/or district policies related to his/her job responsibilities and daily operations	Employee is knowledgeable of the procedures and protocols related to his/her job responsibilities and daily operations and adheres to federal laws, state laws and district policies	Employee demonstrates expert knowledge of the procedures and protocols and guides others to appropriately adhere to federal laws, state laws and district policies related to his/her job responsibilities
Learning Opportunities	Employee rarely seeks opportunities to continually learn and improve job performance	Employee sometimes seeks out learning opportunities to improve job performance	Employee regularly demonstrates a desire to continually learn and seeks opportunities to improve job performance	Employee models an attitude of continual learning by coaching and assisting others in accessing learning opportunities to improve job performance
Comprehension of Job Responsibilities	Employee demonstrates no knowledge of the job description, expectations and often experiences challenges with specific assigned duties	Employee demonstrates some understanding of the job description and expectations, and may sometimes experience challenges with specific assigned duties	Employee demonstrates a clear understanding of the job description and expectations by exemplifying proficiency in performing all aspects of assigned duties	Employee serves as a mentor to others to understand the job description and expectations by exemplifying excellence in performing all aspects of assigned duties

7. PROBLEM SOLVING

This competency measures an employee's ability to think critically and solve problems he or she faces in the course of his or her work.

Problem solving encompasses the process of identifying problems and implementing solutions to them. Effective problem solving skills enable employees to analyze problems, identify problem severity and assess the impact of alternative solutions. Proficient problem solving skills helps employees work more efficiently with co-workers and customers alike. They also learn to use available resources to resolve issues in a constructive manner. Effective problem solving usually involves working through a number of steps or stages.

Meeting expectations would include regularly gathering information to make well-informed decisions, consistently identifying and potential problems, utilizing district resources appropriately, and resolving conflicts, using professionalism and effective communication skills. Going above and significantly above expectations would include <u>guiding</u> others in making competent and well-considered decisions, identifying potential problems and <u>guiding</u> employees to a resolution before performance is affected, serving as a resource to <u>guide</u> others to appropriate district resources, and <u>aiding</u> others through mediation to avoid and resolve conflicts.

Key aspects of performance in this category include:	Proficiencies:	Guiding Questions:
• Effectiveness in gathering relevant information and the ability to use this information to make competent and well-considered decisions • Ability to identify and seek out solutions to problems early on • Resourcefulness in seeking help and assistance from the appropriate sources • Ability to resolve conflicts, especially with the use of effective communication	• Demonstrates the capability to make competent and well-considered decisions based on effective information gathering • Successfully identifies potential problems and acts to resolve them before they become obstacles to effective performance • Demonstrates resourcefulness in seeking help and assistance from appropriate district sources • Resolves conflict appropriately by using effective communication skills	• Does the employee demonstrate the capability to make competent and well-considered decisions? • Is the employee able to identify and seek out solutions or resolve problems before they hinder performance? • What district resources does the employee utilize? • How does the employee resolve conflicts using effective communication?

PROBLEM SOLVING

DESCRIPTOR FEATURE	1- Significantly Below Expectations	2- Below Expectations	3- Meeting Expectations	4- Above Expectations/ 5- Significantly Above Expectations
A measurement of how well or how often an employee:	*The following best describes what is observed:*	*The following best describes what is observed:*	*The following best describes what is observed:*	*For Level 4- All areas of performance match the descriptions in level 3, and two areas match the description below:* *For Level 5- All areas of performance match the descriptions below, in addition to those of level 3 where there is overlap:*
Decision-Making	Employee does not gather information or use it to make decisions	Employee sometimes gathers and synthesizes available information to make decisions	Employee regularly gathers information in order to make well-considered decisions	Employee shares pertinent information and guides others in making competent and well-considered decisions
Solutions-Oriented	Employee does not identify or address problems when they occur	Employee sometimes identifies or addresses potential problems before they impede effective performance	Employee identifies and resolves potential problems before they impede effective performance	Employee helps others identify potential problems and guides them to a resolution before performance is affected
Resourcefulness	Employee does not utilize district resources effectively	Employee demonstrates limited knowledge of available district resources	Employee is aware of and utilizes appropriate district resources effectively	Employee serves as a resource to guide others to appropriate district resources
Conflict Resolution	Employee lacks effective communication skills, which often creates conflict in the work place	Employee sometimes demonstrates unprofessional communication skills creating personal and/or work conflicts	Employee resolves conflicts, using professionalism and effective communication skills	Employee serves as a mediator to avoid and resolve conflicts using effective communication

8. LEADERSHIP

This competency measures a supervisor's ability to successfully form teams, oversee employee outcomes, and motivate employees, all with the aim of achieving district-wide objectives. It also focuses on a supervisor's desire to hold employees accountable through performance evaluations and also to hold oneself accountable to his or her supervisor.

A supervisor is responsible for overseeing and leading the work of a group of people. A supervisor's role is often described as providing everything his/her employees need to successfully accomplish their job. A supervisor's responsibilities include planning, organizing, directing, monitoring and evaluating employees. Key leadership success sets "great" leaders apart from "good" leaders in today's organizations. Leaders know what they value, and the best leaders exhibit both their values and ethics in their leadership style and actions.

Meeting expectations would include creating and instilling a team vision and utilizing it to match employee skills, forming and monitoring teams for performance, using performance evaluations for skill development, and holding oneself accountable for the results of team. Going above and significantly above expectations would include <u>mentoring</u> others on vision creation and employee role assignments, <u>coaching</u> others on effectively forming teams, <u>modeling</u> effective use of performance evaluations for skill development, and consistently holding oneself accountable for results and support of team.

Key aspects of performance in this category include:	Proficiencies:	Guiding Questions:
- Ability to instill a vision and blend all work resources to achieve departmental and district-wide objectives - Ability to form teams and monitor teamwork effectively for quality performance - Success in conducting effective performance evaluations that ensures accountability, and provides suggestions for improvement - Ability to effectively hold oneself accountable for the results, goals setting, and support for employees	- Creates a vision for employees, instills it in them, and matches their skills with appropriate assignments in order to meet departmental needs, and achieve district-wide objectives - Demonstrates thoroughness in forming teams and monitoring teamwork to ensure quality performance - Conducts effective performance evaluations and uses the information for accountability and improvement - Holds oneself accountable for results, goal setting and support of employees	- How does the supervisor create a vision and blend all resources to achieve departmental and district-wide objectives? - Is the supervisor able to form teams and monitor teamwork for quality performance? - Does the supervisor conduct effect performance evaluations and use the results for accountability and improvement? - Is the supervisor holding himself/herself accountable for results, and supporting employees?

LEADERSHIP

DESCRIPTOR FEATURE	1- Significantly Below Expectations	2- Below Expectations	3- Meeting Expectations	4- Above Expectations/ 5- Significantly Above Expectations
A measurement of how well or how often an employee:	*The following best describes what is observed:*	*The following best describes what is observed:*	*The following best describes what is observed:*	*For Level 4- All areas of performance match the descriptions in level 3, and **one** area matches the description below:* *For Level 5- **All** areas of performance match the descriptions below, in addition to those of level 3 where there is overlap:*
Vision	Supervisor does not create a team vision, instill in team members, nor use it for assigning responsibilities	Supervisor creates a team vision, but does not successfully instill in team members or use it for assigning responsibilities	Supervisor creates a team vision, helps instill the vision in employees and uses it to assign job responsibilities	Supervisor mentors others on how to creates a team vision and match employee skills with appropriate job assignments
Form & Monitor Teams	Supervisor does not form effective teams, or thoroughly monitor team work for quality performance	Supervisor occasionally forms effective teams and rarely monitors teamwork to ensure quality performance	Supervisor effectively forms teams and thoroughly monitors teamwork for quality performance	Supervisor exemplifies and coaches others on how to effectively form teams and monitor teamwork
Performance Evaluations	Supervisor does not use performance evaluations effectively for skills development and employee accountability	Supervisor sometimes uses performance evaluations effectively for skills development and employee accountability	Supervisor uses performance evaluations effectively for skills development and employee accountability	Supervisor consistently models effective use of employee performance evaluations for skill development and accountability
Accountability	Supervisor does not hold oneself accountable for the results, goals and support of employees	Supervisor sometimes holds oneself accountable for the goals, results and support of employees	Supervisor holds oneself accountable for the goals, results and support of employees	Supervisor consistently models how to holds oneself accountable for goals, results and support of employees

9. EMPLOYEE DEVELOPMENT

This competency measures a supervisor's ability to mold, improve and develop employee performance with effective feedback and communication and with consistent and constant coaching and mentoring.

Supervisors guide employees, administer and organize work processes and systems, and handle problems while simultaneously help employees to successfully conduct their own work. The successful supervisor provides recognition, appreciation, training and feedback to reporting employees. Recommended approaches to employee development include providing clear performance expectations, empowering employees, delegating responsibilities and improving employee performance.

Meeting expectations would include focusing on mentoring individual employees to develop their skills, consistently providing feedback and effectively addressing issues that affect performance and coaching individual employees on skills based on their needs. Going above and significantly above expectations would include guiding others on how to develop the skill set of their team, coaching others on how to address issues affecting team performance, and modeling to others how to coach and develop individual employees based on strengths and needs.

Key aspects of performance in this category include:	Proficiencies:	Guiding Questions:
• Mentoring abilities • Ability to give accurate, helpful and constructive feedback • Ability to coach and develop improved employee performance through using accurate information about employee strengths and weaknesses gained from experience working with and observing the employee in the workplace	• Demonstrates abilities to successfully mentor teams and direct reports • Gives effective feedback and recognition, and addresses issues or concerns affecting individual or team performance • Effectively coaches on development of skills and behaviors of employees based on individual strengths and needs	• What abilities does the supervisor demonstrate in mentoring teams and employees? • Is the supervisor able to give accurate, effective feedback and address issues affecting individual or team performance? • Does the supervisor have the ability to coach and develop employee performance based on individual strengths and needs?

EMPLOYEE DEVELOPMENT				
DESCRIPTOR FEATURE	**1- Significantly Below Expectations**	**2- Below Expectations**	**3- Meeting Expectations**	**4- Above Expectations/ 5- Significantly Above Expectations**
A measurement of how well or how often an employee:	*The following best describes what is observed:*	*The following best describes what is observed:*	*The following best describes what is observed:*	*For Level 4-* *All areas of performance match the descriptions in level 3, and* ***one*** *area matches the description below:* *For Level 5-* ***All*** *areas of performance match the descriptions below, in addition to those of level 3 where there is overlap:*
Mentorship	Supervisor does not engage in mentoring or guiding team members to develop their skills	Supervisor occasionally mentors team members, but is often unsuccessful in guiding them to develop their skills	Supervisor focuses on mentoring individual team members to develop their skills	Supervisor mentors other supervisors, and guides them on how to develop the skill set of their team members
Feedback	Supervisor does not provide feedback to individuals or team members, and does not address issues affecting individual/team performance	Supervisor sometimes provides feedback to individuals and team members, but rarely addresses issues affecting individual/team performance	Supervisor regularly provides feedback and effectively address issues affecting individual/team performance	Supervisor provides feedback and coaches other supervisors on how to effectively address issues affecting individual/team performance
Coach & Develop	Supervisor does not coach individual team members on specific skills and behaviors	Supervisor sometimes coaches individual team members on specific skills and behaviors based on knowledge of their strengths and needs	Supervisor coaches individual team members on specific skills and behaviors based on knowledge of their strengths and needs	Supervisor models to other supervisors how to thoroughly coach individuals on specific skills and behaviors based on knowledge of their strengths and needs