PEP Definitions
AFSCME

Performance Excellence Process (PEP)
## Rating Scale

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
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<tbody>
<tr>
<td>Too New to Rate</td>
<td>Employee is currently on probation has been in role less than 90 days. More observation required to assess.</td>
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<tr>
<td>1* - Unsatisfactory</td>
<td>Performance does not meet job requirements and is considered unsatisfactory.</td>
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<tr>
<td>3 - Fully Meets</td>
<td>Fully meets and sometimes exceeds challenging standards, expectations, and goals. Accomplishments show competent skill, ability and effort.</td>
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<tr>
<td>4 - Consistently Exceeds</td>
<td>Consistently exceeds challenging standards, expectations, and goals. Accomplishments show a commendable degree of skill, ability and effort.</td>
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<tr>
<td>5 - Far Exceeds</td>
<td>Consistently far exceeds challenging standards, expectations, and goals. Accomplishments show a stellar degree of skill, ability and effort.</td>
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*Supervisors must notify the Department of Employee and Labor Relations (ELR) of any pending performance or behavioral issues.*
### AFSCME Core Competencies

<table>
<thead>
<tr>
<th>Definition</th>
<th>Behavioral Indicators</th>
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<tr>
<td><strong>Compliance and Accountability –</strong></td>
<td>• Complies with all rules, regulations, and policies.&lt;br&gt;• Maintains confidentiality of records.&lt;br&gt;• Follows through and meets commitments.&lt;br&gt;• Holds self and others accountable for making honest decisions.&lt;br&gt;• Presents a calm, competent, and professional image to the public and other State employees.&lt;br&gt;• Does the right thing, the right way.&lt;br&gt;• Careful use of State resources. 1 - Does not accept responsibility; blames others for errors; &quot;bends the rules&quot;. 2 - Occasionally does not meet commitments or delivers late; sometimes does not present professional image. 3 - Reliably meets commitments, and holds self and others accountable for actions and compliance. 4 - Consistently exceeds commitments; consistently demonstrates outstanding stewardship of State resources. 5 - Far exceeds commitments, maintains ethical principles even in the most challenging circumstances.</td>
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<tr>
<td>Fully complies with federal, state, local, and University rules, regulations, and policies. Meets all additional role-related compliance requirements, e.g., FERPA, and HIPAA. Accepts responsibility for self and for contribution as a team member; displays integrity, and truthfulness; demonstrates careful and responsible use of State resources; demonstrates a commitment to delivering on his/her public duty.</td>
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<td><strong>Attendance –</strong> Reports to work on time, adheres to work schedule, and requests annual leave appropriately.</td>
<td>• Communicates and plans leaves in advance according to the department’s procedures.&lt;br&gt;• Adheres to work schedule, and is where expected throughout the shift. Is on time to work, and returns promptly from breaks.&lt;br&gt;• Communicates appropriately regarding any changes to attendance and location. 1 - Excessively absent or abuses leave. 2 - Sometimes is lax in attendance or reporting to work on time; recurring unexplained absences. 3 - Attendance, punctuality, and leave usage are planned in consideration of department demands. 4 - Rarely has unplanned absences; attendance and punctuality are commendable. 5 - Attendance and punctuality are exemplary; plans annual leave usage in consideration of department demands; always shows up for emergency needs after hours.</td>
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<tr>
<td><strong>Communication Skills –</strong> Shares and provides relevant, timely, and accurate information; expresses ideas clearly; comprehends oral and written direction and takes appropriate action.</td>
<td>• Actively listens.&lt;br&gt;• Delivers accurate, clear, and concise messages that effectively inform an audience.&lt;br&gt;• Communicates intentions, ideas, and feelings openly and directly.&lt;br&gt;• Asks questions when unsure of a message or needing more clarification. 1 - Communication is repeatedly inaccurate, lacking, or unclear. 2 - Communications are occasionally unclear, lacking, or inaccurate; sometimes messages are not provided timely. 3 - Has clear communication skills; listens and asks questions to clarify understanding; provides accurate information. 4 - Consistently exceeds standards, and has a commendable ability to listen, communicate thoughts and ideas, and provide clear messages. 5 - Consistently far exceeds standards, listens actively, and demonstrates exceptional communication skills.</td>
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| **Initiative** – Exercises judgment and independent actions within limits of authority; seeks additional responsibilities; voluntarily starts projects; is self-starting and proactive. | • Recognizes and takes appropriate actions to address problems or opportunities.  
• Clarifies understanding and seeks out information as needed.  
• Demonstrates resilience against obstacles and challenges.  
• Identifies improvements and brings ideas and suggestions to manager.  
1 - Fails to exercise judgment and independent action; does not seek additional responsibilities.  
2 - Requires some direction to exercise judgment and independent action; seldom seeks additional tasks.  
3 - Routinely exercises sound judgment and independent action with little direction.  
4 - Exercises good judgment and independent action; proactive and completes additional work without direction.  
5 - Exercises superior judgment and independent action; keen interest in improving knowledge and skills. |
| **Job Knowledge** – Understands present job duties and related work. Demonstrates skills and abilities necessary for full job performance. | • Performs all tasks included on job description.  
• Familiar with terminology and tools/equipment required for the job.  
• Requires minimal guidance or supervision / works independently.  
• Capable of assisting others in learning the job.  
1 - Lacks understanding of duties and knows little about related work.  
2 - Understands minimum requirements of the position; extensive instruction required.  
3 - Solid knowledge of the position; routine instructions given.  
4 - Very good knowledge of position and related work; needs little instruction.  
5 - Exceptionally well informed; rarely needs instructions, even in new assignment or other areas of the department. |
| **Productivity** – Produces the required volume of work; plans, organizes, and meets deadlines. | • Maintains equipment and tools needed to perform the work.  
• Organizes and plans tasks to minimize wasted time and effort.  
• Accurately documents work performed, and inputs hours in required system.  
• Stays focused on the task until completed.  
• Able to work around typical obstacles and challenges to get results.  
1 - Work output is inadequate, late, or incomplete.  
2 - Volume of work does not meet all expectations; occasionally misses deadlines.  
3 - Output consistently achieves all job requirements, and meets deadlines.  
4 - Consistently exceeds expectations in amount of work accomplished on time.  
5 - Far exceeds standards of productivity; accomplishes and organizes work at the highest level. |
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| **Quality of Work** – Accurately, neatly, and effectively completes assigned work; produces high-quality, finished work that is comprehensive in scope, complete in detail, and accurate in content. | • Uses correct equipment and tools to perform tasks.  
• Follows procedures correctly.  
• Monitors own work, notices and fixes errors before being told.  
• Work produced and work environment is neat and organized.  

1 - Work is unacceptable and must be redone often; consistently below standards.  
2 - Sometimes meets work standards; work must occasionally be redone.  
3 - Produces quality work; meets all expectations of the position; work is seldom redone.  
4 - Consistently exceeds expectations; performs commendable work.  
5 - Far exceeds expectations; performs work of the highest quality. |

| **Safety** – Understands and follows all safety procedures; maintains awareness of surroundings and prevents workplace accidents. | • Follows safety procedures for all tasks, i.e., safety glasses, ear plugs, lock-out procedures.  
• Completes all safety training.  
• Uses proper methods for lifting.  
• Accident-free.  
• Aware of emergency contacts and procedures, evacuation plans, and location of first-aid equipment.  

1 - Does not follow safety procedures; is considered unsatisfactory in safety awareness and practices; creates or contributes to unsafe conditions.  
2 - Occasionally does not follow all safety procedures; sometimes does not demonstrate expected levels of safety awareness.  
3 - Consistently achieves full safety awareness, follows all procedures; completes all required training.  
4 - Consistently exceeds safety awareness and safe practices standards; commendable safety awareness; follows all procedures for safe operations and accident prevention; exceeds required training.  
5 - Far exceeds safety awareness and expectations, demonstrates exemplary use of safety procedures, sets the example for others, seeks additional safety training, and communicates and encourages safety practices to others. |

| **Service Excellence** – Exhibits a positive attitude; is courteous and tactful; responds to the needs of others in a timely manner; solves problems, prevents problems, and is a positive and professional representative of the University. | • Proactively and professionally greets others.  
• Wears name tag consistently.  
• Demonstrates courtesy and respect.  
• Follows through on commitments.  
• Responds promptly and willingly works to meet needs.  
• Listens for and responds to customer requests.  
• Remains calm and professional.  

1 - Insensitive or unresponsive to the needs of others.  
2 - Inconsistently responds to the needs of others in a timely or professional manner.  
3 - Consistently responds to the needs of others in a timely or professional manner.  
4 - Routinely exceeds expectations of others in a timely and professional manner.  
5 - Far exceeds expectations to meet the needs of others, anticipate needs, and adapt solutions. |
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| **Cooperation & Teamwork** – Shows respect, fosters relationships; willingly cooperates with others to achieve department and University goals. | • Works well with others.  
• Considers the views of others.  
• Shows respect.  
• Sensitive to cultural diversity, race, gender, disabilities and other individual differences.  
• Able to work across departments to accomplish tasks and goals.  
Initiates communication to help solve problems or resolve conflict.  
1 - Disruptive and antagonistic in working with others; discourteous to public, student, supervisor, or co-workers.  
2 - Occasionally does not collaborate or cooperate within the department or with another department; demonstrated lack of courtesy on occasion to the public, students, supervisor, or co-workers; needs to improve relationships.  
3 - Consistently works cooperatively and effectively with others; demonstrates respect consistently.  
4 - Consistently commendable cooperation and teamwork; actions demonstrate ability to work highly effectively within and across departments.  
5 - Consistently demonstrates the highest levels of courtesy and respect for others; seeks opportunities to cooperate and collaborate with others. |