

# PEP Definitions FNA

Performance Excellence Process (PEP)

**Rating Scale**

<b>Rating</b>	<b>Description</b>
-- Too New to Rate	Employee is currently on probation has been in role less than 90 days. More observation required to assess.
1* - Unsatisfactory	Performance does not meet job requirements and is considered unsatisfactory.
2* - Needs Improvement	Meets minimal standards, but falls short of expectations. Needs improvement.
3 - Fully Meets	Fully meets and sometimes exceeds challenging standards, expectations, and goals. Accomplishments show competent skill, ability and effort.
4 - Consistently Exceeds	Consistently exceeds challenging standards, expectations, and goals. Accomplishments show a commendable degree of skill, ability and effort.
5 - Far Exceeds	Consistently far exceeds challenging standards, expectations, and goals. Accomplishments show a stellar degree of skill, ability and effort.

\*Supervisors must notify the Department of Employee and Labor Relations (ELR) of any pending performance or behavioral issues.

#	Definition	Behavioral Indicators
1	<p><b>Job Knowledge</b> – Understands present job duties and related work. Demonstrates skills and abilities necessary for full job performance.</p>	<ul style="list-style-type: none"> <li>• Performs all tasks included on job description.</li> <li>• Familiar with terminology and medical equipment required for the job.</li> <li>• Requires minimal guidance or supervision / works independently.</li> <li>• Capable of assisting others in learning the job.</li> <li>• Keeps current with Continuing Education Units (CEU). Is familiar with and understands clinical guidelines and nursing protocols.</li> </ul> <p>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.</p>
2	<p><b>Safety</b> – Understands and follows all safety procedures; maintains awareness of surroundings and prevents workplace accidents.</p>	<ul style="list-style-type: none"> <li>• Follows safety procedures for all tasks, i.e., Personal Protective Equipment (PPE).</li> <li>• Completes all safety training.</li> <li>• Properly identifies patient information for their safety.</li> <li>• Uses proper methods for lifting.</li> <li>• Accident-free.</li> <li>• Aware of emergency contacts and procedures, evacuation plans, and location of first-aid equipment.</li> </ul> <p>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.</p>
3	<p><b>Service Excellence</b> – 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.</p>	<ul style="list-style-type: none"> <li>• Proactively and professionally greets patients.</li> <li>• Wears name tag consistently.</li> <li>• Demonstrates courtesy and respect.</li> <li>• Follows through on commitments.</li> <li>• Assesses patients promptly to meet patients’ needs.</li> <li>• Listens for and responds to patients requests.</li> <li>• Remains empathetic, calm and professional.</li> </ul> <p>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.</p>

#	Definition	Behavioral Indicators
4	<p><b>Compliance and Accountability</b>            – 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 contribution as a team member; displays integrity, and truthfulness; demonstrates careful and responsible use of University resources; demonstrates a commitment to delivering on his/her public duty.</p>	<ul style="list-style-type: none"> <li>• Complies with all rules, regulations, and policies. Maintains confidentiality of records. Follows through and meets commitments.</li> <li>• Follows through and meets commitments. Holds self and others accountable for making honest decisions.</li> <li>• Presents a calm, competent, and professional image. Responds to emergency situations.</li> <li>• Does the right thing, the right way with careful use of University resources.</li> </ul> <p>1 - Does not accept responsibility; blames others for errors; "bends the rules".            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 University resources.            5 - Far exceeds commitments, maintains ethical principles even in the most challenging circumstances.</p>
5	<p><b>Attendance</b> – Reports to work on time, adheres to work schedule, and requests leave appropriately.</p>	<ul style="list-style-type: none"> <li>• Communicates and plans leaves in advance according to the department's procedures.</li> <li>• Adheres to work schedule, and is where expected throughout the shift. Is on time to work, and returns promptly from breaks.</li> <li>• Communicates appropriately regarding any changes to attendance and location.</li> </ul> <p>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 leave usage in consideration of department demands; always shows up for emergency needs after hours.</p>
6	<p><b>Critical Thinking</b> - Uses sound problem-solving methods and applies the nursing process in decision making; able to understand the big picture and translate into actions and results; seeks data and input before drawing conclusions or making decisions; generates innovative ideas and solutions; anticipates potential problems and offers ideas for prevention.</p>	<ul style="list-style-type: none"> <li>• Recognizes and takes appropriate actions to address problems or opportunities.</li> <li>• Clarifies understanding and seeks out information as needed.</li> <li>• Demonstrates resilience against obstacles and challenges.</li> <li>• Identifies improvements and brings ideas and suggestions to manager.</li> </ul> <p>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.</p>

	Definition	Behavioral Indicators
7	<b>Communication Skills</b> – Shares and provides relevant, timely, and accurate information; expresses ideas clearly; comprehends oral and written direction and takes appropriate action.	<ul style="list-style-type: none"> <li>• Actively listens.</li> <li>• Delivers accurate, clear, and concise messages that effectively inform patients, colleagues and vendors.</li> <li>• Communicates intentions, ideas, and feelings openly and directly.</li> <li>• Asks questions when unsure of a message or needing more clarification.</li> </ul> <p>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.</p>
8	<b>Quality of Work</b> – Accurately, neatly, and effectively completes tasks; produces work that is comprehensive in scope of practice, complete in detail, and accurate in content.	<ul style="list-style-type: none"> <li>• Uses correct equipment and tools to perform tasks.</li> <li>• Uses Electronic Medical Record (EMR) correctly.</li> <li>• Completes all procedures without error.</li> <li>• Work produced and work environment is neat and organized.</li> </ul> <p>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.</p>
9	<b>Efficiency</b> - Organizes work and sets priorities; creates or understands goals and the steps necessary to accomplish them; manages time effectively; processes are clear and used consistently; demonstrates a high level of effort; works smarter; monitors progress; keeps accurate records; uses University resources responsibly.	<ul style="list-style-type: none"> <li>• Maintains equipment and tools needed to perform the work.</li> <li>• Organizes and plans tasks to minimize wasted time and effort.</li> <li>• Accurately documents work performed, and inputs hours in required system.</li> <li>• Stays focused on the task until completed.</li> <li>• Able to work around typical obstacles and challenges to get results.</li> <li>• Develops patient plans that are comprehensive, realistic and effective.</li> <li>• Cares for patients in an expeditious and timely manner.</li> </ul> <p>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.</p>

	Definition	Behavioral Indicators
10	<p><b>Cooperation &amp; Teamwork –</b> Shows respect, fosters relationships; willingly cooperates with others to achieve department and University goals.</p>	<ul style="list-style-type: none"> <li>• Works well with others.</li> <li>• Considers the views of others.</li> <li>• Shows respect.</li> <li>• Sensitive to cultural diversity, race, gender, disabilities and other individual differences.</li> <li>• Able to work across departments to accomplish tasks and goals. Initiates communication to help solve problems or resolve conflict.</li> </ul> <p>1 - Disruptive and antagonistic in working with others; discourteous to public, student, supervisor, or co-workers.</p> <p>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.</p> <p>3 - Consistently works cooperatively and effectively with others; demonstrates respect consistently.</p> <p>4 - Consistently commendable cooperation and teamwork; actions demonstrate ability to work highly effectively within and across departments.</p> <p>5 - Consistently demonstrates the highest levels of courtesy and respect for others; seeks opportunities to cooperate and collaborate with others.</p>