

PEP Definitions PBA

Performance Excellence Process (PEP)

Rating Scale

Rating	Description
-- Too New to Rate	Employee is currently on probation or 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.

Accountability

Fully complies with federal, state, local, and University rules, regulations, and policies. Meets all additional role-related compliance requirements, e.g., NCAA Rules and Regulations and Conference USA, FERPA, and HIPAA. Demonstrates an understanding one's own job responsibilities and how they relate overall University goals; honors commitments; adheres to federal, state, local and University rules, regulations, and policies; maintains confidentiality; takes ownership of the University's success.

Rating	Behavioral Indicators
1 - Unsatisfactory	<p>Panics upon receiving an emergency call. Uses the condition of the patrol vehicle as an excuse to avoid responding to a call. Becomes upset in tense situations and shouts at others. Fails to recognize and correct deficiencies without being prompted. Poor personal grooming eg. torn uniform. Defiant toward departmental directives.</p>
2 - Needs Improvement	<p>Panics upon receiving an emergency call. Uses the condition of the patrol vehicle as an excuse to avoid responding to a call. Becomes upset in tense situations and shouts at others. Fails to recognize and correct deficiencies without being prompted. Poor personal grooming eg. torn uniform. Defiant toward departmental directives.</p>
3 - Fully Meets	<p>Always adheres to federal, state, local, and University rules, regulations, and policies. Uses minimal unplanned absences (Note: absences covered by FMLA will not be held against the employee). Follows through on projects, goals and assignments. Punctually reports for duty. Maintains issued equipment in functional condition. Keeps patrol vehicle clean and properly maintained.</p>
4 - Consistently Exceeds	<p>Always follows through on projects, goals and work assignments. Always adheres to federal, state, local, and University rules, regulations, and policies. Remains composed under any circumstance. Consistently follows instructions. Consistently reports to work. Reports to work prepared for tour of duty with enough time to check crimes from previous shifts. Is meticulous about personal hygiene and wears a clean, pressed uniform. Actively participates in own professional development.</p>
5 - Far Exceeds	<p>Always follows through on projects, goals and work assignments. Always adheres to federal, state, local, and University rules, regulations, and policies. Remains composed under any circumstance. Consistently follows instructions. Consistently reports to work. Reports to work prepared for tour of duty with enough time to check crimes from previous shifts. Is meticulous about personal hygiene and wears a clean, pressed uniform. Actively participates in own professional development.</p>

Communication

Effectively expresses thoughts both verbally and in written form, taking into account the audience and nature of the information; exhibits good listening skills and thorough comprehension, attends to non-verbal cues, and responds accordingly; selects appropriate communication methods to convey information.

Rating	Behavioral Indicators
1 - Unsatisfactory	Includes trivial, irrelevant information in written reports and radio communications. Written material often has to be returned for correction. Consistently makes the same mistakes in written reports or correspondence. Uses "choppy" incomplete sentences in written reports. Uses unclear or unprofessional radio procedures.
2 - Needs Improvement	Includes trivial, irrelevant information in written reports and radio communications. Written material often has to be returned for correction. Consistently makes the same mistakes in written reports or correspondence. Uses "choppy" incomplete sentences in written reports. Uses unclear or unprofessional radio procedures.
3 - Fully Meets	Selects and uses appropriate communication methods. Speaks clearly and expresses self well in groups and in one-to-one conversations. Turns in reports which are neat, accurate and well-written which require some revisions. Organizes, reviews and edits written work constructively. Uses accurate UCR codes and appropriate statutes. Maintains clear radio transmission, succinct and limited to the appropriate radio terminology.
4 - Consistently Exceeds	Expresses ideas and thoughts clearly in written documents. Carefully separates opinion from fact in written and oral reports. Uses correct grammar, spelling and punctuation in written reports requiring minimal revisions.
5 - Far Exceeds	Expresses ideas and thoughts clearly in written documents. Carefully separates opinion from fact in written and oral reports. Uses correct grammar, spelling and punctuation in written reports requiring minimal revisions.

Efficiency

Organizes work and sets priorities; creates or understands goals and the strategies necessary to accomplish them; determines resource requirements and promotes conservation of University resources through continuous improvements; monitors progress and evaluates outcomes.

Rating	Behavioral Indicators
1 - Unsatisfactory	Fails to prioritize activities and projects, thus often missing deadlines. Does not follow proper protocol. Does nothing in response to a complaint of a suspicious individual. Continues to write a traffic citation when there is a report of a violent incident in progress.
2 - Needs Improvement	Fails to prioritize activities and projects, thus often missing deadlines. Does not follow proper protocol. Does nothing in response to a complaint of a suspicious individual. Continues to write a traffic citation when there is a report of a violent incident in progress.
3 - Fully Meets	Issues warnings instead of tickets for traffic violations at locations that are particularly confusing to drivers. Permits traffic violators to explain why they violated the law and decides whether or not to issue a citation. Does not leave a customer without resolution to their issue just because it is not a criminal matter. Prioritizes activities and projects to be able to meet deadlines.
4 - Consistently Exceeds	Calls for assistance and clears the area of bystanders before confronting a dangerous situation. Notices potentially dangerous situations before anything actually occurs and acts accordingly. Communicates location and discontinues a vehicle pursuit before entering areas of high vehicle and pedestrian traffic. Always prioritizes activities and projects to be able to meet deadlines.
5 - Far Exceeds	Calls for assistance and clears the area of bystanders before confronting a dangerous situation. Notices potentially dangerous situations before anything actually occurs and acts accordingly. Communicates location and discontinues a vehicle pursuit before entering areas of high vehicle and pedestrian traffic. Always prioritizes activities and projects to be able to meet deadlines.

Interpersonal Skills

Shows respect, fairness, understanding, friendliness, courtesy, empathy and politeness to others in a professional manner; develops and fosters relationships; relates well to and is sensitive to cultural diversity, race, gender, disabilities and other individual differences.

Rating	Behavioral Indicators
1 - Unsatisfactory	Actions and remarks often upset squad members. Is insensitive towards other groups or uses discriminatory language in conversation with others.
2 - Needs Improvement	Actions and remarks often upset squad members. Is insensitive towards other groups or uses discriminatory language in conversation with others.
3 - Fully Meets	Shows respect and sensitivity to others. Promotes a harassment-free (inclusive) environment.
4 - Consistently Exceeds	Takes cultural differences into consideration when assessing situations. Participates/attends diversity education programs/training and promotes awareness.
5 - Far Exceeds	Takes cultural differences into consideration when assessing situations. Participates/attends diversity education programs/training and promotes awareness.

Job Knowledge

Uses knowledge that is acquired through education, formal training and/or on-the-job experience; works with, understands, and evaluates information related to the job; advises others on knowledge related to the position.

Rating	Behavioral Indicators
1 - Unsatisfactory	Consistently unaware of departmental policies and procedures. Misinforms FIU community on matters through lack of knowledge. Displays an inability to assess a situation and identify applicable statutes. Displays an inability to identify elements of crimes.
2 - Needs Improvement	Consistently unaware of departmental policies and procedures. Misinforms FIU community on matters through lack of knowledge. Displays an inability to assess a situation and identify applicable statutes. Displays an inability to identify elements of crimes.
3 - Fully Meets	Demonstrates an understanding of knowledge specific to job functions. Executes the duties and responsibilities of the position in an efficient and accurate manner. Uses knowledge that is acquired through formal or on-the-job training to perform duties. Distinguishes between civil and criminal matters. Seldom has to ask others about points of law.
4 - Consistently Exceeds	Always follows correct procedures for evidence preservation at the scene of a crime. Is fully aware of recent court rulings and responds to situations accordingly. Conducts searches in accordance with statutory requirements and based on probable cause, thereby discovering contraband. Always applies the correct Florida Statute or FIU Policy and/or Regulation to the situation being assessed. Serves as a source for other officers to seek clarification on points of law or procedures.
5 - Far Exceeds	Always follows correct procedures for evidence preservation at the scene of a crime. Is fully aware of recent court rulings and responds to situations accordingly. Conducts searches in accordance with statutory requirements and based on probable cause, thereby discovering contraband. Always applies the correct Florida Statute or FIU Policy and/or Regulation to the situation being assessed. Serves as a source for other officers to seek clarification on points of law or procedures.

Service Excellence

Works with individuals who use or receive the services that your unit provides, including students, the general public, faculty and staff, or entities outside the University, to assess needs, provide information or assistance, resolve concerns, and satisfy expectations; maintains a professional demeanor.

Rating	Behavioral Indicators
1 - Unsatisfactory	Actions and remarks often upset FIU community. Does not take the time to thoroughly understand service needs of FIU community. Declines training opportunities to improve knowledge, skills, and abilities.
2 - Needs Improvement	Actions and remarks often upset FIU community. Does not take the time to thoroughly understand service needs of FIU community. Declines training opportunities to improve knowledge, skills, and abilities.
3 - Fully Meets	Responds to requests for service, as needed.
4 - Consistently Exceeds	Asks thorough questions to identify the service needs of FIU community. Takes personal responsibility for resolving service requests. Manages all service situations with courtesy and respect. Takes the time to carefully answer the questions of members of the FIU community. Maintains friendly relations with FIU community encountered in patrol area. Establishes good relations with faculty and staff by displaying a service oriented disposition. Establishes good relations with students by interacting and demonstrating role model qualities. Considers law enforcement a career, not a job.
5 - Far Exceeds	Asks thorough questions to identify the service needs of FIU community. Takes personal responsibility for resolving service requests. Manages all service situations with courtesy and respect. Takes the time to carefully answer the questions of members of the FIU community. Maintains friendly relations with FIU community encountered in patrol area. Establishes good relations with faculty and staff by displaying a service oriented disposition. Establishes good relations with students by interacting and demonstrating role model qualities. Considers law enforcement a career, not a job.

Teamwork

Encourages and facilitates cooperation, pride, and trust in the unit and the University; works toward common goals which benefit involved parties; fosters commitment and team spirit.

Rating	Behavioral Indicators
1 - Unsatisfactory	Does not back up other officers on their calls for service. Avoids or refuses routine tasks.
2 - Needs Improvement	Does not back up other officers on their calls for service. Avoids or refuses routine tasks.
3 - Fully Meets	Seldom complains about departmental procedures and assigned duties. Is considered a team player by other squad members and supervisors.
4 - Consistently Exceeds	Takes the time to carefully answer a junior officer's questions. Maintains good rapport with members of the FIU community.
5 - Far Exceeds	Takes the time to carefully answer a junior officer's questions. Maintains good rapport with members of the FIU community.

Supervisory Competencies

Critical Thinking Skills

Generates innovative ideas and solutions; incorporates analysis in making decisions; thinks strategically while considering both internal and external factors in the decision making process; seeks input before making decisions; resolves and confronts concerns in their early stages.

Rating	Behavioral Indicators
1 - Unsatisfactory	Fails to weigh options when making decisions. Does not take action to solve problems unless directed to do so. Reacts without adequate planning. Procrastinates when making decisions. Allows crisis situations to erupt before taking remedial action.
2 - Needs Improvement	Fails to weigh options when making decisions. Does not take action to solve problems unless directed to do so. Reacts without adequate planning. Procrastinates when making decisions. Allows crisis situations to erupt before taking remedial action.
3 - Fully Meets	Confronts problems early. Seeks input before making decisions. Works well in group settings to develop ideas and solutions. Handles problems as they arise. Relies on past experiences as a guide to action. Makes good decisions to resolve routine issues. May not foresee all the consequences of any given decision.
4 - Consistently Exceeds	Confronts problems early. Systematically analyzes and solves issues. Provides dynamic input in group settings to develop innovative ideas and solutions. Does not hesitate when an immediate decision is required. Makes sound decisions consistent with departmental objectives. Anticipates problems and takes preventative action. Makes decisions in the best interest of the Department and the FIU community. Recommends corrective action prior to crisis development. Discusses major decisions with supervisors, as necessary, before committing resources.
5 - Far Exceeds	Confronts problems early. Systematically analyzes and solves issues. Provides dynamic input in group settings to develop innovative ideas and solutions. Does not hesitate when an immediate decision is required. Makes sound decisions consistent with departmental objectives. Anticipates problems and takes preventative action. Makes decisions in the best interest of the Department and the FIU community. Recommends corrective action prior to crisis development. Discusses major decisions with supervisors, as necessary, before committing resources.

Leadership

Creates and clearly communicates the purpose and mission for the unit, and ensures they align with those of the Division and the University; inspires and motivates others to excel; models and promotes high standards of respect, honesty, integrity and fairness in the work environment; adapts leadership style to individuals' needs and situation; builds coalitions both within the University and in the local and global

Rating	Behavioral Indicators
1 - Unsatisfactory	Fails to provide guidance. Delegates indiscriminately. Disciplinary actions are inconsistent. Adopts a laissez faire attitude. Has difficulty performing in an acting rank capacity. Allows operations to deteriorate. Does not consider ramifications when implementing new programs. Ignores staff development. Directs daily operations instead of subordinate supervisors.
2 - Needs Improvement	Fails to provide guidance. Delegates indiscriminately. Disciplinary actions are inconsistent. Adopts a laissez faire attitude. Has difficulty performing in an acting rank capacity. Allows operations to deteriorate. Does not consider ramifications when implementing new programs. Ignores staff development. Directs daily operations instead of subordinate supervisors.
3 - Fully Meets	Clarifies roles and responsibilities, and defines priorities. Assigns tasks on an equitable basis to all subordinates. Supervises in a consistent manner across all subordinates. Leads effectively, once assigned to a project. Notifies supervisors of situations requiring action. Effectively monitors operations in a well-defined functional area.
4 - Consistently Exceeds	Creates a motivating environment where people are inspired to excel. Maintains high unit efficiency and morale. Works to develop subordinates to full potential. Delegates appropriately and follows up. Effectively takes command of major scenes. Plans with considerable foresight regarding goals and operations. Handles crisis situations with resilience and resourcefulness.
5 - Far Exceeds	Creates a motivating environment where people are inspired to excel. Maintains high unit efficiency and morale. Works to develop subordinates to full potential. Delegates appropriately and follows up. Effectively takes command of major scenes. Plans with considerable foresight regarding goals and operations. Handles crisis situations with resilience and resourcefulness.

Supervision

Carries out supervisory responsibilities such as selecting, hiring, and managing the time of direct reports. Develops the abilities of others to perform and contribute to the University's mission by providing ongoing feedback and providing opportunities to learn through formal and informal methods; holds team members accountable and provides opportunities for recognition and rewards. Encourages and builds mutual trust and cooperation among team members; observes and receives information regarding the unit from all relevant sources. Handles complaints, settles disputes, and conflicts; addresses performance issues.

Rating	Behavioral Indicators
1 - Unsatisfactory	Does not communicate expectations or provide feedback. Unaware of the capabilities of equipment assigned to officers. Unable to answer questions or provides inaccurate information. Fails to provide sufficient information to subordinates to sustain quality work. Relies on negative discipline for compliance.
2 - Needs Improvement	Does not communicate expectations or provide feedback. Unaware of the capabilities of equipment assigned to officers. Unable to answer questions or provides inaccurate information. Fails to provide sufficient information to subordinates to sustain quality work. Relies on negative discipline for compliance.
3 - Fully Meets	Sets expectations. Gives feedback and coaches to improve performance. Documents performance, goal progress and accomplishments. Provides appropriate recognition and rewards. Practices and teaches proper use and care of equipment. Reads departmental publications when distributed. Attends supervisory training. Deals objectively with subordinates. Intermittently monitors employees' work product.
4 - Consistently Exceeds	Sets expectations and communicates them effectively. Prepares subordinates in advance when implementing change. Reviews officers case reports for legal sufficiency and proper procedure. Effectively directs and guides officers to consistently accomplish objectives. Provides clear feedback regarding job performance. Administers discipline in a consistent and fair manner..
5 - Far Exceeds	Sets expectations and communicates them effectively. Prepares subordinates in advance when implementing change. Reviews officers case reports for legal sufficiency and proper procedure. Effectively directs and guides officers to consistently accomplish objectives. Provides clear feedback regarding job performance. Administers discipline in a consistent and fair manner.