...SPEAKING THE TRUTH IN LOVE, WE WILL GROW TO BECOME IN EVERY RESPECT THE MATURE BODY OF HIM WHO IS THE HEAD, THAT IS, CHRIST. FROM HIM THE WHOLE BODY, JOINED AND HELD TOGETHER BY EVERY SUPPORTING LIGAMENT, GROWS AND BUILDS ITSELF UP IN LOVE, AS EACH PART DOES ITS WORK.

EPHESIANS 4:15-16
THE PURPOSE & PRINCIPLES OF PERFORMANCE MANAGEMENT

Each employee of Baylor University serves an important role in furthering the mission and vision of the university. In support of Pro Futuris and Judicious Stewardship, employees identify improvements to increase efficiencies, integrate assessment into decision-making, and continue faculty and staff development. This is accomplished through a collaborative, ongoing process of performance management whereby managers and employees plan for, develop, and evaluate the employee’s work. These conversations take place throughout the year, and each spring we engage in a formal process to document this ongoing interaction - the Annual Staff Performance Appraisal and Planning Process.

Plan for Employee’s Work

Employees: Each employee serves an important role in the University and, as a result, is responsible for specific performance objectives. Employees are responsible for understanding expectations of their position and for own career development.

Managers: Managing employee performance and development is essential to insuring the excellence of the Baylor experience for faculty, staff, students, and the community. Managers are responsible for the stewardship of the University’s resources, including leadership of and service to staff members. Consequently, managers should set and communicate performance expectations of employees. These expectations encompass both what the employees do (functional) and how they do it (behavioral).

Job descriptions provide guidance on the functional expectations of the job, while Baylor’s Core Competencies offer excellent insight on the behavioral aspect of what is expected of employee conduct.

Develop Employee’s Work

Development of employee’s work involves ongoing coaching, feedback, and learning.

Coaching is a continuous approach to people management in which managers provide guidance to employees in functional and behavioral areas, support improvement of processes and approach, involve employees in decision-making, and assist employees in overcoming obstacles on a day-to-day basis.

Feedback is the ongoing exchange of information between employee and manager related to the performance expected and the performance exhibited. Positive feedback reinforces actions, while developmental feedback guides toward a more effective approach. Feedback offered should be timely, balanced, and specific. Accepting feedback in a receptive way leads to opportunities for learning, improvement, and a more engaged work environment.

Learning is the process of creating intentional experiences for employees that promote skills and knowledge related to their positions, as well as to their professional growth. These experiences may be in the form of workshops or classes offered through the HR Center for Learning & Leadership, on-the-job projects, external conferences, webinars, or media such books, articles, or DVDs. Development plans provide a roadmap for the employees’ journey in learning and selection or creation of a plan should be a collaborative effort between the manager and employee.
Evaluate Employee’s Work

Evaluation of the work and how it was done, as well as the recognition of efforts, supports the university’s vision of Judicious Stewardship.

**Formal evaluation** is completed through the **Staff Performance Appraisal & Planning Process**. The process serves as a snapshot to document the ongoing collaboration between managers and employees to serve the university effectively. The process encourages communication, listening, and understanding, and meets more specific needs of the organization by providing insight into workload, organizational structure, development needs, and compensation allocation. For employees and managers, the process offers a time to celebrate accomplishments, learn from experience, identify and develop strengths and areas of improvement in performance, and to plan for the coming year. New employees complete a performance evaluation upon completion of their initial 180 days of employment and all staff members participate in the annual Staff Performance Appraisal & Planning Process. More details may be found on the later in this guide.

Employees’ efforts are recognized formally through the **annual merit compensation process and programs such as Service Awards and Outstanding Staff Awards**. Managers are encouraged to show appreciation of employee’s efforts regularly. More information about these recognition and reward programs is available on the [Baylor Human Resources website](#).

Should an employee’s work or conduct not meet expectations and initial coaching efforts prove unsuccessful in soliciting improvement, the manager should contact their HR Consultant to develop a plan for corrective action. More information can be found on the [Corrective Action webpage](#).

**Questions?** Contact your HR Consultant.
To identify your HR Consultant, log in to BaylorCompass at [www.Baylor.edu/compass](http://www.Baylor.edu/compass).
Planning & Preparation

Use the Word document (on the Staff Performance Appraisal & Planning Process website) as a tool to start composing your thoughts for this year. Keep in mind that your final responses will need to be input into the online version of the form in BaylorCompass once it becomes available.

Think about your past year of work:

- Highlight 3-5 accomplishments of the past year – training, projects, performance measures
- Recognize mission-based impacts and how you adjusted to changes in the department
- Describe 3-5 areas where you need to adjust or improve
- Set 3-5 goals for the coming year (See SMART Goals on page 23-24)
Step 1: EMPLOYEE - Complete Parts One & Two of Performance Check-In

1. Under My Tasks on the Home page, click on Write your self-appraisal

2. Complete Part One: Summary of Accomplishments and Part Two: Appraisal
   - You may copy & paste from a Word document if you used it as a tool to prepare.
   - You may Save your work and return to it multiple times.
3. Complete the Pilot Survey at the end of the form.

4. Once finished, you must click on **Complete**.  
   *Note: Clicking Complete locks your response areas and sends the form to your manager. Once you click Complete, you no longer have access to edit the document.*

5. The form is sent to your manager through BaylorCompass for their comments. Once your manager completes their response and the Second-Level Manager approves it, then your manager will schedule a meeting with you for the performance conversation.
Step 2: MANAGER - Completes Performance Check-In

1. Under **My Tasks**, click on **Write appraisal for your direct report**

**Task Status screen**

- This tab shows tasks in the performance appraisal process so that you can track your employees’ appraisal through the process.
- The highlighted section shows the current status and the blue-text shows the sections that require action from you.

2. Click on **Edit Appraisal**

3. Complete the **Performance Check-In form**
   - You may copy, paste, and edit from the Employee Response area.
   - You may **Save** your work and return to it multiple times.

i. **Part One: Summary of Accomplishments** - Review the employee’s Summary

Review the employee’s Learning Transcript
- In the form view, click on the split-screen icon in the top bar.

Choose Development Plans from the drop-down list.
- Click on Transcripts tab to view the learning activities and dates completed.
- Pay special attention to required compliance courses.
- To close the split section, click on the X button at the top of the lower section.
ii. Part Two: Appraisal

- Review the employee’s self-ratings.
- Refer to the Commitment Rating Scale for descriptions of each rating category.
• Refer to the Performance Matrix for Core Commitments for descriptions of each Commitment with behavioral examples categorized by the performance ratings.

• Choose the appropriate rating for each Core Commitment and include comments as need. 
  
  Note: Significantly Exceeds, Partially Meets and Does Not Meet Expectations require comments.

• Comment Help: Click on the word bubble icon 📩 for help with comments.
  o Choose the Category based on the specific behavior
  o Choose the Employee’s Gender
  o Choose the Comment level
  o Adjust the Nuance scale
  o If the suggested comment reflects your intention, click on Add to Your Comments. It will be copied into the Your Comments box and you may edit from there.
  o You may repeat the process for other categories and the comments will be added to the Your Comments box.
  o Click OK when you have completed comments for this Commitment. The Your Comments text will be inserted into the performance appraisal comment box.
### Core Commitments

<table>
<thead>
<tr>
<th>Competency</th>
<th>Ratings Scale</th>
<th>Comments:</th>
<th>Employee Score</th>
<th>Manager Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commit to Baylor’s Christian Mission &amp; Vision</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizational Commitment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compliance Training</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Serve Others Respectfully</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicate Effectively</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consistent Service</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Employee Response: N/A

### Suggested Comments

**Employee:**

**Competency:** Serve Others Respectfully

**Performance Comments**

Select Category:

- Listening skills
  - Speaking clearly and credibly
  - Accepting responsibility for customer problems
  - Ensuring that commitments are completely fulfilled

Employee's Gender: Male Female

Comment Level: Just right

Nuance:

Suggested Comment:

{He/She} demonstrates good listening skills. {He/She} usually listens to others and allows them to make their point. {He/She} often takes time to demonstrate understanding, and sometimes provides constructive feedback.

Add to Your Comments

Your Comments:
iii. **Part Three: Planning**

**Section 1. Goals**

- You, the manager, **must input information into the Goals section** for it to feed into the Goals tab of the employee’s performance area and be available for tracking progress throughout the year.
- The employee’s response in this Summary section is a suggestion. You may copy, paste, and edit from the Employee Response area, if you agree with the goals written by the employee.
- Description of goals should be written in the SMART format. (See Appendix)
- Click on Add New Goal to create entry boxes for the next goal. The form allows up to five goals.
- Due date is optional.
Section 2. Development Plans

- Provide a development objective in the Title box and any additional description or purpose in the box below the Title.
- Select a Core Commitment from the competency list to link to the objective.
- Click on Learning Activities and/or Development Activities to add learning opportunities to support the development.
- Learning Activities are formal learning such as courses. This box will open the BaylorCompass Learning Library from which you may add a course to the employee’s development plan.
- Development Activities are informal learning such as projects, job shadowing, etc. This box creates a text field for you to describe the development activity.
- Click on Add Development Plan to add another area of development. The form allows up to five areas of development.
- Due date is optional.
iv. Part Four: Comments

- Enter any overall comments regarding the employee’s performance.
- Disregard the **Second-level manager** comments – This area is viewable to you, but will be completed by the Second-level manager.

<table>
<thead>
<tr>
<th>PART FOUR: COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Manager Overall Comments</strong></td>
</tr>
<tr>
<td><img src="image1" alt="Manager Overall Comments" /></td>
</tr>
<tr>
<td><strong>Second-Level Manager Comments</strong></td>
</tr>
<tr>
<td><img src="image2" alt="Second-Level Manager Comments" /></td>
</tr>
</tbody>
</table>
Send for Review

- This function allows you to send the evaluation to others for input.
- Purpose: To obtain review of up-line manager; not to obtain review of the second-level manager
- The reviewer can add annotations, but cannot edit the content.
- Upon return, the manager may view the annotations and edit as needed.

4. Once you have completed the form, click **Complete**.
   *Note:* Clicking Complete locks your response areas and sends the form to the second-level manager. Once you click Complete, you no longer have access to edit the document unless the second-level manager returns it with annotations.

5. The form is sent to your manager through BaylorCompass for their comments in the Second-Level Manager box. They also may add annotations and return the form to you for editing. Once the Second-Level Manager approves appraisal, then you will receive a task to schedule a meeting with your employee.

Situations for use:
- HR Consultant
- Previous manager if an employee changed positions mid-year
- Up-line manager

**NOT for use:**
- Not for input from clients
- Not for input from peers of employee
- Not for input from peers of manager
SECOND-LEVEL MANAGER – Review Performance Check-in for second level reports

1. Under My Tasks, click on Second level manager reviews appraisal
   Second-Level Manager Comments – Under the Comments section, Second-Level Managers may include any overall comments about performance they would like to share with the employee.

2. Send Back to Manager - Second-level managers cannot directly edit the content of the appraisal. They can make annotations and Send Back to Manager.
   - Annotations are available only for the direct manager to view. They are not recorded in the final document and are not viewable by the employee. Think of them as post-it notes for the reviewer and manager.
   - If the second-level manager chooses to Send Back to Manager, then the form is sent to the direct manager and unlocked for edits, who may amend comments before clicking Complete again.

Approve the appraisal:

If the direct manager’s comments and rating are acceptable, then click Approve.
Note: This locks the form and sends it to the next step in the process.
   - If the summary rating is Meets, Exceeds, or Significantly Exceeds Expectations, then the next step is the Manager meets with employee to discuss review.
   - If the summary rating is Partially Meets or Does Not Meet Expectations, the form is sent to the HR Consultant for review and approval.
Step 3: MANAGER - Meet with direct reports to discuss performance & Sign-Off Performance Check-In

1. Under My Tasks, click on Manager meets with employee to discuss review
2. Click on View Appraisal
3. Click on Show as PDF and save document
4. Send an Outlook Meeting Request to employee for performance conversation and attach document to request
5. Close window – Do not complete at this time!
6. Conduct the performance conversation.
7. Following the performance conversation, log in to BaylorCompass and enter the meeting date.
8. Click on Sign-Off.
9. This sends the form to the Employee for sign-off.

Step 4: EMPLOYEE – Sign-off Performance Check-In

1. Following the conversation and your manager’s sign-off, you will receive the form and have a task to Sign-Off on your Appraisal. Click on the task.
2. Click Sign off.
3. This concludes the formal process.

If you would like to include a formal written response to the appraisal, you may do so through the Addendum Process. Please contact your HR Consultant to initiate the addendum process.
Manage Performance & Next Steps:

A PDF of the form is housed in the employee’s My Performance > Evaluations section of BaylorCompass. Managers can view the appraisal by clicking on My Employees, finding the employee’s record and clicking on the number under the Evaluations column.

1. Track goals
   - In BaylorCompass, employees can add notes, update progress flag, status, and percent complete.
   - Managers can view progress of their goals and discuss it throughout the year.

2. Communicate regularly
   - In BaylorCompass, managers can view employee’s goal and learning progress.
   - Meet regularly and reinforce expectations set in the performance conversation.
   - Provide feedback using the STAR-AR model for both positive and developmental feedback.

3. Support your employee’s learning opportunities for personal and professional development
   - In BaylorCompass, employees can search the Learning Library for activities related to competencies they would like to develop. Managers can view their learning activities, as well, through the My Employees page.
   - Employees should pursue opportunities to improve current processes and procedures.
   - Seek opportunities to connect work with goals, strategic vision, and the overall university mission.

Merit Increase - Following the Performance Appraisal Process, the merit increase process begins.

Merit-Based Compensation Plan - Baylor operates on a merit-based compensation plan also known as pay-for-performance. Merit pay means that the pay increase is based on a set of criteria defined by the employer. In this case, the criterion is employee performance in the past year.

1. In the spring, the Baylor Board of Regents approves a merit increase percentage, which is an amount expressed as a percentage of overall payroll. Individual percentages may vary while maintaining the overall allowance.
2. Supervisors and executive administration allocate the overall amount provided for that department or division amongst all the employees in that area.
3. The final approvals are completed in August and supervisors should inform their employees of the effect on their pay at that time.
4. The increase, if any, takes effect on the first paycheck of September.
APPENDIX
PLANNING AND PREPARATION

Tools

In addition to the document template itself, there are several tools available to help in completion of the document on this page.

- Mission and goals of the University
- Baylor’s Core Competencies
- Link to Job Descriptions
- Skills and traits list

Tips

- Avoid generalizing. Cite specific examples and provide specific goals.
- Describe behaviors and the business impact. Refrain from labeling.
- Refer to both the job description (technical, what you do) and the core competencies (behavioral, how you do it).

The Performance Indicator

| **Significantly Exceeds Expectations:** Performance consistently exceeds goals, job requirements, and expectations, and is significantly beyond the scope of the job requirements in ways that enhance or improve work assignments or work area. |
| **Exceeds Expectations:** Performance consistently meets and frequently exceeds goals, job requirements, and expectations. Assignments are completed in a highly effective manner. |
| **Meets Expectations:** Performance is dependable and meets goals, job requirements, and expectations. Occasionally some assignments are completed in a highly effective manner. |
| **Partially Meets Expectations:** Performance does not consistently meet goals, job requirements, and expectations in essential areas. Improvement is required via a Performance Improvement Plan in coordination with HR and attached to this document. |
| **Does Not Meet Expectations:** Performance does not meet goals, job requirements, and expectations. Immediate improvement is required via a Performance Improvement Plan and Observation Process (reference BUPP805, Staff Observation Process). Since continued performance at this level could result in disciplinary action or termination of employment, coordination with HR is required. |

NOTE: If the average indicator falls into the Partially Meets or Does Not Meet Expectations categories, then a Performance Improvement Plan is required and the form is routed to the HR Consultant as part of the process.

This is the standard expected of Baylor employees.
Expectations

• Discuss how the department applies the Performance Indicator definitions.
• Ensure that the Performance Indicator takes into account the entire review period and ties back to the narrative.
• Base the Performance Indicator on the performance, not the personality. Conduct that affects work should be addressed with the specifics of the work impact.
• The narrative should explain the indicator.
• There is no expectation of indicator or comment agreement between the employee and supervisor, nor are either expected or able to revise their rating or narrative.
• The discussion should lead to acknowledgement of each other’s perspectives and mutual understanding of the goals and expectations for the upcoming year.

Preparation for Conversation

Preparing for the performance conversation enables you to communicate clearly, convey your message, and understand your employee better.

Topics to discuss
• Employee career goals and plans for learning
• Performance expectations for the coming year
• Employee areas of improvement
• Department goals for the coming year
• How the manager can support the employee

Tips for discussion – Prepare for the conversation by following these guidelines
• Open - Describe the purpose of discussion
• Clarify - Seek and share information about the situation, identify issues and concerns
• Develop - Seek and discuss ideas
• Agree - Specify actions and confirm how to measure progress
• Close - Highlight important features of plan, confirm commitments

Giving Feedback

Feedback should be:
• Timely
• Balanced
• Specific

Feedback should not be:
• About motives or personality
• Punitive rather than constructive
• Unrelated to work or work relationships
STAR/AR Feedback

To give positive feedback that will be effective, remember STAR, which reminds you to describe:

- The Situation/Task (ST) the person or group handled, such as a problem, opportunity, special challenge, or routine task.
- The Action (A) the person or group took; what they actually said or did.
- The positive Result (R) of what they did and how it is beneficial.

Example-
(ST) When you explained policies and procedures to Department X,
(A) you were thorough and easy to understand
(R) which allowed them to grasp the topic and encouraged them to ask more questions.

To give developmental feedback, follow the same plan as positive feedback – STAR – plus:

- An alternative Action (A)—what the person might have said or done instead.
- The expected enhanced Result (R)—why the alternative action might be more effective.

Example-
(ST) When Employee Y asked questions off-topic,
(A) you looked at your phone several times
(R) which came across as if you were disinterested and diminished their trust in your help.
(A) Next time, if you are concerned with the time or schedule, then affirm your interest as well as your respect for everyone’s time, and suggest scheduling a separate meeting to discuss the new topic
(R) which will address the time factor while maintaining the client’s trust.
Receiving Feedback

You will receive feedback from your manager during the performance conversation. It is important to welcome feedback and be prepared to receive it.

• Transform Your Thinking
  Be open, and even welcoming, of feedback. Think “This could be helpful.”

• Listen to Learn
  Be attentive and silent to allow the other person to speak. Be sure to fully hear all the information being provided. Listen to learn rather than to defend or respond.

• Seek Details
  Seek specifics about situations, behaviors, actions, results, and alternatives to ensure you have a complete understanding of the information.

• Admit Mistakes
  If you agree that you erred or could have been more effective, then admit it. You may offer to provide explanation for the situation, but not excuses.

Timeline

Departments may have internal timelines, so check with your department head.

Process Dates

March 1  Process opens in BaylorCompass
March 22  Employee Completes Appraisal due
April 12  Manager Completes Appraisal due
May 3    Second-Level Manager Reviews Appraisal due
May 17   Performance Conversations due
May 31   Employee Sign-Off due
Summer   Merit compensation process (informed by Appraisal Process)
**SMART GOALS**

**Specific** – target a specific area for improvement

**Measurable** – quantify or at least suggest an indicator of progress

**Attainable** – state what results can realistically be achieved, given available resource

**Relevant** – specify why it matters

**Time-related** – specify when the result(s) can be achieved

**Specific**: Goals should be simplistically written and clearly define what you are going to do: what, why, and how. A specific goal will usually answer the five "W" questions:

- **What**: What do I want to accomplish?
- **Why**: Specific reasons, purpose or benefits of accomplishing the goal.
- **Who**: Who is involved?
- **Where**: Identify a location.
- **Which**: Identify requirements and constraints.

**Measurable**: Goals should be measurable so that you have tangible evidence that you have accomplished the goal. Usually, the entire goal statement is a measure for the project, but there are usually several short-term or smaller measurements built into the goal. A measurable goal will usually answer questions such as:

- **How much?**
- **How many?**
- **How will I know when it is accomplished?**
- **Indicators should be quantifiable**

**Attainable**: Goals should be achievable; they should stretch you slightly so you feel challenged, but defined well enough so that you can achieve them. You must possess the appropriate knowledge, skills, and abilities needed to achieve the goal. Impossible goals demotivate them. An attainable goal will usually answer the question:

- **How**: How can the goal be accomplished?

**Relevant**: Goals should measure relevant outcomes, not just activities. The goals should matter. A relevant goal can answer yes to these questions:

- **Does this seem worthwhile?**
- **Is this the right time?**
- **Does this match our other efforts/needs?**
- **Are you the right person?**
- **Is it applicable in current socio-economic-technical environment?**

**Time-related**: Goals should be linked to a timeframe that creates a practical sense of urgency, or results in tension between the current reality and the vision of the goal. Without such tension, the goal is unlikely to produce a relevant outcome A time-bound goal will usually answer the question:

- **When?**
- **What can I do six months from now?**
- **What can I do six weeks from now?**
- **What can I do today?**
SMART GOALS QUESTIONNAIRE

This questionnaire will assist you in creating S.M.A.R.T. goals. Begin by writing your goal as clearly and concisely as possible. Then answer the related questions. Conclude by revising your goal in the space allotted.

Goal:

______________________________________________________________________________

1. Specific. What will the goal accomplish? How and why will it be accomplished?

______________________________________________________________________________

2. Measurable. How will you measure whether or not the goal has been reached (list at least two indicators)?

______________________________________________________________________________

3. Achievable. Is it possible? Have others done it successfully? Do you have the necessary knowledge, skills, abilities, and resources to accomplish the goal? Will meeting the goal challenge you without defeating you?

______________________________________________________________________________

4. Relevant. What is the reason, purpose, or benefit of accomplishing the goal? What is the result (not activities leading up to the result) of the goal?

______________________________________________________________________________

5. Time-bound. What is the established completion date and does that completion date create a practical sense of urgency?

______________________________________________________________________________

Revised Goal:

______________________________________________________________________________
CORE COMMITMENTS

THE CORE COMMITMENTS OUTLINE EXPECTATIONS WHICH FOSTER BAYLOR’S CARING COMMUNITY.

COMM IT TO BAYLOR’S CHRISTIAN MISSION & VISION
By committing to Baylor’s mission and vision, we respect the University’s values and engage in supporting the University’s goals through our work.

SERVE OTHERS RESPECTFULLY
We create a welcoming experience for the entire Baylor family and its constituents by providing excellent service to students, parents, and community members, as well as internal and external colleagues.

ACCOUNT FOR STEWARDSHIP OF TIME, RESOURCES, & SELF
We allocate time, efforts, and University funds in a manner that supports best the fulfillment of the University’s mission and manages the risks to the University.

BUILD RELATIONSHIPS & WORK COLLABORATIVELY
The overall employment experience and effectiveness of the University reaches its fullest potential when we work collaboratively within our units and more broadly within the University through relationships built on trust.

PURSUE EXCELLENCE THROUGH CONTINUOUS IMPROVEMENT
In pursuit of excellence, we continuously seek opportunities to improve processes and quality of work.

SEEK LEARNING & APPLY KNOWLEDGE
We develop career goals and pursue learning to continuously improve performance and prepare for future roles and responsibilities.
Performance Appraisal

Core Commitment Matrix
Who should use this document?

Employees and Managers should use this document as a guide to prepare for performance appraisals and throughout the year when providing/receiving feedback.

What is this document?

This document describes the behaviors associated with Baylor’s Core Commitments in terms of the performance categories. Baylor University is a long standing institution with a proud heritage founded on Christian values. Our Core Commitments were developed to ensure that, as we look to the future, these values are maintained at the core of who we are, how we work, and what we want to model to the students whom we are called to serve. An organization can articulate the key behaviors supporting its strategic direction through a commitment (competency) framework. This creates a shared vision, a strong identity and culture. It also supports people management practices, such as recruitment and selection, learning and development, managing performance, and career development.

How should this document be used?

The Core Commitments establish expectations of employees which fosters Baylor's caring community in support of Pro Futuris. These Core Commitments cut across the roles within the University and provide some focus as to potential areas of development that may be relevant for individual members of staff. The behaviors provide a framework for determining a performance category and organizing specific feedback. They do not constitute a comprehensive list. This document should be used as a supplemental resource. Additional resources to guide performance discussions can be found on the Baylor HR performance management website.

**Map of Matrix**

**COMMITMENT**

Definition

**KEY ATTRIBUTES:**

<table>
<thead>
<tr>
<th>Does Not Meet Expectations</th>
<th>Partially Meets Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>Significantly Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Negative Behaviors</td>
<td>• Positive Behaviors that Meet Expectations</td>
<td>• Positive Behaviors that Exceed Expectations</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Why should we use this?

Employees: Accurately determining performance for each Core Commitment assists in identifying your strengths and areas for development.

Managers: Differentiating performance is challenging. A shared understanding of performance allows for clear and direct feedback to every member of the team.

Questions: Contact your HR Consultant. To identify your HR Consultant, please logon to BaylorCompass or call askHR at (254) 710-2000.
## SKILLS & PERFORMANCE

### KEY ATTRIBUTES:
- Job Skills
- Work Performance

<table>
<thead>
<tr>
<th>Does Not Meet Expectations</th>
<th>Partially Meets Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>Significantly Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Does not demonstrate the ability to complete job functions.</td>
<td>• Acts in ways that demonstrates an understanding for job functions.</td>
<td>• Job functions are performed in line with the supervisor’s expectations.</td>
<td>• Understands job functions so well that work output is beyond normal. (surpasses others)</td>
<td></td>
</tr>
<tr>
<td>• Does not perform job functions in line with supervisor’s expectations.</td>
<td>• Jobs functions are performed in line with the supervisor’s expectations.</td>
<td>• Tasks are completed and contributes to work processes flowing smoothly.</td>
<td>• Demonstrates a mastery of supervisor’s expectations and shares this knowledge to positively impact the work environment.</td>
<td></td>
</tr>
<tr>
<td>• Consistently unable to complete tasks or impedes the flow of work processes.</td>
<td>• Achieves an accomplished level of technical and professional skill or knowledge in position-related areas.</td>
<td>• Achieves an accomplished level of technical and professional skill or knowledge in position-related areas.</td>
<td>• Ensures task completion and requests to participate in additional projects/tasks as appropriate.</td>
<td></td>
</tr>
<tr>
<td>• Relies on others to complete own work.</td>
<td>• Applies own talents to work assignments, and hones the competencies needed in current job.</td>
<td>• Applies own talents to work assignments, and hones the competencies needed in current job.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

COMMIT TO BAYLOR’S CHRISTIAN MISSION & VISION

By committing to Baylor’s mission and vision, we respect the University’s values and engage in supporting the University’s goals through our work.

**KEY ATTRIBUTES:**  
- Integrity  
- Organizational Commitment  
- Organizational Compliance & Safety

<table>
<thead>
<tr>
<th>Does Not Meet Expectations</th>
<th>Partially Meets Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>Significantly Exceeds Expectations</th>
</tr>
</thead>
</table>
| - Actions do not demonstrate that University’s mission, traditions and commitments are considered in daily work  
- Blames the University and/or others for mistakes  
- Does not demonstrate respect for University resources  
- Work activities do not support University goals or the community  
- Does not follow University policy and/or complete required trainings on time | | - Acts in ways that demonstrate personal integrity and serves as a positive example of why others should trust the motives of the organization  
- Views self as a reflection of the organization by following through on commitments and accepting ownership of any mistakes he or she might make  
- Demonstrates commitment, loyalty, and appreciation for the organization  
- Conveys a high level of concern for the well-being of employees, helping to ensure that both their needs and those of the organization are met  
- Acts in accordance with University policies and completes required trainings by date due  
- Takes responsibility for campus property, intellectual property, and University-related data  
- Adheres to the University’s code of conduct and ethics | | - Preserves and is sought out to educate others about the University history, mission, core values and commitment  
- Demonstrates superior stewardship of University resources  
- Reflects the University’s best intentions in all work interactions; considered an ambassador for the University  
- Completes required compliance trainings at time of enrollment without reminder  
- Raises awareness of safety/compliance topics related to work of department |
SERVE OTHERS RESPECTFULLY

We create a welcoming experience for the entire Baylor family and its constituents by providing excellent service to students, parents, and community members, as well as internal and external colleagues.

**KEY ATTRIBUTES:** Communicate Effectively | Constituent Service

<table>
<thead>
<tr>
<th>Does Not Meet Expectations</th>
<th>Partially Meets Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>Significantly Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Does not communicate to the appropriate individuals effectively.</td>
<td>• Communicates effectively and appropriately; uses good judgment as to what to communicate to whom.</td>
<td>• Tactful toward and considerate of all parties; selects the right tone for the situation and audience.</td>
<td>• Involves the appropriate constituents and presents information in a format that can be easily understood by a wide variety of constituents without delay.</td>
<td>• Consistently displays professionalism and effectively responds with patience, tact, and grace, even to others who are difficult or demanding</td>
</tr>
<tr>
<td>• Does not adjust to evolving situations or correctly respond to behavioral cues of others.</td>
<td>• Identifies and anticipates constituent needs and expectations, and responds to them in a timely and effective manner.</td>
<td>• Takes responsibility for constituent satisfaction and loyalty</td>
<td>• Goes beyond service expectations to help implement complete solutions.</td>
<td>• Actively gathers information and consistently works to understand others’ perspectives</td>
</tr>
<tr>
<td>• Does not demonstrate active listening: interrupts others, loses attention, and/or misstates information.</td>
<td>• Alters behavior to align with evolving situations; reads others’ body language, and adjust tone and style accordingly.</td>
<td>• Practices active listening: Allows others to speak without unnecessarily interrupting them. Asks clarifying questions that elicit clearer or more detailed information. Confirms understanding and gives the listener time to process information and ask questions.</td>
<td>• Displays professionalism by the following: Maintains composure, conveys competence, establishes positive relationships with partners, meets service and quality expectations of clients</td>
<td></td>
</tr>
<tr>
<td>• Does not display tact and consideration to all parties; does not select the right approach or tone of voice for the situation or audience.</td>
<td>• Identifies and anticipates constituent needs and expectations, and responds to them in a timely and effective manner.</td>
<td>• Tactful toward and considerate of all parties; selects the right tone for the situation and audience.</td>
<td>• Involves the appropriate constituents and presents information in a format that can be easily understood by a wide variety of constituents without delay.</td>
<td>• Consistently displays professionalism and effectively responds with patience, tact, and grace, even to others who are difficult or demanding</td>
</tr>
<tr>
<td>• Does not anticipate or respond timely to constituent needs.</td>
<td>• Tactful toward and considerate of all parties; selects the right tone for the situation and audience.</td>
<td>• Identifies and anticipates constituent needs and expectations, and responds to them in a timely and effective manner.</td>
<td>• Tactful toward and considerate of all parties; selects the right tone for the situation and audience.</td>
<td>• Tactful toward and considerate of all parties; selects the right tone for the situation and audience.</td>
</tr>
</tbody>
</table>
ACCOUNT FOR STEWARDSHIP OF TIME, RESOURCES, & SELF

We allocate time, efforts, and University funds in a manner that supports best the fulfillment of the University’s mission and manages the risks to the University.

**KEY ATTRIBUTES:** Discernment  Deliver Results  Plan & Organize

<table>
<thead>
<tr>
<th>Does Not Meet Expectations</th>
<th>Partially Meets Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>Significantly Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Does not demonstrate understanding of physical, financial, reputational risks within department and the University</td>
<td>• Identifies, analyzes and controls the risks (physical, financial, reputational) in department and the University</td>
<td>• Seeks out opportunities to address risk (physical, financial, reputational) beyond department level</td>
<td>• (\text{---} )</td>
<td>• (\text{---} )</td>
</tr>
<tr>
<td>• Frequently needs additional information to accomplish tasks delaying results.</td>
<td>• Takes prompt action to accomplish objectives, even when information is limited or unclear</td>
<td>• Implements clear decision making strategies and provides effective communication to all affected individuals/departments in a timely manner</td>
<td>• (\text{---} )</td>
<td>• (\text{---} )</td>
</tr>
<tr>
<td>• Frequently will “jump to conclusions” based on no, or minimal, evidence; does not take time to collect facts before decision-making</td>
<td>• Refrains from “jumping to conclusions” based on no, or minimal, evidence; takes time to collect facts before decision-making</td>
<td>• Achieves results ahead of established timelines</td>
<td>• (\text{---} )</td>
<td>• (\text{---} )</td>
</tr>
<tr>
<td>• Results are often delayed and timelines require adjustment.</td>
<td>• Achieves results within established timelines</td>
<td>• (\text{---} )</td>
<td>• (\text{---} )</td>
<td>• (\text{---} )</td>
</tr>
<tr>
<td>• Struggles to meet productivity standards, deadlines, and work schedules</td>
<td>• Balances both timeliness and quality</td>
<td>• (\text{---} )</td>
<td>• (\text{---} )</td>
<td>• (\text{---} )</td>
</tr>
<tr>
<td>• Frequent interruptions to work schedule and difficulty managing own time</td>
<td>• Comes to work on time, and meets productivity standards, deadlines, and work schedules, effectively manages own time</td>
<td>• (\text{---} )</td>
<td>• (\text{---} )</td>
<td>• (\text{---} )</td>
</tr>
<tr>
<td>• Frequently spends excessive time analyzing problems that do not merit a high level of resource allocation</td>
<td>• Overcomes obstacles to achieve results</td>
<td>• (\text{---} )</td>
<td>• (\text{---} )</td>
<td>• (\text{---} )</td>
</tr>
<tr>
<td>• (\text{---} )</td>
<td>• Allocates required resources, allows for contingencies, and ensures that plans fit with the larger needs of the organization</td>
<td>• (\text{---} )</td>
<td>• (\text{---} )</td>
<td>• (\text{---} )</td>
</tr>
<tr>
<td>• (\text{---} )</td>
<td>• Organizes resources and processes to effectively accomplish the work of the department</td>
<td>• (\text{---} )</td>
<td>• (\text{---} )</td>
<td>• (\text{---} )</td>
</tr>
<tr>
<td>• (\text{---} )</td>
<td>• Anticipates potential challenges and opportunities, and adjusts plans as appropriate</td>
<td>• (\text{---} )</td>
<td>• (\text{---} )</td>
<td>• (\text{---} )</td>
</tr>
<tr>
<td>• (\text{---} )</td>
<td>• (\text{---} )</td>
<td>• (\text{---} )</td>
<td>• (\text{---} )</td>
<td>• (\text{---} )</td>
</tr>
</tbody>
</table>

**BUILD RELATIONSHIPS & WORK COLLABORATIVELY**

The overall employment experience and effectiveness of the University reaches its fullest potential when we work collaboratively within our units and more broadly within the University through relationships built on trust.

**KEY ATTRIBUTES:**
- Relationship Management
- Respect Diversity
- Teamwork & Collaboration

<table>
<thead>
<tr>
<th>Does Not Meet Expectations</th>
<th>Partially Meets Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>Significantly Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Does not openly share expertise or information with others</td>
<td>- Builds relationships within, across and outside the organization while working collaboratively with internal and external partners to reach the goals of the department</td>
<td>- Champions inclusiveness; involves others to improve results and increase support</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Communicates “too little, too much, too late”</td>
<td>- Demonstrates an awareness for the way professional and personal interactions reflect on the department</td>
<td>- Resolves conflicts in ways that strengthen relationships and the organization; creates “win-win” results</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Participates only to serve self at the expense of team goals</td>
<td>- Understands the social, political, and cultural dynamics of the University</td>
<td>- Identifies opportunities and encourages colleagues to share relevant and appropriate information with others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Does not involve and support all team members; rarely shares credit for good ideas and successes</td>
<td>- Works through difficult or awkward interpersonal situations in a positive manner</td>
<td>- Encourages, recognizes, and incorporates diverse points of view.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Has difficulty building strong, mutually beneficial working relationships with constituents and coworkers.</td>
<td>- Gives and receives appropriate feedback to help accomplish goals and establish confidence among partners, communicates in an open and candid manner</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Not interested in supporting or actively contradicts the presence of differing viewpoints or work styles in the workplace.</td>
<td>- Demonstrates a genuine interest in the thoughts, opinions, values, and needs of co-workers, and constituents, and views differences as both inevitable and acceptable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Fails to recognize the value of differences.</td>
<td>- Recognizes and supports employees’ and partners’ contributions</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PURSUE EXCELLENCE THROUGH CONTINUOUS IMPROVEMENT

In pursuit of excellence, we continuously seek opportunities to improve processes and quality of work.

**KEY ATTRIBUTES:**
- Adapt to Change
- Creativity & Innovation
- Problem-Solve
- Quality Focus

<table>
<thead>
<tr>
<th>Does Not Meet Expectations</th>
<th>Partially Meets Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>Significantly Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Has difficulty distinguishing between critical and noncritical issues.</td>
<td>• Adjusts quickly and effectively to changing conditions and demands</td>
<td>• Quickly masters new ideas and leads others through challenges or change.</td>
<td>• Consistently aligns decisions and actions with organization and departmental goals and initiatives.</td>
<td>• Understands the value of continuous improvement and seeks information to facilitate the growth.</td>
</tr>
<tr>
<td>• Needs help analyzing and prioritizing problems and tends to focus on simple operational issues.</td>
<td>• Discusses change as a necessary and inevitable aspect of organizational life as well as an opportunity to learn new things.</td>
<td>• Ability to project the outcomes of a project and predict the best possible solution for the team.</td>
<td>• Proactively uses analysis to change common practices, and provide solutions to complex problems.</td>
<td>• Anticipates and takes action to avoid complications</td>
</tr>
<tr>
<td>• Unwilling to accept new ideas, opinions; reluctant to adapt one's behavior</td>
<td>• Invests personal energy toward accepting and adapting to change</td>
<td>• Creates effective workplace processes with aligned metrics to measure quality</td>
<td>• Identifies the need for a different approach or solution</td>
<td>• Generates practical solutions to difficult problems</td>
</tr>
<tr>
<td>• Fails to identify the need for a different approach or solution when one is required</td>
<td>• Identifies the need for a different approach or solution</td>
<td>• Anticipates and takes action to avoid complications</td>
<td>• Stays up-to-date on long-term University objectives and information that affects individual job and department</td>
<td>• Thinks in innovative and creative ways to achieve strategic objectives</td>
</tr>
<tr>
<td>• Inability to view a problem from multiple perspectives</td>
<td>• Stays up-to-date on long-term University objectives and information that affects individual job and department</td>
<td>• Sees opportunities for creative problem solving while staying within the parameters of best practice</td>
<td>• Thinks in innovative and creative ways to achieve strategic objectives</td>
<td>• Sees opportunities for creative problem solving while staying within the parameters of best practice</td>
</tr>
<tr>
<td>• Draws conclusions without conducting a thorough analysis</td>
<td>• Thinks in terms of desired outcomes; generates practical solutions to difficult problems</td>
<td>• Ensures quality by comparing finished product to expected outcome</td>
<td>• Has established a track record of producing work that is highly accurate, demonstrates attention to detail and reflects well on the organization</td>
<td>• Ensures quality by comparing finished product to expected outcome</td>
</tr>
<tr>
<td>• Produces work that falls below expectations of quality, contains errors and requires rework.</td>
<td>• Takes initiative to alter current processes and methods when appropriate</td>
<td>• Accurately checks processes and tasks for complete information and opportunities for improvement</td>
<td>• Accurately checks processes and tasks for complete information and opportunities for improvement</td>
<td>• Accurately checks processes and tasks for complete information and opportunities for improvement</td>
</tr>
<tr>
<td>• Is not effective, accurate, or efficient in work processes or projects</td>
<td>• Ensures quality by comparing finished product to expected outcome</td>
<td>• Ensures quality by comparing finished product to expected outcome</td>
<td>• Ensures quality by comparing finished product to expected outcome</td>
<td>• Ensures quality by comparing finished product to expected outcome</td>
</tr>
<tr>
<td>• Avoids learning techniques to improve or implement changes to one's work.</td>
<td>• Ensures quality by comparing finished product to expected outcome</td>
<td>• Ensures quality by comparing finished product to expected outcome</td>
<td>• Ensures quality by comparing finished product to expected outcome</td>
<td>• Ensures quality by comparing finished product to expected outcome</td>
</tr>
</tbody>
</table>
**SEEK LEARNING & APPLY KNOWLEDGE**

We develop career goals and pursue learning to continuously improve performance and prepare for future roles and responsibilities.

**KEY ATTRIBUTES:**
- Continual Learning
- Professional Knowledge

<table>
<thead>
<tr>
<th>Does Not Meet Expectations</th>
<th>Partially Meets Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>Significantly Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lacks knowledge and skill in a technical area; is unable to incorporate past experiences to current job situations.</td>
<td>Demonstrates a willingness and eagerness to learn new things</td>
<td>Effectively applies vast technical knowledge and prior experiences to job situations; is sought out as an expert to provide advice or solutions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has limited technical knowledge and does not often apply knowledge gained from prior experiences to job situations.</td>
<td>Makes it a practice to take charge of self-development by soliciting feedback, setting priorities, and then acquiring or strengthening skills and knowledge.</td>
<td>Highly knowledgeable in field; applies skills and knowledge in ways that enhance department and organizational effectiveness.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lacking in basic job skills and knowledge; performance does not demonstrate technical competence.</td>
<td>Makes it a point to put new skills and knowledge to use on the job in a timely and effective manner</td>
<td>Actively seeks opportunities to upgrade technical and professional skills and inspires others toward it.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resistant to continuous learning; does not show interest in attending training or developing working knowledge or skill set to enhance job skills.</td>
<td>Seeks out and attends learning and development programs when possible</td>
<td>Regularly engages self and others in training and development opportunities, enhancing job performance and overall productivity of the unit.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reluctant or unwilling to share knowledge with others; is outwardly unsupportive of team members increasing skills.</td>
<td>Applies new skills on the job and ensures that these skills are used to create a positive impact on a day-to-day basis</td>
<td>Consistently shares knowledge with others and openly seeks opportunities for self and peers to increase skills where enhanced outcomes are demonstrated.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Willingly takes jobs and assignments that will prepare for future responsibilities</td>
<td>Able to bridge technical and professional knowledge with personal, interpersonal, and managerial skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Consistently stays a breast of current developments and trends in areas of expertise and higher education.</td>
<td>Can anticipate future consequences and trends accurately; is a go-to person for best practices in his/her department or function</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Recognizes connections between tasks and processes, and considers how various elements apply to one's work</td>
<td>Continuously experiments with and creates new processes in order to be at the leading edge of innovation in the workplace</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Serves as an information resource for areas of expertise</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Maintains awareness of and applies University policies relevant to professional responsibilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stays up-to-date on long-term University objectives and information that affects individual job and department</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Frequently demonstrates the ability to incorporate past job experience and apply technical knowledge to current job situations.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Works to continuously learn and improve technical and professional skills.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>