

EXECUTIVE PERFORMANCE DEVELOPMENT

Goal Setting (June 1 - June 30)

The process of setting goals for the upcoming year. Executives may cascade goals down to other division leaders and to the respective teams and should contribute to the goals and strategic mission of the university.

Midyear Check-In (November 1 - November 30)

The process of checking in on the goals set during the Goal Setting conversation to see if the executive is on track and what additional resources they need to meet their goals.

A conversation should take place between the executive and their supervisor prior to recording the check-in in UVU Perform.

Annual Review (March 15 - May 15)

The process of evaluating if the executive met their goals set during the Goal Setting conversation and how well they are meeting the Executive Competencies.

A conversation should take place between the executive and their supervisor after both the executive and the supervisor have completed their portions of the review. This is an opportunity for the supervisor to provide reinforcing and constructive feedback, discuss additional coaching and growth opportunities, and to clarify performance expectations.

Executive Midyear Check-In Conversation Guide

Purpose

Conversations between executives and their supervisors should happen regularly throughout the year. The purpose of the Executive Midyear Check-In is to provide a recorded outcome of one of those conversations and offer support, resources, and if necessary, a readjustment of goals. This conversation is meant to build support and not be punitive or interrogative. The Executive Midyear Check-In should be recorded in the UVUPM system only after this conversation has taken place between the executive and their supervisor.

For executives who completed their 2022-2023 Development Plan Goal form, goals have been converted to the UVUPM system and can be accessed [here](#) by clicking on *Past Reviews*. In addition to reviewing goals, we encourage you to use the Executive Midyear Check-In to have a conversation with your direct reports about their overall well-being.

The following topics may be addressed during the Executive Midyear Check-In conversation:

- Individual considerations that have impacted the anticipated outcome of the executive’s goals.
- External considerations that have impacted the anticipated outcome of the executive’s goals.
- Is the executive on track to meet their goals?
 - If no:
 - Any adjustments to the goals so that they may be achieved this year.
 - Adjustments to the timing of the goals.
 - Additional resources as needed to accomplish the goals.
 - Opportunities for contributions or support from leadership.
 - If yes:
 - Has the executive already achieved their goals?
 - Any additional goals that may be added.
 - Adding additional aspects to existing goals.
 - Opportunities for contributions or support from leadership.

Executive Annual Review Competencies and Ratings

Competencies

Developing Others

The executive seeks opportunities to motivate, mentor, and coach individuals professionally. They invest in the success of their employees and willingly share skills, knowledge, and expertise. They listen carefully to others in appropriate decision-making moments. They interact with others in a way that promotes confidence in themselves and the organization.

Creating an Inclusive Culture

The executive treats everyone with respect and fairness. They seek input from diverse individuals and groups while considering the importance of the university's diversity and inclusion goals. They foster interaction among their team and facilitate opportunities for engagement. They genuinely seek to know the interests of their members and create a team culture that respects all members.

Communicating Clearly and Candidly

The executive clearly conveys information, expectations, and ideas to individuals and groups in ways that produce effective collaboration and accountability. They hold crucial conversations when approached with differing opinions, high stakes, and/or high emotions. They actively communicate the facts and encourage other opinions and ideas.

Holding Yourself and Others Accountable

The executive receives and delivers feedback with candor and civility and in a timely manner. They seek to improve themselves as leaders through their own professional development. They show strong emotional intelligence by understanding and managing their own emotions. They exercise disciplined stewardship over university resources.

Delivering Results

The supervisor sets and accomplishes high-quality goals for themselves and the team. They understand and contribute to the university's mission, vision, and long-term objectives through effective project management. They follow through on commitments and make adjustments as necessary. They establish clear roles of team members and delegate assignments based on skills and availability.

Managing Effectively

The supervisor understands how the university operates and the reasoning behind key practices and processes. They apply that knowledge as they make hiring decisions, review employees' performance, and develop their teams. They are aware circumstances will require change and adaptability. They are flexible and understanding of concerns and work with the appropriate resources to provide solutions.

Job Knowledge and Technical Competencies

Extent to which the executive demonstrates knowledge and skills necessary to perform assigned duties and responsibilities; makes sound, well-informed, objective decisions; resolves problems and overcomes obstacles; demonstrates efficiency in completing assignments and appropriately applies available resources.

Productive Work Habits

Extent to which the executive demonstrates an overall work style that is effective, organized, and productive in terms of managing time, setting priorities, and following up on commitments across a variety of work challenges; volume of work produced is at expected levels under normal conditions and in relation to established standards; and quality of work is at expected levels in terms of accuracy, thoroughness, and effectiveness.

Ratings

Did Not Meet Expectations

Employee performance consistently fell well below established standards and performance expectations. Fundamental skills and/or competencies were not demonstrated. Substantial improvement is required.

Met Some Expectations

Employee achieved expectations at times, but improvement is needed to better demonstrate competency and/or to perform more consistently. Continued development is desired.

Met Expectations

Employee consistently met established standards and performance expectations in the essential areas of responsibility. Demonstrated and applied an appropriate level of knowledge and skill.

Exceeded Expectations

Employee consistently demonstrated this competency at a high level. This employee was viewed as a role model and clearly stood out among peers relative to this competency.

Exemplary Performer

Reserved for work that is truly extraordinary across the board. It could have involved unique, one-time initiatives that required the mastery of different skills and a significant time commitment to skill building and completion of a project or event. This rating also indicates work that had a far-reaching influence in moving the team, department, and/or University Objectives ahead on a significant goal.