The information contained in this guide has been prepared as an aid to managers and supervisors responsible for performance management at Saint Louis University. While the University fully intends to adhere to the process and practices contained in this document, the statements and guidelines are not and should not be considered a contract of any kind, express or implied. Although the guide reflects current policy, it may be changed or rescinded at any time at the University's sole discretion.

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INTRODUCTION: STAFF PERFORMANCE STANDARDS

Job performance evaluation is an essential supervisory responsibility. The objective assessment of an employee's job performance is the foundation of any successful compensation program. When performance evaluations are properly conducted, and directly tied to the organization's compensation program, they provide an equitable means of rewarding employees, and improving both individual and organization performance.

Job performance evaluation is also the supervisor's means for formally holding the employee accountable for meeting the expectations of the employee's position. Expectations are derived from the tasks and responsibilities of each position, and are typically listed in the position's job description. The extent to which an employee successfully performs these tasks and responsibilities determines an employee's level of performance in the position.

While the job description is the foundation of any performance appraisal system, most job descriptions are too general to be useful in assessing performance. As a result it becomes necessary to translate job descriptions into specific standards by which an employee's performance can be measured. These performance standards need to be oriented toward specific results. Standards are "yardsticks" for measuring employee performance. For most positions they fall into three categories, quality standards, quantity or productivity standards, and timeliness standards. Requiring a typist to commit no more than two typographical errors for every ten pages of typing, for instance, is a quality standard. Requiring a typist to type ten pages per hour is a productivity standard. Requiring a typist to have completed a particular assignment by the close-of-business on Friday is a timeliness standard.
PROCESS FOR DEVELOPMENT OF STAFF PERFORMANCE STANDARDS

There is a process supervisors should employ when developing performance standards for each of the positions for which they are responsible. The process can be outlined in the following order or steps:

1. **Identifying the position's primary job responsibilities or job functions.** The supervisor of the position needs to have a clear understanding of the responsibilities of the position or the position's functions prior to establishing performance standards. This understanding of the position does not mean the supervisor has to possess the required knowledge, skills and abilities to perform the job. What is required is an understanding of why the position is important to the department, and how the position supports the mission, goals and objectives of the organization. Simply stated, the supervisor should be able to answer the question, "Why does this position exist?"

2. **Identifying the position's essential job tasks.** After the supervisor has a clear understanding of the position's responsibilities or functions, the essential job or work tasks associated with the position need to be identified. The essential job tasks performed by a position, when performed well, result in the position's responsibilities or functions being carried out successfully. Job tasks are the individual pieces that comprise a specific responsibility or function of the position. For instance, while a position may be responsible for hiring employees, an associated job task would be interviewing candidates. The job task of interviewing candidates is part of the responsibility or function of hiring staff. If the job task of interviewing candidates is not performed at all, or is not performed satisfactorily, the responsibility of hiring staff to fill vacant positions will never be met.

3. **Measuring the position's essential job tasks.** After identifying the position's essential job tasks, which need to be completed in order for the position's responsibilities and functions to be performed satisfactorily, the essential job tasks of the position that lend themselves to being measured must be identified. Measurable job tasks are frequently those that can be either qualified or quantified in terms of output or results. They may also be tasks that are to be completed within a certain time frame. Considering the recruiter, for example, the essential job task of interviewing candidates could be measured using any of the three types of measures identified or a combination of any of the three.

4. **Establishing minimal expectations of job performance.** In order to meet the goals and objectives of the department, in working toward the realization of the organization's mission and fulfillment of purpose, each supervisor has the right to expect of those working for him or her that they meet certain minimal job performance expectations in the completion of their job tasks and the fulfillment of their responsibilities. While each supervisor has to ensure that his or her responsibilities are completed satisfactorily, out of necessity this requires a dependence on those...
who work for the supervisor. Therefore, the supervisor must establish minimal expectations of performance for each position for which he or she is responsible. Minimal performance expectations are what should be expected of a fully trained and competent employee in the performance of their position, nothing less. Minimal performance expectations should "stretch" the employee in the performance of his or her job. Minimal expectations are not synonymous with expending a minimal amount of effort or performing at a level just well enough to get by. The essential job tasks, which lend themselves to being measured, need to have minimal performance expectations associated with their completion. The recruiter, for example, may be expected at a minimum to interview 15 candidates with masters degrees per week, and have extended offers to the five most qualified by the end of the same week. As such, a minimal performance standard has been established for this position.

5. Establishing performance measures which exceed expectations. Similar to establishing minimal expectations for satisfactory job performance, the supervisor has the responsibility for establishing levels of performance, which clearly exceed the expectations of the job. Exceeding the job task standards that are in place for the position means the employee has consistently and continuously gone "above and beyond" what is expected in the performance of his or her job. Expectations in these instances need to be set extremely high. They need to be extremely difficult to obtain, yet not impossible. The recruiter, for example, may be expected to interview 25 candidates with masters degrees per week, and have extended offers to the 15 most qualified by the end of the same week to exceed expectations. As such, an exceeds performance standard has been established for this position. Expectations that are set at unrealistically high levels, at levels far in excess of what is realistically achievable, may only serve to discourage the employee.

6. Communication with each individual employee. Following the supervisor determining what the essential job tasks and related performance expectations are to be for each of the positions reporting to him or her, private discussions with each employee need to take place. Tasks and expectations may be clear to the supervisor, but until they are communicated to the individual employee responsible for carrying them out, they are meaningless and have no value. These meetings need to be used to discuss the performance expectations of the employee working in the position. The employee is entitled to know what the supervisor expects. Expectations should be clearly communicated, concise and mutually understood. Communication should be two-way. An open, frank and two-way dialogue will ensure that both parties understand what is to happen during the year. The employee should know at the completion of the conversation, how his or her performance will be measured in terms of outputs, schedules, budgets, actions, behaviors, or some combination of these or other factors. An agreement should be reached between the supervisor and the employee. The established performance expectations need to be documented, and a copy provided to the employee. Though employee "buy-in" as to the performance expectations for the employee's position is desirable, and in most situations can be achieved, the supervisor is ultimately responsible for establishing performance expectations since he or she is responsible to a greater extent with the department or organization meeting its goals and objectives.

7. Periodic reviews of performance throughout the year. Establishing, communicating and documenting performance expectations is important. This process needs to be completed on a formal basis at least once per year prior to the beginning of the new fiscal year. However, completion of this annual activity does not end the supervisor's responsibility for continuous monitoring of the performance of those for whom the supervisor is responsible. Supervisors are expected to coach and facilitate the efforts of their employees, in order that these employees may
be successful in their positions. Supervisors should provide informal feedback frequently. Supervisors should meet with their employees on a more formal basis throughout the year as well. These more formal discussions should be used to review and discuss the employee’s performance against job expectations. Goals and objectives of a department may change during the year. Supervisors need to discuss these changes with their employees, and how these changes impact performance expectations.

Thus, once performance expectations have been established for a position, these performance expectations can be used to formulate performance standards. Performance standards formalize the job performance expectations supervisors have of those positions for which they are responsible. Performance standards can be defined as “measures derived from the establishment of performance expectations for a position, and subsequently used to assess an employee’s degree of accomplishment (level of performance) against those expectations.”
CHARACTERISTICS OF EFFECTIVE PERFORMANCE STANDARDS

For performance standards to be effective, they should have the following characteristics:

1. **They should be in writing.** Oral standards of performance tend to be forgotten or misinterpreted by both employees and supervisors. Oral standards make it difficult for the employee and the supervisor to reach "a meeting of the minds" on what, specifically, the expectations are of the employee.

2. **They should be brief.** Lengthy, involved standards are difficult to understand, subject to varying interpretations between supervisor and employee, and are likely to be ignored by supervisors in the performance evaluation process.

3. **They should be realistic.** Performance standards need to be established at levels where employees are "stretched" in the performance of their jobs; however, "meeting" the standard needs to be achievable. A means of ensuring standards are realistic is to use historical data to formulate them.

4. **They should be precise.** A major reason for developing performance standards is to eliminate subjectivity from the performance appraisal process. As a result, subjective terminology such as "good", "qualified", and "well done" should not be included in the performance standards. For example, a standard that would require a typist to prepare a report "neatly" lacks precision. A more precise standard would limit the number of typographical errors to no more than two per page, for example.

5. **They should support the organization’s mission, goals and objectives.** An organization should have performance standards for each job performed by each employee within the organization. If each employee meets or exceeds the standards for their position, the end result for the organization would be the realization of its mission, goals and objectives.

6. **They should be mutually agreed upon between supervisor and employee.** In order for the employee to be successful in meeting the supervisor’s expectations, a result both parties desire, the performance standards utilized to measure the employee’s performance need to be acceptable to both parties. This may necessitate discussion, negotiation and compromise; a certain amount of give and take on both sides. Employees should be encouraged to assist in the development of performance standards for their positions, though it is ultimately the supervisor's responsibility to set performance standards in order to meet department goals and objectives. Employees should also understand that utilization of performance standards will make the appraisal process less subjective.

7. **They should be re-evaluated on a regular basis.** Performance expectations, and hence performance standards, may change over time. Existing performance standards need to remain consistent with the organization’s mission, goals and objectives. Where reasons dictate that performance standards should be changed, employees need to be advised of these changes as soon as possible, and provided a reasonable period of time to adjust to the new standards.
SAMPLE PERFORMANCE STANDARDS

As an employer, Saint Louis University has an interest and obligation to staff to assist in ensuring that each employee’s performance is fairly and objectively evaluated, and rewarded appropriately. In order to assist supervisory personnel in this effort, the information detailed previously in the Process for Development of Staff Performance Standards and Characteristics of Effective Performance Standards sections should be used by supervisors to develop performance expectations and performance standards for each of their staff positions.

To further assist supervisors in the development of performance standards for the positions that report to them, sample performance standards have been developed for supervisors to review and utilize. These sample performance standards are presented in Appendices A-D of this booklet. These sample performance standards have been developed for positions in the following areas:

- Supervisory and Managerial
- Professional and Technical
- Secretarial and Office Support
- Service and Maintenance Worker

In addition to the sample standards, which may be used in whole, in part, or modified, depending upon their applicability to the particular position being analyzed, Saint Louis University has adopted a University Service and Excellence Performance Standard. This standard will be utilized during FY2000 in assessing the job performance of all staff positions at the University. This performance standard was derived from the University’s Mission of pursuing truth for the greater glory of God and for the service of humanity, and was formulated with the expectation that employees of Saint Louis University would:

- Make a commitment to support the University in realizing its mission and purpose;
- Strive to achieve competence in the performance of their jobs;
- Act conscientiously, truthfully and ethically in the meeting of their responsibilities;
  - Exhibit compassion and understanding toward those with whom they interact each day; and
- Serve the University as it seeks to satisfy its covenant of serving the community.

The University Service and Excellence Performance Standard follows on the next page. Because of this standard’s applicability to all staff, in addition to completion of an annual performance appraisal, all supervisors must complete the Addendum to the Performance Appraisal Form (Appendix E). To assist you in determining at which level an employee is performing, general performance definitions for all performance levels have been provided for you in Appendix F.
UNIVERSITY SERVICE AND EXCELLENCE PERFORMANCE STANDARD

University Mission and Philosophy

The Mission of Saint Louis University is the pursuit of truth for the greater glory of God and for the service of humanity. The University seeks excellence in the fulfillment of its corporate purposes of teaching, research, and community service. It is dedicated to leadership in the continuing quest for understanding of God’s creation and for discovery, dissemination, and integration of the values, knowledge and skills required to transform society in the spirit of the Gospels. As a Catholic Jesuit university, this pursuit is motivated by the inspiration and values of the Judeo-Christian tradition and is guided by the spiritual and intellectual ideals of the Society of Jesus.

Saint Louis University strives to create an environment that values and incorporates the efforts and beliefs of persons from all religions, moral traditions, and cultural, racial, and ethnic backgrounds.

University Guiding Principles and Values

Competence, Conscience, Compassion, Community and Commitment are among the values that capture the spirit and motivation of all who work, teach, learn and serve the needs of those who come to us for education and health care.

University Service and Excellence Performance Standard

The Mission of Saint Louis University is the pursuit of truth for the greater glory of God and the service of humanity. As employees, we must be dedicated to our Mission and are expected to conduct ourselves in a consistent manner and integrate the University’s guiding principles and values into our work. Every employee is expected to meet the following performance standard:

**Task:**
Treat those we serve with respect, courtesy, honesty, and compassion. Extend ourselves to others by sharing our knowledge and skills, recognizing individual diversity and demonstrating commitment to solving problems with fairness. Strive to listen and understand before taking action. Respect the confidentiality of others. Foster and support the sharing of ideas.

**Meets Standard:**
Provides service and support in a competent, courteous, compassionate, and timely manner to those with whom you interact. Demonstrates interest in self-development through attendance at a Mission related in-service or other University sponsored event relating to the Mission.
APPENDIX A  
** SAMPLE **

Supervisory and Managerial Performance Standard

As employees in leadership positions at Saint Louis University, we have a dual role in accepting and fulfilling responsibilities that result in realization of the University’s Mission. We not only have individual responsibilities that relate to our specific positions, but we have leadership responsibilities which need to be met in directing those for whom we are responsible. As leaders we are expected to meet the following performance standard:

Task:

1. **Communication** - Effectively and clearly giving and receiving verbal information in individual or group situations. Effectively and clearly expressing ideas in writing, with attention given to grammar, spelling, organization, and style.

2. **Learn, Analyze, Innovate, Create** - Assimilating and applying new information to the issues and/or situations requiring timely resolution; utilizing existing information or assimilating new information to conceive new and imaginative ideas and/or solutions to issues and/or situations requiring timely resolution.

3. **Initiative, Tenacity, Resilience, Adaptability** - Taking action to influence events or achieve goals in fluid environments with diverse constituencies, until success is realized or attainability is not reasonable.

4. **Judgment, Decisiveness** - Developing informed alternative courses of action derived from factual information, and making timely decisions based upon logical assumptions.

5. **Financial Planning and Management** - Understanding financial terminology; the interpretation of financial performance statements; the processes for planning, developing, submitting, and monitoring budgets; and the utilization of funds to realize goals and objectives.

6. **Organizational Planning and Management** - Involves staff in planning work activities, establishing individual and team goals, and in developing and reviewing individual and team assignments from conception through completion.

7. **Organizational Development** - Provides the necessary resources, training and supervisory support to promote quality performance and improvement, and the realization of the department’s and University’s organizational goals and objectives.

Meets Standard

1. Clearly and effectively communicates verbally and in writing on either the individual or group level. Is patient, respectful, and listens intently to the ideas expressed by others.
2. Quickly learns and analyzes new information, applying this assimilated information to the task, issue, or situation at hand in a timely manner.

3. Self-starting, event or goal oriented, with the ability to operate within certain environmental constraints and persuade diverse constituencies with varied expectations to your position.

4. Makes timely decisions from informed alternative courses of action, resulting in measurable positive benefits to the organization with minimal immediate negative ramifications.

5. Understands the financial planning and management process, makes effective use of the University's financial resources, and incurs no budget deficits or overruns.

6. Involves staff in planning work activities, and in establishing team goals. Assists individuals in establishing personal goals. Provides regular feedback on performance against expectations.

7. Ensures that direct reports have the necessary resources and skills to successfully meet the expectations of their positions.

**Exceeds Standard**

Meets what is listed above and the following:

1. In a spirit of cooperation, and mutual respect, is able to utilize and build upon the ideas of others through continued communication, verbal or written, encouraging and supporting the other party or parties to the dialog to think further about the issue or matter under discussion and make additional inputs.

2. Utilizes existing information or new information to conceive and formulate new and imaginative ideas and/or solutions to issues and/or situation that require timely resolution.

3. Where persuasion proves to be unsuccessful, the ability to recognize the objective at hand is not obtainable in its present form, and that it will be necessary through negotiation to reach a compromise agreeable to the majority of the constituents or to abandon one's position in its entirety.

4. Decisions yield indirect benefits to the organization that would not have been anticipated when the initial decision was made or the initial decision results in no negative impacts.

5. Demonstrates the ability to reduce costs by continuous process improvement and internal operations adjustments and modifications. Reviews alternative vendors, and business relationships with others external to the University, in a continuous effort to reduce costs.

6. Provides formal feedback to members of the team and to individual team members on a semi-annual or quarterly basis, reviewing all goals and objectives and implementing any necessary modifications thereto.

7. Implements formal corrective performance improvement plan in those situations where the employee has the skills to meet the expectations of the position, but the supervisor believes that additional skill development could further improve performance.
APPENDIX B
** SAMPLE **

Professional and Technical Performance Standard

As employees in professional and technical positions at Saint Louis University, it is incumbent upon us to utilize our specialized training in fulfilling our responsibilities. As a result of our unique talents, skills, and abilities, we play a crucial role in realization of the University's Mission. Professionals and technicians are expected to meet the following performance standard:

Task:

1. **Planning and Organizing Work** - As it relates to the position, or group projects, having in place a clear and well-defined course of action to accomplish specific short-term and long-term goals and objectives; developing, reviewing and modifying the course of action from conception through completion as dictated by external factors.

2. **Communication** - Effectively and clearly giving and receiving verbal information in individual or group situations. Effectively and clearly expressing ideas in writing, with attention given to grammar, spelling, organization, and clarity.

3. **Learn, Analyze, Innovate, Create** - Assimilating and applying new information to issues and/or situations at work which require timely resolution; utilizing existing information or assimilating new information to conceive new and imaginative ideas and/or solutions to issues and/or situations at work which require timely resolution.

4. **Initiative, Tenacity, Resilience, Adaptability** – Taking action to influence events or achieve goals in fluid environments with different people and varying personalities, until success is realized or attainability is not reasonable.

5. **Judgment, Decisiveness** - Developing informed alternative courses of action derived from factual information, and making timely decisions based upon logical assumptions.

6. **Financial Planning** - As it relates to the position, or group projects, understanding financial terminology; the interpretation of financial performance statements; the processes for planning, developing, submitting, and monitoring budgets; and implementing the utilization of funds to realize goals and objectives.

7. **Self-Development** - Seeks the necessary coaching, training and skills development opportunities to improve job performance, enhancing the position's contribution toward the realization of the department's and University's organizational goals and objectives.

Meets Standard

1. Understands the activities that need to be accomplished to realize goals and objectives, sets priorities, allocates the proper amounts of time and resources to activities, is aware of the inter-relationship between activities, and meets deadlines.
2. Clearly and effectively communicates verbally and in writing on either the individual or group level. Is patient, respectful, and listens intently to the ideas expressed by others.

3. Quickly learns and analyzes new information, applying this assimilated information to the task, issue, or situation at hand in a timely manner.

4. Self-starting, event or goal oriented, with the ability to operate within certain environmental constraints and persuade diverse constituencies with varied expectations to your position.

5. Makes timely decisions from informed alternative courses of action, resulting in measurable positive benefits to the organization with minimal immediate negative ramifications.

6. Understands the financial planning and management process, makes effective use of the University’s financial resources, and incurs no budget deficits or overruns. Brings to supervision’s attention suggestions for cost savings.

7. Works closely with supervision to improve job performance, and takes advantage of training and skills development opportunities.

**Exceeds Standard**

Meets what is listed above and the following:

1. Demonstrates ability to coordinate a multiplicity of activities across projects, modify work plans due to unforeseen external factors, and complete activities and projects ahead of deadlines.

2. In a spirit of cooperation, mutual respect, is able to utilize and build upon the ideas of others through continued communication, verbal or written, encouraging and supporting the other party or parties to the dialog to think further about the issue or matter under discussion.

3. Utilizes existing information or new information to conceive and formulate new and imaginative ideas and/or solutions to issues and/or situations at hand that require timely resolution.

4. Where persuasion proves to be unsuccessful, the ability to recognize the objective at hand is not obtainable in its present form, and that it will be necessary through negotiation to reach a compromise agreeable to the majority of the constituents or to abandon one’s position in its entirety.

5. Decisions yield indirect benefits to the organization that would not have been anticipated when the initial decision was made or the initial decision results in no negative impacts.

6. Demonstrates the ability to reduce costs by continuous process improvement and internal operations adjustments and modifications. Suggestions brought to supervision’s attention for cost savings are implemented and savings are realized.

7. Demonstrates a natural curiosity for learning, seeks and pursues personal and professional development beyond the traditional work environment.
APPENDIX C
** SAMPLE **

Secretarial and Office Support Performance Standard

Secretarial and office support staff should meet the following performance standard

** Task **
1. Functions as a receptionist, greeting and assisting visitors; answering telephone calls answering questions; referring or routing calls.
2. Sorts, distributes incoming mail; prepares outgoing mail; routes or relays other information.
3. Schedules appointments, arranges meetings and assists with other department events.
4. Types, composes and/or prepares routine correspondence dictation, memoranda, letters reports, bibliographies, charts, graphs, etc.
5. Maintains office files (paper) and/or databases (electronic).
6. Performs office support duties: collecting money and maintaining records of receipts; ordering office supplies, books, films and other materials; maintaining inventories; receiving and distributing supplies and materials.
7. Processes travel arrangements.
8. Tracks budget expenditures.
9. Maintains payroll and/or personnel records for staff and/or students.

** Meets Standard **

- Greets visitors and handles telephone calls in a polite, calm and professional manner.
- Completes the distribution of mail and other information in a timely manner.
- Appointments, meetings and/or events occur as scheduled.
- Typed and prepared materials are completed in a timely manner with minimal errors.
- Office files and databases are maintained in an organized manner; information is current and can be retrieved easily.
- Office operates efficiently; records are current and accurate; supplies and materials are available when needed; inventories are maintained at appropriate levels.
- Travel arrangements are made and associated paper work is processed in a timely manner.
8. Budget expenditures are tracked accurately.

9. Accurately and confidentially maintains payroll and/or personnel records.

**Exceeds Standard**

Meets what is listed above and the following:

1. Places telephone calls as necessary or contacts other staff members to gain additional information to assist visitors and/or callers.

2. As directed, sorts, reads and prioritizes mail.

3. Prior to the appointments, meetings and/or events, times are reconfirmed with the attendees, and any problems or issues are brought to the supervisor’s attention.

4. Typed and prepared materials are completed in advance of their due date, without errors, and, if appropriate, with suggestions as to improving grammar, content and/or style.

5. Recommendations are made and implemented as to how office files and databases may be simplified, streamlined and/or organized. Information no longer required is destroyed or deleted.

6. Recommendations are made and implemented as to how to increase office efficiency, simplify record keeping, and reduce costs of supplies and materials used.

7. Alternative travel arrangements are considered to reduce costs; suggestions are offered on simplifying the processing of travel arrangements.

8. Where budgets are not used, recommendations are made as to how dollars might be appropriately utilized.

9. Recommendations are made and implemented as to how payroll and/or personnel records may be organized and maintained.
APPENDIX D
** SAMPLE **

Service and Maintenance Worker Performance Standard

As employees in service and maintenance worker positions at Saint Louis University, meeting the following performance standard is expected:

**Task**

1. Receives requests for service.
2. Documents requests for service.
3. Advises or dispatches the appropriate personnel in response to the request for service.
4. Delivery of service is thorough, appropriate and meets expectations.
5. Orders supplies, stocks supplies and maintains inventories.
6. Sets up conference, meeting or work areas.
7. Receives/sorts mail, packages, materials for distribution to buildings and/or departments.
8. Delivers mail, packages, supplies and/or equipment to buildings and/or departments.
9. Transports students, patients, employees and other visitors to the University.
10. Exhibits behaviors appropriate for the customer service role.

**Meets Standard**

1. Telephone calls into the department requesting service are answered. Walk-in requests for service are received.
2. Requests for service are thoroughly, appropriately and legibly documented.
3. Personnel are dispatched in response to the request for service as promptly as possible. *Dispatch is immediate where there is a danger, hazard or emergency involved.*
4. When service is provided, the service is thorough, complete, appropriate and fully meets the expectations of the requesting party.
5. The correct supplies are ordered and stocked, and inventories are maintained at an appropriate level.
6. Sets up conference, meeting or work areas on schedule.
7. Mail, packages and other materials are sorted correctly and in a timely manner in preparation for distribution.

8. Mail, packages, supplies and/or equipment are delivered in a timely manner.

9. Transports passengers in a safe manner. Brings any safety concerns to the immediate attention of supervision. Ensures the vehicle is clean and presentable to the riding public.

10. Acts in a pleasant, courteous, and professional manner at all times.

**Exceeds Standard**

Meets what is listed above and the following:

1. Telephone calls are answered within three rings. Walk-in requests for service are addressed within five minutes.

2. Documented requests for service are organized by type of service requested, date, or other appropriate schema, identified by number or code, and easily retrieved.

3. Personnel are dispatched within three days or the department requesting the service is contacted and given an acceptable explanation as to why the service is delayed.

4. The service provider makes appropriate suggestions and recommendations to the requesting party regarding alternative courses of action not apparent to the requestor. The service provider follows up with the requestor after the service has been provided to ensure matters are satisfactory.

5. Alternative sources of supplies are reviewed and vendor changes are recommended to supervision where appropriate. Supply utilization studies are conducted to ensure that excess inventories are not on hand.

6. Addresses concerns as to the temperature of the work area, its cleanliness or other matters brought to his/her attention by participants.

7. Continuous review of internal processes and procedures to improve efficiencies.

8. Solicits and acts upon suggestions made by customers as to how the level of service could be improved.

9. Is alert to his/her surroundings at all times, aware of external hazards or concerns.

10. Exhibits behaviors that go above and beyond job expectations in dealing with his/her customers.

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APPENDIX E

ADDENDUM TO PERFORMANCE APPRAISAL
University Service and Excellence Performance Standard
Individual Performance Standard Format

University Mission and Philosophy

The Mission of Saint Louis University is the pursuit of truth for the greater glory of God and for the
service of humanity. The University seeks excellence in the fulfillment of its corporate purposes of
teaching, research, and community service. It is dedicated to leadership in the continuing quest for
understanding of God's creation and for discovery, dissemination, and integration of the values,
knowledge and skills required to transform society in the spirit of the Gospels. As a Catholic Jesuit
university, this pursuit is motivated by the inspiration and values of the Judeo-Christian tradition and is
guided by the spiritual and intellectual ideals of the Society of Jesus.

Saint Louis University strives to create an environment that values and incorporates the efforts
and beliefs of persons from all religions, moral traditions, and cultural, racial, and ethnic backgrounds.

University Guiding Principles and Values

Competence, conscience, compassion, community and commitment are among the values that
capture the spirit and motivation of all who work, teach, learn and serve the needs of those who come to
us for education and health care.

University Service and Excellence Performance Standard

The Mission of Saint Louis University is the pursuit of truth for the greater glory of God and the
service of humanity. As employees, we must be dedicated to our Mission and are expected to conduct
ourselves in a consistent manner and integrate the University's guiding principles and values into our
work. Every employee is expected to meet the following performance standard:

Task

Treat those we serve with respect, courtesy, honesty, and compassion. Extend ourselves to others by
sharing our knowledge and skills, recognizing individual diversity and demonstrating commitment to solving
problems with fairness. Strive to listen and understand before taking action. Respect the confidentiality of
others. Foster and support the sharing of ideas.

Meets Standard:

Provides service and support in a competent, courteous, compassionate, and timely manner to those with
whom you interact. Demonstrates an interest in self-development through attendance at a Mission related
in-service or other University sponsored event relating to the Mission.

Outstanding
Exceeds Expectations
Meets Expectations
Needs Improvement
Unacceptable

(An employee performance plan is encouraged.)
(An employee performance plan is required.)

Please provide a description of the event or behavior resulting in an exceptional or outstanding rating.

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Individual Performance Standards

Write the primary task(s) from which standards were developed from the employee’s job description. Measure the employee’s performance against the standards for each task listed below.

Task: ____________________________

Meets Standard: ____________________________

Exceeds Standard: ____________________________

Outstanding
Exceeds Expectations
Meets Expectations
Needs Improvement
Unacceptable

(An employee performance plan is encouraged.)
(An employee performance plan is required.)

Comments: ____________________________

Task: ____________________________

Meets Standard: ____________________________

Exceeds Standard: ____________________________

Outstanding
Exceeds Expectations
Meets Expectations
Needs Improvement
Unacceptable

(An employee performance plan is encouraged.)
(An employee performance plan is required.)

Comments: ____________________________

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APPENDIX F

General Definitions of Staff Performance Levels

**Unacceptable Performance:**

Fails to meet expectations, requirements or standards. A corrective performance improvement plan must be outlined and monitored or termination process must be initiated.

- Performance is consistently below established expectations, requirements or standards.
- Ineffectively applies or lacks job knowledge/skills to meet standards.
- Demonstrates failure to initiate improvement to complete objectives.
- Delivers inaccurate and generally unacceptable results.
- Displays behaviors and actions which are detrimental to co-workers, teamwork and/or customers.
- May also have poor attendance, which hinders workflow and organizational objectives.

**Needs Improvement:**

Performance does not meet standard requirements and shows a noticeable need for improvement. A corrective performance improvement plan is warranted.

- Performs inconsistently, possibly leading to some inaccurate, untimely and/or unacceptable results.
- May fail to pursue developmental opportunities and/or apply new skills to meet standards.
- Exhibits difficulty adjusting to changing situations or work assignments.
- At times, displays actions which are detrimental to customer-service relationships.
- Excessive direction is required to carry out tasks and closer than normal supervision is the rule rather than the exception.

**Meets Expectations:**

Performance meets standard requirements and is consistent with expectations.

Effectively applies and pursues opportunities to increase job knowledge/skills to complete objectives.
• Demonstrates proactive problem solving to improve and/or adjust work processes.
  Produces results dependably, timely and accurately.

• Effectively meets the needs of customer service relationships. Exhibits expected workplace courtesy and respect. Behavior positively influences working relationships.

• Displays regular attendance to meet organizational needs.

**Exceeds Expectations:**

Performance is noticeably better than required, and consistently exceeds expectations.

• Customarily increases job knowledge/skills to accomplish objectives. Often seeks, accepts and achieves noteworthy success on additional responsibilities.

• Actively supports and embraces changing situations and additional work assignments. Regularly develops approaches and implements solutions to projects/problems.

• Produces superior work quality and productivity beyond standards.

• Regularly seeks/implements improvements in customer service relationships.
  Strongly exhibits positive behavior, which promotes and influences cooperation from others.

**Outstanding Performance:**

Performance is clearly far above an acceptable level of performance, and goes well beyond normal expectations.

Continually applies ever-increasing job knowledge/skills to address challenges, and lead new initiatives.

Routinely seeks, accepts and achieves extraordinary success on additional responsibilities.

Contributes and leads innovative, workable solutions to projects/problems. Accomplishes high work quality and productivity even amidst obstacles.

• Demonstrates constant commitment to continuous improvement in customer service relationships.

• Exhibits leadership behavior which enhances co-workers'/workgroups' performance.
  Advice and counsel is regularly sought by work team members and others in the organization.