STAFF PERFORMANCE PROGRAM FOR NON-REPRESENTED EMPLOYEES AT UC BERKELEY

Achievement Criteria Quick Guide (formatted for quick reference – same as full set)
Achievement Criteria Full Set of Indicators (extended format – same as quick guide)

Achievement Criteria Overview

The Achievement Criteria is:
- Tool for understanding performance expectations as a non-represented employee at UC Berkeley.
- Common set of guidelines for all non-represented employees about what we do and how we work together to advance UC Berkeley.

The Achievement Criteria includes:
- Collaboration
- Goal Accomplishment
- Inclusion & Belonging
- Innovation
- Job Mastery

Across three levels of performance:
- Needs Attention
- Well Done
- Stand Out

Guided Check-in questions to ensure managers/supervisors and direct reports address each indicator in the Achievement Criteria, in addition to development and support
1. What goals did you accomplish this period? In what ways does your work connect to our overall strategy and/or mission? **(Goal Accomplishment & Job Mastery)**
2. What do you like best about your work? **(Goal Accomplishment)**
3. How have you supported others' work and/or collaborated with others on your work this period? **(Collaboration)**
4. How have you innovated to seek efficiencies or improve work outcomes? **(Innovation)**
5. How have you fostered diversity, equity, inclusion and/or belonging on our team and campus? **(Collaboration, Inclusion & Belonging)**
6. What can I do as your supervisor to better support your success? What additional knowledge, resources, or tool are needed to successfully do your job? **(Development Planning & Manager Support)**

Using the criteria:
- All non-represented staff and managers/supervisors are held accountable by the Achievement Criteria. Managers/supervisors have additional behavioral indicators included in the Achievement Criteria.
- Managers/supervisors and direct reports can the Achievement Criteria as a discussion and planning tool for future performance improvement.
- This is a tool for helping managers/supervisors and direct reports identify and discuss performance levels – the ability to name areas needing attention, those that are well done, and work that is truly stand out.
- Managers/supervisors will use the Achievement Criteria and check-in form documentation from three check-ins that occur every four months to identify and recommend an overall performance level for direct reports once per year. The overall performance level informs the merit process and should be determined by taking into account the whole picture of performance progress throughout one merit cycle (April 1-March 31).
- Units are responsible for ensuring the Achievement Criteria is applied consistently and fairly. Units are responsible for performance calibration and distinguishing performance level sub-ranges (those on the low, mid, higher end of a performance level).

Quick Guide	Needs Attention	Well Done	Stand Out
Collaboration	**All Non-Rep Employees**		
	- Does not volunteer to support others - Inflexible or unconstructive - Shuts down communication and/or collaboration among employees	- Volunteers to support others - Flexible and constructive - Consistently communicates openly and partners effectively to get work done	- Prioritizes volunteering to support others - Sought after to lead or participate in collaboration - Always facilitates open dialogue among appropriate contributors and is a role model for collaborative work
	Manager/Supervisor		
	- Does not hold team accountable for follow-through - Does not share information with others - Does not facilitate conflict resolution	- Consistently holds team accountable for collaborative expectations - Ensures team coordinates shared work - Facilitates conflict resolution	- Always ensures team follows through above collaborative expectations - Anticipates needed information and stimulates knowledge exchange - Develops skills for collaborators to constructively resolve conflict
Goal Accomplishment	**All Non-Rep Employees**		
	- Does not achieve goals - Does not focus on critical issues - Does not use resources appropriately (tangible or intangible)	- Achieves goals - Consistently prioritizes critical issues - Uses resources (tangible or intangible) appropriately	- Exceeds goal expectations - Always prioritizes critical issues - Models effective use of resources (tangible/intangible) for self and others
	Manager/Supervisor		
	- Does not align individual/team goals with unit priorities - Does not enable team to achieve goals	- Consistently aligns individual/team goals with unit priorities - Consistently enables team to achieve goals	- Always models individual/team goal alignment with unit priorities - Enables team to exceed goal expectations
Inclusion & Belonging	**All Non-Rep Employees**		
	- Does not value, encourage, or adapt to different perspectives - Lacks sensitivity of other cultural norms or ways of communicating - Uses language and behavior that is exclusionary or offensive	- Values differences and applies others' perspectives to get results - Sensitive to cultural norms, expectations, and ways of communicating - Uses inclusive and non-offensive language and behaviors	- Appropriately encourages and incorporates diverse points of view for enhanced results - Senses how and takes action related to how differences impact needs, values, and motivators - Creates a culture of inclusion that does not tolerate exclusionary language and behavior
	Manager/Supervisor		
	- Does not hold team accountable to the inclusion-belonging indicators for non-rep staff	- Makes known effort to hold team accountable to the inclusion-belonging indicators for non-rep staff	- Sought out as subject matter expert, mentor, and advisor, resulting in stand out performance in the inclusion-belonging for non-rep staff
Innovation	**All Non-Rep Employees**		
	- Does not flexibly adapt to change or seek efficiencies - Discourages diverse and creative initiatives of others - Does not experiment with new ways of thinking or doing	- Seeks efficiencies and adapts to change - Encourages diverse thinking to nurture innovation - Comes up with useful ideas that are better or unique	- Challenges low-value practices, leads changes that enhance effectiveness - Finds/champions the most diverse and creative ideas and proposes action - Moves beyond traditional practices and pushes beyond the status quo
	Manager/Supervisor		
	- Creates environment that discourages creative and diverse initializes	- Creates environment that enables creative and diverse initiatives	- Enables team to actively implement diverse and creative value-add opportunities
Job Mastery	**All Non-Rep Employees**		
	- Does not perform job functions effectively - Does not make decisions within scope of role and job description guidelines - Not receptive to direction, coaching, feedback, and development	- Performs job functions effectively and may exceed work expectations - Makes sound decisions within scope of role and job description guidelines - Responsive to direction, coaching, feedback, and development	- Always demonstrates expertise in completing job functions - Always demonstrates effective decision making with scope of role and enables sound decision-making up/down stream from role - Takes ownership of development, seeks feedback, highly coachable, anticipates and accepts guidance and direction
	Manager/Supervisor		
	- Does not effectively manage, develop, or learning to improve performance - Does not engage team or observe/discuss performance/development goals - Does not align teamwork with unit priorities	- Effectively pursues improvement of team skill sets - Effectively engages team via managing performance, change, and appreciation - Ensures teamwork is equitably distributed and aligned with unit priorities	- Excels as a coach, resulting in outstanding team performance contributions - Always manages and empowers to the highest levels of employee engagement - Demonstrates consistent promotion of self/team's responsibility over scope of roles