

Section IV: Goals

Institutional Goals

The institutional goals have been developed as standing performance and behavioral expectations that apply to all employees, to cover the entire scope of an employees' performance in his or her role.

⇒ [SHRA Institutional Goals](#)

This set of goals was developed by the General Administration (GA) of the University of North Carolina System for all university SHRA employees. [Click here for expanded goals document.](#)

How is this different from the old form?

Old Form Organization

The old evaluation form is organized by job duty and/or competency. From here, a supervisor evaluated the employee on how he or she performed each duty.

Position Description	Work Plan
Job Duty 1	Accuracy; Deadlines; Customer Service
Job Duty 2	Accuracy; Deadlines; Customer Service
Job Duty 3	Accuracy; Deadlines; Customer Service

New Form Organization

The new appraisal form is organized by institutional goals, which instead measure how an employee performs in every aspect of his or her job.

Institutional Goal	Job Duty
Expertise	Job Duty 1; Job Duty 2; Job Duty 3
Accountability	Job Duty 1; Job Duty 2; Job Duty 3
Customer Oriented	Job Duty 1; Job Duty 2; Job Duty 3

How to talk about Institutional Goals

Use the verbiage provided in the following institutional goal breakdowns to help you communicate the job expectations to your employee. Expand the descriptions to make sense for the employee's role. It often helps if you can give specific examples of what meeting or exceeding expectations looks like for a specific goal; this will help your employee understand how his or her role fits into each institutional goal.

Additionally, take this opportunity to think strategically and share the "bigger picture" of your unit, division, and the university. Use the institutional goals as a platform to discuss how your employee's role fits into the overall goals, mission, and strategic plan of UNCC. By establishing the importance of your employee's role, you are giving the employee a chance to be a connected, empowered, and valued member of the campus community.

Each institutional goal has been defined by three-five descriptive words. The descriptions of the institutional goals are included in NinerTalent (HRMS) next to its corresponding goals. These brief definitions have been written at a "meeting expectations" level of performance.

If you would like to see the expanded goals document which breakdowns specifically what not meeting, meeting, and exceeding expectations looks like [click here](#).



SHRA Institutional Goals

The University of North Carolina establishes these institutional goals for all employees covered by the University SHRA Performance Appraisal Policy. These descriptions are written at the “meeting expectations” level of performance. [Click here](#) to see suggested expanded descriptions of the institutional goals. Please consult with the Office of Human Resources if you have any questions regarding the definition or application of these institutional goals.

EXPERTISE

- Precision:** Produces work that is accurate, thorough, and demonstrates sufficient analysis and decision-making to meet the requirements of the employee’s position and profession.
- Resourcing:** Makes efficient and appropriate use of materials.
- Innovation:** Regularly looks for ways to improve efficiency or quality.
- Development:** Maintains technical skills and relevant professional credentials.

ACCOUNTABILITY

- Productivity:** Completes required volume of work by established deadlines and stays productive throughout the workday.
- Autonomy:** Generally completes work with few reminders or infrequent oversight.
- Prioritizing:** Takes sufficient, appropriate measures to plan work, prioritize tasks, organize work flows, and set realistic goals.
- Coordination:** Proactively seeks out needed information in order to complete work.

CUSTOMER-ORIENTED

- Clarity:** Actively listens to determine the most effective way to address customer needs and concerns.
- Awareness:** Shows a solid understanding of customer needs, seeks out customer input to better understand needs, and develops ideas to meet those needs.
- Attentiveness:** Follows through on commitments, despite time pressures or obstacles, and listens for and timely responds to customer requests.
- Diplomacy:** Maintains a professional and respectful tone and exhibits diplomacy when dealing with frustrated individuals or during sensitive or confrontational situations.

TEAM-ORIENTED

- Collegiality:** Communicates and engages directly, clearly, and tactfully with colleagues.
- Collaboration:** Provides feedback and healthy dialogue on performance and operational issues, as requested. Willingly adapts to change and adheres to decided actions.
- Contribution:** Makes decisions with others in mind, and willingly performs additional duties when team members are absent, during times of increased workload, or as otherwise required by management to meet business needs.
- Attendance:** Absences are infrequent and do not place an undue burden on supervisor or colleagues.

COMPLIANCE & INTEGRITY

- Compliance:** Complies with University personnel policies, including prohibitions on harassment, discrimination, and workplace violence, and protects of confidentiality of records.
- Safety:** Complies with all safety requirements for the position, including successful completion of training and proper use of personal protective equipment.
- Ethics:** Chooses ethical action, even under pressure, avoids situations that are inappropriate or present a conflict of interest, holds self and others accountable for ethical decisions, and addresses unethical actions directly.
- Respect:** Appreciates individual and cultural differences, treats all people with dignity and respect.

SUPERVISION (for supervisors only)

- Oversight:** Provides adequate stewardship of assigned resources, including budget, space, equipment, and staffing.
- Goal-Setting:** Provides clear objectives that foster work unit development and align with University values and goals.
- Manage Talent:** Provides candid, timely, and constructive feedback on performance and behavior and hires individuals with the qualities and skillsets for success.
- Leading:** Serves as role model. Engenders trust, commitment, and civility.