2012 is the last year that Performance Reviews will be completed in the PeopleSoft online system. The revised version of the performance evaluation incorporates the standard system-wide components of performance with the section weights as follows:

- Job Competencies (25%)
- SWAT Goal Achievement (50%)
- Core Values (25%)

The components of performance and standard 5-point rating scales will remain consistent when we launch our new online performance management system.

The following guidelines apply for standard scoring across all sections of the evaluation:

<table>
<thead>
<tr>
<th>Rating Level</th>
<th>Job Competencies</th>
<th>Goals &amp; Values</th>
<th>In other words...</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Expert</td>
<td>Top Performer</td>
<td>“BUILDS IT”</td>
</tr>
<tr>
<td>4</td>
<td>Advanced</td>
<td>Strong Performer</td>
<td>“ENCOURAGES IT”</td>
</tr>
<tr>
<td>3 ★</td>
<td>Proficient ★ ★</td>
<td>Solid Performer★</td>
<td>“DOES IT”</td>
</tr>
<tr>
<td>2</td>
<td>Basic</td>
<td>Inconsistent Performer</td>
<td>“CAN DO IT”</td>
</tr>
<tr>
<td>1</td>
<td>Limited</td>
<td>Unsatisfactory Performer</td>
<td>(Performance Improvement Plan Required)</td>
</tr>
</tbody>
</table>
### Section 1: Job Competencies Scale

<table>
<thead>
<tr>
<th>Job Competencies Rating Scale and Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refer to the rating scale below when scoring job competencies. Job competencies are specific skills/tasks related to the position. <em>Rating tip: Begin with the “Proficient” band, and then view the levels above/below to select the band that best fits the staff member’s job competency level. Staff do not need to display every one of the bullet points.</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5: Expert</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Builds It”</td>
</tr>
<tr>
<td>Possesses Specialist/Authority level knowledge of the competencies required to be successful in the position and applies/demonstrates the competencies in daily work (total mastery)</td>
</tr>
<tr>
<td>Recognized by others as an expert and sought out by others throughout the system</td>
</tr>
<tr>
<td>Works across team, department, and system functions</td>
</tr>
<tr>
<td>Creates new applications or processes</td>
</tr>
<tr>
<td>Has a strategic focus</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4: Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Encourages It”</td>
</tr>
<tr>
<td>Possesses highly developed knowledge and understanding of competencies required to be successful in the position, as well as the ability to apply them</td>
</tr>
<tr>
<td>Can apply knowledge outside the scope of one’s position</td>
</tr>
<tr>
<td>Is able to coach or teach others on the competency</td>
</tr>
<tr>
<td>Has a long-term perspective</td>
</tr>
<tr>
<td>Helps develop materials and resources in the competency</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3: Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Does It”</td>
</tr>
<tr>
<td>If you are “Proficient,” you’re doing what is expected!</td>
</tr>
<tr>
<td>Possesses detailed knowledge and understanding of competencies required to be successful in the position, and can apply the competencies in daily work</td>
</tr>
<tr>
<td>Is able to handle non-routine problems and situations</td>
</tr>
<tr>
<td>Requires minimal guidance or supervision/works independently</td>
</tr>
<tr>
<td>Consistently demonstrates success in the competency</td>
</tr>
<tr>
<td>Is capable of assisting others in the application of the competency</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2: Basic</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Can Do It”</td>
</tr>
<tr>
<td>Possesses basic understanding or knowledge needed for the job</td>
</tr>
<tr>
<td>Has knowledge sufficient for handling routine tasks</td>
</tr>
<tr>
<td>Requires some guidance or supervision when applying the competency</td>
</tr>
<tr>
<td>Understands and can discuss terminology and concepts related to the competency</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1: Limited</th>
</tr>
</thead>
<tbody>
<tr>
<td>Possess basic understanding or knowledge needed for the job</td>
</tr>
<tr>
<td>Has knowledge sufficient for handling routine tasks</td>
</tr>
<tr>
<td>Requires some guidance or supervision when applying the competency</td>
</tr>
<tr>
<td>Understands and can discuss terminology and concepts related to the competency</td>
</tr>
<tr>
<td>Competency has been minimally demonstrated</td>
</tr>
<tr>
<td>May have had limited opportunity to apply the competency</td>
</tr>
<tr>
<td>May have limited understanding of the competency</td>
</tr>
</tbody>
</table>
The Job Competencies section will represent 25% of the overall performance rating. Please enter up to 8 job competencies this staff member will be evaluated against for this performance review cycle. If desired, tasks may be copied from the job description. Please include descriptive comments to support your scores.

<table>
<thead>
<tr>
<th>Job Competency</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
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</thead>
<tbody>
<tr>
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<tr>
<td>Comments:</td>
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<td>#2</td>
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<td>Comments:</td>
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<tr>
<td>Comments:</td>
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</tbody>
</table>
**Goal Achievement Rating Scale and Definitions**

Refer to the rating scale below when scoring goal achievement. *Rating tip: Begin with the “Solid Performer” band, and then view the levels above/below to select the band that best fits the staff member’s goal achievement level.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>5: Top Performer “Builds It”</td>
<td>No higher level of performance can be obtained</td>
<td>— No higher level of performance can be obtained — Outcomes are routinely excellent and seldom matched by others — Level of achievement merits special recognition and opportunities for increasingly challenging assignments</td>
</tr>
<tr>
<td>4: Strong Performer “Encourages It”</td>
<td>Achievement clearly and consistently exceeds the goals/targets/criteria</td>
<td>— Achievement clearly and consistently exceeds the goals/targets/criteria — Performance meets all major aspects of expectations and exceeds requirements in a number of key areas — Significant results were obtained — Level of achievement is higher than that of the peer group</td>
</tr>
<tr>
<td>3: Solid Performer “Does It”</td>
<td>Consistently achieves goals/targets/criteria</td>
<td>— Consistently achieves goals/targets/criteria — Performance consistently meets and occasionally exceeds expectations — Level of achievement matches that of most other staff members</td>
</tr>
<tr>
<td>2: Inconsistent Performer “Can Do It”</td>
<td>Fails to consistently meet minimum goals/targets/criteria</td>
<td>— Fails to consistently meet minimum goals/targets/criteria — Performance needs improvement — Performance indicates that with guidance and training improvements may be achieved — May occasionally meet expectations</td>
</tr>
<tr>
<td>1: Unsatisfactory Performer “Performance Improvement Plan Required”</td>
<td>Fails to meet targets/standards/criteria</td>
<td>— Fails to meet targets/standards/criteria — Performance does not meet minimum requirements — Results not accomplished without constant supervision and/or direction — Lack of ability and/or willingness to improve</td>
</tr>
</tbody>
</table>
The Goal Achievement section (SWAT goals) will represent 50% of the overall performance rating. If a SWAT goal spreadsheet was submitted to H.R. for this staff member, the key goal and target information is shown below. Please enter achievement ratings for each goal according to the definitions listed. Goals may be edited prior to rating if necessary. Please include descriptive comments to support your scores in the “Comments” box at the bottom.

<table>
<thead>
<tr>
<th>SWAT Goal #1</th>
<th>5 TOP PERFORMER</th>
<th>4 STRONG PERFORMER</th>
<th>3 SOLID PERFORMER</th>
<th>2 INCONSISTENT PERFORMER</th>
<th>1 UNSATISFACTORY PERFORMER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<tr>
<td>SWAT Goal #2</td>
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<td>SWAT Goal #4</td>
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<td>SWAT Goal #5</td>
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<td>SWAT Goal #7</td>
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<td>SWAT Goal #8</td>
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<tr>
<td>SWAT Goal #9</td>
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</tbody>
</table>

Comments:
Core Values Rating Scale and Definitions

Refer to the rating scale below when scoring Core Values. Core Value scores will represent 25% of the overall performance rating. *Rating tip: Begin with the “Solid Performer” band, and then view the levels above/below to select the band that best fits the staff member’s Core Value achievement level.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5:</td>
<td>Top Performer “Builds It”</td>
</tr>
<tr>
<td>4:</td>
<td>Strong Performer “Encourages It”</td>
</tr>
<tr>
<td>3:</td>
<td>Solid Performer “Does It”</td>
</tr>
<tr>
<td>2:</td>
<td>Inconsistent Performer “Can Do It”</td>
</tr>
<tr>
<td>1:</td>
<td>Unsatisfactory Performer “Performance Improvement Plan Required”</td>
</tr>
</tbody>
</table>

Please Note:

- A set of behavioral anchors is provided for reference when scoring each Core Value. The purpose of the list of behaviors is to provide common definitions/examples of Core Values.
- These are not inclusive of all behaviors that demonstrate each level of performance; rather, they are guidelines.
- The list of behaviors should NOT be used as a checklist. A staff member does NOT have to display all of the behaviors in order to achieve that rating.
- Please include details in the “Comments” box below each Core Value to support the rating for that item.
Core Value #1: Teamwork

Work together to serve our patients and their families. Pitch in whenever a colleague needs help and you are available. Respect all cultures and generations. Model cooperation and collaboration. Communicate positively about system changes and help others understand and embrace change. Share information with your team.

<table>
<thead>
<tr>
<th>5: Top Performer</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Builds It”</td>
</tr>
<tr>
<td>- Seeks opportunities to build collaborative partnerships with internal and external team members to impart system knowledge and to advance the system</td>
</tr>
<tr>
<td>- Builds/participates on effective teams that work collaboratively to improve processes</td>
</tr>
<tr>
<td>- Leverages loyalty of teams to drive performance; Empowers teams to achieve more</td>
</tr>
<tr>
<td>- Establishes an environment of trust where differing opinions can be expressed openly</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4: Strong Performer</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Encourages It”</td>
</tr>
<tr>
<td>- Frequently uses opportunities to work with others, share knowledge, and help others succeed</td>
</tr>
<tr>
<td>- Actively seeks to eliminate “cliques” and assists in problem solving</td>
</tr>
<tr>
<td>- Builds loyalty among other team members (and departments, if relevant)</td>
</tr>
<tr>
<td>- Provides guidance to others as they work through conflicts and disagreements so they can become better “team players”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3: Solid Performer</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Does It”</td>
</tr>
<tr>
<td>- Consistently works with others to accomplish team goals and tasks</td>
</tr>
<tr>
<td>- Treats all team members respectfully; supports team despite different points of view or setbacks</td>
</tr>
<tr>
<td>- Considers the views of other people (and departments, if relevant) when analyzing a situation or developing a solution</td>
</tr>
<tr>
<td>- Consistently works well with a variety of different people; rarely encounters someone he/she cannot work effectively with on a task/project</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2: Inconsistent Performer</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Can Do It”</td>
</tr>
<tr>
<td>- Occasionally isolates oneself from others while working toward team goals and objectives</td>
</tr>
<tr>
<td>- Sometimes treats other team members with hostility or indifference</td>
</tr>
<tr>
<td>- Talks about commitment to teamwork but does not always demonstrate it in his/her actions</td>
</tr>
<tr>
<td>- Works well with some people but not others; is not generally regarded as a “team player”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1: Unsatisfactory Performer</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Performance Improvement Plan Required”</td>
</tr>
<tr>
<td>- Isolates oneself from others instead of working toward team goals and objectives</td>
</tr>
<tr>
<td>- Treats other team members with hostility or indifference</td>
</tr>
<tr>
<td>- Lacks commitment to teamwork and sabotages the team by his/her actions</td>
</tr>
<tr>
<td>- Provides none or very limited feedback to team</td>
</tr>
</tbody>
</table>

Comments:
Core Value #2: Patient-Centered

Patient-Centered: Our patients’ needs are our primary consideration.
Greet every patient and visitor in a friendly and courteous way, by name whenever possible. Remember to think about the patient's/customer’s experience. Thank every patient for choosing Scott & White. Help patients understand what to anticipate: how long they will wait, and what their visit/procedure entails. Uses “AIDET” as standard communication. (For non-patient care areas, consider your customer interactions.)

<table>
<thead>
<tr>
<th>Score</th>
<th>Performer</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Top</td>
<td>“Builds It”</td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Strong</td>
<td>“Encourages It”</td>
</tr>
<tr>
<td></td>
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<tr>
<td>3</td>
<td>Solid</td>
<td>“Does It”</td>
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<tr>
<td>2</td>
<td>Inconsistent</td>
<td>“Can Do It”</td>
</tr>
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<td></td>
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<td></td>
</tr>
<tr>
<td>1</td>
<td>Unsatisfactory</td>
<td>Performer</td>
</tr>
</tbody>
</table>

- Thinks of ways to make the patient/customer experience better and owns the implementation of those ideas
- Models a professional and respectful demeanor at all times when serving patients/customers; anticipates needs, even during busy periods; empathizes with a variety of patients/customers and helps them feel understood; is called on to defuse the most difficult situations
- Anticipates patients’/customers’ needs and quickly adapts solutions to changing demands; anticipates customer needs and resolves issues before situations require action while taking steps to solve the root cause issues

- Frequently anticipates patient/customer needs and goes “the extra mile” to provide service and continual communication; takes ownership of issues, actively seeks ways to improve service; makes useful improvement suggestions to the appropriate manager or leader
- Maintains a professional and respectful demeanor when serving patients/customers; is attentive to needs, even during busy periods; empathizes with patients/customers and helps them feel understood; acts diplomatically to defuse difficult situations
- Frequently updates understanding of patients’/customers’ needs and quickly adapts solutions to changing demands; provides information a patient/customer needs even if they do not know exactly what to ask for; anticipates needs and resolves issues before situations require action

- Consistently and willingly provides assistance and useful information to meet patient/customer needs; takes appropriate actions to provide accurate information; assumes ownership of issues and takes appropriate steps to correct problems
- Consistently greets patients/customers promptly and respectfully face-to-face or over the phone; listens attentively to verify understanding of needs; establishes and maintains positive relationships; takes an interest in and understands their needs; shows respect by remaining patient, calm and polite in all situations
- Consistently confirms and understands patient/customer needs and/or problems then responds; answers questions as completely as possible; honors commitments to provide needed services and information and resolve issues in a timely manner

- Begrudgingly provides minimal service; fails to identify or solve service issues; does not incorporate learning from past mistakes
- Fails to greet patients/customers promptly and sometimes nonpolite in interactions; occasionally leaves a negative impression; can inappropriately react to situations rather than being empathetic to the needs of the patient/customer
- Fails to confirm or understand patient/customer needs; does not provide satisfactory answers to questions; fails to honor commitments in a timely manner

- Fails to provide assistance and information to patients/customers
- Fails to greet patients/customers; is not attentive to their needs; fails to leave a positive impression; inappropriately reacts to situations rather than being empathetic to the needs of the patient or customer
- Ignores requests, “passes the buck” to others

Comments:
**Core Value #3: Accountability**

**Accountability: We are accountable for our actions.**
Always put patient and staff safety first. Know how your job impacts our patients, then do it in a way that ensures patient satisfaction. Educate, influence, and communicate with colleagues whenever you see anyone not practicing our values. Complete assigned online learning modules by deadline. Adhere to Scott & White policies and procedures. Communicate positively and professionally.

| Inspires others to live the Scott & White values and maintain ethical principles even in the most challenging circumstances; Addresses unethical behaviors | □ |
| Generates enthusiasm among team members for accomplishing shared goals that elevates the team and ensures the system's success | 5: Top Performer “Builds It” |
| Far exceeds goals, deadlines, and commitments | |
| Displays and encourages others to maintain positive behavior patterns | |
| Sets the example for communicating positively and professionally | |

| Lives the Scott & White values and maintains their ethical principles even in the most challenging circumstances | □ |
| Finds ways to get team members more involved toward accomplishing shared goals that elevates the team and ensures the system’s success | 4: Strong Performer “Encourages It” |
| Frequently exceeds goals, deadlines, and commitments | |
| Maintains positive behavior patterns during even challenging times | |
| Promotes positive communications among peers/teams | |

| Holds self and others accountable for making principled decisions | □ |
| Commits to Scott & White’s goals, takes ownership of personal and team performance and coaches other team members to improve performance | 3: Solid Performer “Does It” ★ |
| Consistently meets goals, deadlines, and commitments | |
| Consistently displays positive behavior patterns | |
| Refrains from gossip/rumors | |

| Occasionally “bends the rules” when faced with pressure from others | □ |
| Fails to take ownership of personal or team performance; refrains from coaching team member to improve performance | 2: Inconsistent Performer “Can Do It” |
| Occasionally does not meet goals, deadlines, and commitments | |
| Slips back into negative behavior patterns from time to time | |
| Participates in gossip/rumors | |

| Frequently “bends the rules” and pressures others to do so | □ |
| Is actively disengaged; works against team performance goals; discourages team members to improve performance | 1: Unsatisfactory Performer “Performance Improvement Plan Required” |
| Frequently fails to meet goals, deadlines, and commitments | |
| Fails to recognize or correct negative behavior patterns | |
| Starts gossip/rumors | |

Comments:
Core Value #4: Excellence

Excellence: We are committed to professional excellence.
Capitalize on training and career development programs that advance your abilities. Commit yourself to deliver the highest quality of care/service at all times. Praise and encourage co-workers – especially when they are living our Core Values. Look for ways to improve your daily work. Maintain required licensure/credentials and updated knowledge in your career field.

- Champions continuous learning opportunities and uses learning to drive improvements
- Creates a safe environment where others are free to leverage their strengths and effectively develop in areas where improvement is needed
- Mentors others regarding professional standards and is the catalyst for them to contribute new ideas to Scott & White
- Creates and implements improved daily work processes and shares standard work processes with others
- Seeks updated knowledge and improved skills.; Shares knowledge with team

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Rating</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ 5: Top Performer “Builds It”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ 4: Strong Performer “Encourages It”</td>
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<tr>
<td>□ 3: Solid Performer “Builds It”</td>
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<tr>
<td>□ 2: Inconsistent Performer “Can Do It”</td>
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<tr>
<td>□ 1: Unsatisfactory Performer</td>
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</tbody>
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- Frequently seeks continuous learning opportunities
- Frequently provides coaching to others to help them leverage their strengths and effectively develop in areas where improvement is needed
- Frequently shares new knowledge regarding professional standards with others to ensure they are able to contribute new ideas to Scott & White
- Suggests ways to improve daily work
- Participates in learning activities to increase skills

- Consistently engages in continuous learning opportunities to further develop skills and capabilities in technical and functional areas
- Accurately identifies their own strengths and development needs, leverages strengths, and takes action to develop areas that can be improved
- Consistently updates professional knowledge and skills to stay current and apply new trends or best practices to their work
- Consistently follows standard work processes
- Maintains current knowledge and skills

- Takes advantage of learning opportunities only when they are presented or needs encouragement to take action
- Recognizes own strengths and development needs but does not seek ways to address those needs
- Occasionally strays from standard work processes
- Inconsistently updates knowledge/skills

- Does not take advantage of learning opportunities when they are presented
- Fails to recognize own strengths and development needs
- Frequently fails to follow standard work processes
- Allows required licenses/ certifications to expire

Comments:
### Core Value #5: Pride

**Pride:** We take pride in the ownership of Scott & White Healthcare.

Treat our colleagues the way in which we want to be treated. Respect, support and promote the reputation of S&W, both here and away from work. Participate in S&W-sponsored community events. Speak and act in a way that displays pride in S&W. Actively participate in programs and events that benefit and advance the Scott & White Healthcare system. Lead/participate in Team huddles and department/organizational meetings.

| Core Value: Contributes to organizational and department meetings; is asked to lead/coach/develop others outside typical job responsibilities | 5: Top Performer “Builds It” |
| Lead others in exceeding the public’s expectations for how S&W should provide service to its patients/customers |
| Is recognized as an expert in current job role; others seek them out as an expert |

| Core Value: Frequently attends and actively participates in organizational and department meetings; volunteers to assist in the development of others outside typical job responsibilities | 4: Strong Performer “Encourages It” |
| Displays a strong commitment to exceeding the public’s expectations for how S&W should provide service to its patient/customers |
| Presents oneself as a polished professional who exemplifies success and credibility; inspires others to be more professional |

| Core Value: Consistently attends and actively participates in organizational and department meetings; assists in developing others outside typical job responsibilities | 3: Solid Performer “Builds It” |
| Takes his/her responsibilities seriously and consistently meets the public’s expectations for quality, service, and professionalism |
| Consistently presents a calm, competent, and professional image to the public and other staff members |

| Core Value: Inconsistently participates in organizational and department meetings; occasionally assists in the development of others | 2: Inconsistent Performer “Can Do It” |
| Dismisses the importance of his/her responsibilities and the connection between his/her job and public perceptions |
| Occasionally presents oneself in a way that is inconsistent with the image S&W wants to portray |

| Core Value: Avoid participation in organizational and departmental meetings; doesn’t participate in the development of others | 1: Unsatisfactory Performer |
| Speaks negatively about the organization in public communications |
| Frequently presents oneself in a way that is inconsistent with the image Scott & White wants to portray |
| Does not have or seek out ties with other professionals in his/her field |

**Comments:**
Innovation: We are innovators and teachers.
Always look for ways to improve the way you work. Help others learn new skills and gain new abilities. Maintain your curiosity and ask how you can make things better. Participate in Continuous Learning and Improvement Program (CLIP) processes.

<table>
<thead>
<tr>
<th>Embodies an entrepreneurial spirit that breaks down barriers to promote new and creative ways to meet goals without compromising established safety standards</th>
<th>□</th>
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</thead>
<tbody>
<tr>
<td>Masters CLIP principles and models their application in all aspects of work</td>
<td>5: Top Performer “Builds It”</td>
</tr>
<tr>
<td>Creates and implements new ideas and ways to approach work that benefit Scott &amp; White and its patients</td>
<td>□</td>
</tr>
<tr>
<td>Champions innovative approaches within the department or across Scott &amp; White by acting as an opinion leader whom others emulate</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Encourages others on team to take intelligent risks to get the job done without compromising established safety standards</th>
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</thead>
<tbody>
<tr>
<td>Frequently challenges the status quo to ensure areas for improvement are identified and addressed through application of CLIP principles</td>
<td>4: Strong Performer “Encourages It”</td>
</tr>
<tr>
<td>Encourages new ideas and ways to approach work that benefit Scott &amp; White and its patients</td>
<td></td>
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<tr>
<td>Identifies innovative approaches within the department and works with others to implement the changes</td>
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<table>
<thead>
<tr>
<th>Takes intelligent risks including trying new and different ways to get the job done without compromising established safety standards</th>
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</thead>
<tbody>
<tr>
<td>Challenges the status quo by continuously reviewing personal work processes and questioning traditional or established processes to make improvements</td>
<td>3: Solid Performer “Does It” ★</td>
</tr>
<tr>
<td>Consistently and effectively applies existing practices or processes to new work situations to benefit Scott &amp; White and our patients</td>
<td></td>
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<tr>
<td>Takes appropriate action to address inefficiencies in work processes and establishes improved ways of getting their job done</td>
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<table>
<thead>
<tr>
<th>Prefers to do things the same way and avoids taking risks</th>
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<tbody>
<tr>
<td>Accepts the status quo and adheres to conventional methods of working</td>
<td>2: Inconsistent Performer “Can Do It”</td>
</tr>
<tr>
<td>Occasionally generates and implements new and creative approaches</td>
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<tr>
<td>Resists change and often openly discusses his/her unwillingness to adopt new practices, even in the face of compelling evidence for a new course of action</td>
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<table>
<thead>
<tr>
<th>Shows rigidity in approach to work and creates barriers for suggestions on new and creative ways to meet goals</th>
<th>□</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promotes the status quo and conventional methods of working</td>
<td>1: Unsatisfactory Performer “Performance Improvement Plan Required”</td>
</tr>
<tr>
<td>Fails to generate and implement new and creative approaches</td>
<td></td>
</tr>
<tr>
<td>Fights against change and often openly discusses how the new practices are wrong; recruits others to their cause</td>
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</table>

Comments:
Overall Performance Score: **X.XX** [Score will auto-calculate online as follows: Job Competencies Score + SWAT Goals Score + Core Values Score]

You have scored [Staff Name Here] as a [Top, Strong, Solid, Inconsistent, Unsatisfactory] Performer  (Label will auto-populate based on score ranges below.)

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Performance Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.50—5.00:</td>
<td><strong>Top Performer</strong></td>
<td>Far exceeded expectations. Goals were considerably and consistently surpassed throughout the performance cycle. Excelled among peers and contributed significantly to organization’s success. Very minimal supervision or follow-up was required. Performance was superior in terms of completeness, timeliness, and independence; mastery of skills and tasks involved was demonstrated. Has been in this role long enough to have achieved mastery in all aspects of the position.</td>
</tr>
<tr>
<td>3.50—4.49:</td>
<td><strong>Strong Performer</strong></td>
<td>Exceeded performance expectations. Goals were often exceeded during the performance cycle. Work was completed independently, accurately, and on schedule. Minimal supervision was required. Performance was what can be expected of a fully qualified and experienced person in this position. Has been in this role long enough to have gained valuable experience and is achieving mastery in most aspects of position.</td>
</tr>
<tr>
<td>2.50—3.49:</td>
<td><strong>Solid Performer</strong></td>
<td>Met performance expectations. Goals were met. Results were delivered timely and efficiently. Valued contributor. Performance is at the level expected for this position: effective, consistent, and reliable. Is gaining experience towards mastery in this role. Has been in this role long enough to be familiar with all aspects of the position and is working towards mastery in some areas of position.</td>
</tr>
<tr>
<td>1.50—2.49:</td>
<td><strong>Inconsistent Performer</strong></td>
<td>Did not meet performance expectations. Goals not met. Results were inconsistent. Performance needs improvement, or staff member is new to this position and is still learning. Performance indicates that with guidance and training improvements may be achieved. Required guidance, supervision, and follow-up.</td>
</tr>
<tr>
<td>1.00—1.49:</td>
<td><strong>Unsatisfactory Performer</strong></td>
<td>Performance was significantly below expectations. Goals not met. Did not demonstrate the knowledge or ability to perform the majority of tasks associated with goals. Immediate improvement is essential, and a performance improvement plan is required. Has been in this role long enough to achieve better performance.</td>
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