INSTITUTIONAL GOALS

Review the institutional goals with the employee and discuss them in relationship to the duties and expectations of the position. Provide additional clarification of specific expectations, as needed.

EXPERTISE

a. **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.
b. **Resourcing:** Makes efficient and appropriate use of materials and documents work appropriately.
c. **Innovation:** Looks for ways to improve efficiency or quality.
d. **Development:** Maintains technical skills and relevant professional credentials.

ACCOUNTABILITY

a. **Productivity:** Completes required volume of work by established deadlines and stays productive throughout workday.
b. **Autonomy:** Generally completes work with few reminders and/or infrequent oversight.
c. **Prioritizing:** Takes sufficient/appropriate measures to plan and organize work, prioritize tasks, and set realistic goals.
d. **Coordination:** Seeks needed information to complete work and timely communicates status with relevant parties.

CUSTOMER-ORIENTED

a. **Clarity:** Listens to determine the most effective way to address customer needs and concerns.
b. **Awareness:** Shows a solid understanding of customer needs, seeks out customer input to better understand needs, and develops ideas to meet those needs.
c. **Attentiveness:** Follows through on commitments, despite time pressures or obstacles, and maintains relevant communication with customers until job is completed.
d. **Diplomacy:** Maintains a professional and respectful tone and exhibits diplomacy when dealing with frustrated individuals or during sensitive or confrontational situations.

TEAM-ORIENTED

a. **Collegiality:** Communicates and engages directly, clearly, and tactfully with colleagues.
b. **Collaboration:** Provides feedback and healthy dialogue on performance and operational issues, as requested, willingly adapts to change, and adheres to decided actions.
c. **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.
d. **Attendance:** Absences are infrequent and do not place an undue burden on supervisor or colleagues.

COMPLIANCE & INTEGRITY

- **Policy:** Complies with personnel and equal opportunity policies, including prohibitions on harassment, discrimination, and workplace violence, and all other policies, including appropriate use of university resources.
- **Safety:** Complies with all safety requirements for the position, including successful completion of training and proper use of personal protective equipment.
- **Ethics:** Chooses ethical actions, even under pressure, avoids situations considered inappropriate or that present a conflict of interest, holds self and others accountable for ethical decisions.
- **Respect:** Appreciates individual and cultural differences and treats all people with dignity and respect.

SUPERVISION *(for supervisors only)*

a. **Oversight:** Provides adequate stewardship of assigned resources, including budget, space, equipment, and staffing.
b. **Goal-Setting:** Provides clear objectives that foster work unit development and align with University values and goals.
c. **Managing Talent:** Provides candid, timely, and constructive feedback on performance and behavior, hires individuals with the qualities and skillsets for success, and contributes to meeting University's EO and affirmative action goals.
d. **Leading:** Serves as role model and engenders trust, commitment, and civility.

GOALS AND OBJECTIVES
At the beginning of the performance cycle, review the Extension goals and descriptions that are based on key business needs and strategic initiatives and set individual strategies for accomplishing each goal.

Goal:	**Leadership and Employee Development:** Successfully manage office personnel and resources to promote professionalism and efficiency for the total county Extension Program. Provide leadership and direction for county staff and programs, motivates and supports staff members, and meets organizational requirements for professionalism.
Description:	Develop a cohesive team through regular team meetings, inclusion in decision-making/leadership roles, and formulating professional development opportunities during the year. Provide ongoing coaching, mentoring, support and feedback to employees to guide them on progress toward goals and resolution of issues affecting performance. Demonstrate skills to address conflict as it arises and promote a positive work environment. Support the use of the program development process and provide coaching and support to staff for needs assessment, program planning, program delivery, and evaluation and reporting.
Set Individual Strategies for Performance Cycle	

Goal:	**Financial Management:** Effectively garner and manage fiscal and physical resources. CED will obtain additional funding through traditional (budget requests) or nontraditional (grants/donations) sources to strengthen or expand Extension programming opportunities.
Description:	Obtain additional funding through traditional (budget requests) or nontraditional (grants/donations) sources to strengthen or expand Extension programming opportunities. Secure equipment, space, supplies and/or technology to enhance the county program. Appropriately manage budgeted funds without incurring expense overruns. Work with staff to implement EventBrite registration system and manage receipts/expenditures appropriately.
Set Individual Strategies for Performance Cycle	

Goal:	**Marketing, Internal/External Relations and Community Engagement:** Provide leadership for staff to plan and coordinate public relations to develop a positive image and appreciation of Extension and its programs in the community. Develop and foster strategic partnerships that enhance Extension engagement in the county.
Description:	Build/strengthen one partnership in the coming year resulting in new programming efforts. Actively engage the County Advisory Council through at least 2 meetings to develop advocacy efforts on behalf of the Extension Center in addition to supporting District and State Advisory efforts. Build relationships with stakeholders, including: county partners, elected officials and community leaders to demonstrate the value of Extension programming. Develop and implement a county marketing plan by utilizing new or untapped outreach efforts involving all staff members.
Set Individual Strategies for Performance Cycle	

Goal:	**Extension Programming:** Plan, deliver and evaluate comprehensive research-based educational programming that addresses identified local issues.
Description:	Engage program advisory committees, clientele, and other stakeholders in identifying and prioritizing local issues that can be addressed through Extension educational programs. Develop and deliver comprehensive Extension programs to address community issues using research-based programs and services and help clientele solve complex problems and implement appropriate research-based strategies. Use appropriate evaluation methods and tools for statewide accountability reporting, to improve effectiveness and quality of teaching methods, and to evaluate program outcomes and impacts. Report the documented outcomes, impacts, and public value of programming efforts to stakeholders.
Set Individual Strategies for Performance Cycle	

PROFESSIONAL DEVELOPMENT ACTIVITIES

At the beginning of the performance cycle, the employee and supervisor develop and document an annual professional development plan identifying training and professional development activities for the employee to participate in that align with their individual career goals.

Professional Development Expectations: CED will actively participate in professional development to improve technical/subject matter and/or administrative expertise. CED is actively involved in service to the University and Extension through leadership roles in associations, serving as mentors, engaged in relevant committees or special assignments.

Note: Per Chancellor Woodson's June 4, 2020 message entitled, "Diversity and Inclusion: Recognizing our Shortcomings, Working to Improve", NC State requires all employees to complete at least one diversity, equity and inclusion (DEI) course per year. In addition, the University recommends that each employee have at least one additional individual DEI learning and development goal each performance cycle. The supervisor determines with the employee the appropriate learning and development goal(s) for the cycle. The supervisor is expected to ensure the mandatory one DEI class requirement is met and can also work with the employee to set additional learning and development goals. The DEI learning plan is not individually rated but does demonstrate to employee performance under the Institutional Goal of "Respect: Appreciates individual and cultural differences and treats all people with dignity and respect." Progress under the DEI development plan should be discussed periodically with the employee. Please refer to the OIED website, or LinkedIn Learning for information and resources.

Set Professional Development Activities for Performance Cycle

MIDYEAR PERFORMANCE EVALUATION

At the midpoint of the performance cycle, conduct a coaching session with the employee to review the employee's performance on established goals, as well as other expectations.

Supervisor Comments	**Provide Midyear Performance Feedback**
Employee Comments	

ANNUAL PERFORMANCE EVALUATION

At the end of the performance cycle, conduct an annual review with the employee in order to assess the employee's performance on established goals, as well as other expectations communicated during the cycle.

Supervisor Comments	**Provide Summary of Annual Performance**
Employee Comments	

OVERALL RATING

As part of the annual evaluation, supervisors select the rating that best describes the employee's overall performance during the entire performance cycle, as defined below.

- ***Exceeding Expectations:*** Routinely performs above expected performance of assigned duties and is generally considered among the highest performing employees within the work unit.
- ***Meeting Expectations:*** Generally performs at, and on occasions may exceed, a successful level of performance of assigned duties.
- ***Not Meeting Expectations:*** Often performs below an acceptable level of performance of assigned duties or has demonstrated substantial performance deficiencies in certain assigned duties

EXCEEDING EXPECTATIONS		**MEETING EXPECTATIONS**		**NOT MEETING EXPECTATIONS**	