

PROFESSIONAL BEHAVIORS MATRIX: COUNTY FACULTY AND ADMINISTRATIVE PROFESSIONALS

PROGRAM: Effective involvement in analyzing educational needs of individuals, groups and communities; conducting and applying research to meet needs; conceptualizing and implementing appropriate programs; involving stakeholders, volunteers, and clientele; designing evaluations; and reporting and sharing results of programs.

Skill Area	Performance Needs Improvement	Performance Meets Expectations	Performance Exceeds Expectations
Advisory Systems	Input and feedback from planning and advisory committees, clientele, community groups, agencies, and public is not solicited or used.	The input and feedback is regularly solicited from relevant clientele, community groups, agencies the public and stakeholders.	Every effort is always made to include a demographic representation of the diversity of the clientele, organizations, agencies, stakeholders and general population of the community for the purpose of providing an exchange of ideas to insure that programs are relevant.
Program Planning	Situation analysis and/or needs/strengths assessments are not conducted.	From varied sources, program consistently stays current with the county/community situation and needs, through formal and informal assessments and analysis.	Results of assessments and analysis are published and used with general public, community groups, and Extension.
	Programs are not based on currently identified issues, needs, and/or opportunities.	Using identified issues, needs, and opportunities relevant programs are developed with stated educational objectives, defined outcomes and plans for evaluation.	Programs are usually innovative, always clearly planned using objectives, priorities, and outcomes to meet assessed issues and needs, and designed to use evaluation to refine future programs.
	Programs occasionally show evidence of analyzing, synthesizing and adopting research-based information to solve problems.	Programs demonstrate awareness of sources of research-based information, ability to diagnose problems, analyze and synthesize research data, and adapt the results into information for programs designed for relevant audiences.	Programs use current research, demonstrate critical thinking and problem solving to address needs and issues, and package researched-based information into all educational materials formatted for immediate use by learners.
	Programs do not exhibit sensitivity for community beliefs and customs nor exhibit knowledge of federal, state, WSU, and local policies and laws to which Extension programming is obligated.	Programs exhibit sensitivity for community values, beliefs and customs and observe federal, state, WSU and local policies and laws to which Extension programming is obligated.	Program planning includes discussion with community members about values, beliefs, and customs, and federal, state, WSU and local policies and laws, to which Extension programming is obligated.

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PROGRAM – continued

Skill Area	Performance Needs Improvement	Performance Meets Expectations	Performance Exceeds Expectations
Program Planning	<p>No use of logic models as program planning tool.</p> <p>Meetings, programs and events usually lack evidence of careful prior planning, i.e., late starts, necessary equipment omitted, site not prepared.</p>	<p>Develops logic models as frameworks for major program efforts.</p> <p>Meetings, programs, and events run smoothly due to careful advanced planning and coordination.</p>	<p>Utilizes logic models consistently in both individual and team planning efforts.</p> <p>Programs and events are high quality because planning considers appropriate timing and sequencing of the learning experience resulting in the desire and commitment in clientele to utilize the information presented; and fostering continued support and loyalty to Extension.</p>
Volunteer Management	<p>Program could have or does have volunteers but lacks a formal system for recruitment, training, and management.</p>	<p>Volunteers are recruited, trained and utilized in program planning and delivery; through a formal management system.</p>	<p>Volunteers, learners, and advisory group members are extensively involved in program planning, delivery, and evaluation, within a formal management system.</p>
Program Promotion	<p>Promotion of programs is not designed to reach all potential audiences; uses only some forms of mass media to promote some programs to some audiences.</p>	<p>Promotion of programs and opportunities uses all appropriate forms of mass media and technology to reach all potential audiences, alone or in collaboration with other relevant agencies and organizations.</p>	<p>Pre- and post-event publicity is consistently used to provide effective means to reach regular, underserved, new and targeted audiences; stakeholders are integrated in promotion efforts; and visibility of Extension is retained even in collaborative programs.</p>
Program Evaluation	<p>No application of logic models to identify intended outcomes. Program lacks planned evaluation design, and uses only participation data.</p>	<p>Uses logic models to identify clear program outcomes. Chooses appropriate evaluation techniques to assess results, focusing on educational outcomes and evidence of demonstrated community support of programs.</p>	<p>Logic models routinely created and updated to guide ongoing evaluation. Successfully assesses outcomes, and processes to make refinements in future teaching and program delivery, with results of evaluations shared with appropriate audiences. Educational programs make measurable impact on the community.</p>

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PROGRAM continued:

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Program Reporting/Accountability	Program reports and results of program efforts are not shared with commissioners, stakeholders or meet institutional reporting requirements.	Program efforts and results are reported and shared with county and appropriate institutional administrators; meets institutional reporting requirement. Program and research needs are communicated to specialists and researchers.	Program results and efforts are reported and shared with local and institutional administrators, colleagues, clientele, stakeholders, and other appropriate audiences; institutional reporting is accomplished throughout the year.
Recognition	Program is recognized only locally, if at all.	Program is recognized outside the local community.	Program is recognized statewide, regionally and/or nationally, by the public and peers.

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LEADERSHIP: Leads and develops leadership in others. Is viewed as an educational leader and represents Washington State University effectively as a faculty member.

Skill Area	Performance Needs Improvement	Performance Meets Expectations	Performance Exceeds Expectations
Program Leadership	Does not participate in interdisciplinary, inter-program, or inter-agency programs.	Has leadership responsibility for an inter-disciplinary, inter-program or inter-agency team.	Recognized by peers for making significant program contributions in a leadership role or as a collaborative member of inter-disciplinary, inter-program or inter-agency team.
Collaboration	Develops all programs without input or any collaboration.	Works with local organizations to seek input into programming efforts.	Collaborates with several organizations on a regional level to jointly provide programs.
Research	Infrequently communicates program and research needs to specialists or researchers.	Communicates program and research needs to specialists and researchers and maintains a collegial relationship.	Cooperates in the planning and conduct of applied research with specialists and researchers.
Innovation	Does not model new practices in programming, fund development or collaboration.	Regularly experiments with innovative approaches to program development/delivery, fund development or collaboration.	Creates and shares innovative program, fund development and collaboration approaches with rest of organization.

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COMMUNICATION: Capacity to effectively communicate to others in writing, teaching, collaboration, and electronic environments.			
Skill Area	Performance Needs Improvement	Performance Meets Expectations	Performance Exceeds Expectations
Writing	Written materials show a lack of clarity and readability.	Written material is well organized, accurate, clear, concise, and effective.	Excellent writing skills that use appropriate language and factual concepts to engage the intended reader. Writing is published and distributed.
Speaking & Presentation Skills	Lack of skill in communicating ideas and information to an audience. Unable to maintain audience attention.	Uses appropriate language and supporting methods to convey information and maintain audience attention.	Actively engages and inspired the audience to focus on the message. Highly persuasive and effective in communicating information and ideas. Sought out for speaking engagements.
Teaching Proficiency	Little enthusiasm and knowledge, with ineffective pedagogical methods.	Uses appropriate methods to adequately convey new knowledge to learners.	Uses a variety of innovative methods and stimulates the learner to reflect on and apply new knowledge.
Use of Technology	Utilizes no technological advances to enhance impacts of educational programs.	Uses current technology to create improved learning environments and promote the comprehension of subject matter.	Uses innovation and all available technology to enhance educational impacts, and promote efficiency throughout the Extension System.
Collaboration	Does not collaborate with other professionals or serve as a team member.	Collaborates with other professionals and serves on committees and programmatic teams on request.	Actively seeks collaborative relationships with other professionals and initiates team efforts.
Conflict Management	Demonstrates a lack of ability and desire to calmly deal with disagreement and conflict.	Demonstrates a willingness and ability to appropriately manage conflict and human relations.	Excels in conflict resolution and forms highly productive relationships with others.

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ORGANIZATION: Ability to organize and utilize the resources of the people, the university, and government agencies in carrying out programs.

Skill Area	Performance Needs Improvement	Performance Meets Expectations	Performance Exceeds Expectations
Resource Management	Does not use resources effectively from the people, the university and government agencies in carrying out programs.	Consistently uses appropriate resources effectively from the people, the university and government agencies in carrying out programs.	Uses resources effectively and develops additional local and regional resources to meet clientele and extension needs.
Office Management	Does not use office staff wisely, Office and work area is not organized, and does not look professional.	Efficiently and effectively uses office staff's time. Planning is used to efficiently regulate workflow and program impact. Office and personal station is professional, well organized, and portrays a good image for showcasing programs and the university.	Improves production of office staff and secures additional resources to the organization. Minimizes disruption by careful planning. Excels in showcasing the office and work environment. Sets high standards for quality and professionalism that are emulated by others.
Staff Development	Provides little or no orientation, training, support, and recognition for staff.	Conducts orientation, training, support, and recognition for staff.	Provides outstanding leadership and management of staff that result in exceptional performance. Reports focus on outcomes, long-term effects and audience progress. Show cumulative effects, integrated relationships among projects.
Time Management	Does not plan and perform work in a timely manner. Does not respond to e-mail and other correspondence in a timely manner.	Manages time effectively in meeting deadlines and adequately prepares for planned activities. Responds to e-mail and other correspondence in a timely manner.	Models effective time management practices, and maximizes individual, and team output. Uses e-mail and other correspondence to extend impact. Works with outside sources to fulfill commitments.
Fund Development	Does not seek, acquire or use grants, contracts, gifts, and other resources to extend program impact.	Seeks, acquires and uses grants, contracts, gifts, and other resources to extend program impact.	Extends program outreach and develops funding resources that provides for medium and long-term impact.

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PROFESSIONAL DEVELOPMENT AND SERVICE: Improves professional competencies through regular engagement in professional development and service activities.

Skill Area	Performance Needs Improvement	Performance Meets Expectations	Performance Exceeds Expectations
Proactive	Shows little knowledge of or interest in developments in discipline, educational methods and societal trends/issues.	Regularly applies state-of-the-art subject matter and educational methods and incorporates societal change in programming.	Is sought by other professionals for knowledge in subject matter and educational methods. Addresses emerging societal trends/issues through innovative programming.
Involved	Shows little or no interest in professional organizations.	Actively participates in professional organizations.	Makes significant contributions to professional organizations through leadership or service roles.
Educated	No participation in professional education opportunities. Does not complete annual professional development plans.	Attends and actively participates in professional education opportunities. Completes annual professional development plans.	Effectively applies knowledge gained from professional education. Explores and/or develops inter-disciplinary relationships. Helps educate other professionals.
Service Oriented	Rarely serves on committees, even when asked. Contributes little to organizational teams & groups.	Serves on Extension and WSU committees on a regular basis.	Serves in leadership roles for Extension and WSU committees, tasks forces and other special duties.
Informed	Shows no interest in professional development through reading.	Routinely reads professional periodicals, books, journals and other media and utilizes the information in programming.	Demonstrates application of knowledge gained from reading in inter-disciplinary ways, providing greater breadth in professional capacity.
Engaged in Community	Not involved in community organizations or activities.	Actively participates in community organizations and activities as means to strengthen credibility as local educator.	Relationships built through community service activities result in increased volunteers, partners or local support for Extension programs.

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DIVERSITY: Washington State University Extension is committed to being an inclusive organization that seeks and promotes diversity in our workforce, program participants, educational partners, and program content. Diversity is defined as differences and similarities among people with respect to age, education, ethnicity, family status, gender, geographic location, physical and mental ability, race, social and economic class, spiritual practice, and other human characteristics.

Skill Area	Performance Needs Improvement	Performance Meets Expectations	Performance Exceeds Expectations
Awareness of Diversity	No awareness of current diversity issues.	Demonstrates awareness and interest in diversity issues.	Actively engages diverse participants in all aspects of programming.
Community Assessment	Does not know the diversity statistics of their geographic area of responsibility.	Regularly obtains and reviews diversity data for geographic area of responsibility. Has an established process for assessing program interests in diverse communities.	Works with organizations and individuals from diverse communities to develop and implement innovative programs based on community input.
Planning and Reporting	Commitments to diversity issues not reflected in POA's or reports.	Has included diversity related activities and outcomes in POA's and reports.	Consistently plans and reports on successful diversity related activities and outcomes.
Documentation	No documentation of efforts to engage diverse groups in program planning or educational delivery.	Has documented efforts to engage diverse groups in program planning or educational delivery.	Documentation indicates progress in engaging diverse participation in all aspects of programming.

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