

CORE COMPETENCIES DEFINITIONS

Accountability – The employee is committed to the mission and goals of the University and aligns his/her work with the University’s strategic priorities while taking responsibility of achieving results. (Impact)

Assessment:

Exceptional	High Performing	Proficient	Developing/Fair	Unsatisfactory
Is intentional and strategic in aligning work with the university priorities and goals. Models transparency and taking personal responsibility for the impact of his or her work.	Sets, accepts, and generally achieves challenging goals that further University priorities. Seeks to align individual work with university mission and accepting of responsibility for impact his or her work has on achievement of University objectives.	Works to achieve goals and is consistent in aligning individual contribution with the University priorities and goals. Recognizes and accepts responsibility of individual work on achievement of University objectives.	Inconsistent in aligning individual work with University priorities and goals. Expresses reluctance or acts in a manner that does not accept responsibility for impact of individual work on University objectives.	Does not align individual work with University priorities and goals. Refuses to take responsibility for impact of individual work on University priorities.

Collaboration & Civility– The employee helps others be successful, establishes and maintains productive and harmonious relationships with colleagues to create a collegial, collaborative environment. Demonstrates civility (practicing restraint, modelling respect and consideration for others) when engaging with faculty, staff, and students.

Assessment:

Exceptional	High Performing	Proficient	Developing/Fair	Unsatisfactory
Inspires and motivates others to work together in a collegial and collaborative manner in pursuit of University goals and objectives. Leads by example and sets standards for relationship building as relates to collaboration and professionalism.	Actively identifies opportunities to build collaborative relationships within their unit and across the University in pursuit of University goals and objectives.	Works consistently to maintain collegial, collaborative relationships in pursuit of University goals and objectives.	Inconsistent in ability to work collaboratively with others and may have strained relationships that are unproductive and/or ineffective in achievement of University goals and objectives.	Consistently has difficulty establishing or maintaining collegial, collaborative relationship with others, resulting in actions that negatively impact achievement of University goals and achievement.

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Communication – The employee demonstrates effective verbal, nonverbal, and written communication skills to convey ideas, disseminate information, and receive messages that are clear, accurate, and professional.

Assessment:

Exceptional	High Performing	Proficient	Developing/Fair	Unsatisfactory
Demonstrates positive and effective communication skills by delivering and receiving messages clearly, accurately, and professionally.	Consistently delivers and receives information in a clear, accurate, and professional manner.	Verbal and written communication skills meet standard expectations. Communication is clear and accurate.	Verbal and written communication lacks clarity and accuracy and often gets feedback that communication is ineffective.	Does not communicate in a clear, accurate, and professional manner. Limited ability to adjust communication style resulting in miscommunication and misunderstanding.

Diversity & Inclusion – The employee engages respectfully, equitably, and productively with people of diverse backgrounds, experiences, perspectives, and varying abilities - promoting inclusivity for all.

Assessment:

Exceptional	High Performing	Proficient	Developing/Fair	Ineffective
Exceptionally demonstrates the ability to engage respectfully, equitably, and productively with diverse populations. Models behavior that champions inclusiveness; involves others with divergent viewpoints as well as diverse people and groups to improve results and increase support. Confronts inappropriate behavior by others when necessary.	Actively demonstrates the ability to engage respectfully, equitably, and productively with diverse populations. Works to be inclusive and involve others with divergent viewpoints as well as diverse people and groups to improve results and increase support.	Generally demonstrates the ability to engage respectfully, equitably, and productively with diverse populations. Works to be inclusive and involve others with divergent viewpoints as well as diverse people and groups to improve results and increase support.	Inconsistently demonstrates the ability to engage respectfully, equitably, and productively with diverse populations. Exhibits limited to no interest in including others of differing viewpoints or diverse people and groups.	Consistently has difficulty in interacting successfully with diverse populations or those of divergent viewpoints. May act inappropriately with those different from themselves. Actions do not support differing viewpoints or work styles in the workplace.

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Leadership – The employee effectively conveys the goals and values of the University and aligns the work of those they lead to meet the unit and University’s strategic objectives.

Assessment:

Exceptional	High Performing	Proficient	Developing/Fair	Unsatisfactory
Looks to make a positive contribution, the employee designs and conveys a vision that ensures unit objectives are clearly aligned with the University’s strategic goals and values. Inspires colleagues and/or direct reports to make contributions that support and impact the overall University mission and goals.	Focused on making a positive contribution, the employee aligns the unit objectives with the University’s strategic goals and values. The employee helps direct reports and/or colleagues identify how their work fits with the overall University mission and goals.	The employee is able to align the unit goals with those of the University and works to ensure direct reports understand the unit goals and how they connect to the University mission and goals.	The employee has not outlined unit goals that are clearly aligned with the University’s strategic goals and values. Colleagues and/or direct reports do not receive consistent support to help in understanding how the unit goals connect to the University mission and goals.	The employee does not understand and is not able to communicate the unit goals and how they align with the University’s strategic goals and values. Provides ineffective leadership, resulting in unsatisfactory performance of colleagues and/or direct reports and misalignment of unit goals with the University’s mission and goals.

Mentors & Coaches – The employee recognizes and acknowledges strengths in others and actively works to provide opportunities for others to practice their strengths in their current role or other developmental opportunities. Provides timely guidance and feedback to help others develop knowledge and skill areas to accomplish tasks or solve problems. (Development)

Assessment:

Exceptional	High Performing	Proficient	Developing/Fair	Unsatisfactory
Seeks out opportunities to mentor and coach employees in an on-going manner. Genuinely wants others to succeed and works to help them do so. Provides helpful and constructive feedback in a timely manner.	Willingly mentors other employees who need help and further development. Adapts mentoring to the needs of employees. Provides honest and timely feedback.	Generally mentors other employees who need help. Provides honest and timely feedback.	Will mentor other employees at set times and on identified tasks. Teaches/mentors exactly the way they learned and rarely adapts to employee needs. Feedback may not be timely or helpful.	Does not and is unwilling to mentor or coach employees. Assumes what employees need rather than listening. Feedback is infrequent or unhelpful.

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Strategic & Constituent Focus – The employee understands the University’s long-term objectives and focuses the execution of current and innovative activities to further the goals and objectives of their unit, as well as, the University. (Innovation)

Assessment:

Exceptional	High Performing	Proficient	Developing/Fair	Unsatisfactory
Consistently and exceptionally develops and articulates a clear, concise individual strategy with goals aligning with the broader University strategic plan and mission. Goes the extra mile to meet student/faculty/staff needs.	Generally develops and articulates a clear, concise individual strategy with goals aligning with the broader University strategic plan and mission. Consistently demonstrates consideration of how to best meet the needs of students/faculty/staff.	Understands and executes individual responsibilities in a clear, concise way that aligns with the broader University strategic plan and mission. Takes student/faculty/staff needs into consideration in execution of his or her job responsibilities.	Completes necessary work aligned with the broader University strategic plan, but does not demonstrate an understanding of how their role fits into the unit’s/ University’s ability to meet those strategic goals. Inconsistent in identifying how student/faculty/staff needs should be factored into performance of his or her job responsibilities.	Does not perform individual responsibilities in a way that clearly and concisely aligns with the broader University strategic plan and mission. Does not demonstrate understanding of how his or her role contributes to larger unit/ University goals or the need to factor in student/faculty/staff needs.

Stewardship — The employee performs job responsibilities while using University resources responsibly, efficiently, and effectively and adhering to the University’s core values. He or she practices compliance with all policies, laws and regulations that govern their work, maintains confidentiality, and acts with integrity by holding self and others to the highest ethical and professional standards. (Integrity)

Assessment:

Exceptional	High Performing	Proficient	Developing/Fair	Unsatisfactory
Models and leads by example in the stewardship of University resources. Actively works to consider issues of compliance and confidentiality as it relates to the performance of his or her responsibilities and identify ethical dilemmas and conflicts of interest, taking action to avoid or prevent them.	Maintains confidentiality, stewards University resources with integrity, and works to ensure compliance related to performing his or her job responsibilities. Identifies and addresses ethical dilemmas and conflicts of interest to mitigate risk.	Complies with all appropriate laws, regulations, and University policies in performance of his or her job responsibilities. Practices confidentiality and meets the expected standard of behavior to identify ethical dilemmas and conflicts of interest in an effort to mitigate risk.	Inconsistent in application and adherence to the appropriate laws, regulations, and University policies. Does not practice the expected standard of confidentiality. May not accurately determine ethical dilemmas and conflicts of interest, resulting in increased risk for the University.	Consistently fails to apply the appropriate laws, regulations, and University policies. Does not practice confidentiality and fails to accurately determine ethical dilemmas and conflicts of interest, resulting in the University assuming an unnecessary risk.

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Self-Development – The employee models a “growth mindset” by continually striving to develop skills and build his or her knowledge base. Proactively identifies and pursues learning and career development goals and takes responsibility for his or her own growth and development. (Growth)

Assessment:

Exceptional	High Performing	Proficient	Developing/Fair	Unsatisfactory
Proactively identifies needs for development and seeks out formal and on the job learning or career development opportunities. Volunteers for “stretch” assignments in different or challenging areas to develop new or more proficient skills. Applies new skills or knowledge to practical use in daily work.	Actively participates in formal and on the job learning or career development opportunities. Willing to take on work that builds new skills. Applies new skills or knowledge in daily work.	Participates in formal and on the job learning or career development opportunities when asked. Utilizes current skills and knowledge to perform job responsibilities. Receptive to ways in which he or she can incorporate new skills or knowledge learned into their work.	Participates in formal and on the job learning or career development opportunities if asked. Rarely looks for/ takes on new tasks to build skills. Can be resistant to incorporating new skills or knowledge into current workstyle.	Rarely participates in learning or career development unless required. Unwilling to work on projects unfamiliar or outside of their comfort zone or regular area of focus. Refuses to consider incorporating new skills or knowledge into current workstyle,

Performance Rating

- ❑ **Exceptional** – Performance is generally superior and frequently exceeds expectations, making positive contributions to the unit/University.
- ❑ **High Performing** – Performance is consistently high and makes positive contributions to the unit/University.
- ❑ **Proficient** – Performance fully meets standards and makes positive contributions to the unit/University.
- ❑ **Developing/Fair** – Performance falls short of meeting expectations resulting in decreased effectiveness to the unit/University.
- ❑ **Unsatisfactory** – Performance consistently fails to meet expectations, not effectively contributing to the goals of the unit/University.