UGA STAFF COMPETENCY MODEL:
Performance Management Rubrics

INTRODUCTION

University Human Resources is excited to introduce the UGA Staff Competency Model into the performance management process. The effort to create this model was successful due to the engagement of many people across UGA from 2018-2021. This includes over 6,000 staff members who participated in surveys and focus groups, an advisory group of human resources and financial officers from 50 major and administrative units, UGA's Organizational & Industrial Psychology Program and our University leadership. We have partnered with the Engage & Learn efforts to shift the organizational culture with stronger emphasis on continuous learning and performance improvement for all staff.

INSTRUCTIONS

Technical instructions will be available Fall 2024

RATING SCALE

1. **Does Not Meet Standards:** Does not consistently meet expected standards. Additional direction and support is needed on several behaviors.
2. **Developing:** Sometimes meets standards. Needs continued development (additional learning/training) or direction on one or more behaviors.
3. **Consistently Delivers:** Consistently meets standards. Demonstrates a strong understanding of roles and responsibilities. Requires little to no additional direction or support to achieve expected standards.
4. **Exceeds Standards:** Consistently delivers on expected standards and demonstrates a pattern of one or more of the role model behaviors.
5. **Role Model:** Consistently exceeds or delivers beyond expected standards for all behaviors. Influences others to perform better.

OVERALL SCORING

Individual KSAO ratings are averaged to determine an overall competency score. All scores are averaged to generate a final evaluation score.

UGA STAFF COMPETENCY MODEL

Core Competencies

Acts with Integrity	Communicates Effectively	Learns & Shares	Makes Sound Decisions	Serves Others

Leadership Competencies

Champions Innovation	Supervises Others

Competencies are knowledge, skills, abilities, and other characteristics (KSAO's) that contribute to individual success in the organization; they focus on "how" things get done. Competencies help drive individual and organizational performance.

Core competencies apply to all staff employees and include **Integrity, Communication, Learning, Decision Making, and Service.** These core competencies have been identified as critical for all levels of staff employees to demonstrate on a consistent basis for individual and organizational success.

Two additional competencies have been identified as critical for staff in supervisory and/or organizational leadership roles. These include **Supervision and Innovation.**

For each KSAO within a competency you will find specific behavior examples, identified as non-supporting and supporting behaviors, that anchor each level of performance. These behaviors are examples of what behaviors could look like and **are not inclusive** of all behaviors that demonstrate each level of performance for the competency**.** Rather, the behaviors are provided as a tool to help guide self or supervisory evaluations of staff employee performance and should not be used as a checklist for an employee's behaviors. When using these behaviors as a tool it can help form an image of a staff employee's performance compared to the University's expectation.

UGA Competencies with KSAOs
(Knowledge, Skills, Abilities, and Other Characteristics)

ACTS WITH INTEGRITY

Inclusive Excellence
Trust and Respect
Utilization of University Resources
Work Ethic

COMMUNICATES EFFECTIVELY

Active Listening
Conflict Management
Verbal Communication
Written Communication

LEARNS AND SHARES

Finding and Applying Knowledge
Learning Agility
Sharing and Contributing
University Knowledge

MAKES SOUND DECISIONS

Critical Thinking
Judgment and Decision Making
Process Improvement

SERVES OTHERS

Cooperation and Teamwork
Service Orientation

SUPERVISES OTHERS
(SUPERVISORS ONLY)

Coaching and Development
Delegation of Work
Performance Management
Staff Morale

CHAMPIONS INNOVATION (STAFF MANAGER/LEADER ONLY)

Change Management
Innovation

ACTS WITH INTEGRITY

Behaves in a manner that is honest, fair, impartial and unbiased in dealings with and on behalf of the university. Treats others with fairness and respect. Values and embraces the diverse perspectives of staff, faculty, students and stakeholders to create a welcoming climate of respect and inclusiveness.

Knowledge, skills, abilities and other characteristics:

- Inclusive Excellence
- Trust and Respect
- Utilization of University Resources
- Work Ethic

ACTS WITH INTEGRITY

Inclusive Excellence
Creates a work environment in which all individuals are treated fairly and respectfully, have equal access to opportunities and resources, and can contribute fully to the University's success.

Non-Exempt

1- Needs Improvement	Resists different points of view; Becomes defensive when asked to consider new/different ideas
2- Developing	Developing the ability to understand and incorporate different points of view
3- Consistently Delivers	Seeks to understand and attempts to incorporate different points of view
4- Exceeds Expectations	Forms/maintains productive work relationships while considering multiple perspectives; Fosters a work environment that encourages contribution and participation from a variety of different contributors
5- Role Model	Enhances respectful relationships with individuals and organizations representing diverse constituencies; Seeks, whenever possible, regular input to better inclusion and belonging issues.

Exempt

1- Needs Improvement	Resists different points of view; Becomes defensive when asked to consider new/different ideas
2- Developing	Seeks to understand and attempts to incorporate different points of view
3- Consistently Delivers	Forms/maintains productive work relationships while considering multiple perspectives; Fosters a work environment that encourages contribution and participation from a variety of different contributors
4- Exceeds Expectations	Enhances respectful relationships with individuals and organizations representing diverse constituencies; Seeks, whenever possible, regular input to better inclusion and belonging issues and recruitment efforts.
5- Role Model	Coaches and teaches others to develop diverse, equitable and inclusive work environments, including supporting the unit's understanding of the impact of and strategies to address forms of bias in the workplace.

ACTS WITH INTEGRITY

Trust/Respect
Treats all people with dignity, respect and fairness. Acts and expresses oneself in an open and honest manner. Is consistent in word and actions. Tells the truth even when it is difficult.

Non-Exempt

1- Needs Improvement	Does not act in a way that garners respect and trust in the workplace
2- Developing	Developing the ability to respect and maintain confidentiality; Often tells the truth and is honest
3- Consistently Delivers	Respects and maintains confidentiality; Tells the truth and is honest in all dealings
4- Exceeds Expectations	Keeps promises and commitments made to others; Does the right thing, event when it is difficult; Does not yield to pressure to show bias or manipulate others
5- Role Model	Adheres to a set of core values that are represented in decisions and actions; Does not engage in situations or take actions considered inappropriate or which present a conflict of interest; Does not misrepresent self or use position of authority for personal gain

Exempt

1- Needs Improvement	Does not act in a way that garners respect and trust in the workplace
2- Developing	Respects and maintains confidentiality; Tells the truth and is honest in all dealings
3- Consistently Delivers	Keeps promises and commitments made to others; Does the right thing, event when it is difficult; Does not yield to pressure to show bias or manipulate others
4- Exceeds Expectations	Adheres to a set of core values that are represented in decisions and actions; Does not engage in situations or take actions considered inappropriate or which present a conflict of interest; Does not misrepresent self or use position of authority for personal gain
5- Role Model	Is seen by others as a mentor; Is trusted to lead organizational wide initiatives and/or be a representative of the University

ACTS WITH INTEGRITY

Utilization of University Resources

Ensures appropriate utilization of University resources including the human, financial, technical, facilities, and other resources necessary to achieve the University's mission and goals.

Non-Exempt

1- Needs Improvement	Disregards value of University resources in supporting goals and objectives
2- Developing	Learning to be good steward of University resources but still needs guidance
3- Consistently Delivers	Is a good steward of University resources
4- Exceeds Expectations	Encourages efficient use of institutional resources and identifies areas where institutional resources could be saved
5- Role Model	Proactively leverages University resources for optimal outcomes; Explores innovative use of existing University resources to support achieving outcomes

Exempt

1- Needs Improvement	Disregards value of University resources in supporting goals and objectives
2- Developing	Learning to be good steward of University resources but still needs guidance
3- Consistently Delivers	Encourages efficient use of institutional resources and identifies areas where institutional resources could be saved
4- Exceeds Expectations	Proactively leverages University resources for optimal outcomes; Explores innovative use of existing University resources to support achieving outcomes
5- Role Model	Consistently mobilizes diverse University resources to achieve shared strategic vision and goals; Proactively looks for ways to conserve University resources or use resources more strategically.

ACTS WITH INTEGRITY

Work Ethic

Accepts responsibility for own actions and decisions, and demonstrates commitment to accomplish work in an ethical, efficient and cost-effective manner.

Non-Exempt	
1- Needs Improvement	Does not consistently complete work assignments, nor adhere to work schedule and/or has frequent unapproved absences
2- Developing	Developing consistency in completing work assignments and being reliably present for work on a consistent and timely basis
3- Consistently Delivers	Consistently completes work assignments and is reliably present for work on a consistent and timely basis
4- Exceeds Expectations	Completes all work assignments in a high quality and timely manner, including work under pressure
5- Role Model	Promotes and accepts accountability by setting clear expectations, ensuring there is agreement that a commitment is achievable and that the goal is attainable

Exempt	
1- Needs Improvement	Does not consistently complete work assignments, nor adhere to work schedule and/or has frequent unapproved absences
2- Developing	Consistently completes work assignments and is reliably present for work on a consistent and timely basis
3- Consistently Delivers	Completes all work assignments in a high quality and timely manner, including work under pressure
4- Exceeds Expectations	Promotes and accepts accountability by setting clear expectations, ensuring there is agreement that a commitment is achievable and that the goal is attainable
5- Role Model	Creates a high-performance work environment where others pull together to complete tasks and there is a shared accountability for results

COMMUNICATES EFFECTIVELY

Ensures the successful exchange of information and ideas between parties. Listens attentively and clarifies understanding of information received from others. Communicates information in a clear, thorough, and organized manner both orally and in writing. Remains calm and diplomatic in conflict. Maintains ability to adapt communication style based on audience and facilitate the communication of others.

Knowledge, skills, abilities and other characteristics:

- Active Listening
- Conflict Management
- Verbal Communication
- Written Communication

COMMUNICATES EFFECTIVELY

Active Listening
Understands and learns from what others say.

Non-Exempt

1- Needs Improvement	Shows little interest in what others have to say; Monopolizes conversations; Often distracted and/or not engaged
2- Developing	Developing attentiveness and learning to give the speaker undivided attention and appear interested in the message
3- Consistently Delivers	Shows Attentiveness; Gives the speaker undivided attention and appears interested in the message
4- Exceeds Expectations	Listens carefully; Attends to verbal and non-verbal cues that create a deeper understanding of the message; Allows others to speak without unnecessarily interrupting them
5- Role Model	Takes the time to think about what is heard before responding; Refrains from interrupting or correcting the person speaking, allowing the person to make their point; Calls on those who haven't spoken

Exempt

1- Needs Improvement	Shows little interest in what others have to say; Monopolizes conversations; Often distracted and/or not engaged
2- Developing	Shows Attentiveness; Gives the speaker undivided attention and appears interested in the message
3- Consistently Delivers	Listens carefully; Attends to verbal and non-verbal cues that create a deeper understanding of the message; Allows others to speak without unnecessarily interrupting them
4- Exceeds Expectations	Takes the time to think about what is heard before responding; Refrains from interrupting or correcting the person speaking, allowing the person to make their point; Calls on those who haven't spoken
5- Role Model	Asks clarifying questions that elicit clearer and more detailed information; Confirms understanding by paraphrasing or summarizing what others have said

COMMUNICATES EFFECTIVELY

Conflict Management
Identifies and resolves conflicts sensibly, fairly, and efficiently.

Non-Exempt	
1- Needs Improvement	Does not remain calm and clear in communications with others during conflict; Lets panic, anger, or other emotional responses drive behavior in ways that are inappropriate for the workplace; The reaction results in further escalation, rather than resolution.
2- Developing	Developing the ability to remain calm and clear in communication with others during conflict; Developing the ability to demonstrate diplomacy and tact; Developing skills to address opposing parties cautiously; Developing the ability to take the time to understand their own role in the conflict before becoming actively involved
3- Consistently Delivers	Remains calm and clear in communications with others during conflict; Demonstrates diplomacy and tact; Addresses opposing parties cautiously and takes time to understand their own role in the conflict before becoming actively involved
4- Exceeds Expectations	Can be relied upon to consistently handle conflict and tense situations fairly and respectfully; Views opposing parties as equal partners in terms of their right to express their own viewpoints; Is consciously aware of differences, conflict-related issues and risks, including negative consequences
5- Role Model	Listens to and reframes conflicting points of view in a constructive manner; Fosters consensus among disagreeing parties; Mediates conflict between direct reports in a constructive and timely manner
Exempt	
1- Needs Improvement	Does not remain calm and clear in communications with others during conflict; Lets panic, anger, or other emotional responses drive behavior in ways that are inappropriate for the workplace; The reaction results in further escalation, rather than resolution.
2- Developing	Remains calm and clear in communications with others during conflict; Demonstrates diplomacy and tact; Addresses opposing parties cautiously and takes time to understand their own role in the conflict before becoming actively involved
3- Consistently Delivers	Can be relied upon to consistently handle conflict and tense situations fairly and respectfully; Views opposing parties as equal partners in terms of their right to express their own viewpoints; Is consciously aware of differences, conflict-related issues and risks, including negative consequences
4- Exceeds Expectations	Listens to and reframes conflicting points of view in a

	constructive manner; Fosters consensus among disagreeing parties; Mediates conflict between direct reports in a constructive and timely manner
5- Role Model	Establishes and maintains a work environment that accepts and embraces constructive feedback; Effectively facilitates consensus beyond own team or across multiple departments on issues or conflicts that are relevant to one's own work or functional area; Leads a team through uncertainty or ambiguity to achieve a positive and beneficial outcome

COMMUNICATES EFFECTIVELY

Verbal Communication
The ability to communicate information and ideas in speaking so others will understand.

<u>Note</u>: People who have communication disabilities may use different ways to communicate, so verbal communication is only applicable if it is within the person's normal method of communication.

Non-Exempt

1- Needs Improvement	Does not speak in a manner that is organized or appropriate; Does not adapt communication content and methods to the needs of the situation or audience
2- Developing	Developing the ability to speak in a manner that is organized and appropriate; Developing the ability to create a topic that is appropriate to the audience and situation; Provides some useful information to the audience, with main points that are supported with appropriate material and sources; Holds no evidence of bias.
3- Consistently Delivers	Consistently speaks in a manner that is organized and appropriate. Has the ability to create a topic that is appropriate to the audience and situation; Provides some useful information to the audience, with main points that are supported with appropriate material and sources; Holds no evidence of bias
4- Exceeds Expectations	Tailors communication style to the needs of each situation and audience; Delivers messages, using appropriate media and language that can be clearly understood by, and appeal to, diverse audiences; Uses analogies to enhance the recipient's or audience's understanding of a message
5- Role Model	Demonstrates logical and organized communication in a professional manner; Effectively shares information in a variety of settings ranging from one-on-one meetings to large group settings

Exempt

1- Needs Improvement	Does not speak in a manner that is organized or appropriate; Does not adapt communication content and methods to the needs of the situation or audience
2- Developing	Consistently speaks in a manner that is organized and appropriate. Has the ability to create a topic that is appropriate to the audience and situation; Provides some useful information to the audience, with main points that are supported with appropriate material and sources; Holds no evidence of bias

3- Consistently Delivers	Tailors communication style to the needs of each situation and audience; Delivers messages, using appropriate media and language that can be clearly understood by, and appeal to, diverse audiences; Uses analogies to enhance the recipient's or audience's understanding of a message
4- Exceeds Expectations	Demonstrates logical and organized communication in a professional manner; Effectively shares information in a variety of settings ranging from one-on-one meetings to large group settings
5- Role Model	Practices highly proficient communication; Listens to and synthesizes others' ideas; Explains even complex issues clearly and succinctly; Uses best practices/tactics to engage and influence an audience

COMMUNICATES EFFECTIVELY

Written Communication

The ability to communicate information and ideas in writing so others will understand.

<u>Note</u>: People who have communication disabilities may use different ways to communicate, so written communication is only applicable if it is within the person's normal method of communication.

Non-Exempt	
1- Needs Improvement	Routinely makes errors; Is confusing or difficult to understand; Does not adapt to the intended audience
2- Developing	Developing the ability to produce written communication that is generally easy to understand; Developing ability to convey information in a clear manner that is quickly understood by others
3- Consistently Delivers	Produces written communication that is generally easy to understand; Conveys information in a clear manner that is quickly understood by others
4- Exceeds Expectations	Demonstrates effective use of grammar including syntax, mechanics, and word usage; Is able to communicate complex messages in a succinct manner
5- Role Model	Organizes professional content and messages in a way that is easy to understand; Uses audience-appropriate wording and writing style to convey complex ideas
Exempt	
1- Needs Improvement	Routinely makes errors; Is confusing or difficult to understand; Does not adapt to the intended audience
2- Developing	Produces written communication that is generally easy to understand; Conveys information in a clear manner that is quickly understood by others
3- Consistently Delivers	Demonstrates effective use of grammar including syntax, mechanics, and word usage; Is able to communicate complex messages in a succinct manner
4- Exceeds Expectations	Organizes professional content and messages in a way that is easy to understand; Uses audience-appropriate wording and writing style to convey complex ideas
5- Role Model	Effectively adjusts the level and tone of writing to audience; Engages in written communication that reaches a University-wide and/or broad external audience

LEARNS AND SHARES

Seeks to learn and grow from new experiences and from others. Proactively accumulates knowledge of the processes, systems, and cultural norms of the team, unit, and University. Actively shares resources and knowledge in order to benefit the functioning of the team in achieving a common purpose. Has the ability to break down knowledge barriers.

Knowledge, skills, abilities and other characteristics:

•   Finding and Applying Knowledge
•   Learning Agility
•   Sharing and Contributing
•   University Knowledge

LEARNS AND SHARES

Finding and Applying Knowledge

Ability to locate necessary information to complete work assignments, adapt work accordingly, improve performance, and/or improve performance of peers.

Non-Exempt	
1- Needs Improvement	Does not seek out or understand how to seek out necessary information to fulfill job responsibilities when needed
2- Developing	Developing ability to seek out necessary information to fulfill job responsibilities as needed
3- Consistently Delivers	Seeks out necessary information to fulfill job responsibilities as needed
4- Exceeds Expectations	Proactively seeks out sources of information to improve work procedures, processes and/or overall performance
5- Role Model	Frequently seeks out and maintains resources needed to improve performance for both self and team

Exempt	
1- Needs Improvement	Does not seek out or understand how to seek out necessary information to fulfill job responsibilities when needed
2- Developing	Seeks out necessary information to fulfill job responsibilities as needed
3- Consistently Delivers	Proactively seeks out sources of information to improve work procedures, processes and/or overall performance
4- Exceeds Expectations	Frequently seeks out and maintains resources needed to improve performance for both self and team
5- Role Model	Contributes to the establishment of policies and procedures that support the value of continuous learning and application

LEARNS AND SHARES

Learning Agility
Seeks out new information and quickly applies existing knowledge and experiences to new situations or challenges.

Non-Exempt

1- Needs Improvement	Does not seek out new information or apply learned knowledge to improve one's own performance
2- Developing	Developing the ability to seek out new information and apply learned knowledge to improve one's own performance
3- Consistently Delivers	Seeks out new information and applies learned knowledge to improve one's own performance
4- Exceeds Expectations	Considers, evaluates, and incorporates learned knowledge, as well as suggestions from others; Embraces unfamiliar opportunities and learns quickly from experiences
5- Role Model	Frequently reflects on ways to improve one's own performance and identifies specific areas for improvement; Asks for feedback when mastering new ideas, skills, or concepts

Exempt

1- Needs Improvement	Does not seek out information or apply learned knowledge to improve one's own performance
2- Developing	Seeks out information and applies learned knowledge to improve one's own performance
3- Consistently Delivers	Considers, evaluates, and incorporates learned knowledge, as well as suggestions from others; Embraces unfamiliar opportunities and learns quickly from experiences
4- Exceeds Expectations	Frequently reflects on ways to improve one's own performance and identifies specific areas for improvement; Asks for feedback when mastering new ideas, skills, or concepts
5- Role Model	Contributes to the establishment of policies and procedures that support the value of continuous learning and application; Anticipates barriers or problems, and works to identify ways to mitigate these

LEARNS AND SHARES

Sharing & Contributing
Shares resources and knowledge in order to benefit the functioning of the team in achieving a common purpose.

Non-Exempt	
1- Needs Improvement	Does not share job-related knowledge with co-workers or supervisor
2- Developing	Developing the ability to share job-related knowledge with co-workers and supervisor to improve one's own performance and team performance when appropriate
3- Consistently Delivers	Shares job-related knowledge with co-workers and supervisor to improve one's own performance and team performance when appropriate
4- Exceeds Expectations	Readily shares own knowledge, skills and experience to enable others to meet their goals and to increase the knowledge of the team
5- Role Model	Shares knowledge with, and beyond, one's immediate team or functional area to improve collaboration and performance
Exempt	
1- Needs Improvement	Does not share job-related knowledge with co-workers or supervisor
2- Developing	Shares job-related knowledge with co-workers and supervisor to improve one's own performance and team performance when appropriate
3- Consistently Delivers	Readily shares own knowledge, skills and experience to enable others to meet their goals and to increase the knowledge of the team
4- Exceeds Expectations	Shares knowledge with, and beyond, one's immediate team or functional area to improve collaboration and performance
5- Role Model	Promotes knowledge transfer of best practices and sharing of resources, both internal and external to the University

LEARNS AND SHARES

University Knowledge
Aware of University activities, resources, structures and processes internal and external of one's own team or unit. Knows how work gets done and who to contact for information or assistance.

Non-Exempt

1- Needs Improvement	Displays a lack of interest in developing an understanding of University activities, resources, structures and processes
2- Developing	Developing an active interest in learning about University activities, resources, structures and processes
3- Consistently Delivers	Shows an active interest in learning about University activities, resources, structures and processes
4- Exceeds Expectations	Is familiar with University internal structure and understands how work gets done through formal and informal channels; Participates in University activities and events
5- Role Model	Demonstrates an appreciation of, and advocates for, University resources, structures and processes through participation in events/activities when appropriate

Exempt

1- Needs Improvement	Displays a lack of interest in developing an understanding of University activities, resources, structures and processes
2- Developing	Shows an active interest in learning about University activities, resources, structures and processes
3- Consistently Delivers	Is familiar with University internal structure and understands how work gets done through formal and informal channels; Participates in University activities and events
4- Exceeds Expectations	Demonstrates an appreciation of, and advocates for, University resources, structures and processes through participation in events/activities when appropriate
5- Role Model	Holds a high level of knowledge of University resources, structures and processes; Serves as a resource for others on how work gets done and who to contact for information or assistance; active, as both a participant and leader, in University events and activities

MAKES SOUND DECISIONS

Makes decisions based on convincing rationale, exhibiting full consideration of the strengths and weaknesses of alternative options. Ensures all viewpoints are considered. Consults with appropriate stakeholders to ensure solutions and decisions are in the best interest of all relevant stakeholders.

Knowledge, skills, abilities and other characteristics:

- Critical Thinking
- Judgment and Decision Making
- Process Improvement

MAKES SOUND DECISIONS	
Critical Thinking *Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.*	
Non-Exempt	
1- Needs Improvement	Frequently neglects to consider the strengths and weaknesses of a course of action; Implements solutions that are limited in scope; May produce useful ideas or explanations for circumstances but lacks ability to identify or include cause and effect
2- Developing	Developing the ability to determine the strengths and weaknesses of a course of action before making decisions; Developing the ability to identify thoughtful solutions, including identifying cause and effect
3- Consistently Delivers	Determines the strengths and weaknesses of a course of action before making decisions; Identifies thoughtful solutions, including identifying cause and effect
4- Exceeds Expectations	Undertakes a complex task by breaking it down into manageable parts in a systemic, detailed way; Encourages others to consider the strengths and weaknesses of a course of action before making decisions
5- Role Model	Anticipates potential problems that may arise from a chosen course of action and creates alternative solutions when necessary; Introduces new approaches; Examines situations and critically compares multiple or different points of view; Identifies linkage of actions to achieving outcomes
Exempt	
1- Needs Improvement	Frequently neglects to consider the strengths and weaknesses of a course of action; Implements solutions that are limited in scope; May produce useful ideas or explanations for circumstances but lacks ability to identify or include cause and effect
2- Developing	Developing the ability to determine the strengths and weaknesses of a course of action before making decisions; Developing the ability to identify thoughtful solutions, including identifying cause and effect
3- Consistently Delivers	Often determines the strengths and weaknesses of a course of action before making decisions; Identifies thoughtful solutions, including identifying cause and effect
4- Exceeds Expectations	Undertakes a complex task by breaking it down into manageable parts in a systemic, detailed way; Encourages others to consider

	the strengths and weaknesses of a course of action before making decisions
5- Role Model	Anticipates potential problems that may arise from a chosen course of action and creates alternative solutions when necessary; Introduces new approaches; Examines situations and critically compares multiple or different points of view; Identifies linkage of actions to achieving outcomes

MAKES SOUND DECISIONS	
Judgment & Decision Making *Considers relative costs and benefits of potential actions to choose the most appropriate one.*	
Non-Exempt	
1- Needs Improvement	Displays a lack of knowledge and understanding of how to make the decisions necessary to perform one's job; Often neglects to consult with others as appropriate or utilize relevant information when making decisions; Makes decisions for personal gain only
2- Developing	Developing the ability to make informed decisions based on available information; Developing the ability to utilize information that is relevant, current and factual; Developing the ability to anticipate potential obstacles to complete work tasks or meet commitments and prioritize accordingly; Developing the ability to delegate decision-making responsibility when appropriate; Developing the ability to recommend possible solutions when appropriate
3- Consistently Delivers	Makes informed decisions based on available information; Utilizes information that is relevant, current and factual; Frequently anticipates potential obstacles to complete work tasks or meet commitments and prioritizes accordingly; Delegates decision-making responsibility when appropriate; Recommends possible solutions when appropriate
4- Exceeds Expectations	Makes informed decisions based on available and hard-to-find information; Seeks the guidance of trusted supervisors and peers when trying to make nonroutine decisions; Is consistently relied upon to be a sound decision maker in one's own team; Serves as a source of expertise to others trying to make decisions; Thinks several steps ahead to anticipate likely outcomes and decide on the best course of action
5- Role Model	Makes decisions that consistently support and facilitate desired outcomes and align with organizational and departmental goals; Makes critical decisions only after thoroughly assessing the risks, benefits, and other considerations of a course of action; Is highly collaborative in terms of seeking input to solve problems and make decisions; Assists others in diagnosing problems, recognizing issues and consequences
Exempt	
1- Needs Improvement	Displays a lack of knowledge and understanding of how to make the decisions necessary to perform one's job; Often neglects to

	consult with others as appropriate or utilize relevant information when making decisions; Makes decisions for personal gain only
2- Developing	Makes informed decisions based on available information; Utilizes information that is relevant, current and factual; Frequently anticipates potential obstacles to complete work tasks or meet commitments and prioritizes accordingly; Delegates decision-making responsibility when appropriate; Recommends possible solutions when appropriate
3- Consistently Delivers	Makes informed decisions based on available and hard-to-find information; Seeks the guidance of trusted supervisors and peers when trying to make nonroutine decisions; Is consistently relied upon to be a sound decision maker in one's own team; Serves as a source of expertise to others trying to make decisions; Thinks several steps ahead to anticipate likely outcomes and decide on the best course of action
4- Exceeds Expectations	Makes decisions that consistently support and facilitate desired outcomes and align with organizational and departmental goals; Makes critical decisions only after thoroughly assessing the risks, benefits, and other considerations of a course of action; Is highly collaborative in terms of seeking input to solve problems and make decisions; Assists others in diagnosing problems, recognizing issues and consequences
5- Role Model	Develops, plans, and implements multi-tier solutions to complex or unprecedented problems; Encourages discussion and diverse opinions to generate a range of options; Makes sound decisions based on the organizational needs and objectives when faced with differing stakeholder perspectives or ambiguous information

Makes Sound Decisions	
Process Improvement	
The practice of finding ways to make existing processes faster, more accurate, more efficient, and more reliable. This practice should be considered an ongoing exercise rather than a one-time action.	
Non-Exempt	
1- Needs Improvement	Does not follow guidance from supervisor (or co-workers as appropriate) on how best to perform job duties
2- Developing	Developing the ability to follows the guidance of supervisors (or co-workers as appropriate) on how to best perform job duties.
3- Consistently Delivers	Follows the guidance of supervisors (or co-workers as appropriate) on how to best perform job duties.
4- Exceeds Expectations	Frequently asks appropriate questions to gain a deeper understanding of the processes and systems relevant to one's job
5- Role Model	Consistently sets priorities, focuses energy and resources, and strengthens the processes and systems relevant to one's job
Exempt	
1- Needs Improvement	Does not follow guidance from supervisor (or co-workers as appropriate) on how best to perform job duties.
2- Developing	Follows the guidance of supervisors (or co-workers as appropriate) on how to best perform job duties.
3- Consistently Delivers	Frequently asks appropriate questions to gain a deeper understanding of the processes and systems relevant to one's job.
4- Exceeds Expectations	Consistently sets priorities, focuses energy and resources, and strengthens the processes and systems relevant to one's job
5- Role Model	Explores industry trends and best practices related to one's functional area and makes recommendations to improve current processes or systems.

SERVES OTHERS

Proactively exhibits a desire to understand and meet the needs of internal and external stakeholders and customers. Can be relied upon consistently to fulfill obligations. Strives to work collaboratively and establish effective working relationships with others across the university and external to the University.

Knowledge, skills, abilities and other characteristics:

- Cooperation and Teamwork
- Service Orientation

SERVES OTHERS

Cooperation & Teamwork
Participates willingly and does one's own share of the work. Supports team decisions. As a member of the team, keeps other members informed and up-to-date on the group process, individual actions, or influencing events.

Non-Exempt	
1- Needs Improvement	Does not consistently support decisions by the team or supervisor; Does not consistently cooperate with others to achieve the team or functional unit's goals
2- Developing	Developing the ability to support decisions by the team or supervisor; Developing the ability to cooperate with others to achieve the team or functional unit's goals; Sometimes expresses positive expectations of others in terms of their abilities, expected contributions, etc.; Sometimes speaks of and to team members in positive terms
3- Consistently Delivers	Typically supports decisions by the team or supervisor; Cooperates with others to achieve the team or functional unit's goals; Expresses positive expectations of others in terms of their abilities, expected contributions, etc.; Speaks of and to team members in positive terms
4- Exceeds Expectations	Contributes to a cooperative work environment by developing positive relationships with coworkers in one's own department or functional area; Genuinely values other's input and expertise; Is willing to learn from others, including subordinates and peers, and is willing to share information with others; Solicits ideas and opinions to help form specific decisions or plans
5- Role Model	Is proactive in identifying areas for cooperation with peers; Often seeks out opportunities to collaborate within and across own department or functional area; Publicly credits others who have performed well; Encourages and empowers others
Exempt	
1- Needs Improvement	Does not consistently support decisions by the team or supervisor; Does not consistently cooperate with others to achieve the team or functional unit's goals
2- Developing	Typically supports decisions by the team or supervisor; Cooperates with others to achieve the team or functional unit's goals; Expresses positive expectations of others in terms of their abilities, expected contributions, etc.; Speaks of and to team members in positive terms

3- Consistently Delivers	Contributes to a cooperative work environment by developing positive relationships with coworkers in one's own department or functional area; Genuinely values other's input and expertise; Is willing to learn from others, including subordinates and peers, and is willing to share information with others; Solicits ideas and opinions to help form specific decisions or plans
4- Exceeds Expectations	Is proactive in identifying areas for cooperation with peers; Often seeks out opportunities to collaborate within and across own department or functional area; Publicly credits others who have performed well; Encourages and empowers others
5- Role Model	Implements management and communication routines that facilitate cooperation and collaboration among team, department and/or University

| SERVES OTHERS	
Service Orientation *Helps or serves others, both internal and external to the University, in order to meet their needs. Focuses on discovering these needs and figuring out how to best meet them.*	
Non-Exempt	
1- Needs Improvement	Not consistently respectful to customers both internal and external to the University; Not always aware of who the customer is; Often misinterprets customer requests; Does not consistently address customer needs and concerns or does not try to become aware of customer needs and concerns; Frequently waits for customer to request before providing status updates
2- Developing	Developing an awareness of who the customer is and how to be respectful to customers both internal and external to the University; Developing professional, timely, accurate and courteous service; Often seeks to accurately understand customer needs and concerns before taking action on inquiries or requests; Developing ability to maintain clear communication when dealing with customer service problems; Often distributes helpful information to customer
3- Consistently Delivers	Always aware of who the customer is and always respectful to customers both internal and external to the University; Ensures professional, timely, accurate and courteous service; Seeks to accurately understand customer needs and concerns before taking action on inquiries or requests; Maintains clear communication when dealing with customer service problems; Distributes helpful information to customer
4- Exceeds Expectations	Acts to make things better and to provide better service to customers both internal and external to the University; Listens to customers and takes personal responsibility to address needs and concerns to meet or exceed requirements and expectations; Corrects problems promptly and nondefensively; Is willing to spend extra time and effort to fulfill commitments to customers
5- Role Model	Thinks and acts in the best interest of customers both internal and external to the University with the goal of improving service and/or solutions; Follows up with customers to ensure satisfaction and actively solicits feedback to discover needs and concerns; Knows the customer's issues and/or seeks information about the real underlying needs of the customer, beyond those expressed initially, and matches these to available services; Learns more about the customer in order to enhance the relationship and provide better service; Puts in extra time and effort in crisis situations; Proactively keeps customers informed with both formal and informal communications

	Exempt
1- Needs Improvement	Not consistently respectful to customers both internal and external to the University; Not always aware of who the customer is; Often misinterprets customer requests; Does not consistently address customer needs and concerns or does not try to become aware of customer needs and concerns; Frequently waits for customer to request before providing status updates
2- Developing	Always aware of who the customer is and always respectful to customers both internal and external to the University; Ensures professional, timely, accurate and courteous service; Seeks to accurately understand customer needs and concerns before taking action on inquiries or requests; Maintains clear communication when dealing with customer service problems; Distributes helpful information to customer
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4- Exceeds Expectations	Thinks and acts in the best interest of customers both internal and external to the University with the goal of improving service and/or solutions; Follows up with customers to ensure satisfaction and actively solicits feedback to discover needs and concerns; Knows the customer's issues and/or seeks information about the real underlying needs of the customer, beyond those expressed initially, and matches these to available services; Learns more about the customer in order to enhance the relationship and provide better service; Puts in extra time and effort in crisis situations; Proactively keeps customers informed with both formal and informal communications
5- Role Model	Identifies new/creative approaches to provide superior service to customers, both internal and external to the University; Devises strategies and option to ensure success; Commits to doing additional work/research in order to solve a customer's problem or surpass expectations; Inspires others to serve customers in creative, supportive ways; Helps others remove barriers to provide a high level of customer service; Often consults with diverse customer groups and recognizes trends to identify common issues, problems or gaps in service processes and systems to ensure customers are consistently kept informed of status and progress updates; Works with a long-term perspective in addressing a customer's problems

SUPERVISES OTHERS

Additional competency for staff in non-exempt, exempt and manager/leader positions who also have supervisory duties within their department or team.

Supervisors Others is defined as having or involving the job of watching a person or activity to make certain that everything is done correctly and safely, ensures staff receive appropriate on the job and professional development opportunities, and provides appropriate job-related feedback and assessments.
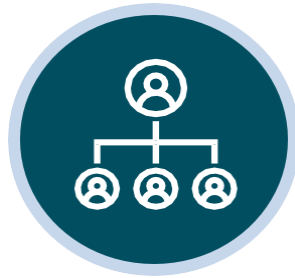
Knowledge, skills, abilities and other characteristics:

- Coaching & Development
- Delegation of Work
- Staff Performance Management
- Staff Morale

SUPERVISES OTHERS

Coaching & Development

Provides staff with advice and guidance intended to help develop the individual's skills, performance and career by creating a learning culture and structuring developmental opportunities for staff.
*<u>Professional Development Plans are currently optional and will be in their first iteration as well.</u>

1- Needs Improvement	Does not coach for improved performance. Rarely engages with staff to discuss and encourage achievement of development goals; Does not encourage and support staff to achieve development goals; *Does not use University performance management process to create development plans for assigned staff; Does not provide appropriate training on the completion of routine tasks and initiatives**
2- Developing	Developing coaching skills. Does work to ensure staff are trained on the completion of routine tasks and initiatives; Beginning to encourage and support staff to achieve development goals; *Developing the skill to appropriately utilize the University performance management process to create development plans for assigned staff**
3- Consistently Delivers	Coaches for improved performance. Ensures staff are trained on the completion of routine tasks and initiatives; Encourages and supports staff to achieve development goals; *Appropriately utilizes University performance management process to create development plans for assigned staff**
4- Exceeds Expectations	Demonstrates the importance of the coaching to develop an individual's skills, performance and career. Leads and motivates by example of continued enrichment and enhancement of one's own development goals; Inspires staff to achieve defined development goals
5- Role Model	Hires, coaches and develops staff to ensure optimal productivity; Fosters a creative, innovative and supportive workplace. Is a role model on how lead and motivate by example of continued enrichment and enhancement of one's own development goals; Teaches others how to inspire staff to achieve defined development goals.

SUPERVISES OTHERS	
Delegation of Work *Thoughtfully assigns work to staff to ensure successful completion of tasks and work objectives. Has realistic expectations and perception of staff skills and knowledge.*	
1- Needs Improvement	Does not define work objectives; Does not delegate routine activities to ensure successful completion of tasks; Does not prioritize assigned staff's work to meet deadlines; Has unrealistic expectations and perception of staff skills and knowledge
2- Developing	Developing the ability to define work objectives; Developing the ability to delegate routine activities to ensure successful completion of tasks; Developing the ability to prioritize staff's work to meet deadlines; Developing the ability to thoughtfully delegate work to develop staff and achieve goals; Developing the ability to have realistic expectations and perception of staff skills and knowledge
3- Consistently Delivers	Defines work objectives; Delegates routine activities to ensure successful completion of tasks; Prioritizes assigned staff's work to meet deadlines; Thoughtfully delegates work to develop staff and achieve goals; Has realistic expectations and perception of staff skills and knowledge
4- Exceeds Expectations	Demonstrates proficient ability in work design, project management, financial planning and development of goals for accomplishing routine and difficult unit assignments;
5- Role Model	Effectively delegates work to ensure optimal outcomes; Aligns work with individual, department and organizational goals; Shows others how to set realistic expectations and perceptions of staff skills and knowledge.

SUPERVISES OTHERS
Performance Management
Effectively and efficiently utilizes the University's performance management process. Completes supervisor training

1- Needs Improvement	Does not appropriately administer University performance management process in evaluating assigned staff; Has not attended supervisor training on use of this process
2- Developing	Developing the ability to effectively and efficiently administer University performance management process in evaluating assigned staff; Working on completing supervisor training as needed to ensure successful use of the process to benefit the staff member, team and University
3- Consistently Delivers	Effectively and efficiently administers University performance management process in evaluating assigned staff; Completes supervisor training as needed to ensure successful use of this process to benefit the staff member, team and University
4- Exceeds Expectations	Expands performance management to include check-ins, on-going performance conversations and professional development; Recognizes staff for good performance.
5- Role Model	Mentors and/or trains other supervisors on benefits of University's performance management process

SUPERVISES OTHERS	
Staff Morale *Acknowledges and supports the positive attitude, job satisfaction, and overall outlook of staff during their time at work.*	
1- Needs Improvement	Places focus on failure to achieve desired results; Does not demonstrate the ability to recognize employee relations issues, develop possible solutions and/or obtain guidance on building staff morale; Does not assume accountability for poor outcomes; Does not acknowledge staff's work accomplishments
2- Developing	Developing the ability to assesses team success and identify problems; Developing the ability to recognize employee relations issues, develop possible solutions, and/or obtain guidance on building staff morale; Working on assuming accountability for poor outcomes; Often acknowledges staff's work accomplishments
3- Consistently Delivers	Assesses team success and identifies problems; Demonstrates the ability to recognize employee relations issues, develop possible solutions, and/or obtain guidance on building staff morale; Assumes accountability for poor outcomes; Consistently acknowledges staff's work accomplishments
4- Exceeds Expectations	Consistently demonstrates high quality interactions with staff; Consistently and effectively acknowledges each staff member's initiative to improve skills and enhance contributions; Ensures a shared vision amongst the team; Staff demonstrate high level of confidence in this leader's abilities
5- Role Model	Is a role model on how to have high quality interactions with staff; Teaches others how to consistently and effectively acknowledge each staff member's initiative to improve skills and enhance contributions; Shows others how to ensure a shared vision amongst the team; Staff demonstrate the highest level of confidence in this leader's abilities

CHAMPIONS INNOVATION

Knowledge, skills, abilities and other characteristics:

- Change Management
- Innovation

CHAMPIONS INNOVATION

Change Management
Prepares, supports, and helps individuals, teams, and the University in making organizational change.

1- Needs Improvement	Does not consider or embrace change management principles when planning for or implementing change in order to ensure acceptance and buy-in; Typically, does not participate in change efforts that affect one's team or functional area; Tends to actively resist change initiatives that are intended to benefit the greater good; Implements change initiatives without reviewing how the change is received or if the change was beneficial to one's team
2- Developing	Developing the ability to prepare, support and help individuals, teams and the University in making organizational change
3- Consistently Delivers	Holds self and others accountable for appropriately allocating resources during change efforts; Consistently vocalizes support fo organizational change initiatives that have been approved by the University; Educates direct reports on change management principles and provides guidance on how to navigate change
4- Exceeds Expectations	Takes responsibility for achieving commitment and buy-in on critical change initiatives or process improvements from key stakeholders throughout the University; Forecasts the need for future changes to support the long-term goals of the University, and incorporates those needs into current and future initiatives; Plans for and outlines how a project or change initiative will be carried out from beginning to end within one's team or functional area
5- Role Model	Teaches others how to achieve commitment and buy-in on critica initiatives or process improvements from key stakeholders throughout the University; Teaches others how to forecast the need for future changes to support the long-term goals of the University, and how to incorporate those ideas into current and future initiatives; Teaches others how to plan for and outline how project or change initiative will be carried out from beginning to end within one's team or functional area

CHAMPIONS INNOVATION

Innovation
Comes up with new ideas, concepts or methods to improve systems and/or processes and to solve problems and organizational challenges.

1- Needs Improvement	Does not anticipate trends or future needs of one's functional area or department; Does not explore new and unique ideas to find solutions to problems or to improve processes; Discourages innovative problem solving with direct reports
2- Developing	Occasionally comes up with new ideas, concepts, or methods to improve systems and/or processes and to solve problems and organizational challenges
3- Consistently Delivers	Generates innovative, well-designed solutions that are aligned with the University's mission and vision; Periodically reviews systems and processes with direct reports to identify areas for improvement; Frequently explores new and unique ideas to find solutions to problems or to improve processes, and encourages direct reports to do the same; Typically seeks to understand and address the concerns of employees who are resistant to change; Frequently anticipates trends and evolving needs for one's functional area or department
4- Exceeds Expectations	Consistently strives for efficiency and organizational improvements that help to achieve the mission of the University; Fosters a work environment that is receptive to continuous improvement; Communicates a compelling vision for the team to illustrate how and why their efforts will be beneficial to the workplace and the University; Establishes policies and procedures that generate and reward innovative solutions to problems; Encourages innovative ideas to help address and/or solve long term business problems
5- Role Model	Is a role model for efficiency and organizational improvements that help to achieve the mission of the University; Teaches other how to foster a work environment that is receptive to continuous improvement; Helps others communicate a compelling vision for the team to illustrate how and why staff's efforts will be beneficial to the workplace and the University; Teaches others how to establish policies and procedures that generate and reward innovative solutions to problems; Is a role model on how to encourage innovative ideas to help address and/or solve long term business problems

SECTION III: Job Performance Competencies

- **Technical Knowledge:**
  - Knows and understands the principle technical information required for their job.
  - Contributes ideas for technical problem-solving or process improvements.
  - Stays current with technical information required to adapt to job changes.
- **Professional Skills:**
  - Has the expertise and skills necessary to perform their job duties effectively and efficiently.
  - Adopts and applies new skills to adapt to changes in their field.
  - Readily shares skills with others to meet unit goals.
- **Job Performance**:
  - Performs all job-associated tasks effectively, adequately implementing their technical knowledge and professional skills.
  - Performs all job-associated tasks efficiently to meet unit goals in a timely manner.
  - Adapts and remains productive in response to a fluctuating work environment.
- **Standard Operating Practices:**
  - Maintains up-to-date knowledge of applicable work-related requirements.
  - Initiates sound judgement and a high level of commitment to adhering to expectations.
  - Promptly corrects and reports any known issues of noncompliance.
- **Safe Work Practices:**
  - Maintains up-to-date knowledge of applicable safe work practices.
  - Initiates sound judgement and a high level of commitment to adhering to safe work practices.
  - Stays alert and responsive to safety and security concerns, promptly reporting any known or suspected issues.