Communicating Observed Behaviors

Includes Performance Levels, Definitions, and Associated Rating Scales

1. Accountable for Results

Behavior Definition	Unacceptable (1)/Marginal (2)	Meets Expectations (3)	Exceeds Expectations (4)/Exemplary (5)
Takes responsibility for accomplishing goals and achieving quality results. Follows through on commitments.	• Does not set, accept or achieve challenging goals • Makes incomplete or unrealistic commitments; needs frequent reminders to complete tasks • Demonstrates a lack of thoroughness or accuracy • Does not complete tasks when problems arise; gives up at the first obstacle • Diminishes positive achievements of others; does not take responsibility for own negative results and problems	• Sets, accepts, and achieves challenging goals • Makes realistic commitments and follows through • Demonstrates clear standards for quality results; maintains timeliness and quality • Effectively completes tasks even when obstacles come up • Asks questions needed to accomplish tasks • Acknowledges other's positive achievements; takes responsibility for negative results and problems	• Seeks out new goals and exceeds them • Takes calculated risks that achieve quality results • Encourages and supports others to take responsibility for results; is a role model for others • Remains effective in the face of significant and/or long term obstacles • Models openness and transparency in sharing information • Takes responsibility for personal and organizational success and failure

2. Customer Service-focus

Behavior Definition	Unacceptable (1)/Marginal (2)	Meets Expectations (3)	Exceeds Expectations (4)/Exemplary (5)
Treats everyone as a valued customer, whether internal to the team/department or external such as students/other constituents. Consistently strives to provide excellent customer service.	• Does not meet minimum customer service requirements for job duties/responsibilities • Typically fails to smile or greet customers politely • Does not seek out solutions for customer needs • Does not consistently follow through on commitments to customers • Does not consistently help colleagues with customers when needed	• Makes customer service a personal priority • Strives to meet expectations of customers; is consistent in dealing with customers • Steps in to help colleagues with customers when needed • Listens to customers and notices service process or system problems; suggests and/or implements solutions • Fixes processes and shares solutions with others to eliminate repetitive issues • Is "Assertively Friendly" in dealing with customers; smiles, answers questions consistently, aims to please • Consistently treats external customers as well as colleagues with courtesy, while delivering excellent service	• Recognized as a department role model for excellent customer service • Will consistently go the extra mile to solve a customer concern or question • Seeks and creates solutions to large-scale customer service issues which require working across organizational boundaries • Routinely seeks and uses customer feedback to improve service delivery • Creates a customer-oriented environment including décor, friendly tone, and body language • Notices colleagues working on customer issues, routinely steps in to help and offer suggested improvements • Keeps track of customer concerns or systematic problems, offers solutions, leads or assists in implementation of improvements

3. Balanced Decision Making

Behavior Definition	Unacceptable (1)/Marginal (2)	Meets Expectations (3)	Exceeds Expectations (4)/Exemplary (5)
Makes effective decisions in a timely manner, sometimes with incomplete information and under tight deadlines and pressure; uses a mixture of analysis, wisdom, experience, and judgment.	• Does not actively participate in the decision-making process • Frequently bases conclusions on little or no input from others • Does not effectively analyze information or alternatives • Does not make timely or effective decisions. Once a decision is reached, actions do not support it.	• Identifies the need for a decision and gathers related information • Involves and informs others; listens to different ideas • Analyzes information and considers available alternatives • Makes consistently effective decisions in environments of complexity, ambiguity and uncertainty • Makes timely decisions that improve or resolve issues • Once a decision is reached, actively supports it	• Sought out by others for advice on decision-making • Encourages information analysis and exchange; creates a supportive environments where diverse views can be explored • Uses models and tools to improve the decision-making process • Takes balanced risks with alternative perspectives that redefine current thinking and practices • Once a decision is make, serves as an advocate and leader

4. Commitment to Inclusion, Diversity and Equity

Behavior Definition	Unacceptable (1)/Marginal (2)	Meets Expectations (3)	Exceeds Expectations (4)/Exemplary (5)
Demonstrates knowledge and understanding of diversity and inclusion by appreciating diversity among employees, managing diversity in ways that allow each employee to contribute constructively and leveraging that diversity in ways that positions the employee and work team for more effective performance. The supervisor's knowledge, behavior and skills associated with effectively managing diversity contribute to a productive work environment that is equitable, inclusive and respectful for all employees.	• Treats people differently with partiality depending on cultures, gender, race or position. • Rarely participates in events that are diversity-related and makes little efforts to promote them • Exhibits insensitivity to staff member diversity in actions or communication. (Use of insensitive jokes or inappropriate language that alienate others) • Ignores/ does not engage in differing viewpoints and insights for work. • Ignores/ does not engage in differing viewpoints and insights for work. • Shows lack of understanding how diversity impacts role, and how their role impacts the success of diversity, equity and inclusion; Ignores compliance requirements	• Treats people fairly and respectfully regardless of culture, gender, race or position. • Actively participates in events that are diversity-related • Exhibits sensitivity to staff member diversity in actions or communication. (Interrupts insensitive jokes or inappropriate language that alienate others) • Considers and honors different opinions, styles and ways of working. • Acknowledges the value of diversity with others; takes actions to increase diversity in the workplace	• Consistently champions diversity; reports inappropriate behavior by others • Consistently participates in professional development regarding diversity, equity and inclusion • Consistently models behavior that exhibits a positive regard for employee diversity in actions or communication. (Consistently interrupts insensitive jokes or inappropriate language that alienate others) • Leverages diverse backgrounds and talents in decision-making. Creates effective teams that reflect the spectrum of differences in the community • Champions inclusion and equity; involves others to improve outcomes (hiring, promotion, retention, climate)

5. Develops Self and Others

Behavior Definition	Unacceptable (1)/Marginal (2)	Meets Expectations (3)	Exceeds Expectations (4)/Exemplary (5)
Continually strives to develop work skills. Identifies and pursues learning and career development goals. Effectively applies new learning and development in daily work and career progression.	• Does not participate in annual learning or developmental goals process • Participates in few, if any learning or development opportunities • Unwilling to work projects unfamiliar or outside of one's comfort zone when it is necessary to develop skills • Does not or rarely applies knowledge learned to practical use in daily work	• Actively participates in annual learning and development goal process • Actively participates in formal and on-the-job learning or career development activities • Willing to take on work that builds new skills • Applies new skills or knowledge to practical use in daily work	• Has a long-term career development plan; supports others to do the same • Proactively identifies needs for development and seeks out formal and on-the-job learning or career development opportunities • Has a history of success developing others • Volunteers for "Stretch" assignments in different or challenging areas to develop new or more proficient skills • Serves as a mentor/coach in area/s of expertise to someone in the organization • Use a mix of selecting talent and developing it to support the department

6. Teamwork

Behavior Definition	Unacceptable (1)/Marginal (2)	Meets Expectations (3)	Exceeds Expectations (4)/Exemplary (5)
Develops and uses collaborative relationships to build informal or form teams and accomplish team goals. Establishes and maintains respectful, cooperative, and productive working relationships with co-workers, team members, supervisors, and other members of the university community.	• Does not support or involve all team members; does not share credit for good ideas and successes • Does not collaborate in setting responsibilities, roles or structures • Devalues members' abilities; slows down reasonable process; does not trust the team to perform • Does not give or accept feedback; provides feedback that is not relevant or is inappropriate • Withholds information and/or expertise from the team • Does not help others; does not ask for help or rejects offers of help to achieve team goals • Participates only to serve self-interests and individual goals at the expense of team goals.	• Involves and supports all team members; shares credit for good ideas and successes • Collaborates to set responsibilities, roles and/or structures that lead to team success • Acknowledges team members' abilities and supports their decisions; trusts the team to perform • Appropriately gives and receives feedback from team in order to accomplish goals; listens and responds constructively to other team members' ideas • Willingly shares expertise and important or relevant information with team members • Contributes to meeting the goals of the team • Offers support for others' ideas and proposals; works for solutions that all team members can support • Expresses disagreement constructively	• Creates a feeling of success, belonging and positive team spirit – people want to be on a team with this employee; defines success in terms of the whole • Recognized as an expert in developing collaborative team responsibilities, roles and structures; asked to consult/train others • Keeps team performance and morale high even during times of heavy workload or pressure • Recognized as a mentor and role model for appropriately giving and receiving feedback • Coaches team members to share information and expertise to achieve team goals • Encourages and supports team members to offer and ask for help; develops ways to improve support to strengthen team capabilities

7. Integrity

Behavior Definition	Unacceptable (1)/Marginal (2)	Meets Expectations (3)	Exceeds Expectations (4)/Exemplary (5)
Trusted, authentic, self-aware, above reproach. Operates by, and adheres to the University's beliefs and holds others accountable to them. Interacts with others in a way that gives confidence in self and the organization. Acts in the university's best interests and puts those interests above personal goal or unit or office. Works within the limits of authority to achieve goals.	• Ignores compliance requirements. • Does not act according to policy or procedure. • Fails or is inconsistent following directions or policies set out by University authorities. • Is inconsistent in keeping his/her word. Says one thing and often does another. • Fails to and/or demeans University beliefs in public and in work activities. • Fails to tell the truth in certain situations. • Deviates from either the letter or spirit of the law. • Puts the university at risk with actions or in failing to act.	• Keeps confidences; is widely trusted • Recognizes and admits mistakes • Presents truthful and honest information in a manner that is helpful and constructive • Stands up for beliefs when they are in the University's best interest • Complies with the letter & spirit of laws, regulations, and University policies & procedure • Walks the talk; keeps promises	• Uses knowledge wisely; works to prevent breaches in confidences; stops rumors • Takes action to correct mistakes and helps others learn from them • Has the courage to address difficult issues in an appropriate manner • Consistently and outwardly supports the University's beliefs • Identifies ethical dilemmas and conflicts of interest and takes action to avoid and prevent them • Creates an environment of trust; is a role model to others

8. Works with Passion

Behavior Definition	Unacceptable (1)/Marginal (2)	Meets Expectations (3)	Exceeds Expectations (4)/Exemplary (5)
Is actively engaged in the work of the University and operates in positive ways to support University goals. Demonstrates deep regard for University history, beliefs and commitments when working and interacting with others.	• Actions do not demonstrate that the university's mission, traditions and commitments are considered in daily work • Does not demonstrate respect for University resources • Work activities do not support University goals or the community	• Is aware of beliefs, traditions and commitments and considers them in daily work • Demonstrates respect for University resources • Work activities support the University and departmental goals	• Preserves and is sought out to educate others about the University history, mission, beliefs, and commitments • Demonstrates superior stewardship of University resources • Reflects best intentions in all work interactions; considered an ambassador for the University

9. Adaptability

Behavior Definition	Unacceptable (1)/Marginal (2)	Meets Expectations (3)	Exceeds Expectations (4)/Exemplary (5)
Effectively adjusts to changes in work processes and environment and alters behavior to align with evolving situations. Openly receives new ideas and accepts other perspectives.	• Unwilling to change; interferes or interrupts group progress • Unwilling to take action in the face of uncertainty • Unwilling to take a chance on the unknown • Not open to new ideas and opinions; may be unwilling or unable to adapt behaviors	• Open-minded and receptive to change; focuses on the benefits of change • Can decide and act, when necessary, without having the whole picture • Can shift gears comfortably; enjoys the challenge of unfamiliar tasks or ways of doing things • Open to new ideas & opinions; willingly accepts new ideas & opinions and changes behaviors accordingly	• Treats change as an opportunity for learning and growth; acts as a champion for change • Helps others deal with uncertainty; makes the picture clear • Quickly masters the new ideas; helps others to take on new challenges • Actively seeks a diversity of ideas and opinions; able to take the best ideas of others and apply them to the situation

10. Builds Partnerships

Behavior Definition	Unacceptable (1)/Marginal (2)	Meets Expectations (3)	Exceeds Expectations (4)/Exemplary (5)
Invests in the development of strategic internal and external partnerships; collaborates to reach productive agreements and foster goodwill.	• Does not willingly seek or build partnerships • Guards information closely; builds walls instead of bridges • Is disinterested in supporting other departments' or areas' work • Works with blinders on; doesn't understand, or is unconcerned about the impact of actions on others	• Identifies key relationships to be developed or strengthened • Exchanges information with partners to build relationships and solve potential problems • Collaboratively works to meet the needs of own and partner's areas • Understands the effects of own area's actions and decisions on partners	• Develops strong relationships across disciplines and hierarchies • Identifies opportunities to break down silos • Works in conjunction with partners to achieve goals for the greater good of the University; is willing to abandon own goals if necessary • Initiates dialogue to carefully consider the impact of actions on other individuals and areas; is proactive rather than reactive

11. Communicates Effectively

Behavior Definition	Unacceptable (1)/Marginal (2)	Meets Expectations (3)	Exceeds Expectations (4)/Exemplary (5)
Clearly conveys information and ideas to individuals and groups through a variety of communications modes, including formal presentations. Practices attentive and active listening; synthesizes information from multiple resources and incorporates it into current discussion content.	• Talks more than listens; formulates a response instead of hearing others' points and information • May be unclear or provide information too early, too late, or ambiguously • Hoards information, neglects to update necessary individuals or provides updates too frequently and when not necessary • Overuses a single form of communication, e.g., email, or overuses an inappropriate form of communication	• Listens more than talks; tries to understand others before responding • Organizes and presents information in a logical sequence and in a timely manner • Keeps employees/manager/team members informed on a regular and consistent basis about progress and problems • Chooses the appropriate mode of communication and adheres to accepted conventions	• Demonstrates active listening skills; solicits, listens, and acts on input from others • Sees and communicates patterns and connections between new information and current processes • Actively seeks information and willingly shares it, anticipating problems • Demonstrates expertise with multiple modes of communication; alters approach, as needed, for different audiences.

12. Creativity and Innovation

Behavior Definition	Unacceptable (1)/Marginal (2)	Meets Expectations (3)	Exceeds Expectations (4)/Exemplary (5)
Uses the imagination to create something new or different, such as work products, inventions, works of art, or performances. Identifies new and different approaches or solutions to situations, problems and opportunities.	• Fails to identify the need for new and different approach or solution to situation when one is required • Does not conceptualize new or different ways of doing things; resists new ideas • Quick to discredit the creative efforts of others and does not foster an atmosphere of collaboration • Wastes time on ideas that will not work or are unrelated to the task at hand	• Identifies the need for new and different approach or solution to situation when one is required • Receptive to new ideas; able to provide new approaches to situations • Brainstorms well with others; respectful of other's ideas • Able to identify several alternatives, approaches, product options, or adaptations of current processes for use when necessary.	• Understands the value of continuous improvement and seeks information to facilitate the growth of new ideas • Thinks "out of the box"; consistently comes up with unique ideas • Creates an atmosphere or climate that is open to ideas. Consistently refines and/or builds on the ideas of others • Projects how potential ideas may play out and is able to identify and then choose the best idea for the circumstance.

13. Critical Thinking

Behavior Definition	Unacceptable (1)/Marginal (2)	Meets Expectations (3)	Exceeds Expectations (4)/Exemplary (5)
Practices objective rather than subjective modes of reasoning and action. Maintains perspective when assessing qualitative and quantitative information. Appropriately challenges and questions common beliefs.	• Approaches problem solving in a disorganized subjective manner • Does not look at issues from multiple perspectives • Draws conclusions without conducting a thorough analysis • Tied to common beliefs, even when not supported by data	• Uses objective information to approach problem-solving • Looks at issues and solutions from multiple perspectives; balances qualitative and quantitative information • Looks beyond the obvious; doesn't stop at the first answer • Able to challenge common beliefs through careful analysis	• Uses data to predict and address hidden problems; able to solve the most complex problems • Can easily anticipate and pose future scenarios to address issues and solutions and respond accordingly • Sees the "big picture"; finds answers that support strategic goals • Proactively uses rigorous analysis to challenge common beliefs, and provide innovative solutions

14. Facilitates Change

Behavior Definition	Unacceptable (1)/Marginal (2)	Meets Expectations (3)	Exceeds Expectations (4)/Exemplary (5)
Recognizes and fosters the implementation and acceptance of constructive change within the workplace.	• Rarely seeks information about change initiatives • Establishes barriers to change • Does not alter behavior when faced with change • Does not recognize or foster an atmosphere of change • Consistently resists and is disruptive to change process	• Listens actively to others and presents own ideas for a balance of perspective • Seeks role models exhibiting change behaviors and similarly adapts self • Challenges the status quo • Acts as an advocate for change leaders	• Sustains and reinforces change vision, creating milestones and symbols to rally support • Recognizes barriers to change and works pro-actively to remove impediments • Persistent; models change behavior through consistent words and actions in support of the change • Creates a sense of urgency with regard to change; is able to clearly define the business value or imperative for change • Motivates people to change through interpersonal influence; leads by example

15. Professionalism

Behavior Definition	Unacceptable (1)/Marginal (2)	Meets Expectations (3)	Exceeds Expectations (4)/Exemplary (5)
Consistently displays a professional presence and confidence; creates a positive first impression as an individual and as a representative of the University	• Does not establish positive relationships with customers or coworkers • Loses composure easily • Is more committed to own needs vs. those of others • Doesn't meet the minimum standards and expectations of internal and external customers	• Establishes positive relationships with customers and coworkers • Maintains composure when dealing with others • Is dedicated to meeting the expectations and requirements of internal and external customers • The feedback from customers and coworkers is almost always positive	• Establishes positive relationships with senior managers, customers and the general employee population • Maintains composure under extreme or unusual circumstances • Skillfully handles the criticisms, complaints, and special requests of customers • Consistently builds effective relationships with customers & coworkers, and gains their trust and respect

16. Individual Efficiency

Behavior Definition	Unacceptable (1)/Marginal (2)	Meets Expectations (3)	Exceeds Expectations (4)/Exemplary (5)
Effectively manages time and resources to ensure that individual work is completed efficiently.	• Unable to prioritize own work tasks • Gives up too easily in the face of obstacles • Disorganized, wastes time; may be unable to say no • Doesn't have or follow a plan; may rely too much on self; conversely, may push tasks off on others	• Understands what's critical and what's not; able to prioritize • Able to eliminate roadblocks as they arise • Uses time efficiently & effectively; focuses on the priorities • Plans the work & works the plan; ensures that resources and time are available to complete individual tasks; works to avoid conflicts	• Links individual tasks to larger strategic goals, without losing sight of the little things • Anticipates roadblocks; plans and takes action to handle them; helps others remove similar obstacles • Gets more done in less time than others; can attend to multiple priorities • Can orchestrate complex projects to achieve a goal; takes advantage of available resources to complete work

17. Manages Information

Behavior Definition	Unacceptable (1)/Marginal (2)	Meets Expectations (3)	Exceeds Expectations (4)/Exemplary (5)
Collects and makes effective use of information needed to manage an organization or ongoing activities within it.	• Fails to protect, or misuses sensitive information • May provide too much or too little information, or does not provide timely, accurate information • Data not collected or reviewed in a timely manner or on a regular basis • Provides information that may be unclear	• Understands and applies policies and procedures for managing sensitive information • Provides timely, accurate information that meets the needs of the organization • Collects and reviews data on a regular basis to determine progress, anticipate needs, and make necessary adjustments to personnel or processes • Provides the information people need to know and do their jobs	• Creates an environment that supports effective management of sensitive information • Anticipates the needs of the organization and provides information to support those needs • Recognizes opportunities and advises the organization based on detailed and timely review of available information • Provides information that inspires high level of employee engagement and productivity

18. Interpersonal Versatility

Behavior Definition	Unacceptable (1)/Marginal (2)	Meets Expectations (3)	Exceeds Expectations (4)/Exemplary (5)
Succeeds in understanding others. Is open and skilled in using one's interpersonal style to meaningfully interact with others, including empathy, humility, and patience. Demonstrates tolerance and civility when engaging with employees, colleagues and customers.	• Does not build relationships easily; May be seen as unapproachable or insincere • Is threatened by others' strengths, or takes advantage of others' weaknesses • Unable to read others well; misinterprets the intentions, actions, or words of others; makes incorrect assumptions • Does not adopt style to the situation; may attack in the face of conflict or criticism	• Can interact effectively with a variety of people in the workplace; puts others at ease • Recognizes and understands the strengths and weaknesses of others • Notices and accurately interprets what others are feeling, based on their choice of words, tone of voice, expressions, and other nonverbal behavior • Is diplomatic and tactful; communicates sensitive issues in a non-threatening way; resolves conflict calmly	• Easily relates to, and is convincing to a wide variety of people; highly regarded • Recognizes, understands, and capitalizes on the strengths of others; seeks to develop others' weaknesses • Uses knowledge of others' behavior to frame own position and influence others • Able to sway opposing views and deliver constructive criticism so it is recognized and accepted; defuses high-tension situations comfortably; does not get rattled

19. Technical/Professional Knowledge

Behavior Definition	Unacceptable (1)/Marginal (2)	Meets Expectations (3)	Exceeds Expectations (4)/Exemplary (5)
Is professionally and technically accomplished to perform one's job. Achieves an accomplished level of technical and professional skill or knowledge in position- related areas; consistently staying abreast of current developments and trends in areas of expertise.	• Using out of date skills and technologies; lacks the technical and professional knowledge to do the job • Lacks interest or experience in higher education or in one's functional area • Doesn't learn new technical skills willingly when required • Does not demonstrate a willingness to learn, or to apply new technical/professional knowledge to the job	• Has the technical and professional knowledge to do the job at a high level of accomplishment • Knowledgeable in best practices affecting his/her department or function • Willing and able to learn new skills and knowledge • Takes advantage of technical courses and seminars affecting productivity; is eager to learn new things	• A subject matter expert. Able to bridge technical and professional knowledge with personal, interpersonal, and managerial skills • Can anticipate future consequences and trends accurately; is a go-to person for best practices in his/her department or function • Continuously experiments with and creates new processes in order to be at the leading edge of innovation in the workplace • Readily applies new learning to the job; is sought out to explain or instruct in new technology or business processes

20. Organizational Agility

Behavior Definition	Unacceptable (1)/Marginal (2)	Meets Expectations (3)	Exceeds Expectations (4)/Exemplary (5)
Understands how the University operates and the reasoning behind key practices; savvy; accomplishes tasks through formal and informal channels and networks.	• Does not take the time to learn how things work within and beyond their organization • Does not take the initiative or lacks the ability to get things done outside their area • Does not navigate complex situations effectively • Does not understand the impact of their actions; may be unaware of the needs of stakeholders	• Understands the operations within and beyond their individual work unit • Willing and able to get things done through formal and informal channels • Can navigate complex situations effectively • Is sensitive to the university culture; understands other stakeholders and their needs	• Understands why things work the way they do; knowledgeable of trends outside of university • Develops a strong network through the University; an expert at navigating through the organization • Anticipates potential problems and plans accordingly

21. People Focus

Behavior Definition	Unacceptable (1)/Marginal (2)	Meets Expectations (3)	Exceeds Expectations (4)/Exemplary (5)
Makes people and their needs a primary focus of action; takes full responsibility for fostering productive people relationships; focused on creating goodwill	• Is a poor listener; impatient and easily frustrated when interacting with others • Seldom interacts with colleagues; does not build productive work relationships • Works around rather than through others; discounts or discredits others' contributions or suggestions • Rarely acknowledges the contribution of others; discredits other's ideas • Consistently forces ideas and suggestions on others; unwilling to compromise	• Listens more than talks; is patient yet persistent • Takes time to build productive working relationships • Values, appreciates, and includes others; acknowledges their perspectives and ideas • Expresses gratitude and appreciation to others who provide information, assistance, or support • Finds common ground and solves problems for the good of all	• Consistently practices active listening skills • Demonstrates genuine concern and interest in others; notes and recalls important information about others • Sees the larger picture; willing to sacrifice personal goals for the greater good • Helps others without being asked; volunteers for special projects; goes the extra mile • Seeks out opposing views; sees differences as a strength rather than a weakness

22. Persistence

Behavior Definition	Unacceptable (1)/Marginal (2)	Meets Expectations (3)	Exceeds Expectations (4)/Exemplary (5)
Stays with a position or plan of action until the desired objective is obtained or is no longer reasonably attainable	• Gives up too soon or moves on to something that's going better • Does not change course, when needed to reach an objective • Consistently unable to complete tasks • Unable to recognize when a goal cannot be achieved	• Actively works to overcome obstacles by changing strategies, doubling efforts, using multiple approaches • Able to modify a plan in order to reach an objective • Pursues work with energy, drive, and a need to finish • Recognizes when a goal cannot be achieved, and adjusts focus appropriately	• Often sought out by others to assist in the creation of strategies to overcome bottlenecks and complications • Changes course with ease; keeps others focused on the objective • Takes charge, when called upon, to complete tasks that others are unable to complete • Almost always redirects energy into related achievable goals, if necessary

23. Plans and Organizes

Behavior Definition	Unacceptable (1)/Marginal (2)	Meets Expectations (3)	Exceeds Expectations (4)/Exemplary (5)
Establishes courses of action for self and others to ensure that work is completed efficiently. Develops ways to get work done; effectively organizes people and activities; sees opportunities for cooperation and integration where others might not.	• Does not anticipate or see how multiple activities come together; unable to break assignments down into manageable tasks • Does not allocate sufficient time for completing tasks • Does not plan well and is disorganized • Does not demonstrate an ability to utilize people and other resources to complete work • Unable to handle multiple activities	• Determines project/assignment requirements by breaking them down into tasks • Allocates appropriate amounts of time for completing own and others' work • Manages schedules well; develops and sticks to timelines and milestones • Takes advantage of available resources to complete work efficiently • Can orchestrate multiple activities at once to accomplish a goal	• Successfully handles projects and assignments that are risky and filled with uncertainty • Develop strategies to complete work by actively spending time to understand and analyze group processes • Successfully manages even the most complex project schedules • Is an expert at marshalling resources to get things done • Consistently maintains effectiveness when things don't go as planned

24. Quality Focus

Behavior Definition	Unacceptable (1)/Marginal (2)	Meets Expectations (3)	Exceeds Expectations (4)/Exemplary (5)
Continually seeks to improve work processes, products and services. Sweats the details. Ensures that work is free from errors and is accomplished safely; takes action to correct problems.	• Produces work that is below the quality standard; contains errors, and usually requires rework • May be careless and unconcerned for quality results; conversely, perfectionism may limit productivity • Doesn't follow effective, accurate, and efficient work processes • Avoids learning the tools and techniques to improve work processes when necessary • Unable to implement changes to own work processes when required • Does not follow safety procedures or report problems	• Delivers work which meets the needs of internal and external customers • Initiates action to correct problems or notifies others of issues as appropriate that impact work quality • Watches over job processes, tasks, and work products to ensure freedom from errors, omissions, or defects • Leverages technology to positively impact quality • Is open to suggestions and experimentation • Understands and applies safety standards. Reports and corrects safety problems	• Consistently produces work that is always among the best • Anticipates and takes action to avoid quality problems • Creates effective work processes and ways to measure quality • Is in the forefront for using tools and techniques to improve work processes • Empowers others to design their own work processes, lending assistance, if necessary • Creates an environment committed to upholding safety standards

25. Strategic Focus

Behavior Definition	Unacceptable (1)/Marginal (2)	Meets Expectations (3)	Exceeds Expectations (4)/Exemplary (5)
Understands the university's long-term objectives and focuses current activities on what is critical to achieving aligned goals for self, department/school and the University and eliminating non-valued activities	• Does not understand own role in achieving larger department/school and University objectives • Does not or rarely aligns daily work activities and resources to support organizational strategies • Fails to stay informed about long-term University objectives and information that affects individual job and Department/Schools • Future implications not considered when making plans, considering decisions and taking action • Disregards trends; does not develop plans for future opportunities or problems	• Understands own role in achieving larger Department/School and University objectives • Aligns daily work activities and resources to support organizational strategies • Stays up-to-date on long-term University objectives and information that affects individual job and Department/Schools • Thinks about future implications when making plans, considering decisions and taking action • Notices trends and develops plans to prepare for future opportunities or problems	• Develops and articulates a clear, concise individual or Department/School strategy that includes the broader University-wide perspective • Sets and implements goals and activities that support the strategy • Aligns individual or Department/School activities or operations to better meet long- term objectives, even it results in unpopular or difficult decisions in the short-term. • Sought out as a trusted resource to inform others about long-term University objectives and information that affects individual jobs and Department/Schools • Promotes having a strategic, future perspective among peers, management and constituents – and walks the talk • Identifies patterns or connections that are not obviously related and uses them to address key opportunities and problems that affect Department/School or University objectives

26. Ability to Conceptualize

Behavior Definition	Unacceptable (1)/Marginal (2)	Meets Expectations (3)	Exceeds Expectations (4)/Exemplary (5)
Mentally assembles diverse pieces of information and grasps their significance as a coherent, meaningful whole.	• Does not combine analysis and strategy to produce ideas or decisions • Does not understand how various elements fit together in ways that can be explained and understood by others • Fails to use analytical skills to generate a range of solutions to problems • Fails to see or understand the path forward • Fails to effectively translate complex ideas for a variety of audiences	• Combines analysis and strategy to produce ideas or decisions • Understands how various elements fit together in ways that can be explained and understood by others • Uses analytical skills to generate a range of solutions to problems • Sees and understands the path forward • Can effectively translate complex ideas for a variety of audiences	• Inspires consensus and buy-in to strategy and new ideas • Provides framework to translate big ideas into action • Leads others around top priority solutions to complex problems • Maps out a plan for the future; brings team members along toward a common goal • Anticipates future consequences and trends and aligns work and people around new strategy

27. Delegates/Shares Responsibility

Behavior Definition	Unacceptable (1)/Marginal (2)	Meets Expectations (3)	Exceeds Expectations (4)/Exemplary (5)
Appropriately allocates decision-making authority and/or task responsibility to others; maximizes the use of individual resources to increase organizational effectiveness.	• Does most things by him/herself; conversely, may over- delegate or leave tasks to others • Keeps knowledge and expertise to himself/herself • Does not want to or know how to empower others; may delegate/share some tasks, but not pass on decision-making authority, or set guidelines or parameters • Controls a person or a situation by paying extreme attention to small details or by finishing the work assigned to others • Takes credit for the work of others	• Delegates/shares responsibility and accountability for tasks and decisions • Willingly shares knowledge and expertise with others • Willingly empowers others by delegating/sharing tasks and decision-making authority. • Trusts people to perform and finish assignments • Recognizes the accomplishments of others	• Seeks opportunities to delegate/share responsibility and accountability for all team members • Seeks out ways to share knowledge and expertise that supports the strengths and interests of others and encourages development • Ensures that employees can be successful; provides clear information and tools • Actively provides support without removing responsibility; is a teacher and mentor; expresses confidence in the individual • Finds ways for employees and colleagues to succeed and be recognized

28. Gains Commitment

Behavior Definition	Unacceptable (1)/Marginal (2)	Meets Expectations (3)	Exceeds Expectations (4)/Exemplary (5)
Effectively explores alternatives and positions to facilitate agreements with the support and acceptance of all parties. Uses appropriate interpersonal styles and strategies to gain acceptance of ideas or plans.	• Focused on getting own point across without considering others • Allows conflict to derail forward progress • Poor negotiator; May give in too easily, just to gain agreement; conversely, may leave bad feelings • Does not seek common ground • Undermines internal and/or external support once an agreement has been reached	• Demonstrates good listening skills • Deals effectively with conflict; able to settle differences between others • Reaches agreements without damaging relationships • Finds "win-win" solutions • Gains internal and/or external support once an agreement has been reached	• Uses interpersonal styles to gain the trust of all parties • Skillfully diffuses attack, contention, and non- negotiable issues • Skillfully negotiates the toughest situations with internal and external groups • Consistently finds creative solutions to the most difficult problems • Champions the agreement or plan, and motivates others to be champions

29. Leadership Presence

Behavior Definition	Unacceptable (1)/Marginal (2)	Meets Expectations (3)	Exceeds Expectations (4)/Exemplary (5)
Lives the University's beliefs and leads by consistent example; daily actions are consistent with espoused beliefs and demonstrates expectations. Helps others understand the organization's vision and values and keeps them at the forefront of organizational decision-making and action.	• Behaviors do not reflect the University's beliefs. • Actions don't match words • Does not show respect for others • Unable to get things done; waits for others to step in.	• Positive about the University and its beliefs; communicates the values to others • Walks the talk; leads by example • Demonstrates respect for the rights, dignity, and differences of others. • Knows how to get things done	• Uses interpersonal styles to gain the trust of all parties • Skillfully diffuses attack, contention, and non- negotiable issues • Skillfully negotiates the toughest situations with internal and external groups • Consistently finds creative solutions to the most difficult problems • Champions the agreement or plan, and motivates others to be champions

30. Manages Conflict

Behavior Definition	Unacceptable (1)/Marginal (2)	Meets Expectations (3)	Exceeds Expectations (4)/Exemplary (5)
Takes positive action, using appropriate interpersonal styles and methods, to reduce tension or conflict between two or more people. Effectively handles antagonistic situations using objectivity and avoiding personal attacks.	• Avoids conflict situations where action in needed • May drive for a solution without understanding the problem or before others are ready • Acts in ways that escalate conflict; may engage in personal attacks • Gives in and says yes too soon; conversely, may be overly competitive and need to win every dispute	• Recognizes and addresses conflicts quickly • Collects information to understand the conflict; listens to all sides • Stays focused on resolving the conflict • Finds common ground; and settles disputes equitably	• Anticipates and acts to address potential conflict situations; helps others address difficult situations • Identifies and gains agreement on the key issues to be resolved • Uses conflict as an opportunity for improvement • Resolves conflicts in ways that strengthens relationships within the organization; creates "win-win" results

31. Mentors and Coaches

Behavior Definition	Unacceptable (1)/Marginal (2)	Meets Expectations (3)	Exceeds Expectations (4)/Exemplary (5)
Recognizes and acknowledges strengths in others. Provides timely guidance and feedback to help others develop knowledge and skill areas to accomplish tasks or solve problems.	• Does not coach or mentor other employees; does not acknowledge the strengths in others • Feedback is infrequent; avoids difficult conversations • Does not provide clear expectations or guidance, and does not follow-up or check for understanding • Assumes what employees & coworkers need; may have trouble adapting to their needs	• Willingly mentors other employees who need help and further development • Provides honest and timely feedback and reinforcement • Explains and demonstrates expected behaviors; encourages questions to ensure understanding • Is an active listener; adapts mentoring to the needs of employees and coworkers	• Seeks out opportunities to mentor and coach employees; showcases the successes of others • Looks for opportunities to give appropriate feedback on performance; reinforces efforts and checks on progress • Explains, demonstrates, and reinforces expected behaviors, knowledge, and skills; is a role model • Inspires employees and coworkers to develop and grow

Option: Observed Behaviors (Universal Performance Dimensions)

Includes Performance Levels, Definitions, and Associated Rating Scales

Diversity Commitment (See No. 4, page 2)

Teamwork (See No. 6, page 3)

Organizational Commitment

Behavior Definition	Unacceptable (1)/Marginal (2)	Meets Expectations (3)	Exceeds Expectations (4)/Exemplary (5)
Demonstrates a productive work style that is compliant with university and department policies and procedures in support of established goals and objectives	• Is consistently slow in performing work as assigned • Unproductive; routinely fails to complete assignments • Work often must be completed by other members of the team/department • Is often late arriving for assigned work time/s • Does not meet all/some of the individual or team goals • Fails to comply with university and/or departmental policies or procedures	• Uses time and other resources efficiently and productively • Prioritizes work efficiently • Follows through on commitments • Contributes constructively to the mission, goals, and objectives of the organization • Is reliable, can be counted on to assist others as needed	• Notices when team members need assistance in meeting goals and deadlines; proactively steps in to help • Is a recognized expert in policies and procedures to whom the department relies on for guidance • Takes a leading role in helping establish new procedures; is dedicated to continuous improvement • Can easily be cross-utilized in other roles and duties, helping out when needed • Is willing to stay late or come in early to do what it takes to complete assigned work

Stakeholder Focus

Behavior Definition	Unacceptable (1)/Marginal (2)	Meets Expectations (3)	Exceeds Expectations (4)/Exemplary (5)
Demonstrates concern for satisfying one's external and/or internal stakeholder/customers	• Demonstrates little or no concern for customers or stakeholders • Is discourteous to customers; conveys a tone and uses derogatory words to and about customers • Does not maintain solid relationships with customers/stakeholders, nor seek ways to develop them • Does not respond to customers in a timely manner; ignores phone calls, emails or requests • Does not meet customers' expectations of service/support	• Is dedicated to meeting the expectations and requirements of internal and external stakeholders/customers. • Obtains first-hand customer information and uses it for improvement • Establishes and maintains effective relationships with stakeholders/customers and gains their trust and respect	• Leads customer service improvement efforts across the organization • Leads gathering of customer/ stakeholder satisfaction measures including response plans • Demonstrates role model service; sets an example for others • Routinely steps in to help; offers expertise as a resource to team members in addressing customer concerns • Is a go-to person for customers and team members alike in understanding and fixing issues

Maintaining a Safe and Secure Work Environment

Behavior Definition	Unacceptable (1)/Marginal (2)	Meets Expectations (3)	Exceeds Expectations (4)/Exemplary (5)
Committed to maintaining a safe, secure, and non-threatening work environment	• Needs constant supervision to maintain a safe, healthy environment • Takes unnecessary risks disregarding procedures, use of protective equipment or other safety processes • Has threatened or harassed others in the course of working or representing the university • Fails/failed to report safety incidents, hazards, crimes or other emergencies to university officials • Does not follow instructions	• Maintains a clean, healthy, and safe work environment • Contributes to a work environment that is non-threatening, secure, and free of harassment • Understands and adheres to safety policies and procedures • Promptly reports accidents, injuries, safety hazards, crimes, or emergencies to supervisor or appropriate university officials • Follows operating instructions, uses protective equipment when required, actively strives to prevent accidents and injuries	• Leads safety efforts regardless of position • Competently steps in to help when safety concerns or emergencies occur • Has focused on developing skills through training to help maintain a safe environment • Does not tolerate harassment of others; seeks to educate and remedy any such situation • Actively involved with continuous improvement efforts; gathers and analyzes safety or health measures and leads response and educational plans