



# CORE COMPETENCIES AND THEIR ROLE IN PERFORMANCE APPRAISALS

PERFORMANCE MANAGEMENT – EDUCATIONAL SESSION ONE

WEBCHAT WITH ELAINE SCHILLING – 3 MAY 2016

# Core Competencies and their role in performance appraisals

An overview of core competencies and how they are used in performance appraisals

# What is a Competency?

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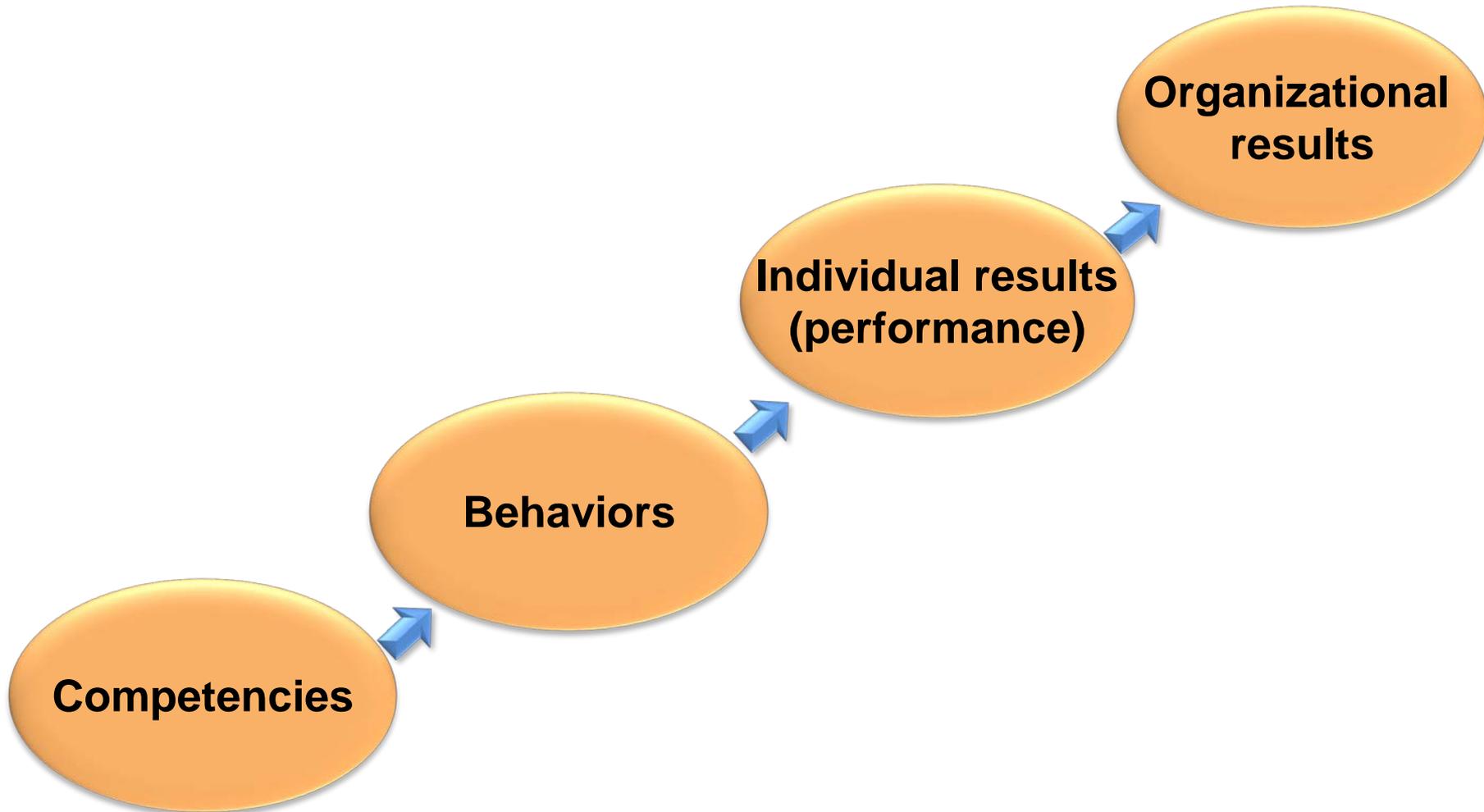
It is a measurable pattern of skills, knowledge, abilities, behaviors and other characteristics needed to perform and fulfill one's job responsibilities.

# Core Competencies

*Competencies are important for:*

- Ensuring organizational success
- Enhancing employee contribution, performance
- Measuring job responsibilities and organizational citizenship behaviors, such as communication, teamwork and collaboration
- Illustrating two important factors: how well you perform your job *and* how well you perform your job in a team environment

# Effects of Using Core Competencies



# Competency-based Performance Management

Addresses how a person accomplishes job responsibilities in addition to what a person accomplishes.



# UC Merced Core Competencies

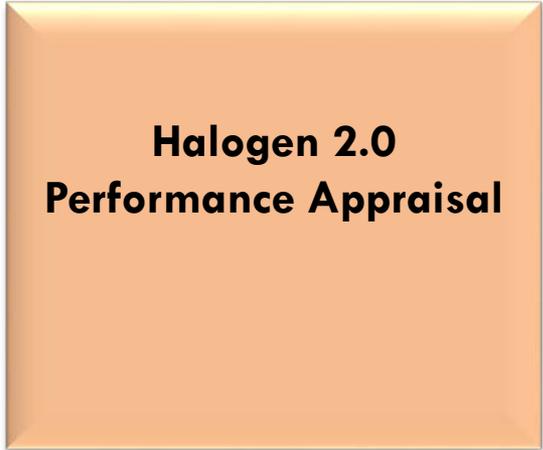
1. **Communication**
2. **Diversity and inclusion**
3. **Employee engagement**
4. **Innovation and change management**
5. **Job mastery and continuous learning**
6. **Resources management and sustainability**
7. **Results orientation and execution**
8. **Service focus**
9. **Teamwork and collaboration**
10. **Solving problems**
11. **Quality assurance and assessment**
12. **People management (for managers)**

They speak to the skills and behaviors necessary for personal and professional success.

All employees should demonstrate each of these competencies in their day-to-day tasks and job responsibilities.

# UC Merced Core Competencies

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**Halogen 2.0  
Performance Appraisal**

# UCM Core Competencies Rubric Guide

- Provides examples of what behaviors *could* look like and are not inclusive of all behaviors that demonstrate each level of performance for the competency.
- The rubric is a tool to help guide evaluation of employee performance and should not be used as a checklist for employees' behavior.
- It is important to have discussions in your area/unit, so that each person understands what each competency “looks like” on a regular basis – and how performance is being assessed.

# UCM Core Competency - Example

## DIVERSITY AND INCLUSION

### **Description:**

Models and promotes UCM's Principles of Community and complies with UC Policies on Diversity and Non-Discrimination.

1. Demonstrates behaviors that include fairness, respect, inclusiveness, empathy, integrity, and ethical conduct.
2. Fosters a climate and culture in which each person is accepted and has the opportunity to grow and develop.
3. Practices behaviors that promote diversity and inclusion in dealings with and on behalf of the University, consistent with laws, regulations, UC Policies, and Principles of Community.

# Core Competency – Example

## Diversity and Inclusion (behavioral indicators)

	<b>Unacceptable (U)</b>	<b>Partially meets/needs improvement (NI)</b>	<b>Meets expectations (ME)</b>	<b>Far exceeds expectations (FE)</b>
<b>1</b>	<b>Does not demonstrate inclusiveness; fails to recognize the value of differences.</b>	<b>Is often not aware of or interested in diverse backgrounds or points of view.</b>	<b>Respects, includes, and recognizes differences.</b>	<b>Highly inclusive; encourages, recognizes and incorporates diverse points of view.</b>
<b>2</b>	<b>Is not welcoming or respectful; coworkers and campus partners often “work around” to avoid interaction.</b>	<b>Is reticent to include new people or ideas.</b>	<b>Includes and welcomes diverse individuals and groups.</b>	<b>Actively creates an inclusive and welcoming environment for diverse individuals and groups across campus.</b>
<b>3</b>	<b>Neither understands nor promotes opportunities to experience diversity on campus.</b>	<b>Needs to develop better understanding and awareness of opportunities to learn about and experience diversity on campus.</b>	<b>Participates in a range of opportunities to learn about and experience diversity on campus; encourages others to do the same.</b>	<b>Actively creates opportunities for others to learn about and experience diversity on campus.</b>

# Core Competency – Example

## Diversity and Inclusion (behavioral indicators)

	<b>Meets expectations (ME)</b>
<b>1</b>	<p><i>Respects, includes, and recognizes differences.</i></p> <p><b>In the project assignment to survey student users about their IT needs for the next year, XXX defined the different levels of users he had worked with this past year (beginner to advanced.) He met with each group to determine what they needed.</b></p>
<b>2</b>	<p><i>Includes and welcomes diverse individuals and groups.</i></p> <p><b>When talking with users, he individually welcomed and thanked each person and each group. He did not assume that he knew their needs; he gave them the opportunity to describe their needs. He was respectful of the large range of user knowledge by indicating there was no “right or wrong” level of knowledge.</b></p>
<b>3</b>	<p><i>Participates in a range of opportunities to learn about and experience diversity on campus; encourages others to do the same.</i></p> <p><b>As part of this project, he responded to one immediate need and had a user job aid translated into two languages. He sought out colleagues who had worked with similar student users during the past year - he asked questions, listened to their lessons learned, and “borrowed” successful strategies. At the end of the project, he encouraged his peers to “go out and learn first hand about who our diverse users are, and what their diverse needs are.”</b></p>

# Benefits of Using Competencies

## For managers

**Clarify standards of performance for easier communication of expectations to direct reports.**

**Provide foundation for dialogue with employee about performance, development, and career related issues.**

**Identify performance criteria to improve the accuracy and ease of observing, discussing and evaluating performance.**

## For employees

**Criteria required to be successful in the job are identified and described.**

**Provide foundation for dialogue with supervisor about performance, development, and career related issues.**

**Identify specific areas for professional development and/or improvement, career goals.**

# How Supervisors Can Use Competencies

<b>Set and Communicate Clear Expectations</b>	<ul style="list-style-type: none"><li>■ Clarify job standards, expectations</li><li>■ Provide employees with clear direction on how they can contribute to the University</li><li>■ Reinforce behaviors that are consistent with the University's mission, culture, and priorities</li></ul>
<b>Identify Learning &amp; Development Actions</b>	<ul style="list-style-type: none"><li>■ Provide employees with a roadmap for building strengths and closing development gaps</li><li>■ Tie to career growth and encourage an organizational culture that values and pursues learning</li><li>■ Prepare employees to succeed in changing work world</li></ul>
<b>Manage Human Resources</b>	<ul style="list-style-type: none"><li>■ Improve consistency in recruiting and selection, training, performance management, talent management and workforce planning</li><li>■ Streamline and simplify HR operations, responsibilities of supervisors</li></ul>

# How Individuals Can Use Competencies

<b>Set and Understand Expectations</b>	<ul style="list-style-type: none"><li>▪ Partner with supervisor to set expectations</li><li>▪ Understand and meet job standards, expectations</li><li>▪ Understand how I contribute to the University's success</li><li>▪ Employ behaviors that are consistent with the University's mission, purpose, and culture</li></ul>
<b>Identify Learning &amp; Development Actions</b>	<ul style="list-style-type: none"><li>▪ Develop a roadmap for building my strengths and closing development gaps</li><li>▪ Tie to career growth and on-going learning</li><li>▪ Develop skills and knowledge to succeed in changing work world</li><li>▪ Recognize that I have transferable skills</li><li>▪ Match experience and knowledge with core competencies</li></ul>

# Use of Competencies Example: Employee

## Communication: Development Actions

### On the job

- Prepare for difficult interaction by conducting a mock/role play session; practice listening and asking questions
- Shadow senior colleagues as they prepare for and /or deliver high visibility presentations
- Debrief after receiving feedback; give/accept honest feedback and apply key learning points
- Practice identifying and adapting to a range of specific communication styles; seek input from colleagues on “best practices” and what works in the UCM culture

### Coaching/ mentoring

- “Sit in” (or listen in) with more senior colleagues in meetings; summarize observations and implications for how to improve personal communication style
- Ask for feedback on writing before submitting to manager
- Seek feedback from your manager on how to handle a challenging employee issue (e.g., strong performer who does not work well with peers); take action and follow up

### Formal training

- Take a writing skills course
- Take a training course (e.g., listening skills, reading body language, asking effective questions, negotiation skills)

# Upcoming Webchat

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- Join us on the next webchat, scheduled for:
  - Wednesday, May 18 from 2:30 to 3:30  
“Establishing Meaningful Goals”



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