DIVERSITY AND INCLUSION

Models and promotes the University of California 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.

	MET FEW EXPECTATIONS (MFE)	MET SOME EXPECTATIONS (MSE)	SUCCESSFULLY MET EXPECTATIONS (SME)	FAR EXCEEDED EXPECTATIONS (FEE)
1	▪ Does not demonstrate inclusiveness; fails to recognize the value of differences.	▪ Is often not aware of or interested in diverse backgrounds or points of view.	▪ Respects, includes, and recognizes differences.	▪ Highly inclusive; encourages, recognizes and incorporates diverse points of view.
2	▪ Is not welcoming or respectful; coworkers and campus partners often 'work around' to avoid interaction.	▪ Is reticent to include new people or ideas.	▪ Includes and welcomes diverse individuals and groups.	▪ Actively creates an inclusive and welcoming environment for diverse individuals and groups across campus.
3	▪ Neither understands nor promotes opportunities to experience diversity on campus.	▪ Needs to develop better understanding and awareness of opportunities to learn about and experience diversity on campus.	▪ Participates in range of opportunities to learn about and experience diversity on campus; encourages others to do the same	▪ Actively creates opportunities for others to learn about and experience diversity on campus.

RESOURCES MANAGEMENT AND SUSTAINABILITY

Demonstrates integrity, accountability and efficient stewardship of university resources in a manner consistent with the UC Standards of Ethical Conduct and other policies. Models and promotes behavior and practices supporting and institutionalizing sustainability.

1. Models and promotes safe behaviors in all work environments in accordance with university health and safety policies, procedures and guidelines

2. Embraces and promotes university ethical values and standards when managing and using resources

3. Demonstrates behaviors aligned with UC Sustainable Practices Policy and UC Merced Campus sustainability goals, including energy efficiency, water conservation, recycling and reducing greenhouse gas emissions

4. Models the use of sound judgment and accountability when managing human resources and using operational, financial resources

	MET FEW EXPECTATIONS (MFE)	MET SOME EXPECTATIONS (MSE)	SUCCESSFULLY MET EXPECTATIONS (SME)	FAR EXCEEDED EXPECTATIONS (FEE)
1	▪ Engages in practices that violate safety standards putting self and others at risk.	▪ Does not consistently adhere to health and safety standards, creating risks for customers and coworkers.	▪ Understands and applies health and safety standards; reports and corrects potential threats. Models safe behaviors	▪ Establishes innovative practices that uphold and improve health and safety standards; mentors others in safety practices; proactive in mitigating risk.
2	▪ Expresses a lack of understanding or support for UC Ethical Values and Standards of Conduct	▪ Is informed of UC Ethical Values and Standards of Conduct; behavior is occasionally inconsistent with the policies	▪ Is aware of and follows UC Ethical Values and Standards of Conduct; behavior is consistent with the policies	▪ Actively models and promotes UC Ethical Values and Standards of Conduct
3	▪ Is wasteful of energy and environmental resources.	▪ Sometimes conserves resources; needs a better understanding of conservation directives and practices.	▪ Engages in practices that conserve energy and environmental resources; actively looks for savings	▪ Actively seeks and recommends innovative solutions for conserving energy and environmental resources.
4	▪ Consistently demonstrates a lack of understanding of or interest in efficient stewardship of resources. Finds fault with others or makes excuses for lack of accountability.	▪ Needs to develop better understanding of efficient stewardship of university resources; somewhat lacks accountability	▪ Successfully leverages resources consistent with UC Policies and best practices; Models accountability for one's one actions and inspires others to do the same.	▪ Highly proficient at leveraging department and university resources. Models accountability; thinks of innovative ways to spread awareness of UC Policies and best practices.

SOLVING PROBLEMS

Takes a proactive approach to anticipating, preventing, and solving problems.

1. Analyzes and prioritizes situations to identify and solve problems.
2. Solutions increase efficiency and improve quality.
3. Involves others in solving problems and making decisions.
4. Factors organizational goals into decisions.
5. Makes clear, transparent, timely decisions.

	MET FEW EXPECTATIONS (MFE)	MET SOME EXPECTATIONS (MSE)	SUCCESSFULLY MET EXPECTATIONS (SME)	FAR EXCEEDED EXPECTATIONS (FEE)
1	▪ Has difficulty distinguishing between critical and noncritical issues; loses focus when resolving larger issues.	▪ Needs help analyzing and prioritizing problems; tends to focus on simple operational issues.	▪ Solves urgent, high impact problems first; stays focused until they are successfully resolved.	▪ Analyzes and prioritizes critical problems accurately and quickly; maintains a sense of urgency in solving even complex problems.
2	▪ Solutions are rarely innovative; 'quick fixes' do not yield lasting or quality results.	▪ Solutions usually short-term; rarely transformative in terms of greater efficiency and/or improved quality.	▪ Solutions effectively address issues and are easily sustainable. Efficiency is increased, enhancing the quality of products and services.	▪ Solutions transform workplace; processes are more efficient; the quality of products and services improve significantly.
3	▪ Rarely collaborates with peers and campus partners; doesn't look for more efficient ways to do things.	▪ Sometimes collaborates with others; prefers to solve problems independently.	▪ Collaborates effectively with others to solve problems and make decisions; seeks input from unit and campus partners.	▪ Highly collaborative; consistently and effectively seeks input from unit and campus partners; is nimble and decisive.
4	▪ Decisions have minimal or no impact in terms of improving the quality of products and services, or in aligning with department goals.	▪ Decisions focus on immediate, short-term issues, losing sight of larger department goals and initiatives.	▪ Keeps organizational and department goals in mind when solving problems. Decisions and actions often align with organizational and department goals.	▪ Consistently aligns decisions and actions with organizational and department goals and initiatives.
5	▪ Has difficulty articulating rationale for decisions; often defers decision-making to others.	▪ Decisions are sometimes not clear; tends to put off decisions on more complex issues.	▪ Makes sound decisions based on facts and experience. Decisions often support and facilitate desired outcomes.	▪ Consistently makes clear, transparent, timely decisions; decisions consistently align with organizational and departmental goals.

RESULTS ORIENTATION AND EXECUTION

Demonstrates the ability to analyze situations or problems, make timely and sound decisions, construct plans and achieve optimal results.

1. Understands and communicates strategic goals and plans to achieve them.
2. Mobilizes resources to achieve shared strategic vision and goals.
3. Aligns knowledge and talent with program goals.
4. Develops and implements metrics to measure results.
5. Anticipates and solves problems.

	MET FEW EXPECTATIONS (MFE)	MET SOME EXPECTATIONS (MSE)	SUCCESSFULLY MET EXPECTATIONS (SME)	FAR EXCEEDED EXPECTATIONS (FEE)
1	▪ Does not follow an orderly method of setting objectives, scoping out difficulties, detailing work, or planning for task completion.	▪ Does not have a clear picture of unit or University goals; lacks perspective to pull elements into a strategic view; plans often lack substance and specificity.	▪ Creates effective plans: defines purpose and outcomes; breaks complex tasks into process steps, prioritizes activities, itemizes resources and estimates costs.	▪ Creates innovative, ambitious plans which align with unit and University goals and serve as reliable roadmaps to desired outcomes.
2	▪ Is not able to integrate multiple activities and resources into a cohesive, actionable project.	▪ Has difficulty marshaling and informing resources to work together to achieve desired outcomes.	▪ Organizes, informs and supports resources to achieve goals.	▪ Effectively informs and mobilizes resources—staff, stakeholders, technical experts—to achieve shared vision, mission, and goals.
3	▪ Fails to identify mobilize resources to achieve program goals.	▪ Has difficulty identifying and aligning resources to achieve desired outcomes.	▪ Aligns program goals with talent and resources needed to achieve them.	▪ Maximizes resource utilization, by matching people/materials with program goals.
4	▪ Unwilling/unable to create or track metrics.	▪ Has difficulty defining and implementing appropriate metrics to measure success.	▪ Conducts evaluations to measure success and determine how processes may be changed to improve quality and/or efficiency.	▪ Develops and implements reliable, effective metrics to measure outcomes; identifies and recommends changes to improve efficiency and effectiveness.
5	▪ Ignores small problems until they become significant, jeopardizing deadlines and effective utilization of resources.	▪ Identifies problems but does not effectively address them.	▪ Addresses problems in process or resourcing quickly and effectively.	▪ Proactively anticipates, analyzes and solves problems and motivates others to do the same.

COMMUNICATION

Shares and receives information using clear oral, written and interpersonal communication skills.

1. Demonstrates effective written and oral communication skills.

2. Actively listens, provides constructive feedback, and demonstrates respect for differing views.

3. Shares information with others.

4. Actively seeks others' perspectives to ensure inclusiveness and understanding.

5. Tailors communications to diverse audiences.

	MET FEW EXPECTATIONS (MFE)	MET SOME EXPECTAIONS (MSE)	SUCCESSFULLY MET EXPECTATIONS (SME)	FAR EXCEEDED EXPECTATIONS (FEE)
1	▪ Reports and other documents are poorly written—unclear, overly simplistic, or grammatically incorrect.	▪ Written and oral skills need development. Writes and speaks clearly; however often disorganized and/or not appropriate for audience.	▪ Written and verbal communications are consistently clear, persuasive, and audience-appropriate.	▪ Communication is of the highest caliber; clear, persuasive, accurate, and focused on the needs of specific individuals and groups.
2	▪ Often appears distracted or disinterested; frequently interrupts others; contributions are often unclear or inaccurate	▪ Interrupts others to express point of view; has difficulty getting to the point; facts not always accurate or relevant. Sometimes appears inattentive.	▪ Effective communicator: knowledgeable and concise; demonstrates active listening,, explains issues clearly and succinctly.	▪ Highly proficient communicator; listens to and synthesizes others' ideas; explains even complex issues clearly and succinctly. Models actively listening
3	▪ Does not share information in a timely manner, creating problems for colleagues and customers.	▪ Tends to 'hold on' to information; has difficulty distinguishing between critical and noncritical data.	▪ Consistently shares accurate, timely information with the right people in the right format.	▪ Models openness and transparency in sharing information with campus partners and stakeholders.
4	▪ Avoids contact with coworkers and campus partners.	▪ Keeps communication to a minimum; reticent to share thoughts and ideas.	▪ Maintains open, honest dialogue with coworkers and campus partners. Integrates others' thoughts and ideas.	▪ To ensure optimal results, consistently and effectively seeks and incorporates others' ideas.
5	▪ Has difficulty tailoring communication to the needs of others; communicates 'too much,' 'too little,' or 'too late.'	▪ Communications do not always keep audience; doesn't edit speech and writing for greater clarity and better understanding.	▪ Effectively tailors communication to audience and individual needs.	▪ Effectively adapts written and verbal communication to audience; effectively distinguishes between 'need to know' and 'nice to know.'

QUALITY ASSURANCE AND ASSESSMENT

Demonstrates involvement in the unit's annual and/or periodic assessment efforts, including the unit's efforts to improve the quality of its services.

1. Understands the value of innovation and of quality improvement.
2. Improves processes and practices by identifying inefficiencies and redundancies.
3. Collaborates with campus partners to assess and improve the quality of products and service.
4. Demonstrates efficiency and quality in one's own work.
5. Manages and sustains change initiatives.

	MET FEW EXPECTATIONS (MFE)	MET SOME EXPECTATIONS (MSE)	SUCCESSFULLY MET EXPECTATIONS (SME)	FAR EXCEEDED EXPECTATIONS (FEE)
1	▪ Change averse; prefers to continue to do things as they always have been done.	▪ Has a limited perspective and understanding of the importance of quality improvement.	▪ Understands and communicates the importance of quality improvement; identifies weaknesses that impede processes and recommends changes.	▪ Clearly understands and communicates the importance of quality improvement; consistently offers original, inventive ideas for improving products and services.
2	▪ Does not look for more efficient ways to get work done; consistently demonstrates resistance to change.	▪ Occasionally suggests improvements to work processes; lacks initiative in terms of implementing changes to improve the quality of service.	▪ Analyzes processes to identify redundancies and workflow inhibitors; restructures processes to improve quality of service.	▪ Always looking for better ways to do things; quickly and accurately identifies inefficiencies; successfully manages change processes.
3	▪ Has no working knowledge of unit's assessment efforts. Does not collaborate with team or campus partners in terms of sharing QI activities and successes.	▪ Needs to develop stronger working relationships with coworkers in order to collaborate on quality issues and expand working knowledge of assessment efforts	▪ Works effectively with team and campus partners to improve the quality of products and services. Often demonstrates involvement in unit's assessment efforts.	▪ Collaborates with partners across campus to significantly improve processes in order to achieve higher quality products and services. Consistently demonstrates involvement in unit's assessment efforts.
4	▪ Extremely disorganized and unable to separate 'need to do' from less important tasks; cannot handle more than one project at a time.	▪ Has difficulty handling more than one task or project at a time; disorganization often results in poor quality work.	▪ Successfully manages several projects to achieve desired results.	▪ Manages several projects effectively and efficiently; results enhance productivity and quality.
5	▪ Moves to next project before ensuring successful, sustainable implementation of previous projects.	▪ Rarely monitors and sustains change initiatives after implementation.	▪ Sustains change through clear documentation and regular monitoring. Ensures that operational changes are successfully implemented and sustained over time.	▪ Employs clear post- implementation strategies to ensure sustainability; encourages continuous improvement.

EMPLOYEE ENGAGEMENT

Demonstrates commitment to the job, colleagues, the University and its mission by acting in ways that further the accomplishment of its goals.

1. Holds self and others accountable for meeting commitments
2. Creates and supports a climate in which people can do their best
3. Adds value; high quality work
4. Understands and supports organizational goals

	MET FEW EXPECTATIONS (MFE)	MET SOME EXPECTATIONS (MSE)	SUCCESSFULLY MET EXPECTATIONS (SME)	FAR EXCEEDED EXPECTATIONS (FEE)
1	▪ Does not take ownership and often blames others for not being able to make commitments.	▪ Often does not take ownership and is deficient in encouraging others to achieve goals.	▪ Exhibits self-accountability and acknowledges the support and contributions of others.	▪ Consistently exhibits self-accountability and actively seeks to acknowledge contributions. Inspires others to do the same.
2	▪ Hinders sharing of knowledge and/or expertise; focused largely on own development.	▪ Is reluctant to openly share expertise or information with others.	▪ Consistently and actively assists others in expanding and developing skills and knowledge.	▪ Inspires and helps others develop skills and competencies to perform at their best; is highly respected among peers and campus partners.
3	▪ Does not add value in terms of contributing to team and department goals; work is poor in quality and lacking in substance.	▪ Contributions are often lacking in substance and practicality; output either overly simplistic or difficult to understand.	▪ Effectively contributes to team efforts; work is professional and high quality.	▪ Contributions consistently add value: output is consistently professional, practical, and of the highest caliber. .
4	▪ Resistant to change; maintains focus on immediate, routine tasks; work efforts do not align with unit and department goals.	▪ Contributions and work efforts often do not reflect an understanding of unit and department goals.	▪ Demonstrates understanding of; and supports the need to align work with organizational initiatives and goals.	▪ Consistently encourages and leads changes that enhance organizational and workforce effectiveness.

TEAMWORK AND COLLABORATION

Collaborates with colleagues in order to achieve results in alignment with the operations and mission of the University of California.

1. Builds productive working relationships.
2. Cooperates and collaborates with colleagues.
3. Treats others with respect.
4. Resolves conflicts among team members.
5. Balances individual and team goals.

	MET FEW EXPECTATIONS (MFE)	MET SOME EXPECTATIONS (MSE)	SUCCESSFULLY MET EXPECTATIONS (SME)	FAR EXCEEDED EXPECTATIONS (FEE)
1	Relationships are strained by lack of interest in and respect for peers and campus partners.	Has difficulty building strong, mutually beneficial working relationships.	Builds and maintains effective working relationships with peers and campus partners.	Successfully builds productive, mutually beneficial relationships to solve problems and achieve common goals.
2	Not a team player; often disrupts team process, jeopardizing progress toward common goals.	Has difficulty collaborating with others; often prefers to work independently.	Works effectively and cooperatively with others. Seeks new alliances to expand sphere of influence and enhance quality of work.	Models cooperation and teamwork; creates opportunities for self and others to improve working relationships and work outcomes.
3	Exhibits behaviors that negatively impact the morale and accomplishments of the team.	Sometimes displays behaviors inconsistent with workplace courtesy and respect.	Treats others with respect; encourages and appreciates individual contributions.	Is respectful and welcoming; inspires collaboration by bridging gaps among diverse individuals and units.
4	Often avoids conflict; not prepared or willing to resolve conflict.	Unable to resolve or constructively manage conflicts.	Works effectively with others to resolve conflict. When possible, looks for and proposes middle ground solutions.	Skillfully and proactively addresses conflict; seeks and achieves 'win-win' resolutions.
5	Unwilling to work outside comfort zone to support team goals.	Resistant to new challenges; seems disinterested in building skills and knowledge.	Demonstrates flexibility and willingness to step out of comfort zone to support team and goals.	Consistently goes beyond direct responsibilities to achieve team and department goals; welcomes new challenges.

Core Competencies and Behavioral Indicators

UCMERCED

SERVICE FOCUS

Values and delivers high quality, professional responsive and innovative service.

1. Understands the importance of quality service.
2. Delivers quality service.
3. Anticipates and fulfills customers' needs.
4. Skillfully serves diverse customer base.
5. Refers customers to appropriate/additional campus resources.
6. Strives to improve the quality of service.

	MET FEW EXPECTATIONS (MFE)	MET SOME EXPECTATIONS (MSE)	SUCCESSFULLY MET EXPECTATIONS (SME)	FAR EXCEEDED EXPECTATIONS (FEE)
1	Views service from own perspective, not the customer's; not mindful of or focused on customer needs.	Often does not understand and/or support the need for high quality service.	Understands and values the importance of high quality customer service.	Values, supports, and inspires the highest quality of customer service.
2	Can be disrespectful or rude to customers, giving the department a reputation of being difficult to work with.	Does not always communicate well with customers resulting in uneven and sometimes poor service.	Consistently and competently delivers high quality service to customers.	Delivers services and solutions that often surpass customer's expectations.
3	Customer needs frequently not met; customers complain about poor service and unfulfilled commitments.	Customer's needs are not a priority; has difficulty following through on service commitments.	Meets and often exceeds customer expectations; ensures that customer needs are fulfilled.	Consistently meets or exceeds customer's expectations; always follows-up on service promises.
4	Is defensive with difficult customers; blames gaps in service or errors on systems and campus partners.	Is often impatient with customers; unwilling or unable to adapt style to the unique needs of customer base.	Effectively adapts service delivery to meet needs of diverse customer base.	Highly proficient in terms of adjusting and adapting service delivery to diverse customer needs and sensitivities.
6	Does not suggest or refer customers to value-add campus resources.	Needs to develop greater awareness of campus resources to add value to customer interactions.	Suggests campus resources that could help customers; tailors recommendations to customer needs.	Highly informed regarding campus resources that add value; thoughtfully refers customers to resources.
7	Unwilling to develop new delivery practices; thinks service is fine the way it is.	Does not actively look for ways to improve service; is often resistant to changes that improve the quality of service.	Frequently suggests and implements changes to improve the quality of service.	Always looking for ways to improve service; inventive in terms of 'quick wins' to improve service delivery.

PEOPLE MANAGEMENT (Supervisors and Managers only)

Leads and engages people to maximize organizational and individual performance through alignment with the University mission and attainment of strategic and operational goals.

1. Inspires and motivates employees to perform at their best
2. Communicates 'big picture' vision and team's integral role in realizing that vision
3. Hires and develops staff to maximize productivity, innovation, and teamwork.
4. Follows UC Merced Performance Management principles and practices
5. Recognizes and rewards accomplishments
6. Delegates and assigns work based on skills, performance objectives, and development opportunities.
7. Demonstrates managerial courage by addressing conflicts promptly using focused listening and behavioral feedback.

	MET FEW EXPECTATIONS (MFE)	MET SOME EXPECTATIONS (MSE)	SUCCESSFULLY MET EXPECTATIONS (SME)	FAR EXCEEDED EXPECTATIONS (FEE)
1	▪ Rarely engages with staff to observe and discuss performance and development goals.	▪ Inconsistent in supporting staff to achieve defined goals.	▪ Encourages and supports employees to achieve performance and development goals.	▪ Encourages and engages staff to make optimal use of skills and knowledge.
2	▪ Does not understand or support continuous improvement; resistant to change.	▪ Needs to develop better understanding of high performance culture; has difficulty communicating long-term goals.	▪ Understands and communicates University goals and initiatives; aligns employee performance with campus initiatives.	▪ Creates a shared vision of organizational and operational excellence; connects department goals and individual contributions to vision.
3	▪ Does not coach for improved performance; believes employees should know what to do.	▪ Coaches intermittently; usually to correct mistakes or give negative feedback.	▪ Coaches for improved performance; encourages 'outside the box' thinking.	▪ Hires, coaches and develops staff to ensure optimal productivity; fosters a creative, innovative, supportive workplace.
4	▪ Manages performance haphazardly; employee performance goals are unclear or unrealistic; appraisals are uneven and subjective.	▪ Does not always follow campus performance management policies and practices.	▪ Establishes clear performance goals and expectations; manages performance to achieve goals.	▪ Effectively and efficiently administers UC Merced performance management system; effectively explains underlying purpose and goals of policies and practices.
5	▪ Focuses more on failure to achieve desired results; does not assume accountability for poor outcomes.	▪ Infrequently recognizes and rewards success; doesn't interact with staff frequently enough to identify and recognize achievements.	▪ Fairly and consistently recognizes and rewards specific individual and team accomplishments.	▪ Consistently and effectively acknowledges the employee initiative to improve skills and enhance contributions; thanks staff and team for 'above and beyond' accomplishments.
6	▪ Assigns work inappropriately; does not keep development and performance goals in mind; has unrealistic expectations and perception of staff skills and knowledge.	▪ Doesn't effectively match work assignments to staff talent and proficiencies.	▪ Thoughtfully delegates work to develop staff and achieve goals.	▪ Effectively links work assignments to achieve individual and department performance goals.

7			
• Does not demonstrate managerial courage. Avoids dealing with conflict entirely.	• Often does not address conflict promptly and waits until the matter escalates. Is uncomfortable providing feedback and listening to employees in difficult situations.	• Manages conflicts promptly providing appropriate feedback and suggestions for resolution.	• Consistently manages conflicts promptly and provides constructive feedback to employees. Models managerial courage and is often sought by other managers for advice.

INNOVATION AND CHANGE MANAGEMENT

Uses personal knowledge and professional experience to envision the future, anticipate change, capitalize on opportunities and develop innovative options that further the strategic direction of the organization

1. Understands and adapts to changes in the strategic and/or operational direction of the organization

2. Shows foresight and imagination to see possibilities, opportunities and trends

3. Demonstrates commitment to seek out opportunities and contributes to developing innovative or alternative solutions.

4. Understands the strategic direction and goals of the organization and aligns personal performance objectives with organizational priorities.

	MET FEW EXPECTATIONS (MFE)	MET SOME EXPECTATIONS (MSE)	SUCCESSFULLY MET EXPECTATIONS (SME)	FAR EXCEEDED EXPECTATIONS (FEE)
1	▪ Fails to alter usual patterns of behavior or performance to adapt to operational changes. Is not receptive to new viewpoints or directions.	▪ Has difficulty accepting and cooperating in the implementation of change,	▪ Actively supports changing direction, goals and responsibilities. Is flexible, open and receptive to new information and ideas.	▪ Anticipates and proactively responds to changing situations. Is consistently receptive to new ideas and information. Inspires, encourages and provides support to others in response to change.
2	▪ Does not show foresight and imagination to see possibilities, opportunities and trends.	▪ Inconsistently demonstrates foresight and imagination to see possibilities, opportunities and trends	▪ Demonstrates foresight and imagination to see possibilities, opportunities and trends	▪ Consistently demonstrates foresight and proactively seeks opportunities to expand knowledge of innovative solutions and ideas.
3	▪ Resists opportunities and challenges, does not show initiative to develop innovative solutions.	▪ Often does not demonstrate a commitment to seek out opportunities to innovate. Shows little initiative.	▪ Frequently identifies opportunities in challenges and demonstrates initiative to develop alternative solutions.	▪ Consistently demonstrates creative behavior and makes significant contributions to developing innovative solutions.
4	▪ Is unaware of organizational goals and fails to change usual patterns of behavior or performance in alignment with organizational priorities.	▪ Is often unaware of organizational goals; demonstrates resistance in adjusting to changing situations, priorities and responsibilities.	▪ Regularly demonstrates awareness of organizational goals; modifies one's preferred way of doing things when it benefits the whole.	▪ Thoroughly aware of organizational goals and strategic direction. Switches roles and procedures easily to facilitate change in line with organizational priorities.

JOB MASTERY AND CONTINUOUS LEARNING

Demonstrates responsibility for one's own career path and continues learning by identifying and applying new skills as needed to perform successfully on the job.

1. Applies background, technical knowledge, education, and prior job experiences to current and new job situations.
2. Demonstrates technical competence, job knowledge and ability to add value beyond the core job function.
3. Continually strives to upgrade the depth and breadth of technical and professional skills.
4. Makes time for appropriate training, keeps current on tools, technology, and information needed to meet job performance and challenges.
5. Shares knowledge and supports peers, staff and others to increase skills, foster improvement and enhance outcomes.

	MET FEW EXPECTATIONS (MFE)	MET SOME EXPECTATIONS (MSE)	SUCCESSFULLY MET EXPECTATIONS (SME)	FAR EXCEEDS EXPECTATIONS (FEE)
1	▪ Lacks knowledge and skill in a technical area. Is unable to incorporate past experiences to current job situations.	▪ Has limited technical knowledge and does not often apply knowledge gained from prior experiences to job situations.	▪ Frequently demonstrates the ability to incorporate past job experience and apply technical knowledge to current job situations.	▪ Effectively applies vast technical knowledge and prior experiences to job situations. Is sought out as an expert to provide advice or solutions.
2	▪ Lacking in basic job skills and knowledge; Performance does not demonstrate technical competence.	▪ Needs to develop job-specific skills and knowledge. Performance sometimes does not demonstrate technical competence.	▪ Is informed and knowledgeable about trends in the field; appropriately aligns knowledge and skills with organizational initiatives.	▪ Highly knowledgeable in field; applies skills and knowledge in ways that enhance department and organizational effectiveness.
3	▪ Does not demonstrate or has no desire to take advantage of opportunities to upgrade skills.	▪ In certain situations does not adequately seek opportunities to build skills and job knowledge.	▪ Works to continuously learn and improve technical and professional skills.	▪ Actively seeks opportunities to upgrade technical and professional skills and inspires others toward it.
4	▪ Resistant to continuous learning. Does not show interest in attending training or developing working knowledge or skill set to enhance job performance.	▪ Often does not make time or show interest in continuous learning. Will only participate in development opportunities when asked to do so.	▪ Makes time to participate in training and development opportunities. Keeps current on skills needed to enhance job performance.	▪ Regularly engages self and others in training and development opportunities, enhancing job performance and overall productivity of the unit.
5	▪ Is unwilling to share knowledge with others; is outwardly unsupportive of team members increasing skills.	▪ Sometimes shares knowledge with others, often times it is only when asked to do so. May show support for peers increasing skills but would rather learn separately.	▪ Shares knowledge with others and demonstrates support for peers increasing/developing skills. Is aware of the potential for enhancing outcomes.	▪ Consistently shares knowledge with others and openly seeks opportunities for self and peers to increase skills where enhanced outcomes are demonstrated.