



Achieving Results

CONTINUOUS LEARNING

Demonstrates responsibility and ownership for one's job and career path by identifying and expanding skillsets needed to perform successfully on the job. Consistently works to learn and increase knowledge. Asks for help when needed, admits mistakes and is open to feedback.

Core Behavioral Anchors –

1. Takes responsibility for one's own development; maintains fluency in appropriate work applications, software, or tools.
2. Keeps up-to-date on current research, trends, and technology in one's field; identifies and pursues areas for development and training that will enhance job performance.
3. Seeks coaching and feedback to increase self-awareness and personal growth.

Management Behavioral Anchors –

1. Creates opportunities for learning and development throughout the organization.
2. Gives team members autonomy to determine how to complete work; delegates effectively.
3. Ensures that knowledge and learning is shared across the organization; recognizes staff who learn from each other.

Met Few Expectations (MFE)	Met Some Expectations (MSE)	Successfully Met Expectations (SME)	Far Exceeded Expectations (FEE)
Lacking in basic job skills and knowledge; teammates often 'work around' to accomplish goals.	Needs to develop job-specific skills and knowledge; performance sometimes does not reflect department and University goals and initiatives.	Is informed and knowledgeable about organizational initiatives; appropriately aligns skills with organizational initiatives.	Highly knowledgeable in operations; often consulted as an expert in field; leverages knowledge to successfully achieve quality outcomes.
Hinders sharing of knowledge and/or expertise; focused largely on own development.	Does not openly share expertise or information with others.	Assists others in 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.
Not motivated to learn and grow; believes manager and University should assume responsibility for his/her development.	Often resistant to feedback on performance; rarely asks for help or feedback.	Self-aware and open to feedback from others.	Demonstrates a high degree of self-awareness; asks others for feedback on performance; is a continuous learner.