Competency Model Charts

Information Sharing and Communication			
Not Effective	**Needs Development**	**Consistently Effective**	**Highly Effective**
Does not provide regular, consistent or meaningful information to others. Consistently requires prompting and follow-up.	Sometimes provides regular, consistent or meaningful information to others. Requires prompting and follow-up.	Provides regular, consistent or meaningful information to others. Ensures appropriate individuals are informed about important matters.	Proactively gives regular, consistent or meaningful information to others. Ensures appropriate individuals are informed about important and relevant matters.
Does not listen carefully. Does not ensure message is understood. Frequently interrupts others unnecessarily.	Occasionally listens carefully to others. Seldom ensures message is understood. Unnecessarily interrupts others.	Consistently listens carefully to others. Asks questions for clarification. Ensures message is understood.	Actively listens with care and interest to others. Asks questions for clarification. Ensures message is understood.
Does not consistently communicate in a clear, concise and/or timely manner. Does not use proper grammar, spelling and tone. Consistently difficult to understand. Does not convey message using appropriate method of communication (email, phone or in-person).	Usually does not communicate in a clear, concise and timely manner. Uses improper grammar, spelling and tone. Often difficult to understand. At times conveys message using appropriate method of communication (email, phone or in-person).	Consistently communicates in a clear, concise and timely manner using proper grammar, spelling and tone. Conveys message using appropriate method of communication (email, phone or in-person).	Always communicates in a clear, concise and timely manner using proper grammar, spelling and tone to enhance understanding. Always conveys message using the most appropriate method of communication (email, phone or in-person).
Does not tailor communication style to individuals or groups formally or informally.	Sometimes tailors communication style to individuals or groups formally or informally.	Usually tailors communication style to individuals or groups formally or informally.	Always tailors communication style to individuals or groups formally or informally.
Does not interact with others using diplomacy and tact. Interactions are often negative. Often rude and terse.	On occasion interacts with others using diplomacy and tact. Interactions are not always positive.	Typically interacts with others using diplomacy and tact. Interactions are consistently positive.	Always interacts with others using diplomacy and tact. Encourages positive interactions.

Teamwork and Collaboration			
Not Effective	Needs Development	Consistently Effective	Highly Effective
Does not maintain working relationships with co-workers, leaders and/or the stakeholders.	Maintains some working relationships with co-workers, leaders and/or the stakeholders.	Often maintains positive working relationships with co-workers, leaders and the stakeholders.	Continuously maintains positive working relationships with co-workers, leaders and the stakeholders.
Does not work as a facilitator and coach. Never builds cross-functional relationships or a shared sense of control. Fails to work across departmental boundaries. Always displays turf issues. Blames others unjustifiably for process issues.	Sometimes works as a facilitator and coach. Every so often builds cross-functional relationships and a shared sense of control. Occasionally works across departmental boundaries. Displays turf issues sometimes. Does not identify or solve cross-departmental process issues.	Often works as a facilitator and coach. Frequently builds cross-functional relationships and a shared sense of control. Regularly works across departmental boundaries. Does not display turf issues. Identifies opportunities for cross-department process solutions.	Always works as a facilitator and coach. Continually builds cross-functional relationships and a shared sense of control. Never fails to work across departmental boundaries. Never displays turf issues. Seeks to solve cross-departmental process issues after identification.
Does not exhibit brainstorming techniques that successfully collaborate with others in a team environment. Not likely to build internal and external partnerships to better accomplish goals. Fails to build team spirit and promote employees' accomplishments to others inside and outside the workgroup.	Sometimes exhibits brainstorming techniques that successfully collaborate with others in a team environment. Occasionally builds internal and external partnerships to better accomplish goals. Usually does not build team spirit or promote employees' accomplishments to others inside and outside the workgroup.	Consistently exhibits brainstorming techniques that successfully collaborate with others in a team environment. Almost always builds internal and external partnerships to better accomplish goals. Often builds team spirit and promotes employees' accomplishments to others inside and outside the workgroup.	Always exhibits brainstorming techniques that successfully collaborate with others in a team environment. Always builds internal and external partnerships to better accomplish goals. Never fails to build team spirit and promote employees' accomplishments to others inside and outside the workgroup.
Does not display a willingness to share knowledge, experience, time or talents with others.	At times displays a willingness to share knowledge, experience, time or talents with others.	Mostly displays a willingness to share knowledge, experience, time or talents with others.	Always displays a willingness to share knowledge, experience, time or talents with others.
Displays negative attitude towards stakeholders.	Seldom attempts to build loyalty and commitment from a team.	Works towards building loyalty and commitment from a team.	Always builds loyalty and commitment from a team.

Quality of Work and Innovation

Not Effective	Needs Development	Consistently Effective	Highly Effective
Mismanages workload often. Does not demonstrate ability to prioritize assignments. Misses routine deadlines. Cannot handle multiple tasks.	Sometimes manages workload. Occasionally demonstrates ability to prioritize assignments. Misses some deadlines. Somewhat handles multiple tasks effectively.	Manages workload effectively. Demonstrates ability to prioritize. Rarely misses a deadline and can handle multiple tasks.	Always manages workload effectively. Effectively handles multiple tasks with prioritization. Never misses a deadline.
Does not use work time effectively. Excessively talks, takes multiple personal phone calls and/or internet surfs. Does not keep appointments on time. Disrupts and distracts others.	Occasionally uses work time effectively. Sometimes talks excessively, takes multiple personal phone calls and/or internet surfs. Somewhat keeps appointments on time.	Uses work time effectively. Avoids excessive talking, multiple personal phone calls and internet surfing. Keeps appointments on time.	Always uses work time effectively. Always avoids excessive talking, multiple personal phone calls and internet surfing. Never is late for an appointment.
Does not Identify opportunities to reduce costs, improve service and/or increase productivity. Never anticipates the school's, department's and/or University's future needs and does not respond with needed changes.	Sometimes identifies opportunities to reduce costs, improve service and/or increase productivity. Somewhat anticipates the school's, department's and/or University's future needs and sometimes responds with needed changes.	Identifies opportunities to reduce costs, improve service and increase productivity. Anticipates the school's, department's and University's future needs and responds with needed changes.	Always Identifies opportunities to reduce costs, improve service and increase productivity. Always anticipates the school's, department's and University's future needs and always responds with needed changes.
Discourages innovation and technology. Rarely challenges conventional thinking. Never actively seeks new knowledge. Never comes up with creative solutions.	Sometimes discourages innovation and technology. Occasionally challenges conventional thinking. Somewhat seeks new knowledge. Sometimes comes up with creative solutions.	Encourages innovation and technology. Challenges conventional thinking. Actively seeks new knowledge. Initiates creative solutions to problems.	Always encourages innovation and technology. Constantly challenges conventional thinking. Actively seeks new knowledge at all times. Initiates creative solutions to problems.
Rarely sees projects and/or tasks through to completion. Does not commit fully to the job.	Somewhat sees projects and/or tasks through to completion. Rarely commits fully to the job.	Sees projects and tasks through to completion. Commits fully to the job.	Always sees projects and tasks through to completion. Always commits fully to the job.

Service to Stakeholders			
Not Effective	Needs Development	Consistently Effective	Highly Effective
Does not provide exceptional and/or responsive customer service to internal and/or external customers. Seldom resolves issues.	Occasionally provides exceptional and/or responsive customer service to internal and/or external customers. Resolves issues with frequent prompting.	Mostly provides exceptional and responsive customer service to internal and external customers that lead to issue resolution. Sometimes refers issues outside of scope to appropriate person.	Always provides exceptional and responsive customer service to internal and external customers. Usually resolves issues with follow-up. Refers issues outside of scope to appropriate person.
Does not assist those we serve in a friendly, effective and/or timely manner. Service is usually forced and/or negative.	Sometimes assists those we serve in a friendly, effective and/or timely manner. Occasionally service is forced and/or negative.	Consistently assists those we serve in a friendly, effective and timely manner. Service is positive and openly offered.	Constantly serves everyone in a friendly, effective and timely manner. Service is always positive and openly offered.
Does not direct resources and activities toward work that directly contributes to the institution's mission, competencies and/or strategic goals. Rarely responds to the University's evolving needs even after frequent prompting. Does not balance the needs of the school, department and/or the University.	Sometimes directs resources and activities toward work that directly contributes to the institution's mission, competencies and/or strategic goals. Responds to the University's evolving needs after frequent prompting. At times balances the needs of the school, department and/or the University.	Mostly directs resources and activities toward work that directly contributes to the institution's mission, competencies and strategic goals. Effectively responds to the University's evolving needs. Balances the needs of the school, department and/or the University.	Always directs resources and activities toward work that directly contributes to the institution's mission, competencies and strategic goals. Effectively responds to the University's evolving needs known and unknown. Successfully balances the needs of the school, department and/or the University.
Infrequently takes ownership of problems. Frequently finger points. Makes stakeholders feel insignificant and an interruption.	Somewhat takes ownership of problems. Sometimes finger points. Sometimes makes the stakeholder feel insignificant and an interruption.	Frequently takes ownership of problems. Does not finger point and never makes stakeholders feel insignificant or an interruption.	Persistently assumes ownership of problems. Never finger points. Always makes stakeholders feel significant and taken care of.
Represents the University in a negative manner to stakeholders.	Sometimes represents the University in a positive manner to stakeholders.	Represents the University in a positive manner to stakeholders.	Always represents the University in a positive manner to stakeholders.

Professionalism and Respect			
Not Effective	Needs Development	Consistently Effective	Highly Effective
Does not build constructive working relationships characterized by a high level of acceptance, cooperation and mutual respect. Is dishonest, shows bias and/or manipulates others.	Sometimes builds constructive working relationships characterized by a high level of acceptance, cooperation and mutual respect. Somewhat honest, shows bias and manipulates others on occasion.	Builds constructive working relationships characterized by a high level of acceptance, cooperation and mutual respect. Is honest, does not show bias or manipulation of others.	Always builds constructive working relationships characterized by a high level of acceptance, cooperation and mutual respect. Is always honest, unbiased and never has ulterior motives.
Does not handle own emotions. Fails to demonstrate resilience, open mindedness and self-awareness.	Occasionally handles own emotions. Sometimes demonstrates resilience, open mindedness and self-awareness.	Handles own emotions. Demonstrates resilience, open mindedness and self-awareness.	Displays emotional intelligence at all times. Always demonstrates resilience, open mindedness and self-awareness.
Does not maintain personal appearance that is neat, clean and appropriate. Gossips often. Creates conflict with people and issues. Fails to move towards agreement and solutions.	Occasionally maintains personal appearance that is neat, clean and appropriate. Gossips occasionally. Sometimes steers conflict away from people and issues and towards agreement and solutions.	Maintains personal appearance that is neat, clean and appropriate. Does not gossip. Steers conflict away from people and issues and towards agreement and solutions.	Personal appearance is always neat, clean and appropriate. Never gossips. Never fails to steer conflict away from people and issues and towards agreement and solutions.
Fails to understand and comply with laws and regulations. Does not follow guidelines for compliance. Does not perform job duties in accordance with University policy.	Somewhat understands and complies with laws and regulations. Sometimes follows guidelines for compliance and performs job duties in accordance with University policy.	Understands and complies with laws and regulations. Follows guidelines for compliance. Performs job duties in accordance with University policy.	Understands and always complies with laws and regulations. Follows guidelines for compliance and performs job duties in accordance with University policy at all times.
Does not maintain confidentiality. Commits actions that are inappropriate and violate the Code of Conduct.	On occasion maintains confidentiality and commits actions that are inappropriate; violates the Code of Conduct.	Maintains confidentiality. Actions are appropriate and in accord with the Code of Conduct.	Maintains strict confidentiality. Actions are always appropriate and in accord with the Code of Conduct.

Diversity and Inclusion			
Not Effective	Needs Development	Consistently Effective	Highly Effective
Fails to see the value of cultural, ethnic, gender and other individual differences in people. Does not create an environment of learning about, valuing, encouraging and supporting differences.	Occasionally sees the value of cultural, ethnic, gender and other individual differences in people. Sometimes creates an environment of learning about, valuing, encouraging and supporting differences.	Sees the value of cultural, ethnic, gender and other individual differences in people. Creates an environment of learning about, valuing, encouraging and supporting differences.	Always sees the value of cultural, ethnic, gender and other individual differences in people. Creates an environment of learning about, valuing, encouraging and supporting differences at all times.
Does not seek different points-of-view nor leverages diverse perspectives in group processes and decision-making. Never checks own views against the views of others.	Infrequently seeks different points-of-view and leverages diverse perspectives in group processes and decision-making. Sometimes checks own views against the views of others.	Seeks different points-of-view and leverages diverse perspectives in group processes and decision-making. Checks own views against the views of others.	Continually seeks different points-of-view and leverages diverse perspectives in group processes and decision-making. Checks own views against the views of others all the time.
Does not support fair treatments and opportunity for all. Rarely listens to and objectively considers the ideas/input of others; or respects the talents and contributions of all individuals.	Somewhat supports fair treatments and opportunity for all. On occasion listens to and objectively considers the ideas/input of others. Sometimes respects the talents and contributions of all individuals.	Supports fair treatments and opportunity for all. Listens to and objectively considers the ideas/input of others. Respects the talents and contributions of all individuals.	Always supports fair treatment and opportunity for all. Listens to and objectively considers the ideas/input of others at all times. Always respects and promotes the talents and contributions of all individuals.
Fails to foster a culture of trust and respect for others by behaving in an unfair and unethical manner.	Somewhat fosters a culture of trust and respect for others by behaving in a fair and ethical manner.	Fosters a culture of trust and respect for others by behaving in a fair and ethical manner.	Always fosters a culture of trust and respect for others by behaving in an impartial and ethical manner toward all.
Fails to eliminate barriers to diversity. Does not ensure that new barriers to diversity are built.	At times strives to eliminate barriers to diversity and sometimes ensures that new barriers to diversity are not built.	Strives to eliminate barriers to diversity. Ensures that new barriers to diversity are not built.	Consistently strives to eliminate barriers to diversity. Ensures that new barriers to diversity are never built.