

REVIEW--Competency Definitions						
Competencies	Behaviors and Skills	Rarely Achieves	Sometimes Achieves	Fully Achieves	Sometimes Exceeds	Consistently Exceeds
Category	Definition	Needs substantial improvement in this area.	Could use development in this area.	Is usually successful in this area.	Is better than most in this area.	Is a model in this area of competency.
Job Knowledge	Understands job objectives, duties and job responsibilities.	Does not possess sufficient knowledge to satisfactorily perform role. Either still new to role or needs additional training.	Has some of the skills and knowledge for the job but does not consistently perform duties and responsibilities.	Knowledge of current objectives, practices, trends and information affecting his/her role at the college.	In addition to own duties, keeps current on department needs as well as greater mission of Davidson.	Seeks out ways to share existing knowledge and new knowledge learned. Is frequently a resource for others seeking to increase job knowledge.
Technical Knowledge	Show proficiency in application of methods, techniques, equipment necessary to accomplish work.	Does not demonstrate knowledge of computer systems or equipment necessary to perform the majority of jobs assigned.	Has some computer skills and technical expertise, but is not proficient or efficient with all of Davidson's systems. Requires some supervision.	Has sufficient command of technology used at Davidson to perform majority of jobs assigned.	Has strong command of majority of systems and methods used at Davidson with minimal need for supervision. Uses tool effectively and efficiently.	Has mastered the methods, systems, and equipment to accomplish assignments in a timely and high quality manner. Has the knowledge to effectively train others on systems.
Quality of Work	Sets work standards and achieves results that are accurate, thorough, dependable and useful.	Does not demonstrate knowledge, ability or interest to perform job at expected standards.	Has knowledge and skills to produce quality work, but not all assignments meet expectations . Requires more supervision than desired.	Consistently produces acceptable quality work and only requires a reasonable amount of supervision.	Understands expectations of job and importance of quality work. Works independently, shows initiative, and exceeds expectations on most projects.	Consistently surpasses expectations with regard to quality, accuracy and timeliness. Minimal supervision or follow up required with regard to assigned tasks. Results could serve as a model for others.
Decision Making	Analyzes facts and situations prior to initiating action and problem-solving.	Defers to others in group rather than problem solve independently. Less likely to analyze facts before taking action.	May over analyze to the point that work is not always completed. Waits for others to make decisions. Sometimes draws conclusions prematurely without having all the facts.	Makes good decisions (without considering how much time it takes) based upon a mixture of analysis, wisdom, experience and judgment. Seeks and proposes solutions to problems. Takes action without waiting for direction.	Most of solutions and suggestions turn out to be correct and accurate when judged over time. Uses rigorous logic and methods to solve difficult problems with effective solutions; can see hidden problems.	Sought out by others for advice and solutions. Uses critical and strategic thinking skills. Is excellent at honest analysis.
Initiative	Establishes self as a self-starter, handles unforeseen difficulties successfully, develops new ideas and does not require close supervision.	Tends to need significant direction or input from co-workers or supervisor(s). Does what is expected, but no more than expected. Unwilling to work outside of comfort zone to support team and goals.	May meet some, but not all deadlines and budget constraints. Tends to focus on achieving tasks versus desired results. Requires more supervision than desired by manager. Resistant to working outside of comfort zone to support team.	Demonstrates a strong work ethic. Takes the appropriate risks and focuses on outcomes. Needs only a reasonable level of supervision. Flexibility and willingness to step out of comfort zone to support team.	Takes initiative and prudent risks. Stretches to maximize individual/team contributions. Needs little or no supervision. Shows initiative in going beyond direct responsibilities in achieving goals.	Maintains a steady and active focus on long-term organizational objectives while consistently managing and achieving multiple individual/team goals. Needs no supervision. Inspires others to take on challenges outside comfort zone.
Diversity/Inclusion	Advocates and embraces an inclusive and culturally competent workplace.	Does not demonstrate effort to help people from diverse perspectives feel comfortable. Does not solicit feedback from people with a variety of backgrounds. Is uncomfortable in diverse settings.	On occasion displays behavior and actions that are inconsistent with expected workplace courtesy, respect and individual consideration. Shows inconsistency in this area and could be improved upon.	Treats people with respect and dignity regardless of the races, nationalities, cultures, disabilities, ages, or gender. Actively solicits advice and perspective from people with a variety of backgrounds.	Helps foster an environment in which everyone is treated with respect and able to contribute. Takes responsibility for influencing inclusion of all.	Addresses appropriate/insensitive behavior by others in an effective manner. Takes the initiative to create an environment of respect and inclusion for all. Seeks to integrate variety and diversity in all areas.

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Communication	Communicates with appropriate tone, clarity, and timelines. (Both oral and written communication)	Is disrespectful or disruptive with others. Responds inappropriately. Has weak written and oral communication skills. Does not share or withholds necessary information and knowledge.	Does not consistently or actively listen to others. May occasionally respond inappropriately. Has average written and oral communication skills. Inconsistently shares information and knowledge or provides information that is confusing or inaccurate.	Demonstrates effective listening skills. Maintains eye contact. Focuses on content. Is thoughtful and articulate when speaking with others. Has good written and oral communication skills. Consistently keeps others informed and up to date and generous in sharing of knowledge.	Listens actively and genuinely. Finishes listening before speaking. Is able to use follow-up questions to aid in comprehension or further discussion. Has strong written and oral communication skills. Openly shares necessary information and organizes and presents in a way that is helpful.	Asks questions to ensure clarification of what was heard. Enhances listening skills by use of excellent problem resolution and decision making skills. Has excellent written and oral communication skills. Creates an open and transparent environment that fosters sharing of information and knowledge.
Customer Service	Acts as an ambassador for the college with internal and external customers	Is rude or defensive. Unable to accurately identify or respond to the needs of others. Unwilling or unable to make changes in way service is delivered.	Is impatient or appears uninterested when helping others. Does not seek to fully understand the needs of others. Difficulty making adjustments to service delivery process.	Is attentive and responsive to the needs of others. Handles difficult situations with patience, tact and grace. Accurately identifies and anticipates needs. Flexible in making adjustments in service delivery.	Engages with others in a manner that fosters positive associations with the college. Accurately identifies and addresses underlying needs, not just the problem presented. Identifies and makes improvements on service delivery.	Mentors others in superior customer relations and in dealing with difficult clients. Proactively anticipates and responds to needs of others. Develops and implements significant improvements to service delivery.
Attitude/Teamwork	Contributes to positive and productive workplace relationships. Enthusiastic, courteous, flexible and cooperative in the work environment.	Does not cooperate with others. Unable to resolve or constructively manage conflicts. Rarely participates in team meetings, activities, and group work.	Has difficulty cooperating with others to achieve assigned goals. Often reacts unproductively in situations with conflicts or difference of opinion. Often does not participate in meetings and group work.	Builds collaborative relationships to solve problems and achieve goals. Works with others to resolve conflict; provides constructive feedback to team members. Actively participates in meetings and group work.	Empowers others to maximize their contribution. Facilitates conflict resolution among team. Encourages others to fully participate in meetings and group work.	Consistently leads colleagues to inspired cooperation and teamwork in support of college goals. Proactively addresses and leads team in conflict resolution with great skill. Mentors team members to improve ability to participate in team efforts.
Dependability	Fulfills responsibilities and commitments and can be counted on to carry out instruction.	Lack of commitment and follow through on projects has resulted in a perception of not being a reliable employee.	Most, but not all responsibilities and tasks are handled in a timely and professional manner. Some reliance on others is often needed to accomplish job.	Consistently completes tasks on time and with little assistance from others on team. Responsibilities, commitments and projects meet expectations of department.	Fulfills commitments in advance of deadline without seeking help from rest of team. Tasks often exceed expectations.	Immediately understands assignments. Finishes tasks before due. Initiates additional responsibilities without being asked due efficient work rate.
Punctuality/Time Mgmt	On time or early to worksite. Prioritizes responsibilities and uses time wisely	Is frequently late to work or work related functions. Time management and organization needs improvement.	Occasionally is not on time to work/functions, impacting the team's ability to achieve goals. Needs additional coaching on prioritization.	Is reliable and punctual to work and all meetings, functions and training. Fulfills commitments on time that contribute to team goals.	Plans ahead to ensure timelines, and avoid the inability to attend scheduled activities including regular work and schedules. Fulfills commitments early or beyond expectations.	Can be counted on to be early to avoid last minute delays which could result in tardiness. Inspires and motivates others to plan ahead and manage time/projects to adhere to necessary timeline.
Safety/Rules	Follows all safety rules and completes work in a safe way	Engages in practices that violate safety standards and puts self and others at risk. Disregards college policies and procedures or uses polices and procedures to hinder progress.	Does not consistently adhere to safety standards. Lacks awareness of or misuses college polices and procedures.	Understands and applies safety standards; reports and corrects safety problems. Keeps abreast of and applies relevant policies, practices, and procedures appropriately.	Creates an environment committed to upholding safety standards. Applies policies, practices and procedures in a manner that improves processes.	Establishes innovative practices that improve safety standards. Contributes to improvement of policies and procedures that facilitate progress.

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Competencies below are specific FOR SUPERVISORS						
Accountability	Demonstrates the ownership necessary for achieving desired results.	No interested in leading a project. Tends to let others pick up most responsibility. Does not address complaints or problems identified by staff or customers regarding work product.	Does not hold self responsible for issues with staff performance or work product. Is not effective in resolving problems and issues with department's work product.	Is accountable for own work and the work of direct reports. Intervenes to address and resolve issues in work product of department.	Understands role within department and is exceedingly capable and confident with personal contribution to group. Anticipates problems and proactively works with staff to reduce impact.	Holds self and department to equally high standards and is personally accountable for all. Identifies and implements innovative strategies to improve departments work as well as the service of the college as a whole.
Delegation/Prioritization	Assigns tasks and responsibilities for specific outcomes or achievements appropriately and fairly.	Consistently utilizes direct reports resources in a manner that is inefficient and wasteful.	Underutilizes direct reports resources in a way that results in inefficiency toward accomplishing goals.	Utilizes direct reports effectively to leverage their skills and strengths to accomplish goals efficiently and effectively.	Is highly effective in leveraging staff skills and strengths to accomplish complex goals.	Establishes innovative practices for the unit or campus in efficiently leveraging staff skills and strengths to accomplish goals efficiently.
College Policy/Mission	Holds employees accountable for following policies and promotes the mission and vision, and direction of Davidson.	Is not sufficiently able to communicate the college's mission, values and vision. Does not demonstrate ability to translate these imperatives into daily work responsibilities.	Has limited knowledge of college mission and policies and takes a secondary role in promoting these values.	Able to communicate Davidson mission, values, vision. Incorporates mission, values, and vision into everyday duties. Shares vision with others. Follows college policy.	Understands reasoning behind college policies and actively works to promote the college's mission and values. Consistently demonstrates commitment to these values in the workplace.	Is called upon to communicate Davidson mission, values, and vision and represent organization to others. Is consistently mindful of the goals and vision of organization in all activities.
Staffing/Training	Hires strong employees and ensures necessary preparation and education for staff success.	Does not dedicate sufficient resources to recruit, identify, and hire the best people. Leads teams in which members do not feel engaged or valued.	Could benefit from additional training to further prepare, support and empower new employees. Does not maintain a balanced level of participation and contribution among team members.	Hires the best people from inside or outside. Assembles talented staff and volunteers to support Davidson's goals. Provides necessary training opportunities for team members. Leverages each team member's expertise and strengths.	Seeks out talent. Is proactive in hiring for their staffing needs using creative means when necessary. Provides early clear coaching on any potential development issues. Consistently creates a positive morale and sense of purpose and accomplishment in team.	Cultivates a continual flow of potential candidates and/or volunteers to meet their departmental needs. Refers candidates to others to best suit skills of candidate and needs of their departments. Continually works to develop all employees for maximum potential. Inspires each individual to exhibit extraordinary effort.
Strategic Leadership	Anticipates, prepares, and positions self and employees for the future.	Is unclear in translating broad strategies into specific goals, objectives, and responsibilities. May be overly cautious in responding to change.	Is uncomfortable with defining long term goals. Typically defers to others to handle this task. Tends to think in the short term.	Is able to create a clear and compelling picture of the need or goal for others to follow or implement.	Anticipates challenging goals and creates additional means by which to communicate the outcomes and desired deliverables.	Helps others to create strategies and goals to lead their staff. Is called upon by others to aid in strategic design of plans and future goals. Is seen as a resource in this area for others.
Feedback and Coaching	Motivates employees through quality feedback and coaching	Does not consistently engage in development discussions. Fails to support individuals' development planning efforts. Gives little feedback or feedback that is not timely.	Provides general or not actionable feedback. Not willing to give the realistic, tough message.	Provide regular feedback focusing on growth for the good of the individual and the department. Addresses any performance issues respectfully and appropriately. Provides challenging and stretch goals.	Holds development discussions beyond designated evaluation periods. Is aware of each direct report's career goals. Willing to get engaged in candid discussions on performance issues.	Constructs compelling development plans and executes them with direct report. Encourages direct reports to accept development opportunities and is sought out by others for coaching and development.