

Administrator, Department Chair and Staff Competencies for FY 19

	Accountability	Problem Solving/Decision Making	Quality
Definition	Consider the degree to which the employee accepts responsibility for his or her behavior and decisions. Elements to be considered include: the degree to which the employee can be counted on to follow-through with commitments and obligations.	Consider the scope and variety of tasks; the ability to predict, recognize and define problems. Elements to be considered include: the ability to make sound decisions, and to devise and implement solutions to problems within assigned level of authority.	Consider the level at which tasks are performed and the consistency of compliance with standards, requirements, and expectations. Elements to be considered include: thoroughness, attention to detail, accuracy and completeness in accordance with instructions.
Commendable	Employee’s level of accountability is exemplary. Performance of job duties as outlined in the position description, additional assignments, and achievement of goals exemplified collaborative and collegial behaviors; consistently exceeded performance goals, deadlines and supervisor’s expectations, and requires minimal supervision.	Problem solving/decision making skills are superior. Always generates creative and innovative solutions to problems. All decisions are timely, well-considered, and based on factual information. Successfully transforms decisions into specific plan of action steps and executes the plan.	Quality of work is superior. Consistently produces outstanding work, rarely making mistakes or errors. Works independently with minimal supervision. Demonstrates commitment to excellence at all times.
Successful	Employee’s level of accountability is good. Consistently and accurately performed job duties as outlined in the position description; consistently demonstrated collaborative and collegial behaviors; met performance goals, deadlines, and supervisor’s expectations, requires appropriate level of supervision.	Problem solving/decision making skills are good. Occasionally generates creative and innovative solutions to problems. Usually decisions are timely, well-considered, and based on factual information. Effectively transforms some decisions into specific plan of action steps and executes the plan.	Quality of work is good. Quality and accuracy are consistently within accepted standards. Occasional or minimal errors and mistakes may occur and are corrected in a timely manner. A desire to produce quality work is demonstrated.
Needs Improvement	Employee’s level of accountability skills is lacking in some areas and impedes job performance. Did not consistently and/or accurately perform job duties as outlined in the position description; work and/or behavior expectations were not met; did not meet performance goals, deadlines, and/or supervisor’s expectations; was not consistent and reliable in handling daily duties; may require more supervision than is expected.	Problem solving/decision making skills are lacking and impede job performance. Decisions are typically not timely, well-considered, or based on factual information. Supervision and coaching are needed.	Quality of work is lacking in some areas and impedes job performance. Quality occasionally falls below accepted standards. While effort is demonstrated, mistakes are frequent. Inconsistent commitment to quality and accuracy. Work must be closely monitored.

	Initiative/Innovation	Job Knowledge
Definition	Consider resourcefulness in handling a variety of situations and/or solving problems. Elements to be considered include: proactively completing tasks and solving problems, ability to think and work independently, improving processes and/or extending services within assigned range of authority.	Consider the depth and breadth of know-how to perform essential duties and functions of the job. Elements to be considered include: an understanding of how individual job performance furthers organizational objectives, and a willingness to update and expand skills, knowledge and training.
Commendable	Initiative and innovation skills are superior. Proactively assumes responsibilities for new projects and responsibilities. Demonstrates exceptional talents in creating new and effective processes, methods and offerings to solve problems and overcome barriers and to enhance unit operations.	Job knowledge is superior. Demonstrates exceptional job knowledge in performing the essential duties and functions of the position. Thoroughly integrates the significance of job responsibilities relative to organizational goals and objectives. Has comprehensive understanding of related jobs and functions. Actively participates in training classes and other development opportunities to expand job knowledge and effectiveness.
Successful	Initiative and innovation skills are good. Assumes responsibility for new projects and duties when asked; offers ideas and solutions to problems. Demonstrates creativity in the performance of duties and responsibilities.	Job knowledge is good. Demonstrates acceptable knowledge and skills in performing the essential duties and functions of the position. Understands the purpose of the position and how it interacts with other positions. Regularly exhibits knowledge of department functions and unit operations. Updates skills, training or certifications as needed.
Needs Improvement	Initiative and innovation skills are lacking and impede job performance. Rarely assumes new projects and duties; seldom contributes new ideas and solutions to problems. Efforts demonstrate some creativity but they lack thoroughness. Supervision and coaching are required.	Job knowledge is lacking in some areas and impedes job performance. Demonstrates insufficient knowledge, skills or abilities to perform assigned tasks. Does not demonstrate a complete understanding of essential duties and functions of the position or how job performance impacts the unit. Supervision and coaching are needed.
	Service Excellence	Communication
Definition	Consider the degree to which the employee understands and articulates the link between the job and the College's mission, and responds to needs and issues of stakeholders to achieve optimal results for the organization. Elements to be considered include: level of professionalism, excellence in service, integrity, respect, tact and courtesy when dealing with others.	Consider communication with co-workers, faculty, other staff, students, and stakeholders regarding College matters. Elements to be considered include: listening, speaking and writing skills, usage of available communication tools and resources and the degree of open communication regarding job and unit functions.
Commendable	Commitment to service excellence is superior. Consistently provides friendly, professional and superior service to the College community. Enthusiastically and consistently responds to the needs and issues of all stakeholders with integrity, respect, tact, and courtesy. Demonstrates the College's commitment to quality and outstanding customer service by anticipating needs of stakeholders in a timely way.	Communication skills are superior. Employee listens attentively before offering response; speaks and writes clearly, correctly, and concisely. Written communications are well-constructed demonstrating knowledge of grammatical and stylistic formats. Employee effectively uses appropriate communication methods for situation. Employee keeps all stakeholders well informed and provides feedback to them appropriately.
Successful	Commitment to service excellence is good. Frequently provides friendly and professional service to the College community. Responds to the needs and issues of all stakeholders with integrity, respect, tact, and courtesy.	Communication skills are good. Employee speaks clearly and correctly. Written communications are generally well-written and may need some editing occasionally. Employee keeps stakeholders informed of matters relating to the job and unit.

Needs Improvement	Commitment to service excellence is lacking in some areas and impedes job performance. Responds to customer needs but may occasionally reflect a negative attitude. Rarely goes beyond defined job responsibilities or is slow to respond to situations that require attention. Coaching and participation in customer service training classes would benefit the employee.	Communication skills are lacking in some areas and impede job performance. Employee may not be understood by stakeholders at times with unclear, unformed responses. Written communication is in draft form for editing. Employee does not keep stakeholders informed of all matters relating to the job and unit. Participation in a speaking or writing class may help the employee to learn and practice needed skills.
	Teamwork	Work Standards
Definition	Consider the ability to promote positive work relationships with College staff, team members, subordinates and supervisors. Elements to be considered include: collaboration, cooperation, and support of colleagues in accomplishing goals of the department or unit.	Consider the employee's behavior and work style to his or her work environment. Elements to be considered include: are attendance, punctuality, organization of tasks and work materials, time utilization, dependability, behavior, and adherence to safe practices, policies and procedures.
Commendable	Teamwork skills are superior. Creates, develops and sustains positive relationships among team members through active participation in team tasks, demonstrates cooperation, and flexibility. Shares in group workload and assists others when they need help.	Work standards are superior. Sets an exceptional example for others in all aspects of work and interaction. Employee is punctual, dependable. Demonstrates outstanding use of time, is highly organized and can work with minimal supervision.
Successful	Teamwork skills are good. Functions as a reliable and dependable team member by participating in team tasks. Provides support for group workload.	Work standards are good. Sets an example for others in some aspects of work and interaction. Employee is punctual, dependable. Demonstrates good use of time, is organized and works well with regular supervision
Needs Improvement	Teamwork skills are lacking in some areas and occasionally impede team performance. Does not actively participate in team functions without being asked. Seldom helps others. Prefers to work individually and is reluctant to share resources. Coaching conversations about trust and participation in group activities is needed.	Work standards are lacking in some areas and impede job performance. Employee is occasionally not punctual and at times is not dependable. Does not demonstrate appropriate use of time and organization of tasks and work materials. Regular supervision and monitoring are needed. Coaching conversations about meeting minimum work standards must be held. A mentor might be assigned to teach and role model use of time and organization of tasks and work materials.

	Affirmative Action, Equal Employment and Diversity	Supervisor Accountability (for supervisors only)
Definition	Consider the employee’s commitment and proficiency in supporting a multicultural environment that values unique skills, experiences and cultures, and promotes equal employment opportunities for all. Elements to be considered include: respectful intercultural communication, recognition and appreciation of differences.	Consider the number of Required Training hours completed and whether that supervisor completed a diversity and inclusion class/program. Consider the percentage of direct reports who have completed a diversity and inclusion class/program and the number of direct reports who have completed the essential training.
Commendable	Consistently complies with the College's equal opportunity and non-discrimination policies and procedures. Always interacts with the College community in a respectful and dignified manner regardless of cultural differences. Creates and actively promotes a positive work environment. Participates in a least two or more events, workshops, classes, programs, or discussions that promote access, equity and diversity. Participates in at least one professional development workshops or training opportunities to understand the College's equal opportunity and non-discrimination policies and procedures.	This supervisor demonstrates outstanding commitment and produces results by completing all required training hours; ensuring 100 percent of direct reports complete required training hours; ensuring 100 percent of direct reports’ goals (objectives) were established; and seeking and participating in additional opportunities to enhance leadership skills.
Successful	Complies with the College's equal opportunity and non-discrimination policies and procedures. Interacts with the College community in a respectful and dignified manner regardless of cultural differences. Participates in a least one event, workshop, class, program, or discussion that promotes access, equity and diversity.	This supervisor meets expectations by completing all required training hours; ensuring 90 percent or all but one of direct reports completes required training hours; and ensuring 90 percent or all but one direct reports’ goals (objectives) were established.
Needs Improvement	Commitment to interact with the College community in a respectful and dignified manner regardless of cultural differences is inconsistent. Does not participate in any event, workshop, class, program, or discussion that promotes access, equity and diversity. Frequently fails to follow appropriate College and equal opportunity policies and procedures. Requires supervisor intervention or other outside resources to assist in dealing with issues related to diversity. Significant improvement is needed.	This supervisor demonstrates a need for improvement by completing some but not all required training hours; ensuring 80 percent or all but two direct reports completes required training hours; and ensuring 80 percent or all but two administrator and staff direct reports’ goals (objectives) were established.