

			Possible Scores Based on this Rubric				
Competency Group	Competency Title	Competency Requirements	Unsatisfactory	Improvement Needed	Meets Expectations	Exceeds Expectations	Distinguished
			Reluctant or unable to meet expectations of competency requirements in the performance of job duties and responsibilities. Significant improvement is needed in job skills, ability, and/or performance.	Does not consistently meet expectations of competency requirements in the performance of job duties and responsibilities. Some improvement is needed in job skills, ability, and/or performance.	Consistently fulfills competency requirements in the performance of job duties and responsibilities.	Frequently exceeds some of the competency requirements in the performance of job duties and responsibilities.	Consistently exceeds competency requirements in the performance of job duties and responsibilities.
Core	Commitment to Excellence	<ul style="list-style-type: none"> * Demonstrates a commitment to competently perform his/her job duties and responsibilities within established time frames. * Continuously strives to improve work performance. * Accepts responsibility for his/her commitments to the university. * Contributes to the success of the university by consistently providing quality results in the performance of his/her job duties and responsibilities. 	Completely lacks commitment to performance of job duties and responsibilities. Fails to perform tasks within established time frames. Makes no effort to improve work performance. Ignores responsibilities and consistently demonstrates a lack of commitment to the success of the university by providing poor quality results in the performance of job duties.	Inconsistent in commitment to the performance of job duties and responsibilities. May not complete tasks within established time frames and makes little effort to improve work performance. Frequently fails to provide quality results in the performance of duties that contribute to the success of the university. Does not always accept responsibility for commitment to the university.	Regularly performs duties and responsibilities competently within established time frames and takes advantage of opportunities to improve work performance. Always accepts responsibility for his/her commitments to the university. Performance of job duties and responsibilities always yield quality results and contribute to the success of the university.	Frequently performs job duties competently within reduced time frames. Constantly works to gain knowledge that helps improve work performance. Always accepts responsibility for his/her commitments to the university. Provides quality results in the performance of his/her job duties and responsibilities and strives toward excellence. Contributes to the success of the university.	Always committed to successful job performance and executes job duties and responsibilities competently and within shorter time periods than the established time frames. Takes initiative in creating or seeking new approaches that improve his/her work performance. Is fully committed and willingly accepts responsibility for his/her commitments to the university by providing excellent quality results in the performance of his/her job duties and responsibilities. Always focuses on contributing to the success of the university.
Core	Respect and Cooperation	<ul style="list-style-type: none"> * Treats others with courtesy, respect, and dignity in the workplace. * Promotes cooperation through open and honest communication and consideration of others ideas, thoughts, and opinions. 	Does not display a respectful and positive relationship in the treatment of others. Insensitive to issues of diversity. Displays a negative and uncooperative attitude toward the job. Does not engage in courteous open communication and lacks considerations for ideas and opinions of others, including supervisors, peers, and the general public. Often is confrontational and critical of others.	Works to treat others with courtesy, respect, and dignity in the workplace. Sometimes may be insensitive to diversity in the treatment of others. Frequently fails to engage in open and honest communication due to focusing on one's own opinions. May lack consideration for others ideas, thoughts, and opinions.	Courteous and respectful in the treatment of others in the workplace. Engages in open and honest communication and is attentive to the ideas, thoughts, and opinions of managers, co-workers, peers, and customers on a regular basis. Is considerate of cultural diversity in communication and attitude.	Continuously treats others in the workplace with courtesy, respect, and dignity. Regularly promotes cooperation; engages in open and honest communication; and is attentive to the ideas, thoughts and opinions of managers, co-workers, peers, and customers on a regular basis.	Highly sensitive to diverse cultures; always treats others with courtesy, respect, and dignity in the workplace. Encourages others to always be courteous and respectful. Is always cooperative; initiates open and honest communication; and seeks a positive approach to the job, interactions with others, and in daily communications. Dedicated to creating a work environment for all that is positive, supportive, and pleasant.
Core	Integrity	<ul style="list-style-type: none"> * Demonstrates high ethical standards of conduct in the performance of his/her job duties and responsibilities. * Accepts responsibility for his/her actions. * Respects and complies with department and university policies, procedures, and work rules. 	Conduct in the performance of job duties is not acceptable. Does not use tact, discretion, and diplomacy. Does not safeguard university property, codes of conduct, and confidentiality. Lacks professionalism in job performance. Refuses to accept responsibility for his/her actions and seeks to blame others for problems in performance. Regularly ignores or challenges department and university policies, procedures, and work rules.	Ethical standards of conduct when performing job duties does not always meet requirements. Often lacks tact, discretion, and diplomacy while failing to accept responsibility for actions. Tries to protect university property and maintain confidentiality in activities but not consistently. Respects the importance of department and university policies, procedures, and work rules but may not always fully comply with them.	Performs job duties and responsibilities with high ethical standards of conduct. Always accepts responsibility for his/her actions and acts in a professional manner. Performs job duties and responsibilities in a manner that complies with department and university policies, procedures, and work rules.	Performs job duties and responsibilities with high ethical standards of conduct while consistently using tact, discretion, and diplomacy. Always accepts responsibility for his/her actions and acts in a professional manner. Consistently performs job duties and responsibilities in a manner that safeguards university property and maintains a high level of confidentiality. Respects and complies with department and university policies, procedures, and work rules.	Dedicated to maintaining high ethical standards of conduct in the performance of job duties and responsibilities. Consistently displays professionalism in job performance and accepts responsibility for his/her actions. Takes action to safeguard university property and protect confidentiality while encouraging this behavior in co-workers. Always respects and complies with department and university policies, procedures, and work rules. Takes extra steps when needed in job performance to ensure compliance.

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Work Behaviors	Proficiency	<ul style="list-style-type: none"> * Possesses required job skills and knowledge. * Demonstrates the ability to apply those skills and knowledge to competently perform his/her job duties and assignments. 	Lacks job skills and knowledge needed to perform job duties and assignments and produce an outcome with acceptable quality and quantity. Unable to perform job duties and assignments without continuous coaching for every task associated with a job assignment. Takes no responsibility for understanding job or related areas. Does not attempt to improve job skills and knowledge to minimum requirements or demonstrate initiative to competently perform job duties and assignments. Seldom completes required job duties and assignments even with constant coaching.	Demonstrates some required job skills and knowledge but lacks knowledge in important aspects of job content. Requires coaching on a regular basis for routine activities. Experiences difficulty in competently performing job duties and assignments. Sometimes fails to perform required tasks. May occasionally work to improve job skills and knowledge.	Demonstrates appropriate job skills and knowledge to perform job duties and assignments through to completion. Tasks are always completed on a timely basis. Takes initiative to maintain current job performance level and gain knowledge to competently improve job skills.	Demonstrates above average job skills and knowledge to perform job duties and assignments through to completion. Exceptional quality and quantity of required work is produced with little coaching. Tasks are frequently completed sooner than expected. Continuously takes initiative to maintain current job skills, improve knowledge, and meet job requirements with a high level of competency.	Has completely mastered the job skills and knowledge required to perform all aspects of the job and related functions. Sets professional goals and high standards in daily performance of duties. Consistently produces results that are of excellent quality and quantity, with little errors, in a timely manner, and with little or no coaching. Highly dedicated to improving job skills and knowledge and seeks opportunities to learn new job skills and apply techniques to improve job proficiency.
Work Behaviors	Dependability	<ul style="list-style-type: none"> * Takes responsibility to accomplish job assignments within reasonable deadlines. * Willing to accept new projects and/or commitments. * Performs due diligence to complete projects within specified time frames and/or fulfill commitments. * Arrives to work on time prepared and ready to contribute. 	Is not reliable. Does not take responsibility to successfully accomplish job assignments. Regularly ignores and does not meet deadlines. Frequently lacks interest and dedication to new projects and/or commitments. Produces an unacceptable quality and quantity of work after deadlines have passed. Not willing to handle his/her share of the workload. Cannot depend on employee to arrive to work on time. Is late on a regular basis and may leave early. Never prepared to begin work and demonstrates a pattern of days absent during the workweek. Does not follow university policy for requesting prior approval for late arrivals or days absent. Requires constant supervision to make good use of time.	Does not consistently achieve workload expectations. Produces marginal work and frequently does not accomplish assignments within required deadlines. Does not follow through to completion and fulfill commitments. Is reluctant to accept new projects and requires intervention to reprioritize work activities. Displays a pattern of late arrivals, early departures, and absences. Not always prepared to begin work upon arrival and requires coaching on time utilization and management.	Takes responsibility for assigned workload and completes tasks within a reasonable deadline. Willingly accepts new projects and follows through on projects to completion. Arrives to work in a timely manner and follows university policy on reporting absences or late arrivals. Makes good use of time and is prepared and ready to begin work upon arrival.	Can be relied upon to handle a fair workload, meet deadlines and commitments, and accept responsibility for actions and decisions. Always follows through on projects to completion. Willingly accepts new projects and displays the ability to prioritize work activity for maximizing time utilization and meeting deadlines. Arrives to work in a timely manner and follows university policy on reporting absences or late arrivals. Makes good use of time and is prepared and ready to begin work upon arrival.	Consistently demonstrates ownership of all assigned work. Fulfills commitments and accomplishes job assignments within reasonable deadlines. Anticipates and readily accepts new projects and/or commitments. Makes excellent use of time and prioritizes work activity for maximum efficiency. Encourages other employees to maximize time utilization. Accomplishes multiple tasks at once within specified time frames. Always punctual with no unexpected tardiest or absences. Always prepared and ready to contribute upon arrival. Consistently conforms to work hour standards, timely attendance, and other work obligations.

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Work Behaviors	Flexibility	<ul style="list-style-type: none"> * Willingly adjusts to changing work assignments or conditions. * Open to changes in operational procedures, technology, and/or organizational structure. * Views changes as opportunities for learning and professional development. * Displays a positive attitude to encourage others. * Promptly responds to changes in work priorities and/or unexpected circumstances or situations. 	Not willing or able to accept changes in work assignments or conditions and frequently rejects changes in operational procedures, technology, and/or organizational structure. Tries to avoid learning new skills and constantly insists on performing activities using obsolete methodology. Actions create a hardship for the department, supervisor, and co-workers. Does not accept changes in work priorities even when provided guidance and learning aids.	Reluctantly adjusts to changing work assignments or conditions and organizational structure. Not always open to changes in operational procedures and frequently experiences difficulty in changes in technology and operational procedures. Does not display interest in learning new techniques, technology, or other job activity. Work attitude often demonstrates a dislike for department changes which hinders ability to work well with others in the department, including supervisor.	Adjusts to changes in the work assignments or conditions without difficulty. Open to change and takes necessary steps to learn new technology needed. Able and willing to learn new operational procedures and readily adjusts to changes in organization structure and work priorities. Encourages others to feel positive about changes in work assignment and treat these changes as growth opportunities. Is competent in responding to changes in work priorities and/or unexpected circumstances or situations.	Willingly accepts changing work assignments or conditions and takes a positive approach to ease implementation of changes. Open to change and encourages others by being attentive and remaining optimistic, even when unexpected circumstances or situations arise. Takes a proactive approach to learning and professional development. Learns new technology and procedures with little effort. Able and willing to learn new operational procedures and technology and readily adjusts to changes in organization structure and work priorities.	Appreciates changing work assignments or conditions as an opportunity for career growth and development. Anticipates changes in operational procedures, technology, and/or organizational structure and learns new procedures sooner than what is expected. Seeks out training and other learning to be fully prepared for change and to encourage others to adjust to changes. Willing to take on the role of team leader and assist others with learning new operational procedures and technology. Always strives to display a positive attitude even when unexpected circumstances arise. Able to prioritize work and maintain a maximum level of efficiency with change occurring.
Customer Service	Customer Relations Management	<ul style="list-style-type: none"> * Ensures customer's needs and expectations are addressed within his/her department or section. (Customers can be students, external constituents, employees, or university guests.) * Mentors and guides department/section staff by sharing knowledge and best practices to appropriately respond to customer's requests. * Monitors staff interactions with customers for professional conduct, consistent application of university policies and procedures, and follow up of outstanding requests. * Assumes responsibility for addressing complex or unusual requests. 	Does not display sensitivity to the need of customers or require staff within the department be attentive to customers and maintain a positive relationship. Lacks knowledge of best practices for providing quality customer service and is unable to mentor department and provide guidance to department/section staff for serving customers. Does not display an interest in making best practices a priority for department. Fails to monitor staff interactions with customers to ensure the customer's needs are being addressed to satisfaction, professionally, and in accordance with university policy and procedures. Does not follow up with outstanding requests or assume responsibility for addressing complex situations. Matters are left unresolved.	May personally address needs of customers but does not demand prompt, professional assistance to customers by staff within his/ her department. Shares knowledge for responding to customer's request but does not fully understand best practices and may not always follow on best practices to appropriately respond to customer's requests. Does not have a mechanism in place to monitor staff to ensure customer needs are being met in a professional manner and consistently in accordance with university policies and procedures. Sometimes fails to follow up on outstanding requests and puts off handling complex or unusual circumstances.	Always ensures customer's needs and expectations are addressed in a prompt and appropriate manner by department or section. Requires staff to use established best practices for handling customer requests. Provides mentorship and guidance to staff as needed on best practices. Monitors interactions between staff and customers on a regular basis for consistent application of university policies and procedures and continued professional conduct toward customers. Takes responsibility for handling complex or unusual circumstances and follows up to ensure all customer request are handled to completion.	Always ensures customer's needs and expectations are addressed in a prompt and appropriate manner by department or section. Requires staff to use established best practices for handling customer requests. Monitors staff activity in relation to customer service and provides mentorship and guidance as needed. Shares knowledge of best practices with staff to allow improvements in customer service given to customers who contact the department or section. Reviews staff interactions with customers on a regular basis for consistent application of university policies and procedures and continued professional conduct toward customers. Counsels staff when there are inconsistencies in application of policies. Always assumes responsibility for handling complex or unusual circumstances and follows up to ensure all customer request are handled to completion.	Entirely committed to addressing customer needs and expectations and works to ensure staff in the department/section appropriately respond to customer requests. Researches best practices in customer service and shares knowledge with staff through guidance and mentorship on a regular basis. Creates procedures that incorporate the knowledge and best practices gained. Has standard monitoring processes for staff interactions with customers that measure professional conduct and proper application of university policies and procedures that allows for regular counseling and training. Modifies these processes as university policies change so that department/section staff always have the tools needed to provide exceptional customer service. Makes sure he/she is made aware of outstanding requests and complex or unusual requests. Personally handles these issues and follows through to ensure each customer request is met.

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Customer Service	Student Advising/ Assistance	<ul style="list-style-type: none"> * Demonstrates the ability to advise and assist university students and/or prospective students with academic plans and course selection, financial options, career plans, and/or student opportunities. * Shares relevant knowledge and insight to apprise students of the university's programs and services. * Provides encouragement and guidance to foster student success. * Listens and responds to student requests and concerns with patience and understanding. * Treats students with respect. 	Lacks the skills needed to appropriately advise and assist students and/or prospective students with academic plans, course selection, financial options, career plans, and/or other student opportunities. Makes little effort to gain knowledge of student advising and enrollment processes. Demonstrates a lack interest or inability to share knowledge and insight to apprise students on university programs and services. Does not provide students with encouragement and guidance or treat them in a manner that fosters student success. Unattentive to student requests, often shows little understanding for their concerns, and demonstrates an attitude that is disrespectful and impatient when interacting with students.	Assists university students and/or prospective students with some aspects of enrollment, student opportunities, and financial aid, but knowledge is limited and is unable to adequately advise students on areas that require a broader and more in depth knowledge of student services. Complacent with his/her ability to share knowledge and insight to students of the university's programs and services. Inconsistently provides guidance that would foster student success. Frequently does not listen to students and responds incorrectly and abruptly. Sometimes he/she demonstrates a lack of patience and understanding of student needs. Tries to treat students with respect but at times can become abrupt when responding.	Displays the skills and knowledge necessary to successfully advise and assist university students and/or prospective students with academic plans and course selection, financial options, career plans, and/or student opportunities. Willingly shares relevant knowledge and insight of university programs and provides encouragement and guidance to students in order to foster student success. Responsive to students needs. Listens to students and responds in an appropriate manner, with patience, understanding, and respect.	Displays above average skills and knowledge in student advising, enrollment, career planning, financial opportunities, and other student opportunities. Always excited and enthusiastic when advising students and sharing relevant knowledge and insight to apprise current and potential students of the university's programs and services. Always attentive to students and listens patiently and responds in a courteous and respectful manner. Always supportive of student needs and willing to provide encouragement and guidance.	Thoroughly knowledgeable in student advising, enrollment, career planning, financial opportunities, and other student opportunities. Always excited and enthusiastic when advising students and sharing relevant knowledge and insight to apprise current and potential students of the university's programs and services. Promotes an interest in UHD; provides encouragement and guidance; and creates a desire to achieve student success through his/her actions. Listens patiently and makes sure he/she has a thorough understanding of the student's request and concerns before responding in a positive manner to ensure the student understands and feels their concern has been addressed. Treats all students, both current and potential, with respect and displays a sincere desire to offer assistance.
Customer Service	Focus on Customer Service	<ul style="list-style-type: none"> * Focuses on customer's needs and expectations. (Customers can be students, external constituents, employees, or university guests.) * Respectfully ascertains customer's needs and determines appropriate response. * Promptly responds by providing requested information, takes appropriate action, or refers customer to appropriate individual or department. * If further actions need to be taken, advises customers of realistic time frames for a response to their request. * Follows up with customers on outstanding requests in a timely manner. * Tactfully explains to customers why their needs and/or expectations cannot be met if the university does not provide the requested information or services. 	Does not display sensitivity to the needs and expectations of customers, including students, administrators, faculty, other staff, visitors, guests, and the general public. Fails to be attentive when interacting with customers and lacks skills to ascertain the customer's needs and determine an appropriate action. Frequently dismisses customers without providing guidance or direction to obtain assistance. Unable to communicate to customers an appropriate response when further action is needed or when their request will be resolved. Never follows up with customers until their outstanding requests are fully handled or resolved. Does not maintain a positive attitude when explaining to customers the university does not offer the requested services. Overall, customer service is unhelpful on a regular basis.	Has difficulty in focusing on or understanding the customer's needs and expectation. Difficulty with understanding customer's needs results in an inability to determine the best action or appropriate response. Lacks knowledge of department operations and is unable to refer customers to the appropriate individual or department. Sometimes provides customers unrealistic time frames for responses to their requests. When response is not received, customers feel frustrated and that they are not being provided service. Follows up with customers on outstanding issues but not in a timely manner. Has difficulty in tactfully telling a customer the university does not provide a requested service or when providing a response the customer may not want.	Regularly responds to customer needs and expectations without hesitation. Listens and determines the most appropriate response. Regularly assists customers by providing a prompt response to their request or refers them to the appropriate department or individual. Ensures the customer is given a realistic time frame for a response if further actions need to be taken. Conducts follow up on requests with the customer in a timely manner. If unable to offer assistance because the university does not offer the services, explains all issues to the customer with tact and in a friendly manner to make sure everyone agrees or understands the outcome.	Regularly responds to customer needs and expectations without hesitation. Anticipates, listens, understands, and determines the most appropriate response. Regularly assists customers by providing a prompt response to their request or guides them to the appropriate department or individual. Reacts to questions and issues with an attitude of support and problem-solving and ensures the customer is given a realistic time frame for a response if further action is required. Follows up on requests with the customer until their request or issue is resolved. If unable to offer assistance because the university does not offer the services, explains all issues to the customer with tact and in a friendly manner to make sure everyone agrees or understands the outcome.	Consistently provides excellent, prompt, and friendly customer services. Maintains a positive relationship with all internal and external customers. Primary focus is always on the customer needs and expectations. Creates a work climate that seeks opportunities to ascertain customer needs and determine the most appropriate response, while always looking for ways to improve the quality of the service given to the customer. All customer requests are handled professionally, accurately, and in a timely manner. If follow up work or research is required, the customer is provided a realistic time frame to have his/her request resolved. Follows up on outstanding requests until finished and seeks input from the customer on how they could have been better served. Is able to deliver news, that is not always positive or what the customer wants to hear, in a calm and caring manner that offers support to the customer.

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Customer Service	Communicates Effectively	<ul style="list-style-type: none"> * Communicates clearly, concisely, and with courtesy. * Carefully listens to customer or thoroughly reads correspondence, and uses good judgment to respond appropriately. (Customers can be students, external constituents, employees, or university guests.) * Communicates requests for further action or resources to appropriate individuals with tact. 	<p>Demonstrates a lack of acceptable written and oral communication skills. Does not listen attentively to customers, is easily distracted and does not focus on what the customer is saying. Does not respond to written correspondence in a timely manner. Does not thoroughly read written correspondence and/or provides incomplete or incorrect responses. Often written correspondence has an unfriendly tone and is not grammatically correct. Does not convey communication requests that need further action to supervisor, peers, customers, or other appropriate party. Makes not effort to improve skills and be more attentive to customers.</p>	<p>Demonstrates a marginal level of communication skills. Training is needed to improve skills so responses, both oral and written, are clear, concise, and courteous. Does not always listen to customers and get a full understanding of their requests. Regularly lacks judgement in responses. Usually communicates requests for further action to the appropriate individuals but not always timely and with complete details so the responsible party is fully informed.</p>	<p>Courteous when communicating with customers. Responses are clear, concise and understandable. Reads written requests and responds in a timely manner using proper grammar and language. Uses good judgement when providing a response to ensure an appropriate and accurate response. Conveys information to supervisors, peers, customers, or other responsible party in a timely and cordial manner when further action is required</p>	<p>Communication with customers is clear, concise, courteous, and provided in a timely manner. Time is taken to thoroughly read written requests. Displays above average verbal and written communication skills and always uses proper grammar and language. Interacts in a positive manner. Uses good judgement and gives the customer their full attention by listening to their requests, asking questions, and conducting open dialog. Conveys information to supervisors, peers, customers, or other responsible party in a timely and cordial manner when further action is required</p>	<p>Demonstrates excellent written and oral communication skills, including effective listening, comprehension, and interpersonal skills when communicating with customers. Fosters an environment of collaboration, teamwork, and mutual respect in the university through effective communication with students, external constituents, employees, university guests, peers, and supervisors. Is always attentive to customers, engages in open dialog to gather facts, uses good judgement in responses, and effectively handles difficult situations. Consistently asks for feedback and engages in positive interactions with customers. Communicates full details when communicating requests for further action or resources to the appropriate individual.</p>
Administrative	Organizational Management	<ul style="list-style-type: none"> * Manages department or section planning and assessment consistent with the university's goals, objectives and executive management's directives. * Develops and oversees administration of the department/section budget to ensure effective utilization of financial resources and appropriate disbursement of funds. * Fosters a cooperative and productive work environment that advances department/section operations and initiatives through motivation, encouragement, and professional development of staff. * Develops department/section procedures and work rules for compliance with government regulations and university policies; participates in the development and revision of applicable university policies. * Competently represents the department/section through interactions with the university community and/or external constituents. 	<p>Lacks knowledge of university goals and objectives. Ignores directives provided by the executive management of the department or section. Lacks ability to conduct an assessment of his/her department/section to plan for innovations, changes in operation procedures, or increasing efficiency. Fails to properly develop and oversee the department/section budget to ensure efficiency in expenditures and use of funds. Cannot account for financial expenditures and very seldom reviews budget and financial resources. Does not have acceptable knowledge of policies and laws that regulate the use of funds, which creates a hardship for business units and departments responsible for the university's financial and budget operations. Not motivated. Does not seek to motivate and encourage staff in the department/section to maintain a productive work environment, advance the department/section through positive interactions with peers/other departments, and seek growth through training and development.</p>	<p>Cannot manage department or section planning and assessment consistent with the university's goals and objectives and executive management's directives without regular coaching, intervention, or supervision. Does not follow through on overseeing the budget administration process and creating steps to ensure financial resources are being used effectively and according to financial policies. Financial reports may not be completed on time and corrections to reports and cost center charges are often required. Does little to motivate staff or maintain a positive and productive work environment that encourages teamwork, staff development, and positive relationships with peers and other departments.</p>	<p>Manages planning and assessment of department/section operations and always functions within the university's goals and objectives as well as executive management's directives. Able to develop and oversee budget operations to ensure maximum efficiency in the utilization of financial resources. Creates a productive work environment that motivates and encourages department/section staff to establish high standards for the department/sections and to display a positive approach to operations, initiatives, and professional development. Operates under established rules for compliance with government regulations and university policies. Contributes to policy development and professionally represents the department/section in interactions with the university community and/or external constituents.</p>	<p>Understands the importance of planning and assessment of department/section operations, develops and oversees current operations of section, and outlines future needs or changes in procedures for executive management within the university's goals and objectives as well as executive management's directives. Skilled in finance administration and develops and oversees budget operations to ensure maximum efficiency in the utilization of financial resources. Financial reports are prepared accurately in a timely manner. Creates a productive work environment through self motivation and encourages department/section staff to establish high standards for the department/sections and to display a positive approach to operations, initiatives. and professional development.</p>	<p>Consistently prioritizes and conducts management of department/section planning and assessment fully within the scope of the university's goals and objectives as well as in accordance with executive management's directives. Willingly provides support to supervisor and staff in department/section in developing assessment tools to measure progress and assess current and future needs. Ensures effective utilization of financial resources and appropriate disbursement of funds by developing methods of checks and balances and overseeing the daily processes used in financial reporting. Seeks out opportunities to increase knowledge of university best practices in organizational management. Highly motivated to foster a cooperative and productive work environment through seeking new methods and sharing knowledge gained with department/section. Motivates and encourages staff to maintain positive interactions within section and with other departments as well as strive for professional development that advances the department/section.</p>

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Administrative	Operations Management	<p>* Manages department or section operations consistently with department/section goals and objectives.</p> <p>* Administers the department/section budget ensuring effective utilization of financial resources and appropriate disbursement of funds.</p> <p>* Fosters a cooperative and productive work environment through motivation, encouragement, and mentorship of staff.</p> <p>* Ensures department/section compliance with university and department policies, procedures, and work rules.</p> <p>* Keeps management apprised of department/section activities and issues requiring senior management input.</p>	<p>Makes no attempt to establish or communicate clearly defined goals and objectives to the department/section staff. Department/section lacks knowledge of what is expected of them. Consistently displays poor skills on financial operations by not monitoring disbursements of funds to ensure effective utilization of financial resources. Lacks the ability to motivate and encourage staff to maintain a cooperative and productive work environment. Shows little interest in mentorship or staff development.</p> <p>Does not review actions of department/section for compliance with university and department policies, procedures, and work rules. Department policies and procedures are often missing. Regularly fails to make management aware of potential problems and special circumstances that may require management input.</p>	<p>Tries to manage the department/section operations consistent with department/section goals and objectives but does not update goals and objectives regularly as needs change. Periodically reviews the budget to check for inconsistencies or errors when preparing financial reports.</p> <p>Frequently does not monitor where and how funds are disbursed to determine if financial resources are being utilized in the best possible manner. Tries to maintain a cooperative and productive work environment but does not motivate, encourage, or mentor staff to increase the level of productivity.</p> <p>Remains at a status quo with little or no growth. Assumes department/section is complying with university and department policies, procedures, and work rules but does little to enforce compliance. Does not provide feedback to senior management or keep them apprised of activity requiring their input on a timely basis.</p>	<p>Consistently demonstrates good management skills in overseeing department/section operations. Reviews budget regularly to ensure procedures are being properly followed and checks the disbursement of funds to ensure financial resources are being used effectively. Always motivates and encourages staff to maintain a cooperative and productive work environment. Regularly mentors staff and shares knowledge gained through professional development.</p> <p>Reviews work activity on a regular basis for compliance with university and department policies, procedures, and work rules. Provides feedback to senior management in a timely manner and gives senior management full details on issues that require their input.</p>	<p>Consistently demonstrates good management skills in overseeing department/section operations. Communicates goals and objectives to staff on a regular basis so they know what is expected of them and requests feedback on a regular basis. Knowledgeable about financial operations and regularly mentors staff. Reviews budget regularly to ensure procedures are being properly followed and checks the disbursement of funds to ensure financial resources are being used effectively. Always motivates and encourages staff to maintain a cooperative and productive work environment. Supports staff in professional development and regularly mentors them to share knowledge and best practices.</p> <p>Reviews work activity on a regular basis for compliance with university and department policies, procedures, and work rules. Provides feedback to senior management in a timely manner and gives senior management full details on issues that require their input.</p>	<p>Develops clearly defined department/section goals and objectives and communicates work/productivity expectations to department/section staff on a regular basis. Mentors staff as needed on budget and finance operations to ensure effective utilization of financial resources and appropriate disbursement of funds. Researches best practices in budget and finance, makes sure all reports are submitted on a timely basis, and ensures procedures for financial operations are followed. Highly motivated with work activity and motivates and encourages staff to maintain a cooperative and productive work environment. Mentors staff and engages them to improve productivity and conduct all activity in compliance with university and department policies, procedures, and work rules. Immediately provides senior management with details of issues needing their approval as soon as issues arise.</p>

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Administrative	Financial Management	<ul style="list-style-type: none"> * Manages assigned financial resources in compliance with federal, state, and university policies and procedures. * Monitors expenditures to ensure they are authorized and within approved budget. * Reports accurate and reliable data of financial transactions and resources. * Promptly notifies management of budget issues and/or discrepancies. 	Lacks appropriate knowledge and does not comply with federal, state, and university policies and procedures in managing assigned financial resources. Fails to monitor expenditures for proper handling, which often creates a hardship for the budget/finance staff who oversee financial operations of the university. Reports are not prepared on a timely basis and may contain incomplete and often incorrect data. Fails to notify management of issues and/or discrepancies in a timely manner.	Unable to manage assigned financial resources in compliance with federal, state, and university policies and procedures without constant detailed coaching from accounting or budget department or senior management. Does not regularly monitor expenditures for proper authorization and budget level. Often fails to report accurate and reliable data of financial transactions and resources. Senior management is required to follow up on desired information often. Requires assistance in correcting budget issues and/or discrepancies and does not provide feedback or make management aware of these issues on a timely basis.	Displays knowledge of federal, state, and university policies and procedures in managing assigned financial resources. Always reviews expenditures to ensure they are authorized and within the approved budget. Reports regularly submitted are accurate and timely. Notifies senior management on questionable financial activity, budget issues and/or discrepancies to ensure these issues are resolved before reports are prepared.	Consistently demonstrates above average knowledge of federal, state, and university policies and procedures and uses this knowledge in managing assigned financial resources. Always reviews expenditures to ensure they are authorized and within the approved budget. All reports are reviewed to ensure financial data is accurate and submitted in a timely manner. Notifies senior management on questionable financial activity, budget issues and/or discrepancies to ensure these issues are resolved before reports are prepared.	Excellent knowledge of federal, state, and university policy and procedures. Makes an effort to research and stay current on changes in laws that impact policies and procedures and implements these changes in the management of assigned financial resources. Shares knowledge with staff in the department/section to ensure their activity complies with current regulations. Ensures all expenditures are authorized, within the approved budget, and processed according to established procedures. Requires feedback from department/section staff on a regular basis to ensure the appropriate data and financial records are maintained for reporting purposes and also to ensure proper procedures are in place. Reports are submitted on a timely basis, as required by university procedures. Reports contain concise, reliable, and accurate data. Management receives feedback on financial activity and is notified immediately of budget issues and/or discrepancies. Provides senior management with action already taken or possible solutions to resolve discrepancies.
Administrative	Project Management	<ul style="list-style-type: none"> * Manages project stages from proposal to completion ensuring project objectives are met within project budget and projected time frames. * Clearly defines roles and responsibilities of project team, ascertains and secures necessary resources, and monitors project performance. * Keeps management apprised of project status. 	Lacks skills and knowledge to manage a project through all stages from proposal to completion. Unable to grasp project scope to develop workable project segments and timelines that allow completion within budget and projected completion time. Does not obtain the proper resources and develop the appropriate project team. Fails to inform project team of their responsibilities. Shows a lack of concern for completing project segments within the designated timeline to avoid delay in the project completion and increased cost. Does not provide senior management with feedback of project activity or completion stages.	Able to manage some stages of a project but not from proposal to completion. Has difficulty in developing a project team and mentoring them on the project objectives. Does not develop a realistic timeline and determine project segments that would provide guidance to the project team of work expectations. Unable to monitor project performance with realistic workable segments and timelines. Communication and feedback to senior management is limited and often lacking important facts.	Manages project stages from proposal to completion ensuring project objectives are met within budget and projected time frames. Secures necessary resources and regularly defines roles and responsibilities to the project team. Monitors project team performance on a regular basis making sure the project team is keeping to timelines to ensure project deadline is met. Provides management with project status on a regular basis and notifies management immediately of any issues that could delay completion or increase budget requirements.	Displays above average ability in project management and always uses these skills to secure necessary resources and manage project stages from proposal to completion. Ensures project objectives are met within budget and projected time frames. Able to develop work segments, define project segment objectives, and communicate expectations to the project team. Monitors project team performance on a regular basis throughout each segment to ensure the project team is completed in a timely manner and within budget. Provides management with project status on a regular basis and notifies management immediately of any issues that could delay completion or increase budget requirements.	Demonstrates exceptional project management skills and the ability to manage project status from proposal to completion. Ensures project objectives are met within project budget and projected time frames. Develops effective project segments and realistic timelines for each project stage and then uses this data to secure necessary resources and create the best possible project team. Ensures project team knows their expectations, performance requirements, and operational budget at the onset of the project. Regularly monitors project performance and seeks feedback from project team on their individual activity. Keeps management apprised of project status, including activity completion and pending issues. Circumstance that could delay the project or increase cost are immediately communicated to senior management. Often recommends action to management that would resolve pending issues or other special circumstances.

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People Management	Supervision	<ul style="list-style-type: none"> * Supervises the work of staff employees. * Sets clear goals and expectations within reasonable time frames. * Motivates staff through constructive feedback, challenging assignments, and recognition of achievements. * Provides mentorship and guidance by sharing expertise and best practices. * Supports staff by providing essential resources, professional development opportunities, and open communication. * Promptly addresses performance issues with appropriate measures and discretion. 	Lacks supervisory skills. Does not develop goals and objectives for department/section and does not take responsibility for developing staff to full potential. Is not motivated and does little to motivate staff. Does not research or seek out best practices therefore lacking knowledge and expertise to share with staff. Offers little support to staff through guidance and mentorship and often opposes professional development opportunities. Does not monitor or take responsibility for staff performance issues or follow up with appropriate actions. Ignores situations allowing them to escalate into more serious problems. Does not recognize staff who excel in performance. Shows little interest in promoting teamwork and engaging in open communication with staff.	Sets goals and expectations for staff but does not provide feedback on work performance and meeting reasonable time frames on a regular basis. May occasionally provide guidance and coaching to staff but does not motivate staff to produce high quality work by sharing expertise and knowledge. Does not provide opportunities for professional development. Does not encourage staff to seek knowledge to accept new or challenging work assignments. Lack of open communication and feedback results in uncertainty among staff and creates difficulty in developing teamwork. Does not address performance issues on a timely basis and take appropriate action. Ignores situations allowing them to escalate into more serious problems.	Regularly supervises the work of staff employees, setting clear goals, expectations, and time frames for job completion. Openly communicates with staff and provides motivation, constructive feedback, new assignments, and recognition of accomplishments. Provides mentorship and guidance as needed, and shares expertise and best practices to enable staff to develop skills. Willingly supports staff in professional development opportunities and provides essential resources to maintain professional work standards. Always uses discretion to promptly take appropriate steps to address performance issues that arise.	Regularly supervises the work of staff employees. Sets clear goals and expectations for staff and communicates these goals, expectations, and time frames for job completion to all staff. Openly communicates and provides constructive feedback to ensure staff performance is at the highest potential. Provides mentorship and guidance as needed and shares expertise and best practices to enable staff to develop skills. Willingly supports staff in professional development opportunities and provides essential resources to maintain professional work standards. Recognizes high achievers and promptly takes appropriate steps to address performance issues that arise. Supports teamwork and staff input on department goals.	Displays excellent supervisory skills. Sets clear goals and expectations for staff and communicates these goals, expectations, and time frames for job completion to all staff. Modifies goals and expectations as needed to address organizational changes. Openly communicates and provides constructive feedback to ensure staff performance is at its highest potential. Encourages staff to develop and maintain open communication with other departments/sections to ensure a professional work environment. Provides mentorship and guidance as needed and shares expertise and best practices to enable staff to develop skills. Seeks opportunities for staff to engage in professional development and learning on a regular basis. Develops a recognition system to regularly recognize high achievers. Encourages teamwork, input, and support for goals and expectations from department/section. Handles performance issues in a timely manner, confidentially, and with discretion. Takes appropriate measures to resolve issues.
People Management	Work Leadership	<ul style="list-style-type: none"> * Leads the work of assigned staff. * Assigns projects and tasks with clear instructions and understanding of work to be performed. * Mentors and guides by sharing expertise, knowledge of work rules and procedures, and best practices. * Follows up to ensure tasks and projects are completed within reasonable time frames. 	Does not demonstrate leadership skills. Projects are often assigned unfairly with delegated work not equally distributed among staff. Projects are often assigned without thought given to skills required. Shows little interest in mentoring employees or providing guidance, knowledge, or expertise associated with tasks to be performed so the employee is able to successfully complete the task. Instructions given are often vague and incomplete leaving the employee uncertain of what is expected in results. Very seldom follows up to ensure the projects are completed within reasonable time frames. Projects often left incomplete.	Attempts to lead the work of assigned staff and appropriately delegates work, but may neglect to provide clear instructions and understanding of work to be performed causing employees to incorrectly perform tasks. Displays limited mentoring skills and ability to provide guidance to employees. Does not always share expert knowledge of work rules and procedures and may not mentor employees on best practices. Periodically follows up on project progress but not on a regular basis. By not providing regular feedback, projects are often not completed within reasonable time frames.	Provides leadership to assigned staff throughout assigned projects. Regularly provides clear instruction and ensures employees have an understanding of the project. Mentors employees and provides knowledge of work rules, procedures, and best practices related to the project as well as gives general guidance during the project. Follows up on status of project tasks to ensure they are completed within reasonable time frames. Willing to provide additional mentoring if necessary to meet project deadlines.	Always displays leadership to assigned staff throughout projects. Projects and tasks assigned to staff always include clear and detailed instructions of work to be performed. Engages in regular communication with staff to ensure they understand the work to be performed and addresses concerns when they arise. Gives priority to mentoring staff, sharing expertise, communicating work rules and procedures, and implementing best practices. Seeks feedback from staff on project status to ensure tasks and projects are completed within reasonable time frames.	Actively provides leadership to assigned staff throughout assigned projects. Always provides clear instruction and engages in dialog with assigned employees to ensure they understand instructions. Pays special attention in delegating tasks associated with the project to employees so that work is equally distributed among employees and assigned to those with the needed skills. Builds a project team and provides clear instructions to ensure understanding is achieved for work to be performed. Always mentors employees and provide guidance to ensure they have the necessary knowledge of work rules, procedures, and best practices related to the project. Requires feedback from employees on a regular basis and monitors progress throughout the completions of the project. Provides additional guidance as needed so projects are always completed within reasonable time frames.

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Analytical	Decision Making	<ul style="list-style-type: none"> * Demonstrates the ability to make informed decisions in a timely manner. * Assimilates and/or secures relevant information to assess the risks and benefits of alternatives. * Considers impact of decision in the long and short term. 	Lacks ability to organize facts and make a decision. Does not evaluate the facts and often depends on others to make the decision in order to meet deadlines or respond in a timely manner. Does not consider alternative approaches and assess the risks and benefits associated with them. Shows little concern for impact of decisions on long and short term operations. Focuses only on immediate needs.	Sometimes makes a decision before having all of the facts in order to meet deadlines. Regularly does not make a decision or respond in a timely manner. May assimilate and secure relevant information but lacks the ability to review the data and to assess the risks and benefits of alternatives without supervision. May consider short term impact of a decision but does not understand the importance of the long-term impact to determine if the decision is the appropriate or best one.	Demonstrates the ability to appropriately organize facts and make informed decisions in a timely manner. Always assimilates and/or secures relevant information. Generally takes time to assess the risks and benefits of alternatives before making a decision. Regularly analyzes facts and considers the impact of the decision on both long and short-term operations to ensure the proper decision is made.	Demonstrates the ability to appropriately organize facts and make informed decisions in a timely manner. Always assimilates and/or secures relevant information prior to making a decision. Displays an above average ability in reviewing facts and assessing the risks and benefits of alternatives before making a decision. Always analyzes facts and considers the impact of the decision on both long and short-term operations to ensure the proper decision is made.	Always spends time organizing all facts and relevant data, then makes an informed decision in a timely manner. Understands the importance of assimilating and/or securing relevant information and conducting a thorough assessment of risks and benefits of alternatives. This understanding lends to excellent information gathering and assessments of alternatives. Always adheres to this process in decision making. Prioritizes alternatives, considers the impact of the decision on long and short-term operations, and then makes the best possible decision.
Analytical	Problem Solving	<ul style="list-style-type: none"> * Formulates plans and strategies to proactively resolve anticipated problems. * Prudently responds to unforeseen problems through careful consideration and analysis of problem and relevant information and circumstances. * Recognizes and apprises appropriate university administrator when resolution requires senior management input and/or approval. 	Fails to anticipate problems and develop plans and strategies to resolve these problems. Reluctant to respond to unforeseen problems. Lacks ability to appropriately analyze problems, consider relevant information and circumstances, and respond in a timely manner. Does not provide the appropriate university administrator information in a timely manner when a resolution requires the manager's input and/or approval. May not provide the senior manager with all important facts in order for him/her to resolve the problem.	Usually anticipates potential problems but lacks ability to independently formulate plans and strategies for resolution of anticipated problems. Requires regular assistance and guidance with formulating plans and strategies to resolve anticipated problems. Does not consistently respond to unforeseen problems through analysis of the problem and relevant information. May often lack consideration of critical data when analyzing information and circumstances. Identifies and provides feedback to the appropriate university administrator when resolution requires senior management input and/or approval but facts are often incomplete and not provided on a timely basis.	Consistently formulates plans and strategies to proactively resolve anticipated problems. Actively responds to unforeseen problems through careful consideration and analysis of problem. Researches problem to obtain all relevant information and facts needed to properly respond. Always apprises the appropriate university administrator when resolution requires senior management input and/or approval.	Consistently formulates plans and strategies to proactively resolve anticipated problems without assistance and guidance. Actively responds to unforeseen problems with complete knowledge of all relevant information and circumstances through careful consideration and analysis of facts. Always apprises the appropriate university administrator with a complete analysis of the problem, relevant information, and circumstances on a timely basis when resolution requires senior management input and/or approval.	Consistently demonstrates skills needed to anticipate problems and formulate solutions. Always formulates detailed plans and strategies to proactively resolve anticipated problems. Shares plans and strategies with senior management before any anticipated problems may occur. If an unforeseen problem occurs, follows pre-determined plans and strategies to conduct analysis of problem, give consideration to relevant information and circumstances, and respond within a reasonable time frame. Provides regular feedback to appropriate university administrator on a regular basis giving special attention to circumstances that require senior management input and/or approval in order to achieve resolution.

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Analytical	Research and Analysis	<ul style="list-style-type: none"> * Applies knowledge and skills to collect and analyze relevant data and information. * Assesses benefits and risks and prepares comprehensive reports of findings. * Submits recommendations for management's review and evaluation. 	Lacks ability to appropriately collect and analyze relevant data and information. Shows little interest in improving knowledge and skills. Research and analysis is constantly incomplete and missing data. Does not properly assess benefits and risks and reports prepared are incomplete and do not include findings. Fails to submit recommendations for management's review and evaluation. Submits a recommendation based on incomplete data.	Does not appropriately analyze relevant data and information once collected. Regularly needs assistance and guidance from management in assessing benefits and risks. Lacks ability to prepare comprehensive reports of findings independently without regular supervision. Reluctant to prepare and submit recommendations to management for review and evaluation. Requires coaching in preparing recommendations.	Always applies knowledge and skills to collect and analyze relevant data and information. Ability to prioritize data and information in order to develop the best possible recommendation for action. Understands the importance of assessing benefits and risks and always takes appropriate steps in data analysis. Uses accurate data and information to prepare comprehensive reports of findings. Develops recommendations for management's review and evaluation and submits to management on a timely basis with thorough analysis and findings.	Always applies knowledge and skills to collect and analyze relevant data and information. Always prioritizes data and information and develops the best possible recommendation for action. Understands the importance of assessing benefits and risks and demonstrates an above average ability in collecting and analyzing relevant data. Always takes appropriate steps in data analysis. Uses accurate data and information to prepare comprehensive reports of findings. Develops recommendations for management's review and evaluation and submits to management on a timely basis with thorough analysis and findings.	Constantly seeks to improve knowledge and skills needed to collect and analyze relevant data and information. Willingly shares knowledge with others. Fully understands the important of comprehensive research. Always applies knowledge and skills to collect and analyze relevant data and information. Develops techniques to prioritize and outline data for detailed analysis. Assesses benefits and risks, identifies potential problems and better options associated with each, and prepares comprehensive reports of findings. Updates management of issues or special circumstances throughout the analysis. Always submits recommendations based on complete analysis data collected for management's review and evaluation in a timely manner.
Communications	Building External Relationships	<ul style="list-style-type: none"> * Demonstrates the ability to build rapport and develop relationships with external constituents. * Displays a genuine interest in constituents' ideas and concerns, and pursues mutual interests and aspirations between the university and external constituents. * Builds trust and forms alliances through shared respect and cooperation. 	Does not work to build rapport and develop relationships with external constituents. Does not understand the importance of developing these relationships. Lacks interest in ideas and concerns of external constituents and avoids engaging in regular interactions and constructive dialogs. Does not attempt to build trust or form alliances and working relationships with external constituents. Displays an attitude or opinion the external constituents are of little importance and feels no need to show respect or act in a cooperative manner.	Does not work to build rapport and develop relationships with external constituents on a regular basis. Often is hesitant to interact and listen to the ideas and concerns of constituents. Rarely pursues mutual interest and aspirations between the university and external constituents. Is content with own personal interest and aspirations. Has not successfully built trust and/or formed alliances with constituents and may demonstrate a lack of cooperation. Usually displays a level of respect for constituents.	Demonstrates the ability to build rapport and develop relationships with external constituents. Listens attentively to constituents' ideas and concerns and regularly engages in dialog to identify mutual interests and aspirations between the university and external constituents. Regularly interacts with external constituents in a manner that builds trust, forms alliances, and displays shared respect and cooperation.	Always works to build rapport and develop relationships with external constituents. Listens attentively to constituents' ideas and concerns and regularly engages in dialog to identify mutual interests and aspirations between the university and external constituents. Regularly engages in dialog and conversation with external constituents. Always interacts with external constituents in a manner that builds trust, forms alliances, and displays shared respect and cooperation.	Enthusiastically works to build rapport and develop strong relationships with external constituents. Understands and places importance on building external relationships by displaying a genuine interest in constituent ideas and concerns. Listens attentively, encourages constituents to share ideas, and engages in dialog to identify mutual interests and aspirations between the university and external constituents. Seeks opportunities to communicate and interact with external constituents in a manner that builds trust, forms alliances, and displays shared respect and cooperation.

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Communications	Instruction/ Training	<ul style="list-style-type: none"> * Demonstrates the ability to orally convey subject or message clearly and concisely to the intended audience. * Generates interest and enthusiasm in the subject or message from the participants. * Responds to participants' reactions or comments and adjusts delivery style and/or format of presentation as needed. * Possesses a thorough understanding of the subject or topic to provide practical responses to questions or issues. * Displays applicable visuals and provides appropriate written materials to support the presentation. 	<p>Lacks proper public speaking skills</p> <p>Does not identify the audience and select the best presentation style for the subject matter or message to ensure delivery is clear and concise.</p> <p>Unable to generate and maintain interest and enthusiasm from the participants due to the inability to fully explain or discuss subject matter.</p> <p>Shows little interest in oral presentations and is reluctant to respond to participants' reactions or comments. Unable to adjust delivery style and format as needed. Does not take steps to improve public speaking abilities although it is a part of job duties. Generally does not have a thorough understanding of the subject and unable to respond to questions or comments. Often does not prepare and display applicable visuals. Seldom prepares written materials to support the presentation.</p>	<p>Does not consistently demonstrate the ability to conduct oral presentations and present subject matter clearly and concisely.</p> <p>Regularly uses the same presentation style regardless of the participants. Does not feel it necessary to identify with the audience. Rarely displays enthusiasm and interest in subject and is not able to generate enthusiasm among the participants. Does not like responding to reactions and comments and may become irritated with questions and comments. Does not always display a thorough knowledge or understanding of the subject or topic and avoids audience questions. Often visuals and written materials are not organized, appealing, or informative. Oral presentations frequently do not follow visuals and written material. Little or no action taken to improve presentation skills.</p>	<p>Displays appropriate skills in oral presentation and ability to effectively communicate with the intended audience. Able to generate and keep interest and enthusiasm in the presentation from the participants. Accepts questions and comments from the participants and willingly responds to them. Able to change delivery style and/or format of presentation if necessary to convey subject matter. Knowledgeable of subject matter and able to provide appropriate answers to questions and responses to comments. Visuals and written materials to support the presentation contain appropriate data.</p>	<p>Displays highly effective skills in public speaking and oral presentations. Identifies with the audience and chooses the appropriate presentation style. Is motivated with subject matter and uses this motivation to communicate with the audience and to generate and keep their interest and enthusiasm in the presentation. Always open to questions and comments from participants and willingly responds to them. Able to change delivery style and/or format of presentation if necessary to convey subject matter or message so it is fully understood by the audience. Knowledgeable of subject matter and able to provide appropriate answers to questions and responses to comments. Visuals and written materials to support the presentation are well developed and contain the proper information. Participants are able to follow the presentation with the visuals and keep for reference.</p>	<p>Excellent skills in public speaking. Ability to connect to the audience, display the best delivery style, and convey subject or message clearly and concisely. Takes advantage of all opportunities to improve skills. Enthusiastic on subject matter and encourages interaction from participants. Makes topic exciting and interesting and is able to motivate participants and change delivery style or format as needed to maintain the interest of participants. Very responsive to questions and comments from participants. Possesses a thorough understanding and knowledge of subject or topic and is able to provide detailed responses to questions and/or comments. Visuals are creative and may involve persons acting out situations. Content is appropriate for subject. Always prepares good written materials to support the presentation.</p>
Communications	Writing Proficiency	<ul style="list-style-type: none"> * Demonstrates the ability to express information clearly and concisely in writing. * Formulates and writes information to effectively communicate messages, ideas, and/or concepts for the intended recipient or audience. * Uses appropriate words and tone and correct grammar. 	<p>Does not demonstrate acceptable writing skills in preparing formal written communications and documents for a specific recipient or audience. Writing does not convey or express information in a clear and concise manner. Lacks ability to organize and outline subject matter to develop a written document that effectively communicates messages, ideas, and/or concepts for the intended audience. Finished product or written document does not contain appropriate words and tone is not correct for target audience. Writings always require grammatical corrections and must be reviewed by manager before presentation to recipient or audience.</p>	<p>Does not consistently demonstrate the ability to express information clearly and concisely in writing. Written communications sometimes lack pertinent facts and do not fully communicate messages, ideas, and concepts for the intended recipient or audience. Written materials often are inadequately thought out and organized. Finished product or written document frequently requires corrections to grammar, choice of words, and document style before being presented to the intended recipient or audience.</p>	<p>Ability to clearly and concisely express information in written format. Understands how to organize content to effectively communicate messages, ideas, and/or concepts to the intended recipient or audience. Uses proper words, tone, and grammar.</p>	<p>Writing skills are above average. Information in written material is clear and concise with the appropriate amount of content and substance. Organizes content of written communication so messages, ideas, and/or concepts for the intended audience are effectively communicated, easily understood, and addresses all points. Very good use of grammar, words and tone.</p>	<p>Demonstrates excellent writing skills and ability to express information clearly and concisely in writing. Always organizes information communicated in writing. Outlines presentation content so information is written effectively and messages, ideas, and concepts are clearly expressed to the intended recipient or audience. Constantly works to improve writing skills and willingly shares techniques in effective written communications and knowledge of language and grammar with others. Written communication is creative, informative, and uses proper words, tone, language, and grammar.</p>

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			Reluctant or unable to meet expectations of competency requirements in the performance of job duties and responsibilities. Significant improvement is needed in job skills, ability, and/or performance.	Does not consistently meet expectations of competency requirements in the performance of job duties and responsibilities. Some improvement is needed in job skills, ability, and/or performance.	Consistently fulfills competency requirements in the performance of job duties and responsibilities.	Frequently exceeds some of the competency requirements in the performance of job duties and responsibilities.	Consistently exceeds competency requirements in the performance of job duties and responsibilities.
Operational	Computer/Automated System Proficiency	* Proficient in the use of university applications or automated systems to perform job duties. * Complies with related policies, procedures, and work rules to maintain system security and data integrity.	Lacks knowledge and skills of applications or automated systems required to proficiently perform job duties. Requires constant assistance from application/system specialist or manager in order to complete tasks. Creates a hardship for other employees and/or departments through inability to successfully use automated systems or applications. Shows a lack of interest and little effort to obtain training to improve skills. Does not comply with policies, procedures, and work rules to safeguard system security and data integrity. Regularly leaves confidential data exposed on computer and does not secure work station from public access. Does not safeguard passwords, which give access to applications and automated systems.	Does not consistently perform job duties with proper use of applications or automated systems. Frequently seeks assistance from application administrator for guidance in system use or to correct data. Does not take advantage of training and learning opportunities to improve skills and knowledge of applications or automated systems. Does not consistently comply with related policies, procedures, and work rules to maintain system security and data integrity. Frequently does not secure computer and work station from access by unauthorized person.	Demonstrates proficiency in the use of university applications or automated systems in performance of job duties. Work is properly completed using applications or systems on a timely and regular basis. Attends all required training. Works to ensure related policies, procedures, and work rules to maintain system security and data integrity are followed. Always secures work station and computer from access by unauthorized persons and never leaves confidential data visible on computer. Does not share password.	Demonstrates above average skills in the use of university applications or automated systems in performance of job duties. Work is properly completed using applications or systems on a timely and regular basis. Attends training when offered to improve knowledge and skills of application or automated systems or to learn new skills. Pays special attention to ensure related policies, procedures, and work rules to maintain system security and data integrity are followed. Always secures work station and computer from access by unauthorized persons and never leaves confidential data visible on computer. Does not share password.	Excellent knowledge and understanding of university applications or automated systems required to perform job duties. Performs job duties proficiently and seeks new ways to increase job efficiency through the use of applications. Seeks training and learning opportunities on applications and automated systems to increase knowledge and skills so that job duties can be performed with greater efficiency, increased quantity without loss in productivity, and in a shorter time. Always complies with related policies, procedures, and work rules to maintain system security and data integrity and creates a work environment that encourages others to take special interest in maintaining system security and data integrity. Never leaves work station without securing computer and confidential electronic data.
Operational	Equipment Operation	* Demonstrates the essential skills required to use equipment and tools needed to perform job duties and responsibilities. * Follows maintenance and operation procedures and safety rules to minimize equipment malfunctions and prevent personal injuries.	Shows little or no regard for department-issued equipment or property. Does not operate equipment, including office machines, tools, radios, weapons, and/or university vehicles in accordance with operations procedures and university rules or policies. Makes no effort to learn or engage in proper equipment maintenance, servicing, care, safety and operating procedures. Little concern for financial impact and personal injury risks to the university resulting from improper use of equipment or unreported malfunctioning equipment.	Does not consistently demonstrate the essential skills required to use equipment and tools needed to perform job duties. Frequently does not operate equipment, including office machines, tools, radios, weapons, and/or university vehicles in accordance with operations procedures and university rules or policies. Lacks commitment to equipment maintenance, servicing, and care to minimize malfunctions and prevent personal injuries. Frequently does not display good safety habits when using equipment. Fails to report equipment that is not properly functioning to reduce financial impact and risks to the university	Demonstrates appropriate skills when operating department-issued equipment and tools needed to perform job duties and responsibilities. Uses proper procedures and displays good judgement when operating equipment, including office machines, tools, radios, weapons and/or university vehicles. Is knowledgeable of policies and safety rules to minimize equipment malfunctions and prevent personal injuries. Committed to equipment maintenance, servicing, care, and safety. Shows concern for financial impact and personal injury risk to the university from malfunctioning equipment and reports malfunctioning equipment on a timely basis.	Demonstrates above average skills and knowledge required to use equipment and tools needed to perform job duties and responsibilities. Always uses proper procedures, operates equipment with caution and care, and displays good judgement when operating equipment, including office machines, tools, radios, weapons and/or university vehicles. Fully knowledgeable of maintenance and operation procedures and safety rules to minimize equipment malfunctions and prevent personal injuries. Gives priority to equipment maintenance, servicing, and care. Performs job duties using equipment in a manner that ensures safety and proper functioning. Shows concern for financial impact and personal injury risk to the university from malfunctioning equipment and reports malfunctioning equipment on a timely basis.	Exhibits exceptional skills and knowledge required to use equipment and tools needed to perform job duties and responsibilities. Always uses proper procedures, operates equipment with caution and care, and displays good judgement when operating equipment, including office machines, tools, radios, weapons and/or university vehicles. Willing to share knowledge of equipment use with others in department/unit. Fully knowledgeable of maintenance and operation procedures and safety rules to minimize equipment malfunctions and prevent personal injuries. Takes advantage of opportunities to improve skills and policy/procedural knowledge through training. Gives priority to equipment maintenance, servicing, and care. Performs job duties using equipment in a manner to ensure safety and proper functioning. Monitors equipment and reports any malfunctions to management on a timely basis. Understands and always concerned about financial impact to the university from personal injury risks and malfunctioning equipment.

			Possible Scores Based on this Rubric				
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			Reluctant or unable to meet expectations of competency requirements in the performance of job duties and responsibilities. Significant improvement is needed in job skills, ability, and/or performance.	Does not consistently meet expectations of competency requirements in the performance of job duties and responsibilities. Some improvement is needed in job skills, ability, and/or performance.	Consistently fulfills competency requirements in the performance of job duties and responsibilities.	Frequently exceeds some of the competency requirements in the performance of job duties and responsibilities.	Consistently exceeds competency requirements in the performance of job duties and responsibilities.
Operational	Public Safety	<ul style="list-style-type: none"> * Recognizes and immediately reacts to potential danger. * Uses sound judgment to protect co-workers, students, and citizens; enforces laws and ordinances; and diffuses threatening situations. * Complies with police rules and regulations. * Prepares clear and concise offense reports in a timely manner. 	Lacks ability to recognize potential danger in appropriate time frame. Response time is not acceptable. Often uses poor judgement and os uncertain on appropriate action needed to protect co-workers, students, and citizens. Unable to diffuse a threatening situation before it escalates and additional law enforcement personnel must intercede. Does not demonstrate knowledge of police rules and regulations at an acceptable level. Requires constant coaching or mentoring from supervisor regarding rules and regulations. Does not properly prepare offense reports as required. Reports are not submitted in a timely manner, are confusing, contain incorrect facts, and are frequently incomplete.	Inconsistently reacts to potential danger in a timely manner. Regularly uses poor judgement. Uncertain on appropriate action needed to protect co-workers, students, and citizens. Response may not be the best possible solution. Needs assistance to diffuse threatening situations. Frequently fails to comply with police rules and regulations and must be counseled and sometimes reprimanded. Does not review offense report to ensure accuracy and complete information. Regularly fails to submit offense reports in a timely manner.	Recognizes potential danger and reacts immediately by responding or taking action to ensure a response occurs. Uses sound judgement to protect co-workers, students, and citizens. Able to diffuse threatening situations through sound judgement. Willingly complies with police rules and regulations. Offense reports are thorough and factual. Information is clear, understandable, and submitted within the required time frame.	Recognizes potential danger and reacts immediately by responding or taking action to ensure a response occurs. Reacts in a manner that yields positive and safe results. Always uses sound judgement to protect co-workers, students, and citizens. Makes a decision and performs duties based on facts and reliable information. Able to diffuse threatening situations through sound judgement, positive negotiation, and communication. Fully understands police rules and regulations, complies with them, and acts in a manner to ensure compliance at all times. Offense reports are thorough and factual. Information is clear, understandable, and submitted within the required time frame.	Recognizes potential danger and reacts immediately by responding or taking action to ensure a response occurs. Follows up with the situation to ensure potential danger no longer exists. Always views the protection of co-workers, students, and citizens as a priority and takes steps to always know and understand the physical environment and impact on public safety. Makes sound judgement decisions after reviewing the facts so the best possible action is followed. Excellent skills at crisis management and controlling a hostile environment. Willing to share knowledge and skills as needed. Able to diffuse threatening situations through sound judgement, positive negotiation, and communication. Fully understands police rules and regulations and acts in a manner to ensure compliance at all times. Offense reports are thorough and factual. Information is clear, understandable, and submitted within the required time frame.
Technical	Technical Expertise	<ul style="list-style-type: none"> * Possesses comprehensive knowledge and skills in a technical area. * Effectively applies expertise to troubleshoot existing systems and develop solutions with existing technology. * Competent to learn new technologies and integrate them with existing technology. * Willing to share expertise and provide technical assistance to others. 	Does not possess an acceptable level of technical knowledge and skills to perform job duties and responsibilities. Unable to troubleshoot existing systems without assistance. Lacks ability to develop workable solutions using existing technology. Shows little interest and/or ability in learning new technologies and processes to integrate them with existing technology. Lacks expertise to share with others and does not act as a team player.	Frequently does not demonstrate comprehensive knowledge and skills in a technical area. Attempts to trouble shoot existing systems and develop solutions with existing technology but often needs guidance and assistance. Reluctant to learn new technologies and integrate them with existing technology, which delays learning opportunities. Not a team player and unwilling to share expertise with others. Seldom offers to provide technical assistance to co-workers.	Possesses appropriate knowledge and skills in technical area to perform job duties and responsibilities. Effectively applies expertise to troubleshoot existing systems and develop solutions with existing technology. Capable and willing to learn new technologies and integrate them with existing technology. Willing to share expertise and provide technical assistance to others.	Above average knowledge and skills in technical area and applies knowledge and skills in performance of job duties and requirements. Consistently applies expertise in troubleshooting existing systems and developing solutions using existing technology. Follows through on all troubleshooting to ensure the best solution has been implemented. Takes advantage of opportunities to learn new technologies and integrate them with existing technology. Understands the importance of improving knowledge and skills and strives to share expertise and provide technical assistance to others. Behavior is a team player.	Excellent knowledge and skills in technical area and fully applies knowledge and skills to perform job duties and requirements. Always applies expertise to troubleshoot existing systems, conduct a thorough analysis, and develop the best possible solutions with existing technology. Understands the importance of learning new technologies and integrating them with existing technology. Takes advantage of all opportunities to improve skills and knowledge, learn new technologies, and new ways to integrate new technologies with existing ones. Displays leadership qualities and always a team player. Takes advantage of all opportunities to share expertise, provide technical assistance to others, and encourage others to advance technical expertise.

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			Reluctant or unable to meet expectations of competency requirements in the performance of job duties and responsibilities. Significant improvement is needed in job skills, ability, and/or performance.	Does not consistently meet expectations of competency requirements in the performance of job duties and responsibilities. Some improvement is needed in job skills, ability, and/or performance.	Consistently fulfills competency requirements in the performance of job duties and responsibilities.	Frequently exceeds some of the competency requirements in the performance of job duties and responsibilities.	Consistently exceeds competency requirements in the performance of job duties and responsibilities.
Technical	Functional Expertise	<ul style="list-style-type: none"> * Possesses comprehensive knowledge and skills in one or more functional areas. * Effectively applies expertise to identify user issues with existing systems and coordinate resolution with technical staff. * Understands business processes to successfully integrate them with existing and new systems. * Competent to coordinate requests for system modifications with technical staff. * Willing to share expertise and provide functional assistance to others. 	Does not possess an acceptable level of functional knowledge and skills to perform job duties and responsibilities. Lacks expertise in analysis needed to identify user issues with a level of certainty and coordinate resolution with technical staff. Analysis of user issues are often incorrect and not timely. Does not understand business processes to successfully integrate them with existing and new systems without management assistance. Must be constantly mentored or coached. Reluctant or not interested in coordinating requests for system modifications with technical staff. Incapable of providing functional assistance to others because of a lack of expertise.	Frequently does not demonstrate comprehensive knowledge and skills in a functional area. Frequently unable to identify user issues with existing systems and coordinate resolution with technical staff without management assistance. Does not possess a clear understanding of business processes and frequently is unable to integrate them with existing and new systems. Additional training needed to have ability to competently coordinate requests for system modifications with technical staff. Willing to function as a team player and assist others but lacks the expertise	Possesses comprehensive and appropriate knowledge and skills in one or more functional areas needed to perform job duties and responsibilities. Effectively applies expertise to identify user issues with existing systems and coordinates resolution with technical staff in a timely manner. Good understanding of business processes and able to integrate them with existing and new systems to achieve positive results. Fully capable and willing to coordinate requests for system modifications with technical staff. Regularly shares expertise and willing to provide functional assistance to others.	Above average knowledge and skills in one or more functional areas needed to perform job duties and responsibilities. Always applies expertise to diagnose user issues with existing systems and coordinates resolution with technical staff through to completion. Issues are handled in a timely and efficient manner. Very good understanding of business processes and able to integrate them with existing and new systems to achieve positive results. Possesses above average skills needed to coordinate requests for system modifications with technical staff. Always shares expertise and provides functional assistance to others.	Excellent knowledge and skills in functional areas and fully able to perform all job duties and requirements. Consistently uses knowledge and skills to analyze and identify user issues with existing systems and follow up with coordination of a resolution with technical staff to completion. Follows up to ensure issues are resolved. Thorough understanding of business processes and requirements to successfully integrate them with existing and new systems. Takes advantage of opportunities to increase knowledge and skills to achieve a higher level of expertise in a functional area. Anticipates coordinating requests for system modifications with technical staff. Maintains good communication with other units, always shares knowledge or expertise, and provides support and functional assistance to others.
Technical	Support Proficiency	<ul style="list-style-type: none"> * Possesses comprehensive knowledge and skills with multiple hardware and software systems. * Effectively applies expertise to identify and troubleshoot user issues. * Competent to install and configure new systems. * Willing to share expertise and provide technical support to others. 	Does not have acceptable knowledge and skill level of hardware and software systems to perform job duties and responsibilities. Requires constant supervision and assistance. Unable to effectively identify and troubleshoot user issues in a timely manner. Reluctant to install and configure new systems without support or assistance from others. Not interested or willing to provide support to others although constantly requesting assistance due to a lack of knowledge. Makes no attempt to improve knowledge and skills.	Frequently does not display comprehensive knowledge and skills with multiple hardware and software systems. Often makes mistakes in identifying user issues and provides incorrect analysis results in improper troubleshooting of issues. Needs additional training and development to possess skills needed to install and configure new systems. Sometimes demonstrates a desire to share knowledge and exhibit behavior of a team player, but lacks skills to provide technical support and expertise.	Comprehensive and appropriate knowledge and skills with multiple hardware and software systems. Consistently able to perform job duties and requirements without guidance and assistance from supervisor. Always applies expertise to identify and troubleshoot user issues through to resolution. Competently able to install and configure new systems. Willing to share expertise and provide technical support to others and does so whenever the need arises.	Very good knowledge and skills with multiple hardware and software systems. Consistently able to independently perform job duties and requirements. Always applies expertise to timely and effectively identify and troubleshoot user issues through to resolution. Can be relied upon to install and configure new systems. Takes advantage of learning opportunities and skill development. Always shares expertise and provides technical support to others.	Excellent knowledge and skills with multiple hardware and software systems and fully able to perform job duties and requirements. Gives priority to properly identifying and troubleshooting user issues in a timely manner. Thorough when conducting an analysis and troubleshooting issues. Organized when coordinating a resolution. Always the go-to person for installing and configuring new systems. Takes advantage of all learning opportunities and training to increase knowledge and skills to the highest level of expertise. Excited to share expertise and provide technical support to others.