

Brown’s Competency Model Assessment Dictionary

Quality of Work	Quantity of Work	Service Orientation	Organization/ Time Management	Judgment	Problem Solving	Approach/ Cooperation	Institutional Values	Diversity	Dependability/ Follow Through	Leadership	Assessment Key
<p>Definitions</p> <p>Extent to which work produced reflects job knowledge and meets requirements of accuracy, thoroughness, effectiveness, dependability and consistency of work; ability to communicate, give and receive information in a timely and accurate fashion</p>	<p>Definitions</p> <p>Volume of satisfactory work produced under normal conditions and in relation to established standards</p>	<p>Definitions</p> <p>Extent to which employee achieves responsive and effective relationships with faculty, students, parents, staff, and others where appropriate</p>	<p>Definitions</p> <p>Ability to accomplish work assignments in an orderly, timely manner; ability to manage time by establishing priorities and developing work plans</p>	<p>Definitions</p> <p>Extent to which decisions and actions are made, based on sound reasoning and weighing of outcomes, in support of organizational goals and priorities</p>	<p>Definitions</p> <p>Extent to which employee generates and implements creative and/or original approaches to address problems and overcoming obstacles</p>	<p>Definitions</p> <p>Amount of interest and enthusiasm shown in work; extent to which employee promotes cooperation, collaboration and flexibility with faculty, students, parents, staff, and others in the work environment</p>	<p>Definitions</p> <p>Extent to which employee advances the University’s mission and demonstrates civility, generosity of spirit, openmindedness, and concern for the common good; extent to which employee fosters and demonstrates recognition of peers, subordinates and/or supervisors and encourages a safe working environment</p>	<p>Definitions</p> <p>Extent to which employee actively creates and enhances a diverse environment; extent to which employee encourages openness toward all people through engaging in the diversity of ideas and respect for differences</p>	<p>Definitions</p> <p>Extent to which employee can be counted on to be on the job, maintain a good attendance record, carry out instructions, and fulfill responsibilities</p>	<p>Definitions</p> <p>Extent to which employee makes sound decisions and provides leadership, direction, and mentoring while serving as a positive role model; plans, controls and delegates work effectively; inspires confidence and respect from staff; provides timely and constructive feedback and management of performance</p>	<p>Highly Accomplished</p> <p>Employees in this category consistently and substantially exceed requirements of the position and perform at maximum levels of effectiveness. Little, if any, opportunity remains for an employee in this category to improve his or her level or extent of contribution. Typically, employees in this category are innovative, adding something new to the department which benefits the University in a special way. Highly Accomplished employees are creative problem solvers, implementing new ways of working or processing information or curriculum to make a significant, positive change. “Distinguished,” “remarkable,” and “extraordinary” are common descriptions of this level of performance. *(10% workforce)</p>
<p>Supporting Examples</p> <p>Works with an understanding of the principles, techniques, practices, and procedures required by the job. Exhibits knowledge of the job acquired through the ability to communicate, explain and resolve problems associated with the job duties; seeks opportunities to innovate by challenging existing processes and boundaries; takes responsibility for personal development and/or acquiring and enhancing knowledge and skills</p>	<p>Supporting Examples</p> <p>Handles and/or manages share of work effectively; handles multiple tasks/activities simultaneously; flexible in taking on new and/or existing tasks</p>	<p>Supporting Examples</p> <p>Gives timely responses to customer’s questions and follow-up on inquiries and/or problems; understands and reacts accordingly to urgent matters, other requests, and complaints in a timely manner; keeps customers up-to-date about progress on projects; takes more than routine action to assist a customer</p>	<p>Supporting Examples</p> <p>For Non-Supervisors: Organizes one’s work; establishes schedules and uses time effectively For Supervisors: Structures tasks, objectives, and plans logically and effectively by establishing priorities, initiatives and goals; effectively schedules, assigns, and delegates work</p>	<p>Supporting Examples</p> <p>Uses good reasoning and takes action to meet work-related objectives without being asked or required to do so; recognizes and seizes opportunities even if outside of normal job duties; anticipates problems; continually and proactively addresses issues and strives to improve work processes on a continuing basis; when appropriate, takes ownership and accountability</p>	<p>Supporting Examples</p> <p>Analyzes situations correctly, weighing all options and identifying and evaluating other courses of action; makes informed decisions; anticipates obstacles to a goal, takes calculated risks, sets measurable goals; has ability to persuade, convince or influence; resourceful in finding out information, analyzing and getting work done; adapts/ responsive to change/ changing priorities/ new ideas; recognizes when supervisory input is necessary and seeks guidance when appropriate; makes decisions and accepts responsibility for decisions</p>	<p>Supporting Examples</p> <p>Works cooperatively as a member of a team, proactively sharing knowledge and information; uses positive approach and style for effective team working; promotes team cooperation by valuing the opinions of others; acts to build positive cooperation within and across the department and team; takes action to resolve conflict and promote the positive reputation of the group</p>	<p>Supporting Examples</p> <p>Positively motivates and influences self and others; works to support the University and department’s initiatives; professional in approach, style and tact</p>	<p>Supporting Examples</p> <p>Treats all individuals fairly and respectfully; works effectively with others, regardless of their background, position, or status; recognizes and values differences, values, and viewpoints of others; consistently looks at issues from multiple perspectives; strives to be inclusive; respects and learns from points of view that may be different</p>	<p>Supporting Examples</p> <p>Responsible and accountable for actions; dependable for meeting deadlines and follows through to get things done; has a “can do” attitude and works well with others to follow through on completing tasks; navigates through networks and other resources to complete difficult tasks or projects; flexible, dependable, and consistent in approach and style; typically understands sense of urgency and responds accordingly to the situation; moves plans forward to completion</p>	<p>Supporting Examples</p> <p>Inspires others to higher standards of performance through communicating and energizing; shares a vision and takes action with a view to making team more effective; ensures team understands its goals and provides effective support in reaching them; focuses team on delivering goals and ensures that departmental and individual goals are achieved; creates and motivates others to achieve challenging goals; generates excitement, enthusiasm and commitment by inspiring and encouraging others to ask and resolve problems</p>	<p>Proficient</p> <p>Employees in this category consistently meet and/or exceed requirements of the position and perform in a fully satisfactory, reliable manner. Performance in this category is defined as meeting expectations up to highly accomplished. Performance is consistent, resulting in a regular, ongoing achievement of the established standards for the position. Performance in this category enhances department’s opportunity to achieve its goals. *(80% of workforce)</p>
<p>Negative Examples</p> <p>Quality of work is poor and does not reflect or meet the requirements of the job; gathers irrelevant information and communicates ineffectively; communicates with vagueness and ambiguity sending mixed messages; fails to gain respect, trust and credibility; lacks sense of urgency in accomplishing work and/or completing it in a timely manner; disregards deadlines</p>	<p>Negative Examples</p> <p>Lacks ability to manage current workload; has difficulty with processing, multitasking work; requires the need to have work constantly checked and re-checked; lacks attention to detail and consistently makes mistakes</p>	<p>Negative Examples</p> <p>Displays an abrasive and/or negative unprofessional image to the customer; has difficulty in maintaining composure in difficult situations; procrastinates or fails to correct customer service problems; avoids addressing the customer’s underlying needs by not seeking information</p>	<p>Negative Examples</p> <p>Lacks ability to organize and process information; does not follow logical and/or reasonable approaches to completing work; has difficulty completing assigned tasks and projects; problems prioritizing work and paying close attention to detail; unable to monitor work progress to completion</p>	<p>Negative Examples</p> <p>Lacks approaching situations, tasks, and work reasonably; has difficulty seeing the goal and purpose of the work; makes hasty and uninformed decisions; fails to evaluate all information; selectively chooses to hear and receive information without weighing all information</p>	<p>Negative Examples</p> <p>Lacks creative approaches to address problems and opportunities; lacks ability to identify and weigh options; makes inappropriate decisions; has difficulty identifying and analyzing relevant information; fails to anticipate and plan for potential problems and/or next steps</p>	<p>Negative Examples</p> <p>Works to do what they want to do, irrespective of the decision of the department and/or team; seeks to make progress at the expense of other team members; does not recognize the ideas of other, or claims ideas as their own; undermines team process by withholding key information; fails to share resources or support efforts of others</p>	<p>Negative Examples</p> <p>Works to negatively influence self and others against the strategy, initiatives and values of the University and department; instigates and works counterproductively to the environment</p>	<p>Negative Examples</p> <p>Uses stereotypes and preconceived ideas and judgments to make uninformed decisions; lacks the open-mindedness to communicate and disrespects points of view that may be different</p>	<p>Negative Examples</p> <p>Loses sight of the big picture; gets too involved in the detail; cannot stand back from recurring problems to see the underlying patterns and inner workings of getting tasks done; has difficulty working with others and tends to only value their own opinion; refuses to involve other people or resources to complete a task or project for the betterment of the department</p>	<p>Negative Examples</p> <p>Leaves individuals uncertain about what is happening; fails to deploy the best resources to meet objectives; difficulty multitasking; demonstrates behavior that is inconsistent with the vision; does not obtain buy-in or support; fails to bring others along with them; gives the department and/or team total freedom but no guidance or direction</p>	<p>Unacceptable</p> <p>Employees in this category have not met established norms and standards for the position. Employees do not meet an acceptable number of the minimum requirements of the position and consistently fail to meet the established standards and goals. Supervisors of employees in this category should be communicating and partnering with Human Resources. *(5% of workforce)</p>