

Executive Annual Review Competencies and Ratings

Competencies

Developing Others

The executive seeks opportunities to motivate, mentor, and coach individuals professionally. They invest in the success of their employees and willingly share skills, knowledge, and expertise. They listen carefully to others in appropriate decision-making moments. They interact with others in a way that promotes confidence in themselves and the organization.

Creating an Inclusive Culture

The executive treats everyone with respect and fairness. They seek input from diverse individuals and groups while considering the importance of the university's diversity and inclusion goals. They foster interaction among their team and facilitate opportunities for engagement. They genuinely seek to know the interests of their members and create a team culture that respects all members.

Communicating Clearly and Candidly

The executive clearly conveys information, expectations, and ideas to individuals and groups in ways that produce effective collaboration and accountability. They hold crucial conversations when approached with differing opinions, high stakes, and/or high emotions. They actively communicate the facts and encourage other opinions and ideas.

Holding Yourself and Others Accountable

The executive receives and delivers feedback with candor and civility and in a timely manner. They seek to improve themselves as leaders through their own professional development. They show strong emotional intelligence by understanding and managing their own emotions. They exercise disciplined stewardship over university resources.

Delivering Results

The supervisor sets and accomplishes high-quality goals for themselves and the team. They understand and contribute to the university's mission, vision, and long-term objectives through effective project management. They follow through on commitments and make adjustments as necessary. They establish clear roles of team members and delegate assignments based on skills and availability.

Managing Effectively

The supervisor understands how the university operates and the reasoning behind key practices and processes. They apply that knowledge as they make hiring decisions, review employees' performance, and develop their teams. They are aware circumstances will require change and adaptability. They are flexible and understanding of concerns and work with the appropriate resources to provide solutions.

Job Knowledge and Technical Competencies

Extent to which the executive demonstrates knowledge and skills necessary to perform assigned duties and responsibilities; makes sound, well-informed, objective decisions; resolves problems and overcomes obstacles; demonstrates efficiency in completing assignments and appropriately applies available resources.

Productive Work Habits

Extent to which the executive demonstrates an overall work style that is effective, organized, and productive in terms of managing time, setting priorities, and following up on commitments across a variety of work challenges; volume of work produced is at expected levels under normal conditions and in relation to established standards; and quality of work is at expected levels in terms of accuracy, thoroughness, and effectiveness.

Ratings

Did Not Meet Expectations

Employee performance consistently fell well below established standards and performance expectations. Fundamental skills and/or competencies were not demonstrated. Substantial improvement is required.

Met Some Expectations

Employee achieved expectations at times, but improvement is needed to better demonstrate competency and/or to perform more consistently. Continued development is desired.

Met Expectations

Employee consistently met established standards and performance expectations in the essential areas of responsibility. Demonstrated and applied an appropriate level of knowledge and skill.

Exceeded Expectations

Employee consistently demonstrated this competency at a high level. This employee was viewed as a role model and clearly stood out among peers relative to this competency.

Exemplary Performer

Reserved for work that is truly extraordinary across the board. It could have involved unique, one-time initiatives that required the mastery of different skills and a significant time commitment to skill building and completion of a project or event. This rating also indicates work that had a far-reaching influence in moving the team, department, and/or University Objectives ahead on a significant goal.

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Staff Competencies

Creating Positive Experiences

The employee creates positive experiences by having a positive, uplifting attitude in their daily interactions. They provide great customer service internally and externally and express an attitude of gratitude. They do their part to work well with others and assume positive intent, even in challenging situations. Because of their demeanor, others are generally inclined to want to interact with them. They engage and contribute meaningfully, but they do not monopolize time in interactions. They are respectful of others' time and efforts. They display these behaviors consistently with individuals throughout the UVU community.

Promoting an Inclusive Culture

The employee promotes an inclusive culture by creating an environment that invites people to come as they are. They appreciate and actively work to include diversity in thought, appearance, ideology, or background. They are thoughtful and approachable regarding their own beliefs or perceptions. The employee maintains their own beliefs while showing respect and making a genuine effort to understand the views of others. They do not participate in any form of bullying, discrimination, or abusive conduct.

Taking Responsibility

Working closely with their supervisor, the employee honestly and accurately identifies what aspects of assignments and projects are within their sphere of control and holds themselves accountable for performing them well. The employee shows strong emotional intelligence by regularly reflecting on their own performance and behavior to identify what they are doing well and how they can improve. They communicate conclusions with their supervisor at the appropriate time and setting. When working on shared projects or assignments, the employee seeks to understand their role and also recognizes the responsibilities of teammates. They actively support their colleagues in completing their part to support the team's success.

Communicating Clearly and Candidly

The employee clearly conveys information, expectations, and ideas to individuals and groups in ways that produce effective collaboration and accountability. Their communication in all forms (written, verbal, and non-verbal; grammar, spelling, and organization) aims to support greater understanding for all involved in achieving the best resolution. The employee communicates in a way that is both candid and caring, while avoiding both submissiveness and callousness.

Maintaining Area Expertise

The employee seeks out opportunities to learn and progress to ensure that they are current in the knowledge and skills necessary for success with respect to their profession, their team, the university, and UVU students. They seek to apply new insights through specific technical skills, as well as general productive work habits, such as time management, goal setting, and project management. They navigate the shifting professional and university landscape with agility and seek out additional information when needed. The employee also proactively works to acquire knowledge from a variety of sources.

Delivering Results

The employee uses their expertise to deliver exceptional results that support the university’s mission, vision, and core values. They set ambitious and measurable goals that tie directly to university, division, and or/team goals and strategic objectives. They demonstrate productive work habits (time management, setting healthy boundaries, making timely decisions, etc.) that help them and their team to work effectively and efficiently. They display tactical, day-to-day competence in their job, and work to understand and incorporate the strategic purposes of their responsibilities.

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