Accountability

Takes responsibility and ownership for decisions, actions and results. Accountable for both how and what is accomplished.

<table>
<thead>
<tr>
<th>Category</th>
<th>Behavioral Descriptions</th>
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</thead>
<tbody>
<tr>
<td>Requires Improvement</td>
<td>• Does not deliver results consistently and/or meet deadlines</td>
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<tr>
<td></td>
<td>• Admits mistakes only when approached</td>
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<tr>
<td></td>
<td>• Often blames others for shortcomings in own area of responsibility</td>
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<tr>
<td></td>
<td>• Regularly does not keep others informed on progress of work</td>
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<tr>
<td></td>
<td>• Over-reacts to situations</td>
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<tr>
<td></td>
<td>• Uses time inefficiently</td>
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<tr>
<td></td>
<td>• Allows issues to go unaddressed</td>
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<tr>
<td>Developing</td>
<td>• Still developing knowledge or skills for the job</td>
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<td></td>
<td>• Work needs periodic review to ensure accuracy</td>
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<td></td>
<td>• Requires guidance when setting goals</td>
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<td></td>
<td>• Understands the impact of decisions on own area</td>
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<td></td>
<td>• Recognizes and asks for assistance to solve problems</td>
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<td></td>
<td>• Works effectively but proficiency is still evolving</td>
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<tr>
<td></td>
<td>• Surfaces issues when asked</td>
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<tr>
<td>Valued</td>
<td>• Accountable for how and what results are achieved</td>
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<tr>
<td></td>
<td>• Recognizes and admits mistakes and take action to correct</td>
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<tr>
<td></td>
<td>• Acknowledges problems and provides solutions</td>
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<td></td>
<td>• Articulates, defines and sets clear expectations for self and others as appropriate</td>
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<td></td>
<td>• Recognizes the interdependency of decisions and actions</td>
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<td>• Identifies and elevates issues to appropriate individual</td>
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<td></td>
<td>• Reacts appropriately for the magnitude of the issue</td>
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<td></td>
<td>• Acts as a good steward of resources</td>
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<td></td>
<td>• Uses time effectively and efficiently</td>
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<td></td>
<td>• Monitors process, progress and results for self and/or others</td>
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<td></td>
<td>• Gives honest and timely feedback</td>
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<td>Top</td>
<td>• Plans proactively and seeks out appropriate resources to achieve results</td>
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<td></td>
<td>• Admits mistakes, takes actions to correct and helps others learn from the mistake</td>
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<td></td>
<td>• Takes collective responsibility for total organization’s successes and failures</td>
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<td></td>
<td>• Demonstrates the “buck stops here” attitude</td>
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<td></td>
<td>• Sets stretch target for self and/or others</td>
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<td></td>
<td>• Shares information freely with supervisor, peers and direct reports</td>
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<td></td>
<td>• Handles stress and can be counted on to hold things together during tough times</td>
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<td></td>
<td>• Recommends resource saving ideas with budget impact</td>
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<td>• Challenges self and others to increase results, delivering on or before committed deadline</td>
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Leadership in Excellence

Demonstrates energy and commitment to improving results, takes initiatives often involving calculated risks while considering the common good.

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<tr>
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| Requires Improvement | • Does little or no problem solving – looks to others to resolve problems  
• Listens to, but does not acknowledge feedback provided  
• Satisfied with the current state  
• Demonstrates little or no curiosity  
• Experiences difficulty envisioning change  
• May actively impede change  
• Does not seek out trends or benchmark information  
• Unwilling to share knowledge |
| Developing | • Uses available information to solve problems  
• Is too new to suggest improvements for change  
• Willingly listens to feedback  
• Curiosity is centered around learning the position and practices at the university  
• Works to improve competencies on the job  
• Builds relationships with others  
• Shares knowledge |
| Valued | • Seeks out information to solve problems – will research best practices  
• Facilitates and participates in brainstorming  
• Solicits feedback regularly and accepts constructive criticism  
• Creates an environment for individuals to take risks and make improvements  
• Recognizes individuals and teams who achieve exceptional growth in the context of their goals  
• Inquires and is curious about new approaches  
• Develops skills and assists others to do the same on a regular basis  
• Establishes and maintains relationships in order to implement improvements  
• Challenges the status quo by suggesting new and better ways to achieve results  
• Shares knowledge and expertise willingly |
| Top | • Demonstrates creative thinking – is visionary  
• Understands personal areas of opportunity and takes action to make improvements  
• Actively challenges current practices, thought processes and perspectives  
• Researches other organizations and recommends what is best for Notre Dame  
• Takes risk with innovative ideas, balancing change with tradition  
• Rewards and recognizes responsible risk taking  
• Embraces change as an opportunity  
• Sets and achieves high standards and goals  
• Creates opportunities for unique, leading edge, or new initiatives for the university |
Integrity

Demonstrates honest and ethical behavior that displays a high moral standard. Widely trusted, respectful and honorable.

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| Requires Improvement   | • Does not share beliefs and opinions openly  
                          • May not behave inappropriately  
                          • Behaviors are not always consistent with university values and moral standards  
                          • Undermines decisions made by others  
                          • Uses authority inappropriately  
                          • Lacks follow through on commitments  
                          • Treats others inconsistently or indifferently at times  
                          • Often does not follow professional standards  
                          • Does not maintain confidentiality |
| Developing             | • Shares beliefs and opinions in environments that are not threatening  
                          • Behavior is appropriate  
                          • May be new and learning the university values and standards  
                          • Uses authority appropriately, but may be unsure at times  
                          • Handles confidential information appropriately |
| Valued                 | • Stands up for personal convictions when convinced they are in the University’s best interest  
                          • Does not participate in gossip or other behavior that is not appropriate – diffuses the situation  
                          • Acts in a selfless manner  
                          • Presents truthful and honest information in a manner that is helpful and constructive  
                          • Takes responsibility for decisions  
                          • Appreciates and considers different viewpoints – can disagree in a respectful manner  
                          • Keeps promises and follows through on commitments  
                          • Keeps confidences  
                          • Respects the human dignity of each individual |
| Top                    | • Has the courage to address difficult issues in an appropriate manner  
                          • Acts and is seen as a conscience for the organization  
                          • Supports the organization’s beliefs, mission and strategy outwardly and consistently  
                          • Actions exemplify the spirit and letter of regulations  
                          • Encourages others to act with a high degree of integrity  
                          • Stands up for unpopular views in a confident manner  
                          • Creates an environment of trust  
                          • Advocates for each individual |
Leadership in Mission

Understands, accepts and supports the Catholic mission of the university and fosters values consistent with that mission.

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| Requires Improvement      | - Does not share him/herself – time, talent or resources  
- Focused on the bottom line without consideration of the university mission and values  
- Does not respect university property or resources  
- Not respectful of others  
- Places no value in “community”  
- Shows no humility  
- Makes no effort to understand, respect or contribute to the university mission |
| Developing                | - Gives of him/herself when asked  
- Works well with others who have similar beliefs  
- New and is learning the university mission  
- May understand the university mission and is learning how to contribute towards it |
| Valued                    | - Encourages generosity of time, talent and resources  
- Aligns department and individual goals with University mission and values  
- Supports work/life balance  
- Respects the dignity of each individual  
- Respect for spiritual values and faith of everyone – whether Catholic or non-Catholic  
- Creates a supportive environment where diverse views can be explored  
- Represents the university in a manner consistent with the university values  
- Allows open expression of prayer and worship  
- Concerned for the well-being of the whole person in our students – the cultivation of their moral and spiritual values  
- Shows compassion and concern for others  
- Acts with humility  
- Creates an inviting and hospitable environment  
- Lives the “golden rule”  
- Understands and respects the university mission and may contribute from time to time |
| Top                       | - Exemplifies commitment to family, community and organization  
- Educates others about the university mission  
- Leads in maintaining the tradition of the university balanced with business reality  
- Serves as an ambassador for the university  
- Presents controversial issues in a framework that brings forth and allows for discussion of spiritual values  
- Seeks to attract candidates that embrace the university mission  
- Fully understands, respects and consistently contributes to the university mission |
Teamwork

Works cooperatively as a member of a team and is committed to the overall team objectives rather than own interests.

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| Requires Improvement | • Focused on individual work and does not consider the team  
• Rarely communicates with others  
• Disregards the need to work with people from own or other units  
• Does not contribute ideas to the team  
• Has few relationships with peers and does not seek to build those relationships  
• Does not set reasonable expectations or communicate them thoroughly  
• Does not trust a team to perform  
• Does not contribute toward the common goal |
| Developing        | • Is inconsistent in attempts to consider the team  
• Communicates with others on a limited basis  
• May still be learning which individuals he/she needs to work with (in own and other units)  
• Contributes ideas to the team when asked  
• Is building positive relationships with immediate peers  
• Is learning to be collaborative |
| Valued            | • Participates actively in the work of the team, seeks and listens to contributions of others  
• Willingly helps the team be successful  
• Encourages teamwork  
• Has developed healthy peer relationships  
• Fosters open dialogue with individuals and other units  
• Contributes, encourages and accepts input from team members  
• Partners with people from other work units to improve overall performance  
• Understands and accepts their role on the team  
• Demonstrates respect for cultural and individual differences between team members  
• Shares wins, successes and promotes a positive environment  
• Creates a feeling of belonging in the team  
• Allows all members to excel  
• Supports team decision over individual opinion |
| Top               | • Seeks out opportunities for interdisciplinary collaboration  
• Encourages vigorous debate to create a better outcome, and supports the final decision  
• Encourages team members to be advocates of their own ideas  
• Turns a group into a high performing team  
• Showcases the ideas and work of team members and proactively promotes their visibility in the University  
• Creates a climate where people want to do their best |