## 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>
</tr>
</thead>
</table>
| Requires Improvement | • Does not deliver results, or meet all standards and deadlines consistently  
• Admits mistakes only when approached  
• Often blames others for shortcomings in own area of responsibility  
• Regularly does not keep others informed on progress of work  
• Over-reacts to situations  
• Uses time inefficiently  
• Allows issues to go unaddressed  
• Does not consistently follow safety guideline/rules nor exercise proper caution in potentially hazardous situations. |
| Developing | • Still developing knowledge or skills for the job due to newness of position  
• Work needs periodic review to ensure accuracy  
• Requires guidance when setting goals  
• Understands the impact of decisions on own area; requests assistance in making non-routine decisions  
• Recognizes and asks for assistance to solve problems  
• Works effectively but proficiency is still evolving at appropriate pace/level  
• Surfaces issues when asked  
• Learning to follow prescribed safety standards and exhibits a commitment to follow them on the job. |
| Valued | • Accountable for how and what results are achieved  
• Recognizes and admits mistakes and take action to correct  
• Acknowledges problems and provides solutions  
• Articulates, defines and sets clear expectations for self and others as appropriate  
• Recognizes the interdependency of decisions and actions  
• Identifies and elevates issues to appropriate individual  
• Reacts appropriately for the magnitude of the issue  
• Acts as a good steward of resources  
• Uses time effectively and efficiently  
• Monitors process, progress and results for self and/or others  
• Gives honest and timely feedback  
• Achieve expected results and sometimes exceeds them or takes on additional ones as situations arise  
• Assists by reminding others of safety guidelines. Helps to enforce all safety procedures. |
| Top | • Plans proactively and seeks out appropriate resources to achieve results  
• Admits mistakes, takes actions to correct and helps others learn from the mistake  
• Takes collective responsibility for total organization’s successes and failures within the scope of influence  
• Demonstrates the “buck stops here” attitude  
• Frequently sets stretch target for self and/or others  
• Initiates transformational actions resulting in significant impact to the organization  
• Shares information freely with supervisor, peers and direct reports  
• Handles stress and can be counted on to hold things together during tough times  
• Recommends resource saving ideas with budget impact  
• Challenges self and others to increase results, delivering on or before committed deadline  
• Seeks out improvements to existing safety procedures and identifies potential hazards and abatement measures. |
**Leadership in Excellence**

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

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

Updated 6/2012
# Integrity

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

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</table>
| 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  
• Not trusted by other or perceived as trustworthy |
| Developing                    | • Shares beliefs and opinions in environments that are not threatening  
• Behavior is appropriate in most situations  
• 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                           | • Address difficult issues in an appropriate manner which resolves the issue and maintains relationships  
• Acts and is seen as a conscience for the organization  
• Visibly and consistently supports the organization’s beliefs, mission and strategy  
• 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 |

Updated 6/2012
# 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, ideas or resources  
• Focused on the bottom line without consideration of the university mission and values  
• Does not treat university property or resources appropriately or with regard  
• Not respectful of others and may disregard others’ ideas and contributions  
• 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” and “platinum” rules  
• 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 as a top priority |

Updated 6/2012
# Teamwork

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

<table>
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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 provide opinions when asked and criticizes or does not support decisions after the fact |
| 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  
                               • Unsure when to offer ideas or assistance to others |
| 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  
                               • Challenges others who may behave in ways that hurt teamwork |

Updated 6/2012