



Rating Scale

	Significantly exceeds expectations	Exceeds expectations	Meets expectations	Meets some but not all expectations	Does not meet expectations
Expectations	<ul style="list-style-type: none"> Consistently and substantially exceeds requirements Frequently seeks opportunities to accomplish additional goals and/or duties Initiates transformation with significant positive impact Extremely contributive and impactful to work environment through frequent and consistent behavior that results in positive change 	<ul style="list-style-type: none"> Performs at maximum levels of effectiveness during challenging situations producing exceptional quality Exhibits role model level behaviors consistent with University values Proactively and creatively solves problems resulting in positive change Willingly takes on new or additional work 	<ul style="list-style-type: none"> Consistently meets expectations and occasionally goes beyond requirements in terms of quality, quantity, and initiative Achieves established goals and sometimes accomplishes additional goals as opportunities arise Applies creativity and problem solving skills in certain situations and willingly implements and adapts to new process or enhancements Consistent with University values 	<ul style="list-style-type: none"> Not fully functional in all aspects but is progressing at the expected pace Needs to gain proficiency in certain skills, knowledge, processes, speed and job standards due to newness of the position or change in task assignment Continued development and progress is seen and/or anticipated Shows positive change, progress in ability, and promise when advised and/ or taught Exhibits strength and consistency in many if not most areas of work 	<ul style="list-style-type: none"> Fails to use resources appropriately Lacks required skills and/or knowledge to meet established standards and goals Lacks willingness or capability to perform expectations Does not make necessary changes when advised of the need Behaviors are not consistent with University values May already be under corrective action or a performance improvement plan Immediate and sustained improvement required for staff in this category
	“Extraordinary” “Exceptional”	“Distinguished” “Role Model”	“Dependable” “Fully knowledgeable”	“Coachable” “Still learning”	“Unreliable” “Unwilling”
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Accountability Takes responsibility and ownership for decisions, actions and results. Accountable for both how and what is accomplished.	<ul style="list-style-type: none"> Takes collective responsibility for total organization’s success and failures within the scope of influence, takes action to correct and help others learn from mistakes Frequently sets stretch target for self and/or others Initiates transformational action resulting in significant impact to the organization 	<ul style="list-style-type: none"> Achieves expected results and sometimes exceeds them or takes on additional ones as situations arise Assists by reminding others of safety guidelines and helps to enforce all safety procedures Plans proactively and seeks out appropriate 	<ul style="list-style-type: none"> Recognizes and asks for assistance to solve problems, reacts appropriately Accountable for how and what results are achieved, recognizes and admits mistakes and takes action to correct it Acts as a good steward of resources, uses time 	<ul style="list-style-type: none"> Admits mistakes and/or surfaces issues when approached Still developing knowledge or skills for the job due to newness of position Work needs periodic review to ensure accuracy 	<ul style="list-style-type: none"> Does not deliver results or meet all standards and deadlines consistently 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



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	<ul style="list-style-type: none"> • Recommends resource saving ideas with budget impact • Seeks out improvements to existing safety procedures and identifies potential hazards and abatement measures 	<p>resources to achieve results</p> <ul style="list-style-type: none"> • Demonstrates the “buck stops here” attitude • Challenges self and others to increase results, delivering on or before committed deadline 	<p>effectively and efficiently</p> <ul style="list-style-type: none"> • Monitors process, progress and results for self and/or others • Handles stress and can be counted on to hold things together during tough time • Shares information freely with supervisor and peers, gives honest and timely feedback 	<ul style="list-style-type: none"> • Requests assistance in making non-routine decisions • Works effectively but proficiency is still evolving in some areas • Learning to follow prescribed safety standards and exhibits a commitment to follow them 	<ul style="list-style-type: none"> • Allows issues to go unaddressed • Does not consistently follow safety guideline/rules
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<p>Leadership in Excellence</p> <p>Demonstrates energy and commitment to improving results, take initiatives often involving calculated risks while considering the common good.</p>	<ul style="list-style-type: none"> • Actively challenges current practices, thought processes and perspectives • Researches other organizations and recommends what is best for Notre Dame • Creates opportunities for unique, leading edge, or new initiatives for the university 	<ul style="list-style-type: none"> • Creates an environment for individuals to take risks and make improvements • Challenges the status quo by suggesting new and better ways to achieve results • Takes risk with innovative ideas, balancing change with tradition • Rewards and recognizes responsible risk taking • Sets and achieves high standards and goals 	<ul style="list-style-type: none"> • Shares knowledge and expertise willingly, develops skills and encourages learning • Seeks out information to solve problems – will research best practices • Facilitates and participates in brainstorming, solicits feedback regularly and accepts constructive criticism • Inquires and is curious about new approaches, embraces change as opportunity • Establishes and maintains relationships in order to implement improvements • Demonstrates creative thinking –is visionary • Understands personal areas of opportunity and takes action to make improvements 	<ul style="list-style-type: none"> • Uses available information to solve problems • Is too new suggest improvements for change • Willingly listens to feedback • Demonstrates curiosity about learning the position and practices at the university • Works to improve competencies on the job • Builds relationships with others 	<ul style="list-style-type: none"> • Does little or no problem solving – looks to others to resolve problems • Listens to, but does not act on feedback provided • Demonstrates little or no curiosity, satisfied with the current state • May actively resist or not participate in change, unwilling to share knowledge • Does not seek out trends or benchmark information



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<p>Integrity</p> <p>Demonstrates honest and ethical behavior that displays a high moral standard. Widely trusted, respectful and honorable.</p>	<ul style="list-style-type: none"> Stands up for unpopular views in a confident manner Creates an environment of trust Advocates for each individual Addresses difficult issues in an appropriate manner which resolves the issue and maintains relationships 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Handles confidential information appropriately, keeps confidences 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 Takes responsibility for decisions, follows through on commitments Respects the human dignity of each individual, can disagree respectfully 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Does not share beliefs and opinions openly Behaviors are not always consistent with university values and moral standards, does not follow professional standards Undermines decisions made by others Uses authority inappropriately Lacks follow through on commitments Does not maintain confidentiality, perceived as untrustworthy
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<p>Leadership in Mission</p> <p>Understands, accepts and supports the Catholic mission of the university and fosters values consistent with that mission.</p>	<ul style="list-style-type: none"> Educates others about the university mission 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 	<ul style="list-style-type: none"> Creates a supportive environment where diverse views can be explored Concerned for the well-being of the whole person in our student – the cultivation of their moral and spiritual values Creates an inviting and hospitable environment Exemplifies commitment to family, community and organization 	<ul style="list-style-type: none"> Understands and aligns department and individual goals with University mission and values, serving as an ambassador for the university Supports work and life balance Respects the dignity, spiritual values and faith of each individual allowing for open expression of prayer and worship Shows compassion and concern for others, lives 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Does not share him/herself – time, talent, ideas or resources – no value in “community” Focused on the bottom line without consideration of the university mission and values or other ideas and contributions from the team Does not treat university property or resources appropriately or with regard Shows no humility Makes no effort to understand, respect or



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		<ul style="list-style-type: none"> Leads in maintaining the tradition of the university balances with business reality 	the “golden” and “platinum” rules <ul style="list-style-type: none"> Acts with humility 		contribute to the university mission
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Teamwork Works cooperatively as a member of a team and is committed to the overall team objectives rather than own interests.	<ul style="list-style-type: none"> Seeks out opportunities for interdisciplinary collaboration Encourages vigorous debate to create a better outcome, and supports the final decision Turn a group into a high performing team Challenges others who may behave in ways that hurt teamwork 	<ul style="list-style-type: none"> Creates a feeling of belonging on the team Allows all members to excel Encourages team members to be advocates of their own ideas 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 	<ul style="list-style-type: none"> Participates actively in the work of the team, seeks and listens to contributions of others Fosters open dialogue with individuals and other units developing peer relationships Contributes, encourages and accepts input from team members Partners with people from other work units to improve overall performance Demonstrates respect for cultural individual differences between team members Supports team decisions over individual opinion Shares wins, successes and promotes a positive environment by valuing teamwork 	<ul style="list-style-type: none"> Is inconsistent in attempts to consider the team or communicates on 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, learning to be collaborative Is building positive relationships with immediate peers Unsure when to offer ideas or assistance to others 	<ul style="list-style-type: none"> Focused on individual work and does not consider the team, does not trust team to perform Rarely communicates with others, does not communicate ideas to the team Disregards the need to work with people from own or other units Has few relationships with peers and does not seek to build those relationships Does not set reasonable expectations or communicate them thoroughly May provide opinions when asked but criticizes or does not support decisions after the fact