

Employee Competencies

| | Initiative/Innovation | Job Knowledge |
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| Definition | <p>Consider resourcefulness in handling a variety of situations and/or solving problems. Elements to be considered include: proactively completing tasks and solving problems, ability to think and work independently, improving processes and/or extending services within assigned range of authority.</p> | <p>Consider the depth and breadth of know-how to perform essential duties and functions of the job. Elements to be considered include: an understanding of how individual job performance furthers organizational objectives, and a willingness to update and expand skills, knowledge and training.</p> |
| Far Exceed Requirements | <p>Initiative and innovation skills are superior. Proactively assumes responsibilities for new projects and responsibilities. Demonstrates exceptional talents in creating new and effective processes, methods and offerings to solve problems and overcome barriers and to enhance unit operations.</p> | <p>Job knowledge is superior. Demonstrates exceptional job knowledge in performing the essential duties and functions of the position. Thoroughly integrates the significance of job responsibilities relative to organizational goals and objectives. Has comprehensive understanding of related jobs and functions. Actively participates in training classes and other development opportunities to expand job knowledge and effectiveness.</p> |
| Exceed Requirements | <p>Initiative and innovation skills are excellent. Consistently assumes responsibility for new projects and responsibilities. Shows creativity in developing new ideas and solving problems. Frequently generates new and better ways of improving processes and operations.</p> | <p>Job knowledge is excellent. Demonstrates comprehensive job knowledge in performing the essential duties and functions of the position. Understands role within the organization and how performance of assigned duties impacts the unit goals and objectives. Has complete understanding of related jobs and functions. Participates in training classes and development to improve job knowledge and effectiveness.</p> |
| Meets expectation | <p>Initiative and innovation skills are good. Assumes responsibility for new projects and duties when asked; offers ideas and solutions to problems. Demonstrates creativity in the performance of duties and responsibilities.</p> | <p>Job knowledge is good. Demonstrates acceptable knowledge and skills in performing the essential duties and functions of the position. Understands the purpose of the position and how it interacts with other positions. Regularly exhibits knowledge of department functions and unit operations. Updates skills, training or certifications as needed.</p> |
| Needs Improvement | <p>Initiative and innovation skills are lacking and impede job performance. Rarely assumes new projects and duties; seldom contributes new ideas and solutions to problems. Efforts demonstrate some creativity but they lack thoroughness. Supervision and coaching are required.</p> | <p>Job knowledge is lacking in some areas and impedes job performance. Demonstrates insufficient knowledge, skills or abilities to perform assigned tasks. Does not demonstrate a complete understanding of essential duties and functions of the position or how job performance impacts the unit. Supervision and coaching are needed.</p> |
| Does not meet requirement | <p>Initiative and innovation skills are inadequate and impede the unit's progress. Shows no initiative to assume new projects and duties; has not contributed any new ideas or solutions to problems. Efforts do not demonstrate any creativity and they negatively impacts operations. Supervision, coaching, and conversations clarifying expectations are required.</p> | <p>Job knowledge is inadequate. Fails to meet minimum job performance requirements. Needs direction and assistance on a regular basis. Immediate improvement is required.</p> |

Employee Competencies

| | Teamwork | Work Standards |
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| Definition | <p>Consider the ability to promote positive work relationships with College staff, team members, subordinates and supervisors. Elements to be considered include: collaboration, cooperation, and support of colleagues in accomplishing goals of the department or unit.</p> | <p>Consider the employee's behavior and work style to his or her work environment. Elements to be considered include: are attendance, punctuality, organization of tasks and work materials, time utilization, dependability, behavior, and adherence to safe practices, policies and procedures.</p> |
| Far Exceed Requirements | <p>Teamwork skills are superior. Creates, develops and sustains positive relationships among team members through active participation in team tasks, demonstrates cooperation, and flexibility. Shares in group workload and assists others when they need help.</p> | <p>Work standards are superior. Sets an exceptional example for others in all aspects of work and interaction. Employee is punctual, dependable. Demonstrates outstanding use of time, is highly organized and can work with minimal supervision.</p> |
| Exceed Requirements | <p>Team work skills are excellent. Sustains positive relationships among team members through participating in team tasks; demonstrates cooperation and flexibility. Shares in group workload.</p> | <p>Work standards are excellent. Sets a high standard for others in most aspects of work and interaction. Employee is punctual, dependable. Demonstrates very good use of time, is organized and can work with occasional supervision.</p> |
| Meets expectation | <p>Teamwork skills are good. Functions as a reliable and dependable team member by participating in team tasks. Provides support for group workload.</p> | <p>Work standards are good. Sets an example for others in some aspects of work and interaction. Employee is punctual, dependable. Demonstrates good use of time, is organized and works well with regular supervision.</p> |
| Needs Improvement | <p>Teamwork skills are lacking in some areas and occasionally impede team performance. Does not actively participate in team functions without being asked. Seldom helps others. Prefers to work individually and is reluctant to share resources. Coaching conversations about trust and participation in group activities is needed.</p> | <p>Work standards are lacking in some areas and impede job performance. Employee is occasionally not punctual and at times is not dependable. Does not demonstrate appropriate use of time and organization of tasks and work materials. Regular supervision and monitoring are needed. Coaching conversations about meeting minimum work standards must be held. A mentor might be assigned to teach and role model use of time and organization of tasks and work materials.</p> |
| Does not meet requirement | <p>Teamwork skills are inadequate. Refuses to work with others. Blocks the efforts of team members through poor quality and preparation. Often displays a negative attitude by being unreceptive and uncooperative. Immediate improvement in attitude and behavior is required.</p> | <p>Work standards are inadequate. Employee is frequently late and cannot be depended upon for work requests. Does not demonstrate appropriate use of time and is unorganized with work tasks and materials. Regular supervision, monitoring and correction is needed. Immediate improvement in commitment to job and a desire to improve approach to work is needed.</p> |

Employee Competencies

| | Affirmative Action, Equal Employment and Diversity | Supervisor Accountability (for supervisors only) |
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| Definition | Consider the employee’s commitment and proficiency in supporting a multicultural environment that values unique skills, experiences and cultures, and promotes equal employment opportunities for all. Elements to be considered include: respectful intercultural communication, recognition and appreciation of differences. | Consider the number of Essential Training hours completed and whether that supervisor completed the multicultural/diversity training requirement. Consider the percentage of direct reports who have completed the multicultural/diversity training and the number of direct reports who have completed the essential training. Consider the percentage of direct reports whose goals (objectives) established and entered into the MC Talent Management System by the date listed in the annual Supervisor Accountability Metric addendum. |
| Far Exceed Requirements | Superior cultural awareness and adaptability, consistently interacting with all stakeholders in a respectful and dignified manner regardless of their cultural differences. College mission and work environment enhanced by multicultural knowledge , skills, and understanding of the regulatory framework for equal opportunity and non-discrimination. Attends a minimum of two diversity events, programs, or classes each year or participates in inclusion initiatives or advocates for underserved. Serves as role model and resource for others, serving as bridge across cultural groups. | This supervisor demonstrates outstanding commitment and produces results by completing all essential training hours; ensuring 100 percent of direct reports complete required essential training hours; ensuring 100 percent of direct reports’ goals (objectives) were established and entered into the MC Talent Management System by the annual due date; and seeking and participating in additional opportunities to enhance leadership skills. |
| Exceed Requirements | Excellent cultural awareness demonstrating acceptance of differences most often interacting with all stakeholders in a respectful and dignified manner regardless of their cultural differences. Work environment enhanced by multicultural knowledge , skills, and understanding of the regulatory framework for equal opportunity and non-discrimination. Attends a minimum of two diversity events, programs, or classes each year or participates in inclusion initiatives or advocates for underserved. | This supervisor demonstrates excellent commitment and produces results by completing all essential training hours; ensuring 100 percent of direct reports complete required essential training hours; and ensuring 100 percent of direct reports’ goals (objectives) were established and entered into the MC Talent Management System by the annual due date. |
| Meets expectation | Good cultural awareness demonstrating fairness and respect toward others generally interacting with all stakeholders in a respectful and dignified manner regardless of their cultural differences. Work environment enhanced by developing multicultural knowledge, skills. Attends a minimum of one diversity event, program, or class each year and is gaining an understanding of regulatory framework for equal opportunity and non-discrimination. | This supervisor meets expectations by completing all essential training hours; ensuring 90 percent or all but one of direct reports completes required essential training hours; and ensuring 90 percent or all but one direct reports’ goals (objectives) were established and entered into the the MC Talent Management System, and that all remaining goals (objectives) were established and entered by the annual due date. |
| Needs Improvement | Cultural awareness is lacking. Commitment to interact with all stakeholders in a respectful and dignified manner regardless of their cultural differences is inconsistent. May show difficulty in accepting and acknowledging differences that occasionally impedes performance. Occasionally may demonstrate behavior inconsistent with College’ s equal opportunity and non-discrimination policies and procedures. May not have attended diversity | This supervisor demonstrates a need for improvement by completing some but not all essential training hours; ensuring 80 percent or all but two direct reports completes required essential training hours; and ensuring 80 percent or all but two administrator and staff direct reports’ goals (objectives) were established and entered into the MC Talent Management System, and that all remaining goals (objectives) were established and entered by the annual due date. |

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| Does not meet requirement | Cultural awareness is inadequate. Frequently demonstrates intolerant or indifferent behavior and may participate in inflammatory behaviors. Exhibits behaviors that undermine the College's equal opportunity and non-discrimination policies and procedures and negatively impacts operations. Does not attend diversity events, program, or classes. Immediate improvement in attitude and behavior is required and referral to appropriate offices for intervention efforts may be made. | This supervisor failed to meet expectations by not completing any essential training; and/or failing to ensure 80 percent or all but two direct reports complete required essential training hours; and/or failing to ensure 80 percent or all but two direct reports' goals (objectives) were established and entered into the MC Talent Management System, and that all remaining goals (objectives) were established and entered by the annual due date. |
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