

University of Nevada Reno Administrative Faculty Evaluation Competencies for Success

Competencies are broad because of the variety of jobs and responsibilities of administrative faculty. It is recognized that there may be additional competencies that should be added for some positions. This approach to competencies provides maximum flexibility in evaluating performance. If you elect to create additional competencies, provide a brief description so the competency is understood by the supervisor and the employee. The definition of each *Competency* is listed in the left column, the *Individual Contributor Descriptors* are listed in the middle column, and the *Manager Descriptors* are in the right column. An Individual Contributor is an employee that does not supervise other employees. A Manager has responsibility for supervision of employee(s). The **descriptors** in the Manager column that are *bold and italicized* are in addition to descriptors noted in the Individual Contributor column.

Competency	Individual Contributor-Descriptors	Manager-Descriptors
<p>Adaptability:</p> <p>Realizes that a dynamic environment requires new approaches and solutions. Bases decisions in the context of a changing organization.</p>	<ul style="list-style-type: none"> • Adjusts personally to high pressure, rapidly changing organizational conditions and uncertain environments. • Demonstrates realistic understanding of one's own strengths and weaknesses. • Remains calm and rational in the face of uncertainty and ambiguity. Controls emotions and behavior in high pressure. • Displays confidence in new situations and challenges. • Balances consistency with flexibility; willing and open to change ideas in the face of new information or events. • Discerns priorities in a changing environment. 	<ul style="list-style-type: none"> • Adjusts personally to high pressure, rapidly changing organizational conditions and uncertain environments. • Realistic understanding of own strengths and weaknesses. • Calm and rational in the face of uncertainty and ambiguity. Controls emotions and behavior in high pressure situations. • Confident in new situations and challenges. • Balances consistency with flexibility; willing and open to change ideas in the face of new information or events. • Discerns priorities in a changing environment. • <i>Maximizes strengths of employees and helps employees to identify development areas.</i> • <i>Seeks and uses opportunities for continuous learning and development of self and staff</i>

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		<ul style="list-style-type: none"> • <i>Receives, implements, and explains changes from higher authority in an objective, impersonal manner.</i>
<p>Analytical Thinking:</p> <p>Examines possible data and information sources thoroughly. Considers options and consequences of available choices. Proposes alternatives.</p>	<ul style="list-style-type: none"> • Identifies root causes of problems, secures relevant information, and identifies possible solutions. • Assesses situations quickly and effectively – asks the right questions to understand the situation. • Seeks out data to analyze problems; doesn't rush judgment. • Effectively trouble-shoots; analyzes process/output problems by thinking through root causes. • Makes sense of confusing or conflicting information. • Generates alternative solutions. 	<ul style="list-style-type: none"> • Identifies root causes of problems, secures relevant information, and identifies possible solutions. • Assesses situations quickly and effectively - asks the right questions to size up situations. • Makes sense of confusing or conflicting information. • Generates alternative solutions. • <i>Seeks out data from several sources to make an informed decision.</i> • <i>Accurately evaluates both operating and customer requirements when making a business decision.</i>
<p>Communication:</p> <p>Addresses issues of key importance to stakeholders; processes and distributes information in context; provides a clear understanding of one's subject matter and offers an informed position; keeps others informed on a need-to-know basis; freely shares information.</p>	<ul style="list-style-type: none"> • <u>Verbal</u>: Delivers messages with personal energy, enthusiasm and conviction; conveys ideas confidently and succinctly; uses appealing and persuasive arguments; consistently contributes to discussions; gives open, honest, objective constructive criticism. • <u>Listening</u>: Encourages others to engage in dialogue; actively listens; commits to understanding another person's ideas; is an empathetic listener; checks for mutual understanding; receives ideas with 	<ul style="list-style-type: none"> • <u>Verbal</u>: Delivers messages with personal energy, enthusiasm and conviction; conveys ideas confidently and succinctly; uses appealing and persuasive arguments; consistently contributes to discussions; gives open, honest, and objective constructive criticism. <i>Provides clear and concise direction.</i> • <u>Listening</u>: Encourages others to engage in dialogue; actively listens; commits to understanding another person's ideas; is an empathetic listener; checks for mutual understanding; receives ideas with restraint and respect, and gives appropriate

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	<p>restraint and respect and gives appropriate consideration; balances consistency with flexibility; accepts constructive criticism as non-personal.</p> <ul style="list-style-type: none"> • <u>Written</u>: Uses appropriate format and tone for correspondence (e-mail, letters and memos). Organizes reports and other written documents in a coherent and concise format. 	<p>consideration; balances consistency with flexibility; accepts constructive criticism as non-personal. <i>Hears both sides of a situation, clarifies the position of the other, reserves judgment.</i></p> <ul style="list-style-type: none"> • <u>Written</u>: Uses appropriate format and tone for correspondence (e-mail, letters and memos). Organizes reports and other written documents in a coherent and concise format.
<p>Diversity and Inclusion Acknowledges the value of diversity in the workplace. Accepts differences in opinions, thoughts, cultures, and lifestyles.</p>	<ul style="list-style-type: none"> • Helps to create a work environment that is respectful and accepting of diversity • Encourages ideas and concepts that lead to empowerment and inclusion of all individuals. • Attends affirmative action/sexual harassment training as required every two years. 	<ul style="list-style-type: none"> • Helps to create a work environment that is respectful and accepting of diversity. • Encourages ideas and concepts that lead to empowerment and inclusion of all individuals. • Attends affirmative action/sexual harassment training as required every two years. • <i>Responds to the employee/department needs of diverse populations including economical diversity, cultural and multi-lingual diversity, and special needs.</i> • <i>Pro-active management style that promotes recognition and value of a diverse workforce; including diversity training.</i> • <i>Promotes diversity in recruitment methods and selection of a qualified and diverse staff.</i> • <i>Applies affirmative action principles in promotion decisions.</i>

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<p>Financial Responsibilities:</p> <p>Considers economic impact of decisions and cost/benefit of resource allocation.</p>	<ul style="list-style-type: none"> • Performs duties in a manner that optimizes financial resources. • Continually evaluates and recommends operations to control costs and reduce expenditures. • Seeks collaborative opportunities to maximize efficiencies. 	<ul style="list-style-type: none"> • Continually evaluates and recommends operations to control costs and reduce expenditures. • Seeks collaborative opportunities to maximize efficiencies. • <i>Manages budget for optimal use of financial resources.</i> • <i>Controls operating costs.</i> • <i>Ensures that unit adheres to all fiscal policies and procedures.</i>
<p>Human Resource Responsibilities:</p> <p>Performs within established personnel policies and guidelines. Contributes to self-growth and development of others.</p>	<ul style="list-style-type: none"> • Follows established policies and procedures. • Seeks development opportunities to improve personal performance. • Provides relevant input to the policy development process. • Supports a safe and harassment free environment by practicing behaviors that are respectful of all individuals. 	<ul style="list-style-type: none"> • Seeks development opportunities to improve personal performance. • Provides relevant input to the policy development process. • <i>Manages people to achieve unit and university goals.</i> • <i>Clearly communicates direction and goals.</i> • <i>Models, understands and enforces personnel policies affecting unit/division.</i> • <i>Fosters a climate of employee development.</i> • <i>Ensures a safe and harassment free work place.</i> • <i>Provides constructive feedback to employees.</i> • <i>Treats employees in a fair and consistent manner.</i>
<p>Leadership:</p> <p>Provides insight and/or direction to others through one's expertise, education, and references to first hand experiences.</p>	<ul style="list-style-type: none"> • <u>Initiative</u>: Self directs his/her assigned work and any unassigned duties and responsibilities • <u>Mentoring</u>: Willingly helps fellow 	<ul style="list-style-type: none"> • <u>Initiative</u>: Self direct his/her assigned work and any unassigned duties and responsibilities. <i>Structures work to maximize opportunities for subordinates.</i>

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<p>If a supervisor, allows an employee to plan, manage and assess the goals and objectives of his/her program and work.</p>	<p>employees assess and manage their work and issues relevant to their work</p> <ul style="list-style-type: none"> • <u>Decision Making</u>: Makes informed decisions in a timely and effective manner • <u>Problem Solving</u>: Demonstrates skills in using quantitative and qualitative data and information related to his/her work. • <u>Integrity</u>: Demonstrates ethical thinking and standards consistent with the goals and objectives of his/her work as well as individuals he/she works with. 	<ul style="list-style-type: none"> • <u>Mentoring</u>: Willingly helps fellow employees assess and manage their work and issues relevant to their work. • <u>Decision Making</u>: Makes informed decisions in a timely and effective manner. <i>Evaluates impact of decisions on stakeholders before implementing.</i> • <u>Problem Solving</u>: Demonstrates skills in using quantitative and qualitative data and information related to his/her work. <i>Develops subordinates by guiding their problem-solving abilities.</i> • <u>Integrity</u>: Demonstrates ethical thinking and standards consistent with the goals and objectives of his/her work as well as with the individuals he/she works with. <i>Serves as an example to employees for ethical behavior. Articulates the vision of the university and unit to employees.</i>
<p>Program/Project/Functional Knowledge:</p> <p>Exhibits knowledge base and expertise required to be successful in the job. This includes the “how” to do the job and “how” the individual’s work fits into the overall unit and the organization. Includes teaching and research duties where applicable.</p>	<ul style="list-style-type: none"> • <u>Job knowledge</u>: Strives to be the subject matter expert for current job. Stays current in discipline by seeking out and learning new information pertinent to performance of duties. • <u>Planning</u>: Optimizes time and resources through short and long term planning. Understands impact of personal actions on others in the 	<ul style="list-style-type: none"> • <u>Job knowledge</u>: Strives to be the subject matter expert for current job. Stays current in discipline by seeking out and learning new information pertinent to performance of duties. <i>Manages and develops staff so that employees maintain required knowledge level to perform. Assesses and distributes required information to support employees in their job function.</i>

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	<p>work group and visa-versa.</p> <ul style="list-style-type: none"> • <u>Organizational Knowledge:</u> Understands the organization's goals and structure. Navigates through the organization to find solutions to problems and issues. Understands the role of the department in achieving the university's mission. • <u>Focus on Results:</u> Understands how personal work contributes to overall success and functioning of the work unit. Achieves results and objectives within established time frame. 	<ul style="list-style-type: none"> • <u>Planning:</u> Optimizes time and resources through short and long term planning. Understands impact of personal actions on others in the work group and visa versa. <i>Extrapolates long term strategic plans into short term operational actions. Makes office/departmental plans that best use the abilities of staff.</i> • <u>Organizational Knowledge:</u> Understands the organization's goals and structure. Navigates through the organization to find solutions to problems and issues. Understands the role of the department in achieving the university's mission. <i>Guides and counsels employees on approach and strategy in dealing with organizational issues.</i> • <u>Focus on Results:</u> Understands how personal work contributes to overall success and functioning of the work unit. Achieves results and objectives within established time frame <i>Recognizes and adapts to shifting priorities while maintaining focus on short and long term results.</i>
<p>Resource Responsibilities:</p> <p>Manages personal time, work schedule and resources to maximize performance and contribution to the organization.</p>	<ul style="list-style-type: none"> • <u>Time Management:</u> Shows punctuality with work habits and meetings. Schedules meetings in an efficient manner when necessary. • <u>Productivity:</u> Demonstrates work 	<ul style="list-style-type: none"> • <u>Time Management:</u> Shows punctuality with work habits and meetings. Schedules meetings in an efficient manner when necessary. <i>Able to discern priorities in a changing environment.</i>

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	<p>habits that consistently lead to high productivity. Finds new methods to complete tasks and “work smarter”. Completes functional tasks in an efficient and competent manner.</p> <ul style="list-style-type: none"> • <u>Technology</u>: Competent with various aspects of the technology necessary to perform job function. Willingly explores new technologies that may be beneficial. • <u>Innovation</u>: Develops new and better ways to improve aspects of the job function. Thinks in a creative manner about tasks. 	<ul style="list-style-type: none"> • <u>Productivity</u>: Demonstrates work habits that consistently lead to high productivity. Finds new methods to complete tasks and “work smarter”. Completes functional tasks in an efficient and competent manner. <i>Creates climate that encourages new and innovative approaches to work. Understands and can balance the demands and capacity of the work group.</i> • <u>Technology</u>: Is familiar with all aspects of the technology necessary to perform job function. Willingly explores new technologies that may be beneficial. <i>Assesses technological solutions and enhancement to current systems.</i> • <u>Innovation</u>: Develops new and better ways to improve aspects of the job function. Thinks in a creative manner about tasks. <i>Fosters creativity and original thought. Challenges employees for new solutions.</i>
<p>Serving Constituents:</p> <p>Meets the needs of internal and external customers; shows enthusiasm and support for others’ interests; establishes diverse and positive relationships.</p>	<ul style="list-style-type: none"> • <u>Committee work</u>: Serves on formal, informal, standing, and ad-hoc committees of the university; works toward the overall good of constituents though indirectly related to professional interests. • <u>Contribution</u>: Engages in outreach 	<ul style="list-style-type: none"> • <u>Committee work</u>: Serves on formal, informal, standing, and ad-hoc committees of the university; works toward the overall good of constituents though indirectly related to professional interests. • <u>Contribution</u>: Engages in outreach

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	<p>activities within the community and profession; respects contributions of others; uses professional expertise to create good will and equity for the university.</p> <ul style="list-style-type: none"> • <u>Customer service</u>: Shows customer empathy; balances needs of customer with value to business; anticipates customer needs and acts upon them; considers customer perspective; committed to customer satisfaction with quality products and services; strives for continuous improvement of services. 	<p>activities within the community and profession; respects contributions of others; uses professional expertise to create good will and equity for the university.</p> <ul style="list-style-type: none"> • <u>Customer service</u>: Shows customer empathy; balances needs of customer with value to business; anticipates customer needs and acts upon them; considers customer perspective; committed to customer satisfaction with quality products and services; strives for continuous improvement of services.
<p>Teamwork:</p> <p>Works cooperatively with fellow employees and with other individuals indirectly associated with the employee's division, unit or program.</p>	<ul style="list-style-type: none"> • <u>Teamwork</u>: Contributes to teamwork internally and externally to the unit – willingly performs assigned and unassigned duties and responsibilities as part of their work, assists others with their work as it relates to the goals and objectives of their program. • <u>Interpersonal Relations</u>: effectively interacts and relates to people within their unit or program and other University employees and individuals outside the university to achieve productivity. • <u>Morale</u>: Consistent positive morale in work group – demonstrates ability and the knowledge to help employees accomplish tasks and 	<ul style="list-style-type: none"> • <u>Teamwork</u>: Contributes to teamwork internally and externally to the unit – willingly performs assigned and unassigned duties and responsibilities as part of their work, and assists others with their work as it relates to the goals and objectives of their program. <i>Coaches employees on strategizing and influencing others to achieve common goals.</i> • <u>Interpersonal Relations</u>: interacts and relates to people within their unit or program and other University employees and individuals outside the university. <i>Effectively relates to subordinates and all levels of administration.</i> • <u>Morale</u>: Consistent positive morale in

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	<p>assignments related to their jobs and overall work through positive influence and attitude.</p> <ul style="list-style-type: none"> • <u>Collaboration</u>: Illustrates he/she has the communication and work skills to interact with people and help them think through the issues, challenges and needs related to their work and overall goals of the University . 	<p>work group – demonstrates ability and knowledge to help employees accomplish tasks and assignments related to their jobs and overall work. <i>Effectively resolves issues between individuals and respects concerns of others.</i></p> <ul style="list-style-type: none"> • <u>Collaboration</u>: Illustrates that he/she has the communication and work skills to interact with people and help them think through the issues, challenges, and needs related to their work and overall goals of the University. <i>Encourages teamwork and group achievement.</i>
Other (Specify)		