

University of Houston Downtown Rubrics
for Staff



			Possible Scores Based on this Rubric				
Competency Group	Competency Title	Competency Requirements	Unsatisfactory	Improvement Needed	Meets Expectations	Exceeds Expectations	Distinguished
			Reluctant or unable to meet expectations of competency requirements in the performance of job duties and responsibilities. Significant improvement is needed in job skills, ability, and/or performance.	Does not consistently meet expectations of competency requirements in the performance of job duties and responsibilities. Some improvement is needed in job skills, ability, and/or performance.	Consistently fulfills competency requirements in the performance of job duties and responsibilities.	Frequently exceeds some of the competency requirements in the performance of job duties and responsibilities.	Consistently exceeds competency requirements in the performance of job duties and responsibilities.
Core	Commitment to Excellence	Demonstrates a commitment to competently perform his/her job duties and responsibilities within established time frames. Continuously strives to improve work performance. Accepts responsibility for his/her commitments to the university. Contributes to the success of the university by consistently providing quality results in the performance of his/her job duties and responsibilities.	Completely lacks commitment to the performance of job duties and responsibilities. Fails to perform tasks within established time frames. Makes no effort to improve work performance. Ignores responsibilities and consistently demonstrates a lack of commitment to the success of the university by providing poor quality results in the performance of job duties.	Inconsistent in commitment to the performance of job duties and responsibilities. May not complete tasks within established time frames and makes little effort to improve work performance. Frequently fails to provide quality results in the performance of duties that contribute to the success of the university. Does not always accept responsibility for commitment to the university.	Regularly performs duties and responsibilities competently within established time frames and takes advantage of opportunities to improve work performance. Always accepts responsibility for his/her commitments to the university. Performance of job duties and responsibilities always yields quality results and contributes to the success of the university.	Frequently performs job duties competently within reduced time frames. Constantly works to gain knowledge that helps improve work performance. Always accepts responsibility for his/her commitments to the university. Provides quality results in the performance of his/her job duties and responsibilities and strives toward excellence. Contributes to the success of the university.	Always committed to successful job performance and executes job duties and responsibilities competently and within shorter periods than the established time frames. Takes initiative in creating or seeking new approaches that improve his/her work performance. Is fully committed and willingly accepts responsibility for his/her commitments to the university by providing excellent quality results in the performance of his/her job duties and responsibilities. Always focuses on contributing to the success of the university.
Core	Respect and Cooperation	Treats others with courtesy, respect, and dignity in the workplace. Promotes cooperation through open and honest communication and consideration of others' ideas, thoughts, and opinions.	Does not display a respectful and positive relationship in the treatment of others. Insensitive to issues of diversity. Displays a negative and uncooperative attitude toward the job. Does not engage in courteous open communication and lacks considerations for ideas and opinions of others, including supervisors, peers, and the public. Often is confrontational and critical of others.	Works to treat others with courtesy, respect, and dignity in the workplace. Sometimes may be insensitive to diversity in the treatment of others. Frequently fails to engage in open and honest communication due to focusing on one's own opinions. May lack consideration for others' ideas, thoughts, and opinions.	Courteous and respectful in the treatment of others in the workplace. Engages in open and honest communication and is attentive to the ideas, thoughts, and opinions of managers, co-workers, peers, and customers regularly. Is considerate of cultural diversity in communication and attitude.	Continuously treats others in the workplace with courtesy, respect, and dignity. Regularly promotes cooperation; engages in open and honest communication; and is attentive to the ideas, thoughts, and opinions of managers, co-workers, peers, and customers regularly.	Highly sensitive to diverse cultures; always treats others with courtesy, respect, and dignity in the workplace. Encourages others to always be courteous and respectful. Is always cooperative; initiates open and honest communication; and seeks a positive approach to the job, interactions with others, and daily communications. Dedicated to creating a work environment for all that is positive, supportive, and pleasant.
Core	Integrity	Demonstrates high ethical standards of conduct in the performance of his/her job duties and responsibilities. Accepts responsibility for his/her actions. Respect and comply with department and university policies, procedures, and work rules.	Conduct in the performance of job duties is not acceptable. Do not use tact, discretion, and diplomacy. Does not safeguard university property, codes of conduct, and confidentiality. Lacks professionalism in job performance. Refuses to accept responsibility for his/her actions and seeks to blame others for problems in performance. Regularly ignores or challenges department and university policies, procedures, and work rules.	Ethical standards of conduct when performing job duties do not always meet requirements. Often lacks tact, discretion, and diplomacy while failing to accept responsibility for actions. Tries to protect university property and maintain confidentiality in activities but not consistently. Respects the importance of department and university policies, procedures, and work rules but may not always fully comply with them.	Performs job duties and responsibilities with high ethical standards of conduct. Always accepts responsibility for his/her actions and acts professionally. Performs job duties and responsibilities in a manner that complies with department and university policies, procedures, and work rules.	Performs job duties and responsibilities with high ethical standards of conduct while consistently using tact, discretion, and diplomacy. Always accepts responsibility for his/her actions and acts professionally. Consistently performs job duties and responsibilities in a manner that safeguards university property and maintains a high level of confidentiality. Respect and comply with department and university policies, procedures, and work rules.	Dedicated to maintaining high ethical standards of conduct in the performance of job duties and responsibilities. Consistently displays professionalism in job performance and accepts responsibility for his/her actions. Takes action to safeguard university property and protect confidentiality while encouraging this behavior in co-workers. Always respects and complies with department and university policies, procedures, and work rules. Takes extra steps when needed in job performance to ensure compliance.

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			Reluctant or unable to meet expectations of competency requirements in the performance of job duties and responsibilities. Significant improvement is needed in job skills, ability, and/or performance.	Does not consistently meet expectations of competency requirements in the performance of job duties and responsibilities. Some improvement is needed in job skills, ability, and/or performance.	Consistently fulfills competency requirements in the performance of job duties and responsibilities.	Frequently exceeds some of the competency requirements in the performance of job duties and responsibilities.	Consistently exceeds competency requirements in the performance of job duties and responsibilities.
Work Behaviors	Proficiency	Possesses required job skills and knowledge. Demonstrates the ability to apply those skills and knowledge to competently perform his/her job duties and assignments.	Lacks job skills and knowledge needed to perform job duties and assignments and produce an outcome with acceptable quality and quantity. Unable to perform job duties and assignments without continuous coaching for every task associated with a job assignment. Takes no responsibility for understanding the job or related areas. Does not attempt to improve job skills and knowledge to minimum requirements or demonstrate initiative to competently perform job duties and assignments. Seldom completes required job duties and assignments even with constant coaching.	Demonstrates some required job skills and knowledge but lacks knowledge in important aspects of job content. Requires coaching regularly for routine activities. Has trouble in competently performing job duties and assignments. Sometimes fails to perform required tasks. May occasionally work to improve job skills and knowledge.	Demonstrates appropriate job skills and knowledge to perform job duties and assignments through to completion. Tasks are always completed on a timely basis. Takes initiative to maintain current job performance level and gain knowledge to competently improve job skills.	Demonstrates above-average job skills and knowledge to perform job duties and assignments through to completion. Exceptional quality and quantity of required work are produced. with a little coaching. Tasks are frequently completed sooner than expected. Continuously takes initiative to maintain current job skills, improve knowledge, and meet job requirements with a high level of competency.	Has completely mastered the job skills and knowledge required to perform all aspects of the job and related functions. Sets professional goals and high standards in daily performance of duties. Consistently produces results that are of excellent quality and quantity, with little errors, promptly, and with little or no coaching. Highly dedicated to improving job skills and knowledge and seeks opportunities to learn new job skills and apply techniques to improve job proficiency.
Work Behaviors	Dependability	Takes responsibility to accomplish job assignments within reasonable deadlines. Willing to accept new projects and/or commitments. Performs due diligence to complete projects within specified time frames and/or fulfill commitments. Arrives to work on time prepared and ready to contribute.	Is not reliable. Does not take responsibility for accomplishing job assignments. Regularly ignores and does not meet deadlines. Frequently lacks interest and dedication to new projects and/or commitments. Produces an unacceptable quality and quantity of work after deadlines have passed. Not willing to handle his/her share of the workload. Cannot depend on employees to arrive to work on time. Is late regularly and may leave early. Never prepared to begin work and demonstrates a pattern of days absent during the workweek. Does not follow university policy for requesting prior approval for late arrivals or days absent. Requires constant supervision to make good use of time.	Does not consistently achieve workload expectations. Produces marginal work and frequently does not accomplish assignments within required deadlines. Does not follow through to completion and fulfill commitments. Is reluctant to accept new projects and requires intervention to reprioritize work activities. Displays a pattern of late arrivals, early departures, and absences. Not always prepared to begin work upon arrival and requires coaching on time utilization and management.	Takes responsibility for assigned workload and completes tasks within a reasonable deadline. Willingly accepts new projects and follows through on projects to completion. Arrives to work promptly and follows university policy on reporting absences or late arrivals. Makes good use of time and is prepared and ready to begin work upon arrival.	Can be relied upon to handle a fair workload, meet deadlines and commitments, and accept responsibility for actions and decisions. Always follows through on projects to completion. Willingly accepts new projects and displays the ability to prioritize work activities to maximize time utilization and meet deadlines. Arrives to work promptly and follows university policy on reporting absences or late arrivals. Makes good use of time and is prepared and ready to begin work upon arrival.	Consistently demonstrates ownership of all assigned work. Fulfills commitments and accomplishes job assignments within reasonable deadlines. Anticipates and readily accepts new projects and/or commitments. Makes excellent use of time and prioritizes work activity for maximum efficiency. Encourages other employees to maximize time utilization. Accomplishes multiple tasks at once within specified time frames. Always punctual with no unexpected tardiness or absences. Always prepared and ready to contribute upon arrival. Consistently conforms to work hour standards, timely attendance, and other work obligations.

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Work Behaviors	Flexibility	Willingly adjusts to changing work assignments or conditions. Open to changes in operational procedures, technology, and/or organizational structure. Views change as opportunities for learning and professional development. Displays a positive attitude to encourage others. Promptly responds to changes in work priorities and/or unexpected circumstances or situations.	Not willing or able to accept changes in work assignments or conditions and frequently rejects changes in operational procedures, technology, and/or organizational structure. Tries to avoid learning new skills and constantly insists on performing activities using obsolete methodology. Actions create a hardship for the department, supervisor, and coworkers. Does not accept changes in work priorities even when provided guidance and learning aids.	Reluctantly adjusts to changing work assignments or conditions and organizational structure. Not always open to changes in operational procedures and frequently has trouble with changes in technology and operational procedures. Does not display interest in learning new techniques, technology, or other job activity. Work attitude often demonstrates a dislike for department changes which hinders the ability to work well with others in the department, including the supervisor.	Adjusts to changes in the work assignments or conditions without difficulty. Open to change and takes necessary steps to learn new technology needed. Able and willing to learn new operational procedures and readily adjusts to changes in organization structure and work priorities. Encourages others to feel positive about changes in work assignments and treat these changes as growth opportunities. Is competent in responding to changes in work priorities and/or unexpected circumstances or situations.	Willingly accepts changing work assignments or conditions and takes a positive approach to ease the implementation of changes. Open to change and encourages others by being attentive and remaining optimistic, even when unexpected circumstances or situations arise. Takes a proactive approach to learning and professionalism. development. Learns new technology and procedures with little effort. Able and willing to learn new operational procedures and technology and readily adjust to changes in organization structure and work priorities.	Appreciates changing work assignments or conditions as an opportunity for career growth and development. Anticipates changes in operational procedures, technology, and/or organizational structure and learns new procedures sooner than what is expected. Seeks out training and other learning to be fully prepared for change and to encourage others to adjust to changes. Willing to take on the role of team leader and assist others with learning new operational procedures and technology. Always strives to display a positive attitude even when unexpected circumstances arise. Able to prioritize work and maintain a maximum level of efficiency with change occurring.
Customer Service	Customer Relations Management	Ensures customer's needs and expectations are addressed within his/her department or section. (Customers can be students, external constituents, employees, or university guests.) Mentors and guides department/section staff by sharing knowledge and best practices to appropriately respond to customer's requests. Monitors staff interactions with customers for professional conduct, consistent application of university policies and procedures, and follow-up of outstanding requests. Assumes responsibility for addressing complex or unusual requests.	Does not display sensitivity to the needs of customers or require staff within the department to be attentive to customers and maintain a positive relationship. Lacks knowledge of best practices for providing quality customer service and is unable to mentor department and provide guidance to department/section staff for serving customers. Does not display an interest in making best practices a priority for the department. Fails to monitor staff interactions with customers to ensure the customer's needs are being addressed to satisfaction, professionally, and by university policy and procedures. Does not follow up with outstanding requests or assume responsibility for addressing complex situations. Matters are left unresolved.	May personally address needs of customers but does not demand prompt, professional assistance to customers by staff within his/ her department. Shares knowledge for responding to customer's requests but does not fully understand best practices and may not always follow or mentor department/section staff on best practices to appropriately respond to customer's requests. Does not have a mechanism in place to monitor staff to ensure customer needs are being met professionally and consistently by university policies and procedures. Sometimes fails to follow up on outstanding requests and puts off handling complex or unusual circumstances.	. Always ensures customer's needs and expectations are addressed promptly and appropriately by department or section. Requires staff to use established best practices for handling customer requests. Provides mentorship and guidance to staff as needed on best practices. Monitors interactions between staff and customers regularly for consistent application of university policies and procedures and continued professional conduct toward customers. Takes responsibility for handling complex or unusual circumstances and follows up to ensure all customer requests are handled to completion.	Always ensures customer's needs and expectations are addressed promptly and appropriately by department or section. Requires staff to use established best practices for handling customer requests. Monitors staff activity about customer service and provides mentorship and guidance as needed. Shares knowledge of best practices with staff to allow improvements in customer service given to customers who contact the department or section. Review staff interactions with customers regularly for consistent application of university policies and procedures and continued professional conduct toward customers. Counsels staff when there are inconsistencies in the application of policies. Always assumes responsibility for handling complex or unusual circumstances and follows up to ensure all customer requests are handled to completion.	Entirely committed to addressing customer needs and expectations and works to ensure staff in the department/section appropriately respond to customer requests. Research best practices in customer service and share knowledge with staff through guidance and mentorship regularly. Creates procedures that incorporate the knowledge and best practices gained. Has standard monitoring processes for staff interactions with customers that measure professional conduct and proper application of university policies and procedures that allow for regular counseling and training. Modifies these processes as university policies change so that department/section staff always have the tools needed to provide exceptional customer service. Makes sure he/she is made aware of outstanding requests and complex or unusual requests. Personally, handle these issues and follow through to ensure each customer request is met.

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Customer Service	Student Advising/ Assistance	Demonstrates the ability to advise and assist university students and/or prospective students with academic plans and course selection, financial options, career plans, and/or student opportunities. Shares relevant knowledge and insight to apprise students of the university's programs and services. Provides encouragement and guidance to foster student success. Listens and responds to student requests and concerns with patience and understanding. Treats students with respect.	Lacks the skills needed to appropriately advise and assist students and/or prospective students with academic plans, course selection, financial options, career plans, and/or other student opportunities. Makes little effort to gain knowledge of student advising and enrollment processes. Demonstrates a lack of interest or inability to share knowledge and insight to apprise students of university programs and services. Does not provide students with encouragement and guidance or treat them in a manner that fosters student success. Inattentive to student requests, often shows little understanding for their concerns, and demonstrates an attitude that is disrespectful and impatient when interacting with students.	Assists university students and/or prospective students with some aspects of enrollment, student opportunities, and financial aid, but knowledge is limited and is unable to adequately advise students on areas that require a broader and more in-depth knowledge of student services. Complacent with his/her ability to share knowledge and insight with students at the university's programs and services. Inconsistently provides guidance that would foster student success. Frequently does not listen to students and responds incorrectly and abruptly. Sometimes he/she demonstrates a lack of patience and understanding of student needs. Tries to treat students with respect but at times can become abrupt when responding.	Displays the skills and knowledge necessary to successfully advise and assist university students and/or prospective students with academic plans and course selection, financial options, career plans, and/or student opportunities. Willingly shares relevant knowledge and insight into university programs and provides encouragement and guidance to students to foster student success. Responsive to student's needs. Listens to students and responds appropriately, with patience, understanding, and respect.	Displays above-average skills and knowledge in student advising, enrollment, career planning, financial opportunities, and other student opportunities. Always excited and enthusiastic when advising students and sharing relevant knowledge and insight to apprise current and potential students of the university's programs and services. Always attentive to students listens patiently and responds courteously and respectfully. Always supportive of student needs and willing to provide encouragement and guidance.	Thoroughly knowledgeable in student advising, enrollment, career planning, financial opportunities, and other student opportunities. Always excited and enthusiastic when advising students and sharing relevant knowledge and insight to apprise current and potential students of the university's programs and services. Promotes an interest in UHD; provides encouragement and guidance; and creates a desire to achieve student success through his/her actions. Listens patiently and makes sure he/she has a thorough understanding of the student's request and concerns before responding positively to ensure the student understands and feels their concern has been addressed. Treats all students, both current and potential, with respect and displays a sincere desire to help.
Customer Service	Focus on Customer Service	Focuses on customer's needs and expectations. (Customers can be students, external constituents, employees, or university guests.) Respectfully ascertains customer's needs and determines an appropriate response. Promptly responds by providing requested information, taking appropriate action, or referring customers to the appropriate individual or department. If further actions need to be taken, advise customers of realistic time frames for a response to their request. Follows up with customers on outstanding requests promptly. Tactfully explains to customers why their needs and/or expectations cannot be met if the university does not provide the requested information or services.	Does not display sensitivity to the needs and expectations of customers, including students, administrators, faculty, other staff, visitors, guests, and the public. Fails to be attentive when interacting with customers and lacks skills to ascertain the customer's needs and determine an appropriate action. Frequently dismisses customers without providing guidance or direction to obtain assistance. Unable to communicate to customers an appropriate response when further action is needed or when their request will be resolved. Never follow up with customers until their outstanding requests are fully handled or resolved. Does not maintain a positive attitude when explaining to customers the university does not offer the requested services. Overall, customer service is unhelpful regularly.	Has difficulty in focusing on or understanding the customer's needs and expectations. Difficulty with understanding customer's needs results in an inability to determine the best action or appropriate response. Lacks knowledge of department operations and is unable to refer customers to the appropriate individual or department. Sometimes provides customers unrealistic time frames for responses to their requests. When the response is not received, customers feel frustrated and that they are not being provided service. Follows up with customers on outstanding issues but not promptly. Has difficulty in tactfully telling a customer the university does not provide a requested service or when responding, the customer may not want.	Regularly responds to customer needs and expectations without hesitation. Listens and determines the most appropriate response. Regularly assists customers by providing a prompt response to their requests or referring them to the appropriate department or individual. Ensures the customer is given a realistic time frame for a response if further actions need to be taken. Conducts follow-up on requests with the customer promptly. If unable to help because the university does not offer the services, explain all issues to the customer with tact and in a friendly manner to make sure everyone agrees or understands the outcome.	Regularly responds to customer needs and expectations without hesitation. Anticipates, listens, understands, and determines the most appropriate response. Regularly assists customers by providing a prompt response to their requests or guiding them to the appropriate department or individual. Reacts to questions and issues with an attitude of support and problem-solving and ensures the customer is given a realistic time frame for a response if further action is required. Follows up on requests with the customer until their request or issue is resolved. If unable to help because the university does not offer the services, explain all issues to the customer with tact and in a friendly manner to make sure everyone agrees or understands the outcome.	Consistently provides excellent, prompt, and friendly customer service. Maintains a positive relationship with all internal and external customers. The primary focus is always on the customer's needs and expectations. Creates a work climate that seeks opportunities to ascertain customer needs and determine the most appropriate response, while always looking for ways to improve the quality of the service given to the customer. All customer requests are handled professionally, accurately, and promptly. If follow-up work or research is required, the customer is provided a realistic time frame to have his/her request resolved. Follows up on outstanding requests until finished and seeks input from the customer on how they could have been better served. Can deliver news, that is not always positive or what the customer wants to hear, in a calm and caring manner that offers support to the customer.

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Customer Service	Communicates Effectively	Communicates, concisely, and with courtesy. Carefully listens to customers or thoroughly reads correspondence and uses good judgment to respond appropriately. (Customers can be students, external constituents, employees, or university guests.) Communicates requests for further action or resources to appropriate individuals with tact.	Demonstrates a lack of acceptable written and oral communication skills. Does not listen attentively to customers, is easily distracted, and does not focus on what the customer is saying. Does not respond to written correspondence promptly. Does not thoroughly read written correspondence and/or provides incomplete or incorrect responses. Often written correspondence has an unfriendly tone and is not grammatically correct. Does not convey communication requests that need further action to supervisor, peers, customers, or other appropriate party. Makes no effort to improve skills and be more attentive to customers.	Demonstrates a marginal level of communication skills. Training is needed to improve skills so responses, both oral and written, are clear, concise, and courteous. Does not always listen to customers and get a full understanding of their requests. Regularly lacks judgment in responses. Usually communicates requests for further action to the appropriate individuals but not always timely and with complete details so the responsible party is fully informed.	Courteous when communicating with customers. Responses are clear, concise, and understandable. Reads written requests and responds promptly using proper grammar and language. Uses good judgment when responding to ensure an appropriate and accurate response. Conveys information to supervisors, peers, customers, or other responsible party in a timely and cordial manner when further action is required	Communication with customers is clear, concise, courteous, and provided promptly. Time is taken to thoroughly read written requests. Displays above-average verbal and written communication skills and always uses proper grammar and language. Interacts in a positive manner. Uses good judgment and gives the customer their full attention by listening to their requests, asking questions, and conducting open dialog. Conveys information to supervisors, peers, customers, or other responsible party in a timely and cordial manner when further action is required	Demonstrates excellent written and oral communication skills, including effective listening, comprehension, and interpersonal skills when communicating with customers. Fosters an environment of collaboration, teamwork, and mutual respect in the university through effective communication with students, external constituents, employees, university guests, peers, and supervisors. Is always attentive to customers, engages in open dialog to gather facts, uses good judgment in responses, and effectively handles difficult situations. Consistently asks for feedback and engages in positive interactions with customers. Communicates full details when communicating requests for further action or resources to the appropriate individual.
Customer Service	CS02 - Student Advising/ Assistance	Demonstrates the ability to advise and assist university students and/or prospective students with academic plans and course selection, financial options, career plans, and/or student opportunities. Shares relevant knowledge and insight to apprise students of the university's programs and services. Provides encouragement and guidance to foster student success. Listens and responds to student requests and concerns with patience and understanding. Treats students with respect.	Lacks the skills needed to appropriately advise and assist students and/or prospective students with academic plans, course selection, financial options, career plans, and/or other student opportunities. Makes little effort to gain knowledge of student advising and enrollment processes. Demonstrates a lack of interest or inability to share knowledge and insight to apprise students of university programs and services. Does not provide the students with encouragement and guidance or treat them in a manner that would foster student success. Inattentive to student requests, often shows little understanding for their concerns, and demonstrates an attitude that is disrespectful and impatient when interacting with students.	Able to assist university students and/or prospective students with some aspects of enrollment, student opportunities, and financial aid, but knowledge is limited and unable to adequately advise the students on areas that require a broader and more in-depth knowledge of student services. Complacent with his/her ability to share knowledge and insight with students at the university's programs and services. Does not consistently provide guidance that would foster student success. Frequently does not listen to students and responds incorrectly and abruptly. Sometimes he/she demonstrates a lack of patience and understanding of student needs. Tries to treat students with respect but at times can become abrupt when responding.	Displays the skills and knowledge necessary to successfully advise and assist university students and/or prospective students with academic plans and course selection, financial options, career plans, and/or student opportunities. Willingly shares relevant knowledge and insight of university programs and provides encouragement and guidance to students to foster student success. Responsive to student's needs, listens and responds appropriately, with patience, understanding, and respect.	Displays above-average skills and knowledge in student advising, enrollment, career planning, financial opportunities, and other student opportunities. Always excited and enthusiastic when advising students, sharing relevant knowledge and insight to apprise current and potential students of the university's programs and services. Always attentive to students, listens patiently, and responds courteously and respectfully. Always supportive of student needs and willing to provide encouragement and guidance.	Knowledgeable in student advising, enrollment, career planning, financial opportunities, and other student opportunities. Always excited and enthusiastic when advising students, sharing relevant knowledge and insight to apprise current and potential students of the university's programs and services. Promotes an interest in UHD, provides encouragement and guidance, and creates a desire to achieve student success to these students through his/her actions. Listens patiently and makes sure he/she has a total understanding of the student's request and concerns and responds in a positive manner making sure that the student understands and feels that concern has been addressed. Treats all students, both current and potential with respect and displays a sincere desire to help.

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for Staff



Customer Service	Student Success Support	Assists and/or advises students and/or prospective students with academic plans and course selection, financial options, career plans, and/or student opportunities. Contributes to student success through careful monitoring of student progress within caseload. Promotes student success through regular and persistent outreach to student caseload. Provides encouragement and guidance to foster student success. Shares relevant knowledge and insight to apprise students of programs and services available to them. Listens and responds to student requests and concerns with patience and understanding. Treats students with respect.	Lacks the skills needed to appropriately advise and assist students and/or prospective students with academic plans, course selection, financial options, career plans, and/or other student opportunities. Makes little effort to gain knowledge of student advising, enrollment processes, and/or other student services. Neglects to monitor and reach out to students regarding progress within caseload. Does not provide the students with encouragement and guidance or treat them in a manner that would foster student success. Inattentive to student requests, often shows little understanding for their concerns, and demonstrates an attitude that is disrespectful and impatient when interacting with students.	Able to assist university students and/or prospective students with some aspects of enrollment, student opportunities, and financial aid, but knowledge is limited and unable to adequately advise the students on areas that require a broader and more in-depth knowledge of student services. Infrequently monitors and reaches out to students regarding progress within caseload. Complacent with his/her ability to share knowledge and insight with students at the university's programs and services. Does not consistently provide guidance that would foster student success. Frequently does not listen to students and responds incorrectly and abruptly. Sometimes he/she demonstrates a lack of patience and understanding of student needs. Tries to treat students with respect but at times can become abrupt when responding.	Displays the skills and knowledge necessary to successfully advise and assist university students and/or prospective students with academic plans and course selection, financial options, career plans, and/or student opportunities. Regularly monitors and reaches out to students regarding progress within caseload. Willingly shares relevant knowledge and insight into university programs and provides encouragement and guidance to students to foster student success. Responsive to students' needs; listens and responds appropriately, with patience, understanding, and respect.	Displays above-average skills and knowledge in student advising, enrollment, career planning, financial opportunities, and other student opportunities. Conscientiously monitors students' progress within caseload and actively reaches out to students to advise them of progress. Always excited and enthusiastic when advising students, sharing relevant knowledge and insight to apprise current and potential students of the university's programs and services. Always attentive to students; listens patiently and responds courteously and respectfully. Always supportive of student needs and willing to provide encouragement and guidance.	Knowledgeable in student advising, enrollment, career planning, financial opportunities, and other student opportunities. Conscientiously monitors students' progress within caseload and actively reaches out to students to advise them of progress. Always excited and enthusiastic when advising students, sharing relevant knowledge and insight to apprise current and potential students of the university's programs and services. Promotes an interest in UHD, provides encouragement and guidance; creates a desire to achieve student success to these students through his/her actions. Listens patiently and makes sure he/she has a total understanding of the student's request and concerns and responds in a positive manner making sure that the student understands and feels that concern has been addressed. Treats all students, both current and potential with respect and displays a sincere desire to help.
Customer Service	Student Success	Contributes to student success by assisting students with anything that supports their student experience, whether directly or indirectly. Helps students navigate their way through the different offices, programs, and services at the university and/or connects students with the appropriate party(ies). Connects students with services or resources that can help them with career exploration, goal selection, and ongoing academic assistance. Helps students build peer support networks. Encourages student participation in out-of-class activities. Provides encouragement and guidance to foster student success. Treats students with respect. Maintains the learning environment to ensure quality and/or sound pedagogy.	Lacks the skills and knowledge of the university's student programs and services to provide support to the student experience. Makes little effort to gain knowledge of these programs and services. Lacks awareness of student activities and available student resources and services. Does not provide the students with encouragement and guidance or treat them in a manner that would foster student success. Reluctant to encourage students to participate in activities and build peer support networks. Inattentive to student requests, often shows little understanding for their concerns, and demonstrates an attitude that is disrespectful and impatient when interacting with students.	Able to assist university students with some programs and services, but knowledge is limited and unable to adequately inform students of resources available that require a broader and more in-depth knowledge of student services. Fails to stay current on student activities and available student resources and services. Complacent with his/her ability to share knowledge and insight with students at the university's programs and services. Does not consistently provide guidance that would foster student success. Reluctant to encourage students to participate in activities and build peer support networks. Frequently does not listen to students and responds incorrectly and abruptly. Sometimes he/she demonstrates a lack of patience and understanding of student needs. Tries to treat students with respect but at times can become abrupt when responding.	Displays above-average skills and knowledge of the university's student programs and services that support the student experience. Stays abreast of student activities and new student resources and services. Willingly shares relevant knowledge and insight into university programs and provides encouragement and guidance to students to foster student success. Actively encourages students to participate in activities and build peer support networks. Responsive to students' needs; listens and responds appropriately, with patience, understanding, and respect.	Displays above-average skills and knowledge of the university's student programs and services that support the student experience. Maintains contacts with university departments to stay abreast of student activities and available student resources and services. Always excited and enthusiastic when advising students, sharing relevant knowledge and insight to apprise current and potential students of the university's programs and services. Identifies opportunities and actively encourages students to participate in activities and build peer support networks. Always attentive to students; listens patiently and responds courteously and respectfully. Always supportive of student needs and willing to provide encouragement and guidance.	Knowledgeable of the university's student programs and services that support the student experience. Builds relationships with university departments to contribute suggestions and encourage participation in student activities and use of student resources and services. Always excited and enthusiastic when advising students, sharing relevant knowledge and insight to apprise current and potential students of the university's programs and services. Promotes an interest in UHD, provides encouragement and guidance; creates a desire to achieve student success to these students through his/her actions. Pursues opportunities and actively encourages students to participate in activities and build peer support networks. Listens patiently and makes sure he/she has a total understanding of the student's request and concerns and responds in a positive manner making sure that the student understands and feels that concern has been addressed. Treats all students, both current and potential with respect and displays a sincere desire to offer assistance.

Possible Scores Based on this Rubric

Competency Group	Competency Title	Competency Requirements	Unsatisfactory	Improvement Needed	Meets Expectations	Exceeds Expectations	Distinguished
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University of Houston Downtown Rubrics
for Staff



			Reluctant or unable to meet expectations of competency requirements in the performance of job duties and responsibilities. Significant improvement is needed in job skills, ability, and/or performance.	Does not consistently meet expectations of competency requirements in the performance of job duties and responsibilities. Some improvement is needed in job skills, ability, and/or performance.	Consistently fulfills competency requirements in the performance of job duties and responsibilities.	Frequently exceeds some of the competency requirements in the performance of job duties and responsibilities.	Consistently exceeds competency requirements in the performance of job duties and responsibilities.
Administrative	Operations Management	Manages department or section operations consistently with department/section goals and objectives. Administers the department/section budget ensuring effective utilization of financial resources and appropriate disbursement of funds. Fosters a cooperative and productive work environment through motivation, encouragement, and mentorship of staff. Ensures department/section compliance with university and department policies, procedures, and work rules. Keeps management apprised of department/section activities and issues requiring senior management input.	Does not attempt to establish or communicate clearly defined goals and objectives to the department/section staff. The department/section lacks knowledge of what is expected of them. Consistently displays poor skills in financial operations by not monitoring disbursements of funds to ensure effective utilization of financial resources. Lacks the ability to motivate and encourage staff to maintain a cooperative and productive work environment. Shows little interest in mentorship or staff development. Does not review actions of department/section for compliance with university and department policies, procedures, and work rules. Department policies and procedures are often missing. Regularly fails to make management aware of potential problems and special circumstances that may require management input.	Tries to manage the Department/section operations are consistent with department/section goals and objectives but do not update goals and objectives regularly as needs change. Periodically review the budget to check for inconsistencies or errors when preparing financial reports. Frequently does not monitor where and how funds are disbursed to determine if financial resources are being utilized in the best possible manner. Tries to maintain a cooperative and productive work environment but does not motivate, encourage, or mentor staff to increase the level of productivity. Remains at a status quo with little or no growth. Assumes The department/section is complying with university and department policies, procedures, and work rules but does little to enforce compliance. Does not provide feedback to senior management or keep them apprised of activity requiring their input on a timely basis.	Consistently demonstrates good management skills in overseeing department/section operations. Review the budget regularly to ensure procedures are being properly followed and check the disbursement of funds to ensure financial resources are being used effectively. Always motivates and encourages staff to maintain a cooperative and productive work environment. Regularly mentors staff and shares knowledge gained through professional development. Review work activity regularly for compliance with university and department policies, procedures, and work rules. Provides feedback to senior management promptly and gives senior management full details on issues that require their input.	Consistently demonstrates good management skills in overseeing department/section operations. Communicate goals and objectives to staff regularly so they know what is expected of them and request feedback regularly. Knowledgeable about financial operations and regularly mentor staff. Review the budget regularly to ensure procedures are being properly followed and check the disbursement of funds to ensure financial resources are being used effectively. Always motivates and encourages staff to maintain a cooperative and productive work environment. Supports staff in professional development and regularly mentors them to share knowledge and best practices. Review work activity regularly for compliance with university and department policies, procedures, and work rules. Provides feedback to senior management promptly and gives senior management full details on issues that require their input.	Develops clearly defined. department/section goals and objectives and communicate work/productivity expectations to department/section staff regularly. Mentors staff as needed on budget and finance operations to ensure effective utilization of financial resources and appropriate disbursement of funds. Research best practices in budget and finance, make sure all reports are submitted on a timely basis and ensure procedures for financial operations are followed. Highly motivated with work activity and motivates and encourages staff to maintain a cooperative and productive work environment. Mentors staff and engages them to improve productivity and conduct all activity in compliance with university and department policies, procedures, and work rules. Immediately provides senior management with details of issues needing their approval as soon as issues arise.

Possible Scores Based on this Rubric

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			Reluctant or unable to meet expectations of competency requirements in the performance of job duties and responsibilities. Significant improvement is needed in job skills, ability, and/or performance.	Does not consistently meet expectations of competency requirements in the performance of job duties and responsibilities. Some improvement is needed in job skills, ability, and/or performance.	Consistently fulfills competency requirements in the performance of job duties and responsibilities.	Frequently exceeds some of the competency requirements in the performance of job duties and responsibilities.	Consistently exceeds competency requirements in the performance of job duties and responsibilities.



Administrative	Financial Management	Manages assigned financial resources in compliance with federal, state, and university policies and procedures. Monitors expenditures to ensure they are authorized and within the approved budget. Reports accurate and reliable data on financial transactions and resources. Promptly notifies management of budget issues and/or discrepancies.	Lacks appropriate knowledge and does not comply with federal, state, and university policies and procedures in managing assigned financial resources. Fails to monitor expenditures for proper handling, which often creates a hardship for the budget/finance staff who oversee the financial operations of the university. Reports are not prepared on a timely basis and may contain incomplete and often incorrect data. Fails to notify management of issues and/or discrepancies promptly.	Unable to manage assigned financial resources in compliance with federal, state, and university policies and procedures without constant detailed coaching from the accounting or budget department or senior management. Does not regularly monitor expenditures for proper authorization and budget level. Often fails to report accurate and reliable data on financial transactions and resources. Senior management is required to follow up on desired information often. Requires assistance in correcting budget issues and/or discrepancies and does not provide feedback or make management aware of these issues on a timely basis.	Displays knowledge of federal, state, and university policies and procedures in managing assigned financial resources. Always review expenditures to ensure they are authorized and within the approved budget. Reports regularly submitted are accurate and timely. Notifies senior management of questionable financial activity, budget issues, and/or discrepancies to ensure these issues are resolved before reports are prepared.	Consistently demonstrates above-average knowledge of federal, state, and university policies and procedures and uses this knowledge in managing assigned financial resources. Always review expenditures to ensure they are authorized and within the approved budget. All reports are reviewed to ensure financial data is accurate and submitted promptly. Notifies senior management of questionable financial activity, budget issues, and/or discrepancies to ensure these issues are resolved before reports are prepared.	Excellent knowledge of federal, state, and university policy and procedures. Tries to research and stay current on changes in laws that impact policies and procedures and implements these changes in the management of assigned financial resources. Share knowledge with staff in the department/section to ensure their activity complies with current regulations. Ensures all expenditures are authorized, within the approved budget, and processed according to established procedures. Requires feedback from department/section staff regularly to ensure the appropriate data and financial records are maintained for reporting purposes and to ensure proper procedures are in place. Reports are submitted on a timely basis, as required by university procedures. Reports contain concise, reliable, and accurate data. Management receives feedback on financial activity and is notified immediately of budget issues and/or discrepancies. Provides senior management with action already taken or possible solutions to resolve discrepancies.
Administrative	Project Management	Manages project stages from proposal to completion ensuring project objectives are met within the project budget and projected time frames. Clearly defines roles and responsibilities of project team, ascertains, and secures necessary resources, and monitors project performance. Keeps management apprised of project status.	Lacks skills and knowledge to manage a project through all stages from proposal to completion. Unable to grasp project scope to develop workable project segments and timelines that allow completion within budget and projected completion time. Does not obtain the proper resources and develop the appropriate project team. Fails to inform the project team of their responsibilities. Shows a lack of concern for completing project segments within the designated timeline to avoid delay in the project completion and increased cost. Does not provide senior management with feedback on project activity or completion stages.	Able to manage some stages of a project but not from proposal to completion. Has difficulty in developing a project team and mentoring them on the project objectives. Does not develop a realistic timeline and determine project segments that would guide the project team regarding work expectations. Unable to monitor project performance with realistic workable segments and timelines. Communication and feedback to senior management are limited and often lack important facts.	Manages project stages from proposal to completion ensuring project objectives are met within budget and projected time frames. Secures necessary resources and responsibilities for the project team. Monitors project team performance regularly making sure the project team is keeping to timelines to ensure project deadline is met. Provides management with project status regularly and notifies management immediately of any issues that could delay completion or increase budget requirements.	Displays above-average ability in project management and always uses these skills to secure necessary resources and manage project stages from proposal to completion. Ensures project objectives are met within budget and projected time frames. Able to develop work segments, define project segment objectives, and communicate expectations to the project team. Monitors project team performance regularly throughout each segment to ensure the project team is completed promptly and within budget. Provides management with project status regularly and notifies management immediately of any issues that could delay completion or increase budget requirements.	Demonstrates exceptional project management skills and the ability to manage project status from proposal to completion. Ensures project objectives are met within the project budget and projected time frames. Develop effective project segments and realistic timelines for each project stage and then use this data to secure necessary resources and create the best possible project team. Ensures the project team knows their expectations, performance requirements, and operational budget at the onset of the project. Regularly monitors project performance and seeks feedback from the project team on their activity. Keeps management apprised of project status, including activity completion, and pending issues. Circumstances that could delay the project or increase costs are immediately communicated to senior management. Often recommends action to management that would resolve pending issues or other special circumstances.

Possible Scores Based on this Rubric

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			Reluctant or unable to meet expectations of competency requirements in the performance of job duties and responsibilities. Significant improvement is needed in job skills, ability, and/or performance.	Does not consistently meet expectations of competency requirements in the performance of job duties and responsibilities. Some improvement is needed in job skills, ability, and/or performance.	Consistently fulfills competency requirements in the performance of job duties and responsibilities.	Frequently exceeds some of the competency requirements in the performance of job duties and responsibilities.	Consistently exceeds competency requirements in the performance of job duties and responsibilities.
People Management	Supervision	Supervises the work of staff employees. Sets clear goals and expectations within reasonable time frames. Motivates staff through constructive feedback, challenging assignments, and recognition of achievements. Provides mentorship and guidance by sharing expertise and best practices. Supports staff by providing essential resources, professional development opportunities, and open communication. Promptly addresses performance issues with appropriate measures and discretion.	Lacks supervisory skills. Does not develop goals and objectives for department/section and does not take responsibility for developing staff to full potential. Is not motivated and does little to motivate staff. Does not research or seek out best practices therefore lacking knowledge and expertise to share with staff. Offers little support to staff through guidance and mentorship and often opposes professional development opportunities. Does not monitor or take responsibility for staff performance issues or follow up with appropriate actions. Ignores situations allowing them to escalate into more serious problems. Does not recognize staff who excel in performance. Shows little interest in promoting teamwork and engaging in open communication with staff.	Sets goals and expectations for staff but does not provide feedback on work performance and meeting reasonable time frames regularly. May occasionally provide guidance and coaching to staff but does not motivate staff to produce high-quality work by sharing expertise and knowledge. Does not provide opportunities for professional development. Does not encourage staff to seek knowledge to accept new or challenging work assignments. Lack of open communication and feedback results in uncertainty among staff and creates difficulty in developing teamwork. Does not address performance issues on a timely basis and take appropriate action. Ignores situations allowing them to escalate into more serious problems.	Regularly supervises the work of staff employees, setting clear goals, expectations, and time frames for job completion. Openly communicates with staff and provides motivation, constructive feedback, new assignments, and recognition of accomplishments. Provides mentorship and guidance as needed, and shares expertise and best practices to enable staff to develop skills. Willingly supports staff in professional development opportunities and provides essential resources to maintain professional work standards. Always uses discretion to promptly take appropriate steps to address performance issues that arise.	Regularly supervises the work of staff employees. Sets clear goals and expectations for staff and communicates these goals, expectations, and time frames for job completion to all staff. Openly communicates and provides constructive feedback to ensure staff performance is at the highest potential. Provides mentorship and guidance as needed and shares expertise and best practices to enable staff to develop skills. Willingly supports staff in professional development opportunities and provides essential resources to maintain professional work standards. Recognizes high achievers and promptly takes appropriate steps to address performance issues that arise. Supports teamwork and staff input on department goals.	Displays excellent supervisory skills. Sets clear goals and expectations for staff and communicates these goals, expectations, and time frames for job completion to all staff. Modifies goals and expectations as needed to address organizational changes. Openly communicates and provides constructive feedback to ensure staff performance is at its highest potential. Encourages staff to develop and maintain open communication with other departments/sections to ensure a professional work environment. Provides mentorship and guidance as needed and shares expertise and best practices to enable staff to develop skills. Seeks opportunities for staff to engage in professional development and learning regularly. Develops a recognition system to regularly recognize high achievers. Encourages teamwork, input, and support for goals and expectations from the department/section. Handles performance issues promptly, confidentially, and with discretion. Takes appropriate measures to resolve issues.
People Management	Work Leadership	Leads the work of assigned staff. Assigns projects and tasks with clear instructions and understanding of the work to be performed. Mentors and guides by sharing expertise, knowledge of work rules and procedures, and best practices. Follows up to ensure tasks and projects are completed within reasonable time frames.	Does not demonstrate leadership skills. Projects are often assigned unfairly with delegated work not equally distributed among staff. Projects are often assigned without thought given to the skills required. Shows little interest in mentoring employees or providing guidance, knowledge, or expertise associated with tasks to be performed so the employee can complete the task. Instructions given are often vague and incomplete leaving the employee uncertain of what is expected in results. Very seldom follows up to ensure the projects are completed within reasonable time frames. Projects are often left incomplete.	Attempts to lead the work of assigned staff and appropriately delegate work but may neglect to provide clear instructions and understanding of work to be performed causing employees to incorrectly perform tasks. Displays limited mentoring skills and ability to guide employees. Does not always share expert knowledge of work rules and procedures and may not mentor employees on best practices. Periodically follows up on project progress but not regularly. By not providing regular feedback, projects are often not completed within reasonable time frames.	Provides leadership to assigned staff throughout assigned projects. Regularly provides clear instructions and ensures employees understand the project. Mentors employees and provides knowledge of work rules, procedures, and best practices related to the project as well as gives general guidance during the project. Follows up on the status of project tasks to ensure they are completed within reasonable time frames. Willing to provide additional mentoring if necessary to meet project deadlines.	Always displays leadership to assigned staff throughout projects. Projects and tasks assigned to staff always include clear and detailed instructions for work to be performed. Engages in regular communication with staff to ensure they understand the work to be performed and address concerns when they arise. Gives priority to mentoring staff, sharing expertise, communicating work rules and procedures, and implementing best practices. Seeks feedback from staff on project status to ensure tasks and projects are completed within reasonable time frames.	Actively provides leadership to assigned staff throughout assigned projects. Always provides clear instructions and engages in dialog with assigned employees to ensure they understand instructions. Pays special attention to delegating tasks associated with the project to employees so that work is equally distributed among employees and assigned to those with the needed skills. Builds a project team and provides clear instructions to ensure understanding is achieved for work to be performed. Always mentor employees and guide them to ensure they have the necessary knowledge of work rules, procedures, and best practices related to the project. Requires feedback from employees regularly and monitors progress throughout the completion of the project. Provides additional guidance as needed so projects are always completed within reasonable time frames.

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Analytical	Decision Making	Demonstrates the ability to make informed decisions promptly. Assimilates and/or secures relevant information to assess the risks and benefits of alternatives. Considers the impact of decisions in the long and short term.	Lacks the ability to organize facts and decide. Does not evaluate the facts and often depends on others to decide to meet deadlines or respond promptly. Does not consider alternative approaches and assess the risks and benefits associated with them. Shows little concern for the impact of decisions on long- and short-term operations. Focuses only on immediate needs.	Sometimes decide before having all the facts to meet deadlines. Regularly does not decide or respond promptly. May assimilate and secure relevant information but cannot review the data and assess the risks and benefits of alternatives without supervision. May consider the short-term impact of a decision but does not understand the importance of the long-term impact to determine if the decision is the appropriate or best one.	Demonstrates the ability to appropriately organize facts and make informed decisions promptly. Always assimilates and/or secures relevant information. Generally, takes time to assess the risks and benefits of alternatives before deciding. Regularly analyzes facts and considers the impact of the decision on both long and short-term operations to ensure the proper decision is made.	Demonstrates the ability to appropriately organize facts and make informed decisions promptly. Always assimilates and/or secures relevant information before deciding. Displays an above-average ability in reviewing facts and assessing the risks and benefits of alternatives before deciding. Always analyzes facts and considers the impact of the decision on both long and short-term operations to ensure the proper decision is made.	Always spends time organizing all facts and relevant data, then makes an informed decision promptly. Understands the importance of assimilating and/or securing relevant information and conducting a thorough assessment of risks and benefits of alternatives. This understanding lends to excellent information gathering and assessments of alternatives. Always adhere to this process in decision-making. Prioritizes alternatives, considers the impact of the decision on long and short-term operations, and then makes the best possible decision.
Analytical	Problem-Solving	Formulates plans and strategies to proactively resolve anticipated problems. Prudently responds to unforeseen problems through careful consideration and analysis of problems and relevant information and circumstances. Recognizes and appraises appropriate university administrator when resolution requires senior management input and/or approval.	Fails to anticipate problems and develop plans and strategies to resolve these problems. Reluctant to respond to unforeseen problems. Lacks the ability to appropriately analyze problems, consider relevant information and circumstances, and respond promptly. Does not provide the appropriate university administrator information promptly when a resolution requires the manager's input and/or approval. May not provide the senior manager with all important facts for him/her to resolve the problem.	Usually anticipates potential problems but cannot independently formulate plans and strategies for the resolution of anticipated problems. Requires regular assistance and guidance when formulating plans and strategies to resolve anticipated problems. Does not consistently respond to unforeseen problems through analysis of the problem and relevant information. May often lack consideration of critical data when analyzing information and circumstances. Identifies and provides feedback to the appropriate university administrator when resolution requires senior management input and/or approval but facts are often incomplete and not provided on a timely basis.	Consistently formulates plans and strategies to proactively resolve anticipated problems. Actively responds to unforeseen problems through careful consideration and analysis of problems. Research the problem to obtain all relevant information and facts needed to properly respond. Always appraises the appropriate university administrator when resolution requires senior management input and/or approval.	Consistently formulates plans and strategies to proactively resolve anticipated problems without assistance and guidance. Actively responds to unforeseen problems with complete knowledge of all relevant information and circumstances through careful consideration and analysis of facts. Always appraise the appropriate university administrator with a complete analysis of the problem, relevant information, and circumstances on a timely basis when resolution requires senior management input and/or approval.	Consistently demonstrates skills needed to anticipate problems and formulate solutions. Always formulate detailed plans and strategies to proactively resolve anticipated problems. Share plans and strategies with senior management before any anticipated problems may occur. If an unforeseen problem occurs, follow predetermined plans and strategies to analyze the problem, consider relevant information and circumstances, and respond within a reasonable time frame. Provides regular feedback to appropriate university administrators regularly giving special attention to circumstances that require senior management input and/or approval to achieve resolution.

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Analytical	Research and Analysis	Applies knowledge and skills to collect and analyze relevant data and information. Assesses benefits and risks and prepares comprehensive reports of findings. Submits recommendations for management's review and evaluation.	Lacks ability to appropriately collect and analyze relevant data and information. Shows little interest in improving knowledge and skills. Research and analysis are constantly incomplete and missing data. Does not properly assess benefits and risks and the reports prepared are incomplete and do not include findings. Fails to submit recommendations for management's review and evaluation. Submits a recommendation based on incomplete data.	Does not appropriately analyze relevant data and information once collected. Regularly needs assistance and guidance from management in assessing benefits and risks. Lacks the ability to prepare comprehensive reports of findings independently without regular supervision. Reluctant to prepare and submit recommendations to management for review and evaluation. Requires coaching in preparing recommendations.	Always applies knowledge and skills to collect and analyze relevant data and information. Ability to prioritize data and information to develop the best possible recommendation for action. Understands the importance of assessing benefits and risks and always takes appropriate steps in data analysis. Uses accurate data and information to prepare comprehensive reports of findings. Develops recommendations for management's review and evaluation and submits to management on a timely basis with thorough analysis and findings.	Always applies knowledge and skills to collect and analyze relevant data and information. Always prioritizes data and information and develops the best possible recommendation for action. Understands the importance of assessing benefits and risks and demonstrates an above-average ability in collecting and analyzing relevant data. Always takes appropriate steps in data analysis. Uses accurate data and information to prepare comprehensive reports of findings. Develops recommendations for management's review and evaluation and submits to management on a timely basis with thorough analysis and findings.	Constantly seeks to improve knowledge and skills needed to collect and analyze relevant data and information. Willingly shares knowledge with others. Fully understands the importance of comprehensive research. Always applies knowledge and skills to collect and analyze relevant data and information. Develops techniques to prioritize and outline data for detailed analysis. Assesses benefits and risks identifies potential problems and better options associated with each and prepares comprehensive reports of findings. Updates management of issues or special circumstances throughout the analysis. Always submits recommendations based on complete analysis data collected for management's review and evaluation promptly.
Communications	Building External Relationships	Demonstrates the ability to build rapport and develop relationships with external constituents. Displays a genuine interest in constituents' ideas and concerns and pursues mutual interests and aspirations between the university and external constituents. Builds trust and forms alliances through shared respect and cooperation.	Does not work to build rapport and develop relationships with external constituents. Does not understand the importance of developing these relationships. Lacks interest in ideas and concerns of external constituents and avoids engaging in regular interactions and constructive dialogues. Do not attempt to build trust or form alliances and working relationships with external constituents. Displays an attitude or opinion the external constituents are of little importance and feel no need to show respect or act cooperatively.	Does not work to build rapport and develop relationships with external constituents regularly. Often is hesitant to interact and listen to the ideas and concerns of constituents. Rarely pursues mutual interest and aspirations between the university and external constituents. Is content with own personal interest and aspirations. Has not successfully built trust and/or formed alliances with constituents and may demonstrate a lack of cooperation. Usually displays a level of respect for constituents.	Demonstrates the ability to build rapport and develop relationships with external constituents. Listens attentively to constituents' ideas and concerns and regularly engages in dialog to identify mutual interests and aspirations between the university and external constituents. Regularly interacts with external constituents in a manner that builds trust, forms alliances, and displays shared respect and cooperation.	Always works to build rapport and develop relationships with external constituents. Listens attentively to constituents' ideas and concerns and regularly engages in dialog to identify mutual interests and aspirations between the university and external constituents. Regularly engages in dialog and conversation with external constituents. Always interacts with external constituents in a manner that builds trust, forms alliances, and displays shared respect and cooperation.	Enthusiastically works to build rapport and develop strong relationships with external constituents. Understands and places importance on building external relationships by displaying a genuine interest in constituent ideas and concerns. Listens attentively, encourages constituents to share ideas, and engages in dialog to identify mutual interests and aspirations between the university and external constituents. Seeks opportunities to communicate and interact with external constituents in a manner that builds trust, forms alliances, and displays shared respect and cooperation.

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University of Houston Downtown Rubrics
for Staff



Communications	Instruction/ Training	Demonstrates the ability to orally convey a subject or message clearly and concisely to the intended audience. * Generates interest and enthusiasm in the subject or message from the participants. Respond to participants' reactions or comments and adjust the delivery style and/or format of the presentation as needed. Possesses a thorough understanding of the subject or topic to provide practical responses to questions or issues. * Displays applicable visuals and provides appropriate written materials to support the presentation.	Lacks proper public speaking skills Does not identify the audience and select the best presentation style for the subject matter or message to ensure delivery is clear and concise. Unable to generate and maintain interest and enthusiasm from the participants due to the inability to fully explain or discuss the subject matter. Shows little interest in oral presentations and is reluctant to respond to participants' reactions or comments. Unable to adjust delivery style and format as needed. Does not take steps to improve public speaking abilities although it is a part of job duties. Generally, does not have a thorough understanding of the subject and is unable to respond to questions or comments. Often does not prepare and display applicable visuals. Seldom prepares written materials to support the presentation.	Does not consistently demonstrate the ability to conduct oral presentations and present subject matter clearly and concisely. Regularly uses the same presentation style regardless of the participants. Do not feel it necessary to identify with the audience. Rarely displays enthusiasm and interest in the subject and is not able to generate enthusiasm among the participants. Does not like responding to reactions and comments and may become irritated with questions and comments. Does not always display a thorough knowledge or understanding of the subject or topic and avoids audience questions. Often visuals and written materials are not organized, appealing, or informative. Oral presentations frequently do not follow visuals and written material. Little or no action was taken to improve presentation skills.	Displays appropriate skills in oral presentation and the ability to effectively communicate with the intended audience. Able to generate and keep interest and enthusiasm in the presentation from the participants. Accepts questions and comments from the participants and willingly responds to them. Able to change delivery style and/or format of presentation if necessary to convey subject matter. Knowledgeable of subject matter and able to provide appropriate answers to questions and responses to comments. Visuals and written materials to support the presentation contain appropriate data.	Displays highly effective skills in public speaking and oral presentations. Identifies the audience and chooses the appropriate presentation style. Is motivated by the subject matter and uses this motivation to communicate with the audience and to generate and keep their interest and enthusiasm in the presentation. Always open to questions and comments from participants and willingly responds to them. Able to change delivery style and/or format of presentation if necessary to convey subject matter or message so it is fully understood by the audience. Knowledgeable of subject matter and able to provide appropriate answers to questions and responses to comments. Visuals and written materials to support the presentation are well-developed and contain the proper information. Participants can follow the presentation with the visuals and keep them for reference.	Excellent skills in public speaking. Ability to connect to the audience, display the best delivery style, and convey the subject or message clearly and concisely. Takes advantage of all opportunities to improve skills. Enthusiastic on subject matter and encourages interaction from participants. Makes the topic exciting and interesting and can motivate participants and change the delivery style or format as needed to maintain the interest of participants. Very responsive to questions and comments from participants. Possesses a thorough understanding and knowledge of the subject or topic and can provide detailed responses to questions and/or comments. Visuals are creative and may involve persons acting out situations. Content is appropriate for the subject. Always prepare good written materials to support the presentation.
Communications	Writing Proficiency	Demonstrates the ability to express information clearly and concisely in writing. Formulates and writes information to effectively communicate messages, ideas, and/or concepts for the intended recipient or audience. Uses appropriate words and tone and correct grammar.	Does not demonstrate acceptable writing skills in preparing formal written communications and documents for a specific recipient or audience. Writing does not convey or express information clearly and concisely. Lacks the ability to organize and outline subject matter to develop a written document that effectively communicates messages, ideas, and/or concepts for the intended audience. The finished product or written document does not contain appropriate words and the tone is not correct for the target audience. Writings always require grammatical corrections and must be reviewed by the manager before presentation to the recipient or audience.	Does not consistently demonstrate the ability to express information clearly and concisely in writing. Written communications sometimes lack pertinent facts and do not fully communicate messages, ideas, and concepts for the intended recipient or audience. Written materials often are inadequately thought out and organized. A finished product or written document frequently requires corrections to grammar, choice of words, and document style before being presented to the intended recipient or audience.	Ability to clearly and concisely express information in written format. Understand how to organize content to effectively communicate messages, ideas, and/or concepts to the intended recipient or audience. Uses proper words, tone, and grammar.	Writing skills are above average. Information in written material is clear and concise with the appropriate amount of content and substance. Organizes content of written communication so messages, ideas, and/or concepts for the intended audience are effectively communicated, easily understood, and addresses all points. Very good use of grammar, words, and tone.	Demonstrates excellent writing skills and ability to express information clearly and concisely in writing. Always organizes information communicated in writing. Outlines presentation content so information is written effectively, and messages, ideas, and concepts are clearly expressed to the intended recipient or audience. Constantly works to improve writing skills and willingly shares techniques in effective written communications and knowledge of language and grammar with others. Written communication is creative, and informative, and uses proper words, tone, language, and grammar.

Possible Scores Based on this Rubric

Competency Group	Competency Title	Competency Requirements	Unsatisfactory	Improvement Needed	Meets Expectations	Exceeds Expectations	Distinguished
			Reluctant or unable to meet expectations of competency requirements in the performance of job duties and responsibilities. Significant improvement is needed in job skills, ability, and/or performance.	Does not consistently meet expectations of competency requirements in the performance of job duties and responsibilities. Some improvement is needed in job skills, ability, and/or performance.	Consistently fulfills competency requirements in the performance of job duties and responsibilities.	Frequently exceeds some of the competency requirements in the performance of job duties and responsibilities.	Consistently exceeds competency requirements in the performance of job duties and responsibilities.



Operational	Computer/ Automated System Proficiency	Proficient in the use of university applications or automated systems to perform job duties. Complies with related policies, procedures, and work rules to maintain system security and data integrity.	Lacks knowledge and skills of applications or automated systems required to proficiently perform job duties. Requires constant assistance from application/system specialist or manager to complete tasks. Creates a hardship for other employees and/or departments through the inability to successfully use automated systems or applications. Shows a lack of interest and little effort to obtain training to improve skills. Does not comply with policies, procedures, and work rules to safeguard system security and data integrity. Regularly leaves confidential data exposed on the computer and does not secure workstations from public access. Does not safeguard passwords, which give access to applications and automated systems.	Does not consistently perform job duties with proper use of applications or automated systems. Frequently seeks assistance from application administrator for guidance in system use or to correct data. Does not take advantage of training and learning opportunities to improve skills and knowledge of applications or automated systems. Does not consistently comply with related policies, procedures, and work rules to maintain system security and data integrity. Frequently does not secure computers and workstations from being accessed by unauthorized persons.	Demonstrates proficiency in the use of university applications or automated systems in the performance of job duties. Work is properly completed using applications or systems on a timely and regular basis. Attends all required training. Works to ensure related policies, procedures, and work rules to maintain system security and data integrity are followed. Always secures workstation and computer from access by unauthorized persons and never leaves confidential data visible on computer. Do not share passwords.	Demonstrates above-average skills in the use of university applications or automated systems in the performance of job duties. Work is properly completed using applications or systems on a timely and regular basis. Attends training when offered to improve knowledge and skills of application or automated systems or to learn new skills. Pays special attention to ensuring related policies, procedures, and work rules to maintain system security and data integrity are followed. Always secures workstation and computer from access by unauthorized persons and never leaves confidential data visible on computer. Do not share passwords.	Excellent knowledge and understanding of university applications or automated systems required to perform job duties. Performs job duties proficiently and seeks new ways to increase job efficiency using applications. Seeks training and learning opportunities on applications and automated systems to increase knowledge and skills so that job duties can be performed with greater efficiency, increased quantity without loss in productivity, and in a shorter time. Always complies with related policies, procedures, and work rules to maintain system security and data integrity and creates a work environment that encourages others to take a special interest in maintaining system security and data integrity. Never leave the workstation without securing the computer and confidential electronic data.
Operational	Equipment Operation	Demonstrates the essential skills required to use equipment and tools needed to perform job duties and responsibilities. Follows maintenance and operation procedures and safety rules to minimize equipment malfunctions and prevent personal injuries.	Shows little or no regard for department-issued equipment or property, and does not operate equipment, including office machines, tools, radios, weapons, and/or university vehicles by operations procedures and university rules or policies. Makes no effort to learn or engage in proper equipment maintenance, servicing, care, safety, and operating procedures. Little concern for financial impact and personal injury risks to the university resulting from improper use of equipment or unreported malfunctioning equipment.	Does not consistently demonstrate the essential skills required to use equipment and tools needed to perform job duties. Frequently does not operate equipment, including office machines, tools, radios, weapons, and/or university vehicles by operations procedures and university rules or policies. Lacks commitment to equipment maintenance, servicing, and care to minimize malfunctions and prevent personal injuries. Frequently does not display good safety habits when using equipment. Fails to report equipment that is not properly functioning to reduce financial impact and risks to the university	Demonstrates appropriate skills when operating department-issued equipment and tools needed to perform job duties and responsibilities. Uses proper procedures and displays good judgment when operating equipment, including office machines, tools, radios, weapons, and/or university vehicles. Is knowledgeable of policies and safety rules to minimize equipment malfunctions and prevent personal injuries. Committed to equipment maintenance, servicing, care, and safety. Shows concern for financial impact and personal injury risk to the university from malfunctioning equipment and reports malfunctioning equipment on a timely basis.	Demonstrates above-average skills and knowledge required to use equipment and tools needed to perform job duties and responsibilities. Always uses proper procedures, operates equipment with caution and care, and displays good judgment when operating equipment, including office machines, tools, radios, weapons, and/or university vehicles. Fully knowledgeable of maintenance and operation procedures and safety rules to minimize equipment malfunctions and prevent personal injuries. Gives priority to equipment maintenance, servicing, and care. Performs job duties using equipment in a manner that ensures safety and proper functioning. Shows concern for financial impact and personal injury risk to the university from malfunctioning equipment and reports malfunctioning equipment on a timely basis.	Exhibits exceptional skills and knowledge required to use equipment and tools needed to perform job duties and responsibilities. Always uses proper procedures, operates equipment with caution and care, and displays good judgment when operating equipment, including office machines, tools, radios, weapons, and/or university vehicles. Willing to share knowledge of equipment use with others in the department/unit. Fully knowledgeable of maintenance and operation procedures and safety rules to minimize equipment malfunctions and prevent personal injuries. Takes advantage of opportunities to improve skills and policy/procedural knowledge through training. Gives priority to equipment maintenance, servicing, and care. Performs job duties using equipment in a manner to ensure safety and proper functioning. Monitors equipment and reports any malfunctions to management on a timely basis. Understands and is always concerned about the financial impact on the university from personal injury risks and malfunctioning equipment.

Possible Scores Based on this Rubric

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University of Houston Downtown Rubrics
for Staff



			Reluctant or unable to meet expectations of competency requirements in the performance of job duties and responsibilities. Significant improvement is needed in job skills, ability, and/or performance.	Does not consistently meet expectations of competency requirements in the performance of job duties and responsibilities. Some improvement is needed in job skills, ability, and/or performance.	Consistently fulfills competency requirements in the performance of job duties and responsibilities.	Frequently exceeds some of the competency requirements in the performance of job duties and responsibilities.	Consistently exceeds competency requirements in the performance of job duties and responsibilities.
Operational	Public Safety	Recognizes and immediately reacts to potential danger. * Uses sound judgment to protect co-workers, students, and citizens; enforces laws and ordinances; and diffuses threatening situations. * Complies with police rules and regulations. Prepares clear and concise offense reports promptly.	Lacks the ability to recognize potential danger in the appropriate time frame. Response time is not acceptable. Often uses poor judgment and so uncertain about appropriate action needed to protect co-workers, students, and citizens. Unable to diffuse a threatening situation before it escalates, additional law enforcement personnel must intercede. Does not demonstrate knowledge of police rules and regulations at an acceptable level. Requires constant coaching or mentoring from supervisor regarding rules and regulations. Does not properly prepare offense reports as required. Reports are not submitted promptly, are confusing, contain incorrect facts, and are frequently incomplete.	Inconsistently reacts to potential danger promptly. Regularly uses poor judgment. Uncertain on appropriate action needed to protect co-workers, students, and citizens. The response may not be the best possible solution. Needs assistance to diffuse threatening situations. Frequently fails to comply with police rules and regulations and must be counseled and sometimes reprimanded. Do not review offense reports to ensure accuracy and complete information. Regularly fails to submit offense reports promptly.	Recognizes potential danger and reacts immediately by responding or taking action to ensure a response occurs. Uses sound judgment to protect co-workers, students, and citizens. Able to diffuse threatening situations through sound judgment. Willingly complies with police rules and regulations. Offense reports are thorough and factual. Information is clear, understandable, and submitted within the required time frame.	Recognizes potential danger and reacts immediately by responding or taking action to ensure a response occurs. Reacts in a manner that yields positive and safe results. Always use sound judgment to protect co-workers, students, and citizens. Decides and performs duties based on facts and reliable information. Able to diffuse threatening situations through sound judgment, positive negotiation, and communication. Fully understands a police rules and regulations, complies with them, and acts in a manner to always ensure compliance. Offense reports are thorough and factual. Information is clear, understandable, and submitted within the required time frame.	Recognizes potential danger and reacts immediately by responding or taking action to ensure a response occurs. Follows up with the situation to ensure potential danger no longer exists. Always views the protection of co-workers, students, and citizens as a priority and takes steps to always know and understand the physical environment and its impact on public safety. Makes sound judgment decisions after reviewing the facts so the best possible action is followed. Excellent skills at crisis management and controlling a hostile environment. Willing to share knowledge and skills as needed. Able to diffuse threatening situations through sound judgment, positive negotiation, and communication. Fully understands police rules and regulations and acts in a manner to always ensure compliance. Offense reports are thorough and factual. Information is clear, understandable, and submitted within the required time frame.
Technical	Technical Expertise	Possesses comprehensive knowledge and skills in a technical area. Effectively applies expertise to troubleshoot existing systems and develop solutions with existing technology. Competent to learn new technologies and integrate them with existing technology. * Willing to share expertise and provide technical assistance to others.	Does not possess an acceptable level of technical knowledge and skills to perform job duties and responsibilities. Unable to troubleshoot existing systems without assistance. Lacks the ability to develop workable solutions using existing technology. Shows little interest and/or ability to learn new technologies and processes to integrate them with existing technology. Lacks expertise to share with others and does not act as a team player.	Frequently does not demonstrate comprehensive knowledge and skills in a technical area. Attempts to troubleshoot existing systems and develop solutions with existing technology but often needs guidance and assistance. Reluctant to learn new technologies and integrate them with existing technology, which delays learning opportunities. Not a team player and unwilling to share expertise with others. Seldom offers to provide technical assistance to co-workers.	Possesses appropriate knowledge and skills in technical areas to perform job duties and responsibilities. Effectively applies expertise to troubleshoot existing systems and develop solutions with existing technology. Capable and willing to learn new technologies and integrate them with existing technology. Willing to share expertise and provide technical assistance to others.	Above average knowledge and skills in technical areas and applies knowledge and skills in the performance of job duties and requirements. Consistently applies expertise in troubleshooting existing systems and developing solutions using existing technology. Follows through on all troubleshooting to ensure the best solution has been implemented. Takes advantage of opportunities to learn new technologies and integrate them with existing technology. Understands the importance of improving knowledge and skills and strives to share expertise and provide technical assistance to others. Behavior is a team player.	Excellent knowledge and skills in technical areas and fully applies knowledge and skills to perform job duties and requirements. Always applies expertise to troubleshoot existing systems, conduct a thorough analysis, and develop the best possible solutions with existing technology. Understands the importance of learning new technologies and integrating them with existing technology. Takes advantage of all opportunities to improve skills and knowledge, learn new technologies, and new ways to integrate new technologies with existing ones. Displays leadership qualities and is always a team player. Takes advantage of all opportunities to share expertise, provide technical assistance to others, and encourage others to advance technical expertise.

Possible Scores Based on this Rubric

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			Reluctant or unable to meet expectations of competency requirements in the performance of job duties and responsibilities. Significant improvement is needed in job skills, ability, and/or performance.	Does not consistently meet expectations of competency requirements in the performance of job duties and responsibilities. Some improvement is needed in job skills, ability, and/or performance.	Consistently fulfills competency requirements in the performance of job duties and responsibilities.	Frequently exceeds some of the competency requirements in the performance of job duties and responsibilities.	Consistently exceeds competency requirements in the performance of job duties and responsibilities.
Technical	Functional Expertise	Possesses comprehensive knowledge and skills in one or more functional areas. Effectively applies expertise to identify user issues with existing systems and coordinate resolution with technical staff. Understands business processes to successfully integrate them with existing and new systems. * Competent in coordinating requests for system modifications with technical staff. Willing to share expertise and provide functional assistance to others.	Does not possess an acceptable level of functional knowledge and skills to perform job duties and responsibilities. Lacks expertise in analysis needed to identify user issues with a level of certainty and coordinate resolution with technical staff. Analysis of user issues is often incorrect and not timely. Does not understand business processes to successfully integrate them with existing and new systems without management assistance. Must be constantly mentored or coached. Reluctant or not interested in coordinating requests for system modifications with technical staff. Incapable of providing functional assistance to others because of a lack of expertise.	Frequently does not demonstrate comprehensive knowledge and skills in a functional area. Frequently unable to identify user issues with existing systems and coordinate resolution with technical staff without management assistance. Does not possess a clear understanding of business processes and frequently is unable to integrate them with existing and new systems. Additional training is needed to have the ability to competently coordinate requests for system modifications with technical staff. Willing to function as a team player and assist others but lacks the expertise	Possesses comprehensive and appropriate knowledge and skills in one or more functional areas needed to perform job duties and responsibilities. Effectively applies expertise to identify user issues with existing systems and coordinates resolution with technical staff promptly. Good understanding of business processes and ability to integrate them with existing and new systems to achieve positive results. Fully capable and willing to coordinate requests for system modifications with technical staff. Regularly shares expertise and is willing to provide functional assistance to others.	Above-average knowledge and skills in one or more functional areas needed to perform job duties and responsibilities. Always applies expertise to diagnose user issues with existing systems and coordinates resolution with technical staff through to completion. Issues are handled in a timely and efficient manner. Very good understanding of business processes and able to integrate them with existing and new systems to achieve positive results. Possesses above-average skills needed to coordinate requests for system modifications with technical staff. Always shares expertise and provides functional assistance to others.	Excellent knowledge and skills in functional areas and fully able to perform all job duties and requirements. Consistently uses knowledge and skills to analyze and identify user issues with existing systems and follow up with coordination of a resolution with technical staff to completion. Follows up to ensure issues are resolved. Thorough understanding of business processes and requirements to successfully integrate them with existing and new systems. Takes advantage of opportunities to increase knowledge and skills to achieve a higher level of expertise in a functional area. Anticipates coordinating requests for system modifications with technical staff. Maintains good communication with others. units, always share knowledge or expertise and provide support and functional assistance to others.
Technical	Support Proficiency	Possesses comprehensive knowledge and skills with multiple hardware and software systems. * Effectively applies expertise to identify and troubleshoot user issues. Competent in installing and configuring new systems. Willing to share expertise and provide technical support to others.	Does not have acceptable knowledge and skill level of hardware and software systems to perform job duties and responsibilities. Requires constant supervision and assistance. Unable to effectively identify and troubleshoot user issues promptly. Reluctant to install and configure new systems without support or assistance from others. Not interested or willing to provide support to others although constantly requesting assistance due to a lack of knowledge. Does not attempt to improve knowledge and skills.	Frequently does not display comprehensive knowledge and skills with multiple hardware and software systems. Often makes mistakes in identifying user issues and provides incorrect analysis resulting in improper troubleshooting of issues. Needs additional training and development to possess the skills needed to install and configure new systems. Sometimes demonstrates a desire to share knowledge and exhibits the behavior of a team player but lacks skills to provide technical support and expertise.	Comprehensive and appropriate knowledge and skills with multiple hardware and software systems. Consistently able to perform job duties and requirements without guidance and assistance from supervisor. Always applies expertise to identify and troubleshoot user issues through to resolution. Competently able to install and configure new systems. Willing to share expertise and provide technical support to others and does so whenever the need arises.	Very good knowledge and skills with multiple hardware and software systems. Consistently able to independently perform job duties and requirements. Always applies expertise to timely and effectively identify and troubleshoot user issues through to resolution. Can be relied upon to install and configure new systems. Takes advantage of learning opportunities and skill development. Always shares expertise and provides technical support to others.	Excellent knowledge and skills with multiple hardware and software systems and fully able to perform job duties and requirements. Gives priority to properly identifying and troubleshooting user issues promptly. Thorough when conducting an analysis and troubleshooting issues. Organized when coordinating a resolution. Always the go-to person for installing and configuring new systems. Takes advantage of all learning opportunities and training to increase knowledge and skills to the highest level of expertise. Excited to share expertise and provide technical support to others.