CORE VALUES & BEHAVIOURAL ANCHORS

COMMUNITY

Community at Selkirk College means delivering education and service that builds relationships, culture, belonging, empowerment and opportunity. Selkirk College students and employees are part of an educational community that is integral to the well-being of the West Kootenay and Boundary regions and has provincial, national and global connections.

1 = Helps others perform at their best

2 = Builds productive working relationships

3 = Promotes opportunities to experience diversity at Selkirk College

4 = Resolves conflicts among team members

5 = Is self-aware and open to feedback

	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory
1	Inspires and helps others develop skills and competencies to perform at their best; is highly respected among peers and college partners.	Consistently and actively assists others in expanding and developing skills and knowledge.	Assists others in developing skills and knowledge.	Does not openly share expertise or information with others.	Hinders sharing of knowledge and/or expertise; focused largely on own development.
2	Leads colleagues to inspired cooperation and teamwork in support of department and college goals.	Successfully builds productive, mutually beneficial relationships to solve problems and achieve common goals.	Builds and maintains effective working relationships with peers and college partners.	Has difficulty building strong, mutually beneficial working relationships.	Relationships are strained by lack of interest in and respect for peers and college partners.
3	Actively creates opportunities for others to learn about and experience diversity at Selkirk College	Participates in range of opportunities to learn about and experience diversity at Selkirk College; encourages others to do the same	Understands and promotes opportunities to experience diversity at Selkirk College for self and others.	Needs to develop understanding and awareness of opportunities to learn about and experience diversity at Selkirk College.	Neither understands nor promotes opportunities to experience diversity at Selkirk College.
4	Skillfully and proactively addresses conflict; seeks and achieves 'win-win' resolutions.	Manages conflict competently and efficiently; when possible, looks for and proposes middle ground solutions.	Works effectively with others to resolve conflict.	Unable to resolve or constructively manage conflicts.	Not prepared or willing to resolve conflict.
5	Demonstrates a high degree of self-awareness; asks others for feedback on performance; is a continuous learner.	Very self-aware; asks others for feedback in an effort to improve skills and knowledge.	Self-aware and open to feedback from others.	Often resistant to feedback on performance; rarely asks for help or feedback.	Not motivated to learn and grow; believes manager and college should assume responsibility for their development.

CORE VALUES & BEHAVIOURAL ANCHORS

ACCESS

Access at Selkirk College means an educational experience should be attainable to all, regardless of who or where they are or what challenges they face. Accessibility defines a culture of inclusion, considers the services provided to learners, develops innovations to program and course delivery formats and timing, and supports technological and physical infrastructure required for student success.

1 = Includes and welcomes others

2 = Works to understand the perspectives and challenges of others

3 = Skillfully serves diverse customer base

4 = Understands the value of innovation and of quality improvement

5 = Refers stakeholders to appropriate/additional college resources

	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory
1	Actively creates an inclusive and welcoming environment for diverse individuals and groups across college.	Includes and welcomes diverse individuals and groups.	Inclusive and open to new people and ideas.	Is reluctant to include new people or ideas.	Is not welcoming or respectful; coworkers and college partners often 'work around' to avoid interaction.
2	Promotes equity and inclusion by actively seeking ideas and insights from diverse sources.	Is consistently open to and respectful of different points of view.	Seeks to understand and incorporate different points of view.	Is not always open to different points of view.	Discourages different points of view; becomes defensive when asked to consider new/different ideas.
3	Highly proficient in terms of adjusting and adapting service delivery to diverse stakeholder needs and sensitivities.	Effectively adapts delivery strategies and techniques to individual stakeholder's needs.	Adapts service delivery to meet needs of diverse stakeholder base.	Is often impatient with stakeholders; unwilling or unable to adapt style to the unique needs of stakeholder base.	Is defensive with difficult stakeholders, blames gaps in service or errors in systems and college partners.
4	Clearly defines the value and imperative for continuous improvement; consistently offers original, inventive ideas for improving products and services.	Understands and communicates the importance of quality improvement; thinks 'outside the box' in order to improve processes and practices.	Understands the value of quality improvement; identifies factors that impede processes and recommends changes.	Has a limited perspective and understanding of the importance of quality improvement.	Change averse; prefers to continue to do things as they always have been done.
5	Highly informed regarding college resources that add value; thoughtfully refers stakeholders to resources.	Suggests college resources that could help stakeholders; tailors recommendations to stakeholder needs.	Suggests resources to diverse stakeholder base that may add value.	Needs to develop greater awareness of college resources to add value to stakeholder interactions.	Does not suggest or refer stakeholders to value-add college resources.

CORE VALUES & BEHAVIOURAL ANCHORS

RESPECT

Respect at Selkirk College means we treat ourselves, each other, members of our college community, and the world around us with respect, dignity and integrity. Respect builds trust and includes respect for diverse people, ideas and perspectives, cultures and traditions, respect for the environment, and the modelling of respectful discourse and conversation in our work.

1 = Treats others with dignity and integrity

2 = Adapts communication to diverse audiences

3 = Works to earn the trust of others

4 = Actions are consistent with Selkirk College policies

5 = Is innovative in terms of resource and environmental sustainability

	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory
1	Is respectful and welcoming; Inspires collaboration by bridging gaps among diverse individuals and units.	Promotes, supports, and influences a culture of respect and civility among team members	Treats others with respect; encourages and appreciates individual contributions.	Sometimes displays behaviors inconsistent with workplace courtesy and respect.	Exhibits behaviors that negatively impact the morale and accomplishments of the team.
2	Effectively adapts written and verbal communication to audience; effectively distinguishes between 'need to know' and 'nice to know.'	Effectively adjusts the level of detail and tone of reports and presentations to audience.	Tailors information to audience and individual needs.	Communications often lack clarity and do not facilitate better understanding.	Has difficulty tailoring communication to the needs of others; communicates 'too much,' 'too little,' or 'too late.'
3	Is looked up to and highly respected by stakeholders, coworkers and the college community.	Is highly respected and trusted by stakeholders, coworkers, and college partners in all dealings.	Is respected and trusted by stakeholders and coworkers.	Tends to work either independently or with designated coworkers; trust is low among those not included.	Lack of inclusiveness fosters a lack of trust among students, stakeholders, and coworkers.
4	Actively models and promotes Selkirk College policies. Encourages innovative thinking to foster more effective, efficient use of college resources.	Understands and actively demonstrates the intent of Selkirk College policies. Improves processes and practices in ways that conserve and make more efficient use of college resources.	Is aware of and follows Selkirk College policies. Uses college resources wisely; understands and follows college policies and practices.	While aware of Selkirk College policies, behavior is occasionally inconsistent with the policies (e.g. code of conduct, human rights, privacy). Does not always follow procedures to ensure optimal use of college and environmental resources.	Expresses a lack of understanding or support for Selkirk College policies (e.g. code of conduct, human rights, privacy). Disregards college policies and procedures or uses policies and procedures to hinder progress.
5	Actively seeks and recommends innovative solutions for reducing use of energy and environmental resources.	Engages in practices that conserve energy and environmental resources; actively looks for savings.	Engages in practices that sustain energy and environmental resources.	Sometimes properly conserves resources; needs a better understanding of sustainability directives and practices.	Is wasteful of energy and environmental resources.

CORE VALUES & BEHAVIOURAL ANCHORS

EXCELLENCE

Excellence at Selkirk College means everyone strives for the highest level of quality, accountability and professionalism. Excellence includes aspiring to the highest quality of instruction, services and operations for students, our employees, and communities. Excellence promotes creative and growth mindsets and approaches to our work that inspire innovation.

1 = Is accountable for advancing team's efforts and results

2 = Makes clear, transparent, timely decisions

3 = Demonstrates quality and efficiency in one's own work

4 = Collaborates with team and college partners to improve the quality of products and service

5 = Asks stakeholders for feedback

	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory
1	Models accountability; thinks of innovative ways to move projects forward to accomplish goals and achieve quality results.	Models accountability for one's own actions and inspires others to do the same; acutely aware of and focused on results.	Consistently meets obligations and deadlines; promotes and contributes to team progress.	Lacks accountability for work responsibilities and actions.	Finds fault with others or makes excuses for lack of accountability; hinders growth and progress of team.
2	Consistently makes clear, transparent, timely decisions; decisions consistently align with organizational and departmental goals.	Decisions consistently support and facilitate desired outcomes.	Makes sound decisions based on facts and experience.	Decisions are sometimes not clear; tends to put off decisions on more complex issues.	Has difficulty articulating rationale for decisions; often defers decision-making to others.
3	Models efficiency by getting more done in less time while maintaining quality of output; effectively manages multiple projects to achieve desired outcomes	Manages several projects effectively and efficiently; results enhance productivity and quality.	Successfully manages several projects to achieve desired results.	Has difficulty handling more than one task or project at a time; disorganization often results in poor quality work	Extremely disorganized and unable to separate 'need to do' from less important tasks; cannot handle more than one project at a time.
4	Forges close collaborations with team and college partners to significantly improve business practices; results consistently enhance quality of service.	Collaborates with partners across college to streamline processes in order to achieve higher quality services.	Works effectively with team and college partners to improve the quality of services.	Needs to develop stronger working relationships with coworkers in order to collaborate on quality issues.	Does not collaborate with team or college partners in terms of sharing Quality Improvement activities and successes.
5	Skillfully and regularly asks stakeholders for feedback on services; shares feedback with team in order to continually improve quality of service.	Regularly seeks input from stakeholders on the quality and timeliness of service; incorporates recommendations into processes and practices	Seeks feedback from stakeholders on quality of service; suggests improvements to team based on feedback.	Sometimes asks stakeholders for feedback; rarely suggests or implements changes that address stakeholders concerns.	Does not ask stakeholders for feedback; deflects responsibility for negative feedback on others