



PATHways Diversity and Respect Behavioral Competency: Rating Definitions and Behavioral Examples

The following information has been developed to improve the clarity of, provide definition to, and offer performance examples for the Diversity and Respect behavioral competency in the Non-Faculty Performance Evaluation form.

Diversity and Respect Behavioral Competency Description:

The employee welcomes, includes, and demonstrates respect for individuals from all groups, including the various characteristics* of persons in our community.

**Characteristics may include, but are not limited to age, citizenship, physical or mental ability, education, title, rank, gender, racial or ethnic identity, political or ideological perspective, geographic location, language, marital status, military experience, religion, sexual orientation, gender identity or expression, nationality, and socio-economic status (classism).*

See <http://diversity.tamu.edu/What-is-Diversity/Dictionary> for more information about these and other diversity terms.

Rating Definition and Behavioral Examples (Examples of behaviors should be considered given the employee's position and her/his opportunities to develop in those areas or perform those functions):

1. **Exemplary:** Employee consistently goes beyond diversity-related requirements of the position. Examples include:
 - Promotes inclusive practices, policies, and workplace environments.
 - Proactively pursues educational opportunities.
 - Develops programs, collaborates with others, and/or actively encourages others to join the effort to advance department, university, and community-wide efforts aimed at reaching Texas A&M University's diversity goals.
 - Engages the talents, experiences, and capabilities of others.
 - Creates opportunities for access and success.
 - Helps to identify and/or works to change organizational policies and practices that may be contrary to the University's commitment to diversity.
 - Consistently encourages a work environment that is respectful and accepting of individual differences.
 - Consistently addresses non-inclusive behavior or policies (as appropriate for position).
 - Acknowledges and works through diversity-related conflict in a productive way; addresses concerns and differing opinions in a constructive, positive way.
 - Partners with community organizations to advance Texas A&M University's commitment to diversity. (Must be in employee's official capacity. Personal service activities are not considered in professional performance evaluations.)
 - (SUPERVISORS ONLY) Has a hiring record that demonstrates progress in achieving a more diverse workforce.
 - (SUPERVISORS ONLY) Accommodates needs of others, including the observance of non-traditional religious holidays/practices.
 - (SUPERVISORS ONLY) Provides professional development opportunities for employees to learn about diversity.
 - (SUPERVISORS ONLY) Holds others accountable for ensuring a respectful work environment.



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2. **Exceeds Expectations:** In addition to achieving expectations, employee frequently seeks out and actively participates in a variety of diversity-related activities and demonstrates additional support for diversity. Examples include:
 - Seeks information from others who have different personalities, backgrounds, and styles; includes them in decision-making and problem solving.
 - Appreciates and encourages the insights and ideas of all individuals.
 - Creates or contributes to an environment in which co-workers feel valued, included, understood, and appreciated.
 - Examines one's own thoughts and language for assumptions and stereotypical responses.
 - Encourages (even by example) colleagues/co-workers to support diversity efforts.
 - Demonstrates support for organizational policies and practices that enhance diversity.
 - Accommodates different personal styles that are effective in accomplishing desired outcomes.
 - Works to understand the perspectives of others.
 - Promotes fairness and equity.
 - Includes people of all backgrounds and invites them to be part of informal work-related activities.

3. **Achieves:** Welcomes, shows respect for, and engages people of diverse backgrounds, viewpoints, needs and experiences. Also participates in diversity-related activities as required by supervisor or position. Examples include:
 - Completes university required diversity training (e.g., Creating a Discrimination Free Workplace).
 - Works effectively with others, regardless of their background, position, or status.
 - Includes those with different backgrounds in day-to-day interactions within the University community.
 - Treats all individuals with fairness, dignity, and respect.
 - Acknowledges, greets, and serves people equally, regardless of their identity.
 - Demonstrates sensitivity to their own and others' communication styles.
 - Gathers input from others about issues and opportunities before making decisions.
 - Communicates effectively about issues of difference.
 - (SUPERVISORS ONLY) Ensures that people with a variety of differences (e.g., culture, race, ethnicity, language, national origin, religion, gender, age, disability, and sexual orientation) are present, welcome, and productive in our organization.
 - Promotes collaboration across/between different groups.
 - Participates in diversity committees or programming.
 - (SUPERVISORS ONLY) Reviews, assesses, modifies, applies, and monitors policies, practices, services, and behaviors to ensure that they support diversity.
 - (SUPERVISORS ONLY) Maintains an open door, creating access for all employees to receive mentoring, coaching, and support.

4. **In Development or Improvement Needed:** Is still working to become more aware of, welcome, demonstrate respect for, and engage people of diverse backgrounds, viewpoints, needs, and experiences. Requires prompting or reminders to participate in diversity-related activities as required by supervisor or position. Examples include:
 - Does not consider diversity part of their day-to-day work. Rather, diversity is considered an afterthought.
 - Does not fully recognize biases that affect her/his own thinking.
 - Reluctantly works with people who may have different beliefs, sexual orientation, age, or any other characteristic mentioned under Diversity and Respect behavioral competency description above.
 - Sometimes participates in activities or conversations that alienate coworkers who are different.



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- Inconsistent in acknowledging, greeting, working with, and serving people equally, regardless of their identity.
 - Occasionally makes comments that demonstrate that she/he does not fully understand why a diverse work environment is important.
 - Occasionally gives preferential treatment to one group over another.
 - Occasionally creates a chilly climate for those who are different.
 - When feedback about unwelcoming behavior is given, she/he responds defensively.
 - Does not demonstrate openness to having her/his views challenged.
 - Does not explore diverse topics or make an effort to get to know people from diverse backgrounds unless this interaction is forced.
 - Appears to merely tolerate those who are different.
 - (SUPERVISORS ONLY) Does not yet know the most appropriate ways to respond when diversity issues arise in the workplace.
 - (SUPERVISORS ONLY) Needs improvement demonstrating competence in effectively discussing and negotiating diversity-related issues.
 - (SUPERVISORS ONLY) Needs prompting and reminders to take multiple cultural perspectives into account when making decisions.
 - (SUPERVISORS ONLY) Evidence of efforts to diversify staff in hiring and promotion needs improvement.
5. **Unsatisfactory:** Does not welcome, demonstrate respect for, or engage people of diverse backgrounds, viewpoints, needs, and experiences. Does not participate in diversity-related activities as required by supervisor or position (includes being past due on mandated TAMU System-wide EEO training). Examples include:
- Gives preferential treatment to one group of people over another.
 - Uses sexist or racist epithets or jokes.
 - Criticizes or makes fun of those who are different.
 - Shows insensitivity to the needs of people with disabilities.
 - Exhibits cliquish behavior.
 - Mistreats or refuses to work with someone because of her/his beliefs, sexual orientation, age, or any other characteristic mentioned under Diversity and Respect behavioral competency description above.
 - Promotes, interacts with or seeks input from people in unequal or unfair ways, showing favor for a specific type of people.
 - Does not include others who have different personalities, perspectives, backgrounds, and styles in decision-making and problem-solving.
 - (SUPERVISORS ONLY) Fails to promote, encourage, mentor or support the professional development or professional advancement of employees who are members of particular groups.