Ohio University Competency Dictionary

First Edition

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Professional Development at Ohio University

"Ohio University will be the nation's best transformative learning community where students realize their potential, faculty advance knowledge, staff achieve excellence, and alumni become global leaders."

- *Ohio University Vision Statement*

Being the "nation's best transformative learning community" requires contribution, commitment, and growth from everyone in the University community. At the core of this vision is a belief that *"All individuals in the University community are valued; their skills and knowledge should be cultivated, their work supported, and their leadership skills developed." (Ohio University, Articles of Academe).* In support of our vision, and to support each employee's pursuit of excellence, continuous improvement, and professional growth, Ohio University is proud to introduce "Professional Development Pathways" as a comprehensive framework to guide individual career growth and professional development that is built upon three significant lines of work:

CTF
- Success Profiles
- Competency Dictionary
- Targeted Development

LMS
- Access to on-line learning
- Participation Records
- Link to reports & resources

Certs
- Collection of Learning Experiences
- Employee & Supervisor involvement

Competency Training Framework	Learning Management System	Certification and Badging Programs
• Review leadership development models and competency benchmarks from private sector and universities. • Talk with successful employees to learn about knowledge, skills and behaviors (competencies) that contribute to success. • Identify Competencies that lead to success in numerous positions within each of several "Primary Roles" or job types. • Define and document competencies to create a common language for professional development efforts. • Use gap analysis to identify need for new learning opportunities.	• Utilize a Learning Management System (LMS) to support staff development. • Leverage technology to enable more effective use of e-learning. • Use LMS to keep track of training completion and allow employees to retrieve training history. • Create a training website with links to LMS to make it easier to learn about and register for training opportunities.	• Use badging and certificates to encourage development in targeted skill areas. • Issue "badges" to encourage ongoing learning and recognize incremental achievements (i.e. training completion). • Provide access to badges through the LMS system. • Identify collections of badges that are required in order to earn a certificate. • Ensure transfer of knowledge and demonstration of target skills. • Identify where certificate(s) may be required or preferred for internal selection.

Competency Training Framework – Competencies represent knowledge, skills, and behaviors that contribute to success in a particular role or job. The Competency Training Framework includes 56 competencies that contribute to successful performance in six job categories or "primary roles". Each primary role has an associated "success profile" indicating which competencies are linked to success for that role. Success profiles were created based on interviews and focus group discussions with university employees and a review of sample competency models from public and private sector organizations. Competencies are categorized into nine categories, or domains, focusing on interactions with PEOPLE, management of work and TASKS, and characteristics or knowledge associated with SELF. Each competency is defined and documented in this dictionary in order to encourage and support ongoing conversations about competencies and how they can be leveraged and developed.

Learning Management System – A Learning Management System (LMS) is an integral component of Professional Development Pathways because it provides easy access to on-line learning opportunities and assists in tracking training completion. The LMS keeps a record of employee learning experiences, both those that are instructor-led and those offered in an online interactive format. This allows employees to track and demonstrate their learning history through one primary system.

Certification and Badging – To further promote skill development in targeted areas, badges are issued for various learning experiences, and specified collections of badges can lead to certifications. Certificates are structured in a way that encourages and recognizes staff for learning and demonstrating new skills effectively. Details about current certification programs and learning opportunities are available on the Professional Development Pathways website.

How to Use This Dictionary

The first step on the Professional Development Pathway is to be familiar with competencies that contribute to success in your current role. There are over 1200 job titles held by university staff, but most fit within one of six "Primary Roles" that describe the primary reasons why jobs exist within our university. These roles are connected to our compensation structure through career levels (i.e. TAS1, TAS2, IC2, M3, etc.). Use the steps below to begin your professional development journey:

1) Identify which "Primary Role" below most closely describes the purpose of your job. This is your starting point.
2) Locate the "Success Profile" for your role on pp 6-11 to see which competencies are linked to success for that role.
3) Review Competency Definitions for the competencies listed on your Success Profile.
4) Identify which of these competencies are "critical", "important", or "nice to have" for success in your specific job.
5) Review "critical" and "important" competencies, identify which are strengths, and which are development areas.
6) Invite your supervisor and/or peers to provide input on your strengths and development areas as well.
7) Look for opportunities in your current job to use your strengths and improve upon your development areas.
8) Seek feedback, and pay attention to how your development efforts impact your performance and effectiveness.
9) Talk with your supervisor about your development. Consider including this as a topic in regular check-in meetings.
10) If all is going well in your current job, and career movement is a goal:
    a. Review competencies from Success Profiles that correspond with future position(s).
    b. Identify which competencies are strengths and which are development needs for possible future position(s).
    c. Discuss career goals and development interests with your supervisor and invite input on the best way to prepare for future opportunities while still working in your current job.

Primary Roles

Most jobs can be aligned with one of the six Primary Roles described below. Each Primary Role has a unique set of related competencies that have been linked to individual success in a variety of positions in multiple planning units throughout the university. Using the career level for your current job (i.e. TAS1, TAS2, IC2, M3, etc.) as a guide, review the Primary Role descriptions below and identify the one that most closely describes the purpose of your job.

Role	Competency
Strategic Leader - includes President, Provost, Vice Presidents, Deans, and Associate/Assistant Provosts and VPs.	Determines long-term strategy and priorities for the entire university. Creates structures, develops policies, aligns organizational priorities and allocates resources for large, complex organizations to achieve broad university goals. Decisions and actions directly influence the entire university.
Operational Leader - includes Asst./Assoc. Deans, Assistants to President, Department Chairs, Directors, job codes IC5, M3, M4, M5.	Translates strategy into operating plans. Interacts cross-functionally to create programs, processes, and systems that enable execution of strategy. Directs complex initiatives, prioritizes resources, and manages a broad range of activities that affect an entire function or planning unit.
Department Supervisor - typically includes job codes M1 and M2 where supervising university staff is a very significant component of the position.	Supervises daily activities and outcomes of a work group. Ensures proper execution of work processes and achievement of assigned goals and standards. Provides guidance, training, and direction using established guidelines and policies.
Professional Expert - typically includes positions with job codes of IC2, IC3, IC4, and M1, M2 without significant supervisory responsibility.	Uses deep technical expertise to develop and interpret guidelines, design new processes, and resolve complex issues. Provides consultation and direction on all matters related to area of expertise. Prioritizes and plans multi-phase projects.
Coordinator/Organizer - typically includes positions with job codes of TAS4, IC1, and some IC2 positions.	Coordinates processes, resources, and tasks to help improve efficiency and effectiveness of operations for a department or unit. Organizes and schedules activities and events using general guidelines. Uses technical knowledge and expertise to analyze information and solve difficult and sometimes unusual problems.
Service Provider - typically includes positions with job codes of TAS1, TAS2, TAS3	Interacts directly with department's client base to provide information, services, products or materials. Uses specialized knowledge to answer questions, provide guidance, and troubleshoot problems. Performs transactional activities, often in fast-paced, high-volume situations, to carry-out the department's work.

Ohio University's Competency Model

A competency model is an organized collection of knowledge, skills, and behaviors required for great performance (success). Ohio University's competency model includes 56 competencies that have been linked to successful performance at OHIO University through in-depth conversations with successful university employees. Each competency is grouped into one of nine Development Categories for easy reference. These categories, or domains, are used to help employees "zero-in" on a specific competency they would like to learn more about. For instance, if an employee wants to focus on improving communication skills, a quick look at the "Communication" category reveals specific definitions for seven competencies related to communication. This makes it easy for the employee to quickly identify which competency to focus on without reviewing definitions for all 56 competencies.

The layout of the model reminds us that all jobs require interaction with PEOPLE, management of TASKS, and a focus on SELF growth and effectiveness. A balanced approach to professional development includes self-reflection and supervisory feedback regarding individual strengths and development needs within each of these three areas. The white circle in the middle of the model reminds us that our development activities should be targeted towards building and leveraging competencies that support our career goals AND are in alignment with university and departmental needs.
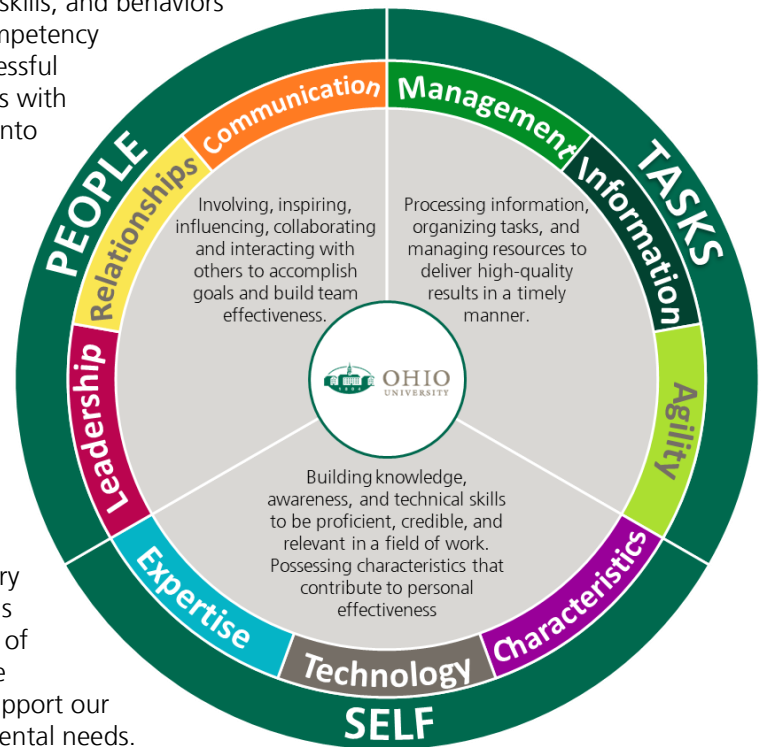
Development Categories

The OHIO competency model includes nine development categories focusing on People, Tasks, and Self. Each category represents an important area for learning and professional development. To be successful, we should build skills in each of these areas.

People
Deals with:
- Involving
- Inspiring
- Influencing
- Collaborating and interacting with others to accomplish goals and build team effectiveness.

Includes Development Categories of Leadership, Relationships and Communication

Tasks
Deals with:
- Processing Information
- Organizing Tasks
- Managing Resources to deliver high-quality results in a timely manner.

Includes Development Categories of Management, Information and Agility

Self
Deals with:
- Building knowledge, awareness, and technical skills to be proficient, credible, and relevant in a field of work
- Possessing characteristics that contribute to personal effectiveness

Includes Development Categories of Expertise, Technology and Characteristics

Success Profile - Strategic Leader

Strategic Leader - Determines long-term strategy and priorities for the entire university. Creates structures, develops policies, aligns organizational priorities and allocates resources for large, complex organizations to achieve broad university goals. Decisions and actions directly influence the entire university.

People

Involving, inspiring, influencing, collaborating and interacting with others to accomplish goals and build team effectiveness.

Leadership	Relationships	Communication
• Vision • Influence • Change Leadership • Talent Development	• Empathy • Collaboration • Customer Focus • Relationship Building • Conflict Management	• Writing Skills • Active Listening • Presenting Information • Having Organizing Communication

Tasks

Processing Information, organizing tasks, and managing resources to deliver high-quality results in a timely manner.

Management	Information	Agility
• Strategic Planning • Results Orientation • Organizing and Planning	• Problem-Solving • Systems Thinking • Decision Making • Financial Acumen	• Innovation • Learning Agility

Self

Characteristics	Information	Expertise
• Composure • Self-Awareness • Action Orientation • Positive Interaction • Professional Courage	• TBD	• Functional Knowledge • Institutional Knowledge

Success Profile - Operational Leader

Operational Leader - Translates strategy into operating plans. Interacts cross-functionally to create programs, processes, and systems that enable execution of strategy. Directs complex initiatives, prioritizes resources, and manages a broad range of activities that affect an entire function or planning unit.

People

Involving, inspiring, influencing, collaborating and interacting with others to accomplish goals and build team effectiveness.

Leadership	Relationships	Communication
• Vision • Influence • Motivation • Empowerment • Change Leadership • Talent Development	• Teamwork • Collaboration • Building Trust • Customer Focus • Relationship Building	• Active Listening • Providing Instructions • Presenting Information • Having Difficult Conversations

Tasks

Processing information, organizing tasks, and managing resources to deliver high-quality results in a timely manner.

Management	Information	Agility
• Process Design • Managing Work • Results Orientation • Strategic Alignment • Organizing and Planning	• Problem-Solving • Decision-Making • Systems Thinking • Financial Acumen • Analytical Thinking	• Flexibility • Innovation • Learning Agility

Self

Building knowledge, awareness, and technical skills to be proficient, credible, and relevant in a field of work. Possessing characteristics that contribute to personal effectiveness.

Characteristics	Information	Expertise
• Confidence • Persistence • Self-Awareness • Positive Interaction • Professional Courage	• Technical Learning • Technology Proficiency	• Functional Knowledge • Institutional Knowledge

Success Profile - Department Supervisor

Department Supervisor - Supervises daily activities and outcomes of a work group. Ensures proper execution of work processes and achievement of assigned goals and standards. Provides guidance, training, and direction using established guidelines and policies.

People

Involving, inspiring, influencing, collaborating and interacting with others to accomplish goals and build team effectiveness.

Leadership	Relationships	Communication
• Influence • Motivation • Accountability • Empowerment • Leading by Example • Talent Development	• Empathy • Collaboration • Building Trust • Customer Focus • Conflict Management	• Writing Skills • Active Listening • Providing Instructions • Presenting Information • Having Difficult Conversations

Tasks

Processing information, organizing tasks, and managing resources to deliver high-quality results in a timely manner.

Management	Information	Agility
• Process Design • Managing Work • Results Orientation • Organizing and Planning	• Systems Thinking • Financial Acumen • Analytical Thinking • Gathering Information	• Flexibility • Innovation • Adaptability

Self

Building knowledge, awareness, and technical skills to be proficient, credible, and relevant in a field of work. Possessing characteristics that contribute to personal effectiveness.

Characteristics	Information	Expertise
• Composure • Confidence • Persistence • Self-Awareness • Action Orientation • Positive Interaction	• Technical Learning • Technology Proficiency	• Functional Knowledge • Institutional Knowledge

Success Profile - Professional Expert

Professional Expert - Uses deep technical expertise to develop and interpret guidelines, design new processes, and resolve complex issues. Provides consultation and direction on all matters related to area of expertise. Prioritizes and plans multi-phase projects.

People

Involving, inspiring, influencing, collaborating and interacting with others to accomplish goals and build team effectiveness.

Leadership	Relationships	Communication
• Influence • Accountability • Change Leadership	• Empathy • Collaboration • Customer Focus • Relationship Building • Cultural Competence • Consulting and Advising	• Facilitation • Writing Skills • Active Listening • Providing Instructions • Presenting Information • Organizing Communication • Having Difficult Conversations

Tasks

Processing information, organizing tasks, and managing resources to deliver high-quality results in a timely manner.

Management	Information	Agility
• Process Design • Managing Work • Organizing and Planning	• Systems Thinking • Financial Acumen • Analytical Thinking • Gathering Information	• Creativity • Flexibility • Innovation • Adaptability • Learning Agility

Self

Building knowledge, awareness, and technical skills to be proficient, credible, and relevant in a field of work. Possessing characteristics that contribute to personal effectiveness.

Characteristics	Information	Expertise
• Advocacy • Self-Awareness • Attention to Detail • Positive Interaction	• Technical Learning • Technology Proficiency	• Functional Knowledge • Institutional Knowledge

Success Profile - Coordinator/Organizer

Coordinator/Organizer - Coordinates processes, resources, and tasks to help improve efficiency and effectiveness of operations for a department or unit. Organizes and schedules activities and events using general guidelines. Uses technical knowledge and expertise to analyze information and solve difficult and sometimes unusual problems.

People

Involving, inspiring, influencing, collaborating and interacting with others to accomplish goals and build team effectiveness.

Leadership	Relationships	Communication
• Accountability	• Empathy • Teamwork • Customer Focus • Relationship Building • Cultural Competence • Consulting and Advising	• Writing Skills • Active Listening • Presenting Information • Having Difficult Conversations

Tasks

Processing information, organizing tasks, and managing resources to deliver high-quality results in a timely manner.

Management	Information	Agility
• Multi-Tasking • Organizing and Planning	• Systems Thinking • Analytical Thinking • Gathering Information	• Creativity • Adaptability • Learning Agility

Self

Building knowledge, awareness, and technical skills to be proficient, credible, and relevant in a field of work. Possessing characteristics that contribute to personal effectiveness.

Characteristics	Information	Expertise
• Advocacy • Composure • Attention to Detail • Positive Interaction	• Technical Learning • Technology Proficiency	• Functional Knowledge • Institutional Knowledge

Success Profile - Service Provider

Service Provider - Interacts directly with department's client base to provide information, services, products or materials. Uses specialized knowledge to answer questions, provide guidance, and troubleshoot problems. Performs transactional activities, often in fast-paced, high-volume situations, to carry-out the department's work.

People

Involving, inspiring, influencing, collaborating and interacting with others to accomplish goals and build team effectiveness.

Leadership	Relationships	Communication
• Leading by Example	• Empathy • Teamwork • Customer Focus	• Active Listening • Providing Instructions • Having Difficult Conversations

Tasks

Processing information, organizing tasks, and managing resources to deliver high-quality results in a timely manner.

Management	Information	Agility
• Multi-Tasking • Organizing and Planning	• Analytical Thinking • Gathering Information	• Flexibility • Adaptability • Learning Agility

Self

Building knowledge, awareness, and technical skills to be proficient, credible, and relevant in a field of work. Possessing characteristics that contribute to personal effectiveness.

Characteristics	Information	Expertise
• Advocacy • Persistence • Action Orientation • Seeking Feedback • Attention to Detail • Positive Interaction	• Technology Proficiency	• Functional Knowledge • Institutional Knowledge

Competency Definitions – Leadership Category

	Competency Definition	Performance Indicators
Leadership	**Accountability -** Willing to take personal responsibility for organizational outcomes and can be counted on during difficult times. Holds self and team accountable for results.	☐ Demonstrates personal commitment to the team. ☐ Knows strengths, weaknesses, opportunities, and limits of self and team. Uses this information to establish and deliver on realistic expectations. ☐ Learns from mistakes and does not blame others for negative outcomes. ☐ Defines success in terms of the whole team. ☐ Can be counted on to complete tasks and diligently fulfill assigned responsibilities without being prompted by others.
Leadership	**Change Leadership** - Effectively identifies a need for change and energizes others to adjust to a variety of new situations, structures, processes, or requirements.	☐ Aware of own approach to change and recognizes that others may react differently. ☐ Understands the social and technical aspects of leading change. ☐ Develops strategies to reduce resistance, communicate shared meaning, and build organizational support for change. ☐ Encourages and involves stakeholders in change activities. ☐ Explains the rationale for change while also taking time to understand and work through emotional connections and reactions to change.
Leadership	**Empowerment -** Provides essential resources and support. Conveys confidence in others' ability to be successful in accomplishing new and challenging tasks.	☐ Allows others to make decisions and solve problems in their own sphere of work. Avoids making decisions or "taking over" for others unless required. ☐ Prefers to provide guidance as needed instead of prescribing solutions. ☐ Recognizes accomplishments and builds morale by sharing wins and successes. ☐ Understands the resources needed to accomplish tasks and works to secure them. ☐ Involves others in decisions that affect their work.
Leadership	**Influence -** Moves others to action by respectfully and sensitively translating organizational values, ideas, and priorities into tangible activities that people want to support.	☐ Scans environment for key information to develop effective influencing strategies. ☐ Explains complex issues clearly and credibly and uses compelling arguments to convey conclusions and ideas. ☐ Understands and appeals to others' personal needs, motivations, and emotions. ☐ Adjusts style and approach as necessary based on circumstances. ☐ Uses integrity, expertise, and proper messaging to move others to action.
Leadership	**Leading by Example** - Sets a personal example by demonstrating behaviors that are desired in others and by making decisions that are aligned with organizational values.	☐ Has a good sense of what behaviors are important, and reinforces/rewards those behaviors through priorities, communication, and actions. ☐ Demonstrates consistency between communication and personal behavior. ☐ Demonstrates organizational values and holds others accountable for the same. ☐ Adheres to the same expectations and guidelines applied to others. Does not create specials rules, guidelines or privileges for him/herself. ☐ Shares in the burdens of the team by providing guidance, instruction, visibility and support when the team is working through difficult situations.
Leadership	**Motivation -** Creates a climate where people are excited about their work, see the value in what they are doing, and want to do their best.	☐ Helps others see and feel the importance of their work. ☐ Takes time to connect work to others' intrinsic motivators. ☐ Frequently speaks in terms of short and long term impacts and benefits. ☐ Shares ownership and visibility for success with others, and encourages their input. ☐ Builds confidence by focusing on strengths and not dwelling on shortcomings.
Leadership	**Talent Development -** Fosters an environment that identifies growth opportunities, encourages learning, emphasizes transfer of knowledge, and supports targeted professional development efforts.	☐ Provides challenging and stretching tasks and assignments. ☐ Asks thought-provoking questions and provides timely feedback to help others learn from their experiences. ☐ Is aware of others' career goals and looks for on-the-job development opportunities to improve related skills. ☐ Sets an expectation for learning by asking others what they have learned and how their learning supports personal or departmental success. ☐ Realizes that developing a talent pipeline is important and supports talent mobility when it is in the best interest of the employee and the university.
Leadership	**Vision -** Articulates future possibilities, communicates a compelling and inspired sense of purpose, and outlines a path forward that invokes emotional and rationale commitment.	☐ Consistently and optimistically speaks about possibilities. ☐ Translates the "big picture" into day-to-day activities and behaviors. ☐ Rallies individual and group interest in a new preferred state by painting a picture that appeals to a variety of people. ☐ Challenges others to connect personal vision to the organization's vision. ☐ Honors past accomplishments while looking forward to a new beginning.

Competency Definitions – Relationships Category

	Competency Definition	Performance Indicators
Relationships	**Building Trust -** Interacts with others in a way that instills a sense of comfort and confidence regarding personal intentions, credibility, and competence.	☐ Makes others feel important and is genuinely interested in their success. ☐ Finds time to interact with others and to get to know them. ☐ Demonstrates honesty and keeps commitments. Doesn't over-promise or misrepresent personal capabilities. ☐ Responsibly handles sensitive or confidential information. ☐ Shows a willingness to be vulnerable.
Relationships	**Collaboration -** Identifies opportunities and takes action to share ideas, work on common goals, and build relationships between one's work area and other areas.	☐ Finds common ground and works with others to create "win-win" situations. ☐ Maneuvers political situations and creates opportunities for groups to work together. ☐ Is transparent about own interests and seeks to understand needs of other groups in order to generate high-quality solutions and interactions. ☐ Willing to share information and resources to improve group outcomes. ☐ Respects others' schedules and time commitments, makes good use of time by avoiding unnecessary meetings and activities.
Relationships	**Conflict Management -** Helps others resolve complex, sensitive, or opposing viewpoints. Encourages constructive conflict and diffuses destructive conflict by helping others solve issues on their own or mediating if necessary.	☐ Identifies common causes, signs, and impacts of conflict. Recognizes the point where conflict is becoming destructive and intervenes appropriately. ☐ Shows respect for the needs and perspectives of all sides in a dispute. Maintains an open, neutral, and fair position. ☐ Helps others resolve their own conflicts instead of solving or fixing issues for them. ☐ Effectively mediates conflict when necessary. ☐ Sees value in constructive conflict. Does not try to eliminate conflict for the sake of harmony.
Relationships	**Consulting & Advising -** Uses technical and/or process expertise to provide guidance and help others identify opportunities, resolve challenges, and transfer knowledge.	☐ Understands stakeholder's short and long-term needs and concerns. ☐ Keeps stakeholder's best interests in mind, and is comfortable challenging stakeholder perspectives and current practices when necessary. ☐ Communicates openly and frequently regarding expectations, timelines and deliverables. ☐ Provides sound recommendations based on facts, observations and best practices. ☐ Guides others in making decisions but does not mandate a course of action.
Relationships	**Cultural Competence -** Creates an environment that embraces and appreciates diversity, values differing perspectives, and supports fair treatment and equal opportunity.	☐ Establishes relationships with people from other cultures and backgrounds. ☐ Seeks and uses ideas, opinions, and insights from various, diverse sources. ☐ Respects the talents and contributions of all individuals. Gets to know people as people, not as members of a group. ☐ Strives to eliminate barriers to achieve diversity of culture and ideas. ☐ Does not make decisions based on individual or group stereotypes.
Relationships	**Customer Focus -** Establishes productive customer relationships by viewing operations and outputs through the eyes of the customer, identifying and meeting customer needs, and taking responsibility for satisfaction.	☐ Gets first-hand customer information and uses it for improvements. ☐ Acts promptly with customer needs in mind. ☐ Handles upset customers by hearing them out, empathizing, apologizing, and taking personal responsibility for resolving customer problems/issues. ☐ Establishes good rapport by helping all customers feel valued, appreciated, and included. Does not favor one customer over another. ☐ Ensures information given to customers is accurate, timely and relevant.
Relationships	**Empathy -** Is purposefully aware, sensitive, and respectful of the thoughts and emotions experienced by others. Actually tries to feel what another person is feeling by imagining himself/herself in the same situation.	☐ Tries to understand others' experiences before making judgments or taking action. ☐ Shows appreciation for other's knowledge, skills, and preferences. ☐ Genuinely cares about people and is available and ready to help. ☐ Interacts with others in a way that meets their needs and feelings, without commiserating or perpetuating negative emotions. ☐ Responds with sincerity and interest but does not pretend to understand "exactly" what others are feeling or are experiencing at any given moment.
Relationships	**Relationship Building -** Creates mutually beneficial and constructive work connections between individuals or groups. Uses a network of positive relationships to enhance personal effectiveness.	☐ Maintains an open approachable manner, and treats others fairly and respectfully. ☐ Is easy to approach and builds solid rapport. ☐ Spends the extra effort to provide support and put others at ease. ☐ Frequently connects with other people to learn more about their work or mutual objectives. ☐ Contributes to relationships by providing guidance, input, support, assistance, etc. that is beneficial to others in the relationship.
Relationships	**Teamwork -** Works cohesively with others, actively participates within groups to achieve team goals, supports other team members, and leverages strengths to make the team better.	☐ Listens and responds appropriately to others' ideas, actively participates in team discussions. ☐ Encourages alternate viewpoints in order to strengthen team outcomes. ☐ May challenge recommendations within the team, but publicly supports team decisions. ☐ Models personal commitment to team guidelines and norms, and makes procedural suggestions to enhance team functions and effectiveness. ☐ Openly shares ideas, observations, recommendations, and resources with the team.

Competency Definitions – Communication Category

	Competency Definition	Performance Indicators
Communication	**Active Listening -** Fully concentrates on what is being communicated, asks questions to ensure understanding, and responds in a way that conveys interest.	☐ Asks open-ended, clarifying questions and has the patience to hear people out. ☐ Makes positive nonverbal gestures, including appropriate eye contact, head nods and facial expressions, to show interest in what is being said. ☐ Observes non-verbal actions and reactions from others. ☐ Uses paraphrasing and summarizing to check for understanding. ☐ Accurately restates the opinions of others even when he/she disagrees.
Communication	**Facilitation -** Uses group processes and techniques to deliver information and guide group discussions related to complex ideas, new concepts, or new work directions.	☐ Provides clear directions and discussion materials to guide group activity. ☐ Engages all members in discussion and builds on the ideas of contributors. ☐ Sees when the group is off-track and redirects the conversation. ☐ Helps others share information, develop common understanding, or reach agreement. ☐ Helps members develop insights and remain engaged with the task.
Communication	**Having Difficult Conversations -** Initiates and participates in tough discussions in a way that protects self-esteem, enhances mutual understanding, and assists in conflict resolution.	☐ Delivers honest feedback while avoiding personal attacks. ☐ Deals with challenging behaviors assertively, fairly, and in a timely manner. ☐ Uses appropriate interpersonal styles and empathy to reduce tension. ☐ Remains objectively open to facts, behaviors, and emotions. ☐ Focuses on actions, behaviors, and outcomes rather than blame or judgement.
Communication	**Organizing Communication -** Establishes formal and informal channels for communication and uses appropriate methods, messaging, and timing to effectively disseminate information.	☐ Identifies audience needs and adjusts messaging to meet those needs. ☐ Determines which methods of communication are most effective for different stakeholders or situations. ☐ Sets up procedures to collect and review information. ☐ Shares relevant information prior to changes. ☐ Encourages open flow of accurate, helpful information without engaging in a rumor mill.
Communication	**Presenting Information -** Effectively shares information in a variety of settings ranging from one-on-one meetings to large group presentations.	☐ Structures delivery of information so that it is understood by the audience. ☐ Anticipates, and has a response for, questions, concerns, and reactions. ☐ Uses analogies, body language, voice inflection, humor, etc. to keep audience attention. ☐ Adjusts delivery style, length, and tone to the audience's interests and needs. ☐ Ensures graphics and visual representations of data are easy to read and understand.
Communication	**Providing Instructions -** Clearly conveys instructions in a way that informs, guides and engages others in properly performing required tasks.	☐ Establishes purpose and importance, then conveys instructions in a logical sequence. ☐ Explains concepts multiple ways including using relevant examples. ☐ Checks for understanding by seeking input and feedback from audience. ☐ Provides timely and consistent communication to all relevant stakeholders. ☐ Ensures instructions are short, simple, easy to remember, and actionable.
Communication	**Writing Skills -** Writes clearly and succinctly using a variety of communication styles to share important information and create a desired effect.	☐ Uses audience-appropriate wording and writing style to convey complex ideas. ☐ Logically states argument, premise, and conclusion. ☐ Maintains reader attention by using engaging style and tone. ☐ Demonstrates effective use of grammar including syntax, mechanics, and word usage. ☐ Formats written messages in a way that makes them easier to read (i.e. appropriate use of bullet points, outlines, headings, titles, subtitles, etc.).

Competency Definitions – Management Category

	Competency Definition	Performance Indicators
Management	**Managing Work** - Identifies tasks and activities required to achieve desired outcomes then assigns, directs, and monitors the work of others as needed to ensure effective and efficient completion of the work.	☐ Communicates course of action and expectations with people who are doing the work and ensures that each person understands his/her role. ☐ Clearly assigns responsibility for tasks and decisions. Delegates decision-making authority and re-allocates responsibilities when needed. ☐ Works with others to set meaningful, relevant and measurable performance objectives that support or enable desired results. ☐ Establishes feedback loops to ensure ongoing discussion about obstacles, accomplishments and performance against objectives. ☐ Monitors progress and promptly takes corrective actions to keep work on track.
Management	**Multi-Tasking -** Leverages time and personal resources to complete several tasks or assignments simultaneously while still ensuring that deadlines and quality standards are met.	☐ Manages own time, priorities, and resources to achieve multiple goals. ☐ Effectively works on several inter-related tasks at once. ☐ Prioritizes tasks by importance and deadline, and focuses time and effort accordingly. ☐ Demonstrates ability to shift concentration from one task to another without being distracted by or pre-occupied with competing tasks. ☐ Respects importance of personal interactions and avoids working on other things during interpersonal interactions.
Management	**Organizing & Planning -** Arranges information, materials, timelines, and resources to accomplish goals. Breaks large projects into smaller, more manageable components, and uses prioritization and effective time-management to accomplish the work within each component.	☐ Organizes people, activities, and resources in a way that leverages strengths and supports efficient completion of work. ☐ Accurately estimates length and difficulty of tasks and projects. ☐ Coordinates with internal and external partners to orchestrate multiple activities that often occur simultaneously. ☐ Anticipates and adjusts for new opportunities, problems, and barriers. ☐ Maintains focus on desired outcomes and does not allow the scope of work to become unreasonable, unrealistic, or unfeasible.
Management	**Process Design -** Creates processes, procedures, and infrastructures that maximize customer value, minimize waste, and repurpose existing resources to allow work to be done more efficiently and effectively.	☐ Uses process mapping to visually define processes in terms of component parts, activities, work flows, inputs and outcomes. ☐ Analyzes how work is currently done and how to transition to a preferred state. ☐ Takes a fresh-look at processes and re-engineers them from scratch when necessary. ☐ Committed to continuous improvement through inquiry, trial, and error. ☐ Simplifies complex processes and creates opportunities for synergy and integration in order to get more out of fewer resources.
Management	**Results Orientation -** Feels a strong need for accomplishment and focuses efforts and resources on consistently achieving short and long term goals. Constantly challenges self and team to achieve meaningful results.	☐ Frequently discusses goals and desired outcomes in a way that builds commitment. ☐ Pushes self and others to consistently achieve or exceed desired results without compromising core processes, policies or organizational values. ☐ Does not readily accept setbacks as reasons for not achieving goals. ☐ Pursues work with energy, drive, and a need to make a difference. Often seems frustrated with current state and wants to make things better. ☐ Adjusts short-term expectations in order to ensure long-term results.
Management	**Strategic Alignment -** Understands the organization's strategic direction and how the organization should change to meet strategic goals. Translates broad, long-term goals into operational terms and aligns individual efforts to achieve them.	☐ Has broad knowledge and perspective of the organization and market. ☐ Understands how external trends and events affect the university as a whole, and can explain these connections to others. ☐ Keeps long range plans and strategic direction in mind while evaluating operational goals and/or deciding upon courses of action. ☐ Helps others understand the connection between short-term individual or department goals/actions and longer-term organizational goals. ☐ Uses personal examples and stories to share a compelling connection to the organization's vision. Invites others to do the same.
Management	**Strategic Planning -** Holistically explores the organization's current and preferred states and uses structured methods to define organizational direction, key actions, and success indicators required to achieve the preferred state.	☐ Identifies patterns, trends, and demographic shifts that are likely to affect the university several years into the future. ☐ Accurately anticipates future opportunities and consequences associated with changes in the university's internal and external environment. ☐ Uses predictive models, key information, and logical assumptions to identify and prioritize future needs and key strategic actions. ☐ Integrates university values, core strengths, business needs, market trends, and a compelling vision into actionable plans that meet organizational goals. ☐ Involves stakeholder groups in the planning process and communicates outcomes in a way that provides vision, purpose and direction.

Competency Definitions – Information Category

	Competency Definition	Performance Indicators
Information	**Analytical Thinking -** Breaks complex ideas or situations into component parts and uses logic to understand how each component works. Uses data and observation to evaluate options, test solutions, and anticipate outcomes.	☐ Gathers information by observation, benchmarking, interviews, and general inquiry from a variety of sources to reach a conclusion. ☐ Constructively evaluates information with a level of skepticism. ☐ Distinguishes between critical and irrelevant pieces of information. ☐ Identifies patterns and inconsistencies in data to confirm or disprove assumptions. ☐ Uses data to develop a conceptual understanding of how and why things work as they do, and to draw related conclusions.
Information	**Decision-Making -** Uses data, situational awareness and judgement to select a course of action. Considers multiple perspectives, likely outcomes, risks and time pressures.	☐ Solicits data from different sources to understand a situation and possible outcomes. ☐ Understands multiple options and unintended consequences of decisions. ☐ Carefully evaluates and articulates pros and cons for different decisions. ☐ Considers time constraints and makes informed decisions under tight deadlines. ☐ Solutions and suggestions prove to be correct and accurate when assessed over time.
Information	**Financial Acumen -** Understands financial concepts, methods, reports, and processes, and knows how this information impacts the department. Interprets and uses financial information appropriately.	☐ Recognizes personal role in the financial performance of the organization. ☐ Understands how goals and tasks impact the financial results of the organization. ☐ Incorporates financial impact into decision making process. ☐ Understands, interprets, and communicates what drives revenue, costs, and profits. ☐ Has a working knowledge of relevant policies, terms, and acronyms associated with financial functions and tasks.
Information	**Gathering Information -** Systematically investigates questions and situations to collect and organize relevant information in a way that is understandable and usable.	☐ Knows where and how to access the right information. ☐ Pursues leads for additional sources of data. ☐ Sets up procedures/standards to collect and review information. ☐ Clearly documents sources and organizes information according to the research needs. ☐ Minimizes redundancy and ignores information that is not directly related to the question or situation being addressed.
Information	**Problem-Solving -** Defines and understands problems before generating solutions. Methodically identifies root cause and solutions, takes action then evaluates results.	☐ Involves others to ensure a well-rounded view of the problem and potential solutions. ☐ Takes time to fully understand the problem and does not jump right to solutions. ☐ Tests multiple solutions to determine impact and effects. ☐ Uses analysis tools to get holistic view of problem, causes, and consequences. ☐ Balances analysis with the need for action, avoids over-analyzing.
Information	**Systems Thinking -** Views organizations holistically and understands interdependences between people, tasks, power, and resources. Identifies connections between system components and understands how a change in one component affects the others.	☐ Understands how components of large organizations or systems react and interact with each other to affect the system as a whole. ☐ Views every action as having consequences that affect all other parts of a system. ☐ Identifies patterns and connections among components that are not obviously related. ☐ Focuses on creating more effective or efficient interactions among system components in order to maximize performance. ☐ Recognizes that every system has variability and avoids the temptation to take short term actions in response to normal fluctuations.

Competency Definitions – Agility Category

	Competency Definition	Performance Indicators
Agility	**Adaptability** - Modifies behaviors and approach in order to deal effectively with changes in work environments, requirements, processes, or tasks.	☐ Can decide and act without having the total picture. ☐ Displays a positive attitude in the face of ambiguity and change. ☐ Is comfortable gaining new skills essential for new tasks. ☐ Doesn't get upset or discouraged when things are up in the air. ☐ Asks questions and seeks assistance to understand and respond effectively to changes.
Agility	**Creativity -** Uses imagination to develop new perspectives and ideas, challenge pre-existing conceptions, and find new ways to approach problems.	☐ Comes up with new and possibly unusual ideas or approaches. ☐ Experiments with ideas, methodologies, and practices to find better ways to do things. ☐ Uses brainstorming and other techniques to manage the creative process. ☐ Takes time to generate multiple ideas or solutions before evaluating. ☐ Examines tasks, problems or situations from multiple perspectives in order to get a "fresh look" or better understanding.
Agility	**Flexibility -** Is open to alternate courses of action and is willing to share time and expertise to support ideas that are not completely defined.	☐ Understands there are a variety of ways to accomplish a specific task. ☐ Willing to take on new duties or try new methods. Does not say "that is not my job." ☐ Recognizes the value of other points of view and different techniques. ☐ Supports alternate courses of action when things don't go as expected. ☐ Routinely identifies options and contingency plans.
Agility	**Innovation -** Capitalizes on new opportunities, ideas, technology, or methods to turn new ideas into novel solutions that add significant value for the organization.	☐ Applies new ideas to create tangible outcomes that change existing paradigms. ☐ Thinks about problems in terms of desired outcomes and opportunities. ☐ Connects seemingly unrelated ideas, events, and circumstances to find unique solutions. ☐ Repurposes or finds new uses for preexisting resources or processes. ☐ Anticipates future needs and creates preemptive solutions.
Agility	**Learning Agility -** Seeks out new information and quickly applies existing knowledge and experiences to new situations or challenges.	☐ Actively participates in learning activities. ☐ Versatile in their approach to learning new things. ☐ Inquires deeply about the way work is completed and why. ☐ Asks for feedback when mastering new ideas, skills, or concepts. ☐ Embraces unfamiliar opportunities and learns quickly from experiences.

Competency Definitions – Characteristics Category

	Competency Definition	Performance Indicators
Characteristics	**Action Orientation -** Demonstrates a sense of urgency and acts promptly to respond to requests, perform tasks, and take actions. Demonstrates initiative and does not procrastinate.	☐ Maintains high energy and works hard to complete important tasks. ☐ Feels a need to do something and likes to get things done quickly. ☐ Steadfastly pushes self and others for action and movement. ☐ Willing to move forward with minimum planning in order to get things moving quickly. ☐ Does not over-analyze a situation and is comfortable taking risks.
Characteristics	**Advocacy -** Displays passion and actively promotes and solicits support for a cause, program, idea, or person.	☐ Demonstrates strong personal commitment to creating support and advancing the welfare of a particular cause, program, idea, or person. ☐ Speaks about a cause with knowledge, conviction and passion. ☐ Takes opportunities to challenge others and shape perspectives. ☐ Ensures understanding of the purpose and benefits of a cause. ☐ Does not place self-interests above collective interests of the cause.
Characteristics	**Attention to Detail -** Produces quality outcomes by vigilantly checking all aspects of work to ensure accuracy, completeness, and freedom from errors or omissions.	☐ Consistently attends to each aspect of a task no matter how small. ☐ Performs tasks in a thorough and careful manner. ☐ Checks and rechecks work to ensure accuracy and completeness. ☐ Compares finished work to what is expected to find inconsistencies. ☐ Does not ignore details that will not by communicated, shared, or visible to others.
Characteristics	**Composure -** Appropriately demonstrates emotions, maintains emotional control in ambiguous or stressful situations, and performs effectively despite adversity.	☐ Remains calm, and may calm others, during high-pressure situations. ☐ Deals with conflict without undue tension and nervousness. ☐ Works through stressful situations deliberately and thoughtfully. ☐ Doesn't become defensive or show frustration when resisted or blocked. ☐ Manages emotional reactions and intensity to meet the needs of the situation.
Characteristics	**Confidence -** Willing to champion ideas and maintains a justified belief in one's own ability to be effective. Takes on new opportunities with expectations of succeeding.	☐ Openly expresses ideas, recommendations, and positions for others to consider. ☐ Encourages direct and thoughtful debate regarding his/her ideas and perceptions. ☐ Is not afraid of being wrong, but is also not fixated on being right. ☐ Faces adversity head-on, seems to know what to do in difficult situations. ☐ Projects a belief in abilities and self-worth that does not require validation by others.
Characteristics	**Persistence -** Has the resolution and determination to accomplish goals or complete tasks in spite of barriers and resistance. Not easily discouraged by failure or obstacles.	☐ Looks for more effective ways to accomplish something when prior efforts have failed. ☐ Seldom gives up before finishing, especially in the face of setbacks. ☐ Works to achieve goals in spite of barriers or difficulties. ☐ Learns from initial failures and finds other ways to complete tasks. ☐ Appropriately follows-up with others to get necessary information or assistance, and escalates situations that require attention.
Characteristics	**Positive Interaction -** Treats others with respect and courtesy. Demonstrates positive, welcoming, approachable demeanor when interacting with others.	☐ Frequently smiles and displays pleasant, welcoming facial expressions and gestures. ☐ Demonstrates optimism and helps others see things more positively. ☐ Accepts people for who they are. Withholds or suspends judgments and evaluation. ☐ Identifies and articulates other's strengths and positive attributes. ☐ Does not make others feel inferior, insignificant or inadequate.
Characteristics	**Professional Courage -** Willing to defend positions or take necessary actions that may be unpopular. Appropriately challenges others in order to present alternative viewpoints or courses of action.	☐ Willing to call-out or flag inconsistencies that do not seem to make sense. ☐ Does not ignore or avoid uncomfortable conversations or situations. ☐ Says what needs to be said, but uses appropriate approach, tone and timing to bring up disagreements, concerns, or sensitive topics. ☐ Initiates conversation and/or action even when outcomes are uncertain. ☐ Expresses concerns in the context of what is best for the organization.
Characteristics	**Seeking Feedback -** Willingly seeks feedback and advice without being defensive. Learns from others' experiences and perspectives, and uses that information to improve.	☐ Frequently asks for and uses constructive feedback to make improvements. ☐ Proactively seeks advice regarding development opportunities. ☐ Keenly observes and asks questions of others to learn new methods or approaches. ☐ Is situationally aware and seeks feedback at appropriate or conducive times. ☐ Invites others to share thoughts regarding ideas, actions, behaviors or work outputs.
Characteristics	**Self-Awareness -** Has a good understanding of personal strengths, weaknesses, limitations and tendencies. Knows how personal behaviors affect others, and seeks input to discover and remedy blind-spots.	☐ Understands own behavioral tendencies, strengths, weaknesses, and limits. ☐ Does not over-estimate personal abilities based on strengths, and does not justify poor outcomes based on weaknesses. ☐ Understands how behaviors and actions impact others. ☐ Seeks and acquires new methods, ideas, and information that will improve personal performance and interactions with others. ☐ Displays an ongoing commitment to self-learning and self-improvement.

Competency Definitions – Technology and Expertise Categories

Technology	**Technical Learning -** Keeps up with new technology and software applications associated with a field of work. Learns technical skills quickly and integrates technology to enhance performance and/or capability.	☐ Subscribes to technical journals, blogs, publications, etc. to keep up with new developments in technology and tools. ☐ Creates and maintains professional networks that discuss technology related topics. ☐ Regularly experiments with new software applications and developments. ☐ Attends relevant workshops, webinars, lectures, classes, conferences, etc. ☐ Identifies technology experts and makes a point to learn from them.
Technology	**Technology Proficiency -** Demonstrates proficient use of the tools, equipment, devices and software applications required in a position. Responds appropriately to technology related issues and malfunctions.	☐ Possesses a working knowledge of office-based software (i.e. MS Word, Excel, Outlook and PowerPoint), required for the position. ☐ Knows how to use a variety of university systems and applications (i.e. Bobcat Buy, Payroll, Concur) as required for a specific position. ☐ Demonstrates proper technique and product knowledge when using tools, electronic devices, software applications, and equipment. ☐ Troubleshoots technology-related problems and takes appropriate actions. ☐ Can perform system set-up and maintenance tasks as required.
Expertise	**Functional Knowledge -** Demonstrates relevant skills and knowledge associated with a profession or subject area. Aware of current issues, best practices, compliance requirements, and new developments in a field of work.	☐ Has a strong working knowledge of theories, concepts, practices, and contemporary issues associated with a field of work. ☐ Aware of compliance and regulatory requirements and current issues. ☐ Ensures understanding, proper interpretation, and correct application of laws and university policies related to one's work. ☐ Learns from examples of "best practices" and applies or integrate learning. ☐ Maintains professionally required licenses and certifications.
Expertise	**Institutional Knowledge -** Aware of university activities, resources, structures and business processes inside and outside of own department. Knows how work gets done and who to contact for information or assistance.	☐ Aware of events and activities going on around campus and understands how they may impact the department. ☐ Knows where to find resources, information, support or assistance. ☐ Familiar with the internal structure of the university and understands how work gets done through formal and informal channels. ☐ Familiar with goals, priorities, and "micro-cultures" of other departments. ☐ Knows how university systems interact with one another.