# Competency Library

The Competency Library lists all competencies used as part of the Career Progression Program. Competencies are grouped into three categories:

1. **Universal Competencies**

2. **Core Competencies Per Occupational Group**

3. **Additional Professional and Manager Competencies**

Each competency listed includes a title, general definition, a broad measurable and/or observable competency rank statement, and examples of development activities which can aid in the development of drafting the competency statement in the framework, to generate thought about how the competency is displayed when developed at the specific rank on the job, or assist in describing the desired behavior, capabilities, understanding or expertise.

These are intended to be useful as a reference and are not an exhaustive list. The competency statements are intended to be tailored to individual positions. Position-specific competencies are best determined through a job analysis process.

# Competency Categories

## Universal Competencies

Universal Competencies are competencies that are related to the University's mission. These competencies are required for all employees, regardless of position. More information regarding the University's mission can be found on the University's Board of Trustees website.

| Valuing Diversity | Innovation/Creativity | Leadership |
|---|---|---|

## Core Competencies per Occupational Group

Occupational Group Competencies are competencies that are related to the Occupational Group that the position's job template falls under. Each Occupational Group has a list of competencies that all job templates under that group will be required to be used on the Career Progression Framework. If you do not know what Occupational Group the positions job template falls under, please refer to the Job Template Library on the Career Paths website for more information.

| Academic Programs/Services | Administrative Services | Arts & Curatorial Services | Communication & Marketing | Information Technology |
|---|---|---|---|---|
| Customer Service | Customer Service | Planning and Organization | Attention to Detail | Analytical/Critical Thinking |
| Problem Solving | Problem Solving | Problem Solving | Communication | Planning & Organization |
| Time Management | Time Management | Teamwork/ Collaboration | Strategic Thinking | Problem Solving |

| Institutional Operations | Laboratory & Research Operations | Library | Student/Program Services |
|---|---|---|---|
| Reliability/Dependability | Analytical/Critical Thinking | Communication | Customer Service |
| Teamwork/Collaboration | Problem Solving | Customer Service | Strategic Thinking |
| Time Management | Time Management | Planning & Organization | Time Management |

## Additional Professional Competencies (choose 2)

In addition to the Required Competencies, Managers will also select Professional Competencies for those position with a job template in a Professional Category (P1-P7). The Professional Competencies should be related to the job specification and/or specific discipline for the position.

| | | | |
|---|---|---|---|
| Adaptability/Flexibility | Analytical/Critical Thinking | Attention to Detail | Communication |
| Ethical Practice | Customer Service | Interpersonal Interaction | Initiative |
| Persuasiveness/Facilitation | Planning & Organization | Problem Solving | Reliability/Dependability |
| Strategic Thinking | Teamwork/Collaboration | Time Management | |

## Additional Manager Competencies (choose 2)

For positions with a job template that are in a Manager Category (M5-M8), Managers will select Manager Competencies in addition to the Required Competencies. Manager Competencies should be related to the employee's role of providing a combination of supervision/management over a department charged with providing a variety of cross-disciplinary services.

| | | |
|---|---|---|
| Change Management | Conflict Resolution | Developing & Leading Others |
| Diplomacy | Vision | |

# Universal Competencies

**Valuing Diversity**

*Definition:* Appreciates differences as well as similarities and fosters a welcome environment in which all individuals can achieve their fullest potential and in which open and respectful communication is facilitated.

| Proficient | Advanced | Expert |
|---|---|---|
| • Actively seeks to treat all people with respect.<br>• Recognizes the value in having a diverse population at the university.<br>• Supports fair treatment and equal opportunity for all. | • Pays attention to diverse viewpoints.<br>• Promotes inclusive behavior when interacting with students, faculty, staff and the community.<br>• Demonstrates respect and gratitude for cultural diversity.<br>• Ensures own behavior is free from bias and discrimination.<br>• Challenges and addresses bias when it is encountered in the workplace. | • Seeks different points of view and leverages diverse perspectives and checks own views against the views of others.<br>• Exemplifies inclusiveness through own actions and organization mission.<br>• Ensures compliance with diversity policies and balances the needs of diverse groups.<br>• Questions own behavior to ensure it is free from bias and discrimination. |

**Examples of Activities for Development:**

- Actively solicits input from a wide variety of people and functions.
- Circulates newsletters and articles talking about diversity in the workplace.
- Creates a diversity newsletter for the unit/program. Involve others to help it expand.
- Creates or volunteers to participate on a panel that reviews policies and practices for inclusiveness.
- Creates or volunteers to serve on a diversity committee.
- Seeks to have a mentor/mentee from a different background.
- Suggests diversity issues and topics for the agenda at regular team meetings.
- Surveys or conducts a focus group to gain insight regarding ways to make the work environment more inclusive.

**Innovation/Creativity**

*Definition:* Goes beyond the conventional, "thinking outside of the box," with a willingness to take "smart" risks, try out different solutions, and learn from mistakes. Looks at a problem in a new way; offers ideas and solutions that are unique, makes connections among previously unrelated notions; is seen as original and value-added in brainstorming settings.

| Proficient | Advanced | Expert |
|---|---|---|
| • Questions/challenges conventional approaches.<br>• Uses new information to offer realistic alternatives.<br>• Actively contributes to brainstorming sessions in their work area to generate new ideas.<br>• Questions/challenges/improves current processes with the intent of continuously improving department/unit's potential.<br>• Thinks creatively and uses initiative<br>• Voluntarily puts forward suggestions for improvements.<br>• Promotes improvement ideas across all levels in their own unit/department. | • Comes up with alternatives to addressing problems; some of which may require fine-tuning of what already exists.<br>• Shifts attention and priorities in own work in response to needs in the department/unit.<br>• Offer suggestions to improve policies and procedures. Explores new ideas, methodologies, and alternatives to reach outcomes.<br>• Consistently thinks about an approach, process or service with the view to improve.<br>• Reviews what other departments/institutions are doing and seeks to influence improvement measures within scope of their own role.<br>• Takes some risks, remaining open to less established ways of solving problems. | • Actively seeks opportunities to try out new experiences.<br>• Seeks out new information and brings forward innovative solutions with little to no guidance.<br>• Draws on options and solutions from across the University, not just from one's department/unit, to solve problems.<br>• Obtains and provides resources to enable implementation of new ideas/initiatives (where appropriate).<br>• Creates viable solutions from a blank page; demonstrating lateral thinking.<br>• Takes risks and seeks new ways to accomplish tasks and objectives.<br>• Generates frequent creative ideas and thinks outside the box. |

**Examples of Activities for Development:**

- Defines a problem and generates solutions, then challenges themselves to think how they would defend the problem from the opposite point of view.
- Volunteers to work on cross-functional teams or with people who are known to think outside of the box. Incorporates any new ideas and concepts gained from the experience in the unit/department.
- Builds on other people's opinions by adopting a "yes and…" instead of a "yes, but…" attitude.
- When generates ideas, broadly scans the alternatives, challenges themselves to view the problem from at least three different perspectives.
- Takes an issue that is concerning; finds out how this sort of problem is being dealt with by other departments or institutions. Uses these ideas to resolve the problems.

- Continually scans the media for interesting or unusual trends (e.g., technology). Identifies one or two trends that could enhance or potentially threaten discipline of work and/or department/unit. Presents findings and recommendations to manager.
- Listens to other people's opinions and suggestions. Identifies all the positive aspects of their viewpoint before taking a more critical approach.
- Defines a problem and generated solutions, then challenges themselves to think how would to defend the problem from the opposite point of view.
- Seeks out creative thinkers and talks with them to generate new ideas that can be applied in the work
- Unit/department.
- Attends conferences and workshops that present innovative concepts and ideas in the field and applies them to their work or unit/department.

**Leadership**

*Definition:* Leads, encourages, inspires and supports others to reach a shared goal; understands each individual has contributions to make and how individuals, at all levels, operate and how to best use that understanding to achieve objectives. (This does not require employee supervision).

| Proficient | Advanced | Expert |
|---|---|---|
| • Promotes program goals and objectives.<br>• Demonstrates professionalism when representing own position and unit/department.<br>• Weighs alternatives and consequences to make informed decisions on current operational issues.<br>• Supports strategic direction of the unit/department or program. | • Serves as a member of a program/project team and assists in developing project solutions<br>• Develops and implements short-term strategies consistent with position goals.<br>• Deals with problematic issues effectively.<br>• Nurtures strong team identity and pride.<br>• Relies on experience and judgment to plan and accomplish goals.<br>• Uses appropriate metrics to make business decisions where appropriate. | • Communicates and fosters team commitment to a vision of what is to be achieved, instills a sense of passion in people about the work their own unit/department.<br>• Contributes to defining unit/department strategies and contributes to the vision.<br>• Considers broad range of internal and external factors when solving problems and making decisions.<br>• Weighs alternatives and consequences when acting on and impacting long-term operational issues.<br>• Proactively plans, implements, and forecasts for own position, unit/department or program success. |

**Examples of Activities for Development:**

- Seeks feedback about managing conflicts from colleagues and Manager. Incorporates the feedback into their style in the future.
- Focuses on an incident where there was a disagreement with a group or an individual within the unit/department. Evaluated the action taken in terms of how constructive it proved to be. Implemented more constructive ways of expressing disagreement in the future.
- Researches 'best practices' across unit/department or within the university, and applies these to department or unit.
- Identifies major repetitive or routine procedures in unit/department. At team meeting brainstorms for new and different ways to approach tasks and implements new approach.

# Professional Competencies

**Adaptability/Flexibility**

*Definition:* Adapts behavior or methods as appropriate to suit a new or changing environment, needs of the situation or to achieve a goal; is open to new information and methods of accomplishing work.

| Proficient | Advanced | Expert |
|---|---|---|
| • Applies a positive mind set when faced with new situations at work.<br>• Adapts to new ways of seeing and doing things.<br>• Applies logical inquisitive thinking; changes behavior and approach when needed to achieve tasks. | • Realigns resources to meet changing customer needs.<br>• Takes feedback into consideration while implementing work processes.<br>• Adjusts priorities quickly as situations change.<br>• Shifts goals and initiatives to align with unit/department priorities.<br>• Takes suggestions for changes in behavior and method of approach to adapt to the situation with a positive attitude. | • Recognizes when changing expectations require new approaches and takes the necessary steps to meet new standards.<br>• Prioritizes, considers alternatives, and responds quickly and effectively to unexpected and rapidly changing conditions.<br>• Proactive about change.<br>• Suggests new approaches and anticipates the need to adapt. |

**Examples of Activities for Development:**

- Commits to doing something different (e.g. perform a route task utilizing a new method).
- Makes a list of routine processes in the unit/department. Devises a plan to implement new technology and/or techniques to make them more efficient.
- Seeks innovative projects or projects that are different from their normal work.
- Takes initiative to work with someone whose viewpoint or methods of accomplishing work is different.

**Analytical/Critical Thinking**

*Definition:* Looks at situations from multiple perspectives; organizes difficult information in a systematic way; identifies issues and underlying causes and thinks through the consequences of different courses of action; compares and evaluates data from different sources to make well informed decisions and identifies alternative solutions.

| Proficient | Advanced | Expert |
|---|---|---|
| <ul><li>Looks at a situation/task from multiple perspectives, and breaks down problems into component parts.</li><li>Solicits relevant information in order to solve, document, and effectively communicate solutions.</li><li>Communicates solutions to coworkers to aid them on present problem solving.</li><li>Consults with decision makers, on an on-going basis, to discuss current or alternative solutions.</li></ul> | <ul><li>Analyzes a situation/tasks and modifies/develops a new process/procedure to address all components of the task in a systematic way.</li><li>Modifies/develops plans to meet program/project needs and objectives.</li><li>Resolves problems through careful analysis; understanding of other work specialties and integrates this understanding when developing and communicating solutions.</li><li>Consults with decision-makers, on an on-going basis, to develop long-range strategic alternatives.</li></ul> | <ul><li>Identifies emerging trends and issues and make suggestions for modifications to solve current and prevent future problems.</li><li>Makes well informed decisions based on weighing options and consequences.</li><li>Understands a spectrum of one's own work specialties and integrates these understandings to develop effective solutions.</li><li>Regularly provides competent guidance and consulting to faculty staff, and/or leadership; and consults with customers and/or peers to resolve problems.</li></ul> |

**Examples of Activities for Development:**

- Thinks of a recurring problem. Finds data from viable sources to support and describes the situation as well as its potential impact.
- When faced with a challenge to solve or obstacle to overcome, uses a systematic approach to analyzing all the components of the situation. Once has a clear understanding of the situation, discusses the findings with someone else and determines if can clearly communicate ideas so others understand.
- Engages in a group situational analysis to determine root cause of a condition and identifies possible preventative and corrective actions.
- With Manager, examines a recurring problem and together gathers and analyzes data regarding the situation to determine causes and consequences, and explore solutions.
- Discuss patterns or trends observed with Manager that if left unchecked could be a larger risk. Supports case with a thorough data analysis.

**Attention to Detail**

*Definition:* Efficiently allocates resources to achieve thoroughness and accuracy when performing duties in order to lead to greater productivity and economy; plans and organizes time and resources efficiently, shows attention to each aspect of the task.

| Proficient | Advanced | Expert |
|---|---|---|
| • Monitors and checks work or information thoroughly.<br>• Accurately checks processes and procedures.<br>• Completes all work according to procedures and standards.<br>• Prepared when attending meetings and presentations. | • Monitors quality of work by setting up procedures.<br>• Double-checks the accuracy of information and work product to provide accurate and consistent work.<br>• Acts to verify information. Carefully monitors the details and qualify of work.<br>• Work is consistently performed or written with great care and completeness. | • Develops systems, procedures and/or processes to organize and keep track of information and work progress.<br>• Is routinely conscientious, thorough, accurate and reliable when performing and completing job tasks. |

**Examples of Activities for Development:**

- Marks down appointments and meetings and notes any details or thoughts about each meeting. Plans each day by making a note of deadlines and important dates.
- Reduces or limits distractions by closing door, forwarding phones or setting specific office hours when available for unscheduled visitors.
- Creates work plan that outlines the individual elements key job functions. Uses the work plan as a guide when distracted or frequently interrupted. Uses plan as a checklist to verify that each step or critical task has been completed.
- Creates a schedule to set aside a certain amount of time to devote to specific tasks to stay focused and finish the project with no interruptions or delays.
- Breaks down complex problems into multiple workable pieces and works on each one of them sequentially.

**Communication**

*Definition:* Establishes supportive and collaborative relationships with staff by keeping people informed, adapting communication to the audience, practicing focused listening, responding to the emotions and concerns of others and uses a range of effective communication techniques.

| Proficient | Advanced | Expert |
|---|---|---|
| <ul><li>Responds to questions within policy and procedure guidelines in assigned area(s) timely.</li><li>Uses concepts and language that are easy for others to understand.</li><li>Uses appropriate language and grammar when speaking or writing to others.</li><li>Demonstrates patience and respect with customers and peers.</li><li>Listens to instructions.</li><li>Asks necessary questions to complete assigned tasks.</li></ul> | <ul><li>Uses method of communication most appropriate to situation and/or audience; adapts delivery based on appropriateness of situation/audience.</li><li>Conveys ideas on difficult or sensitive subjects clearly.</li><li>Provides consultation to customers or peers related to position and/or unit/department.</li><li>Accurately judges most audience needs</li></ul> | <ul><li>Presents difficult and convoluted information articulately to explain to colleagues and/or key stakeholders regarding issues.</li><li>Explains and clarifies policies and procedures to affected parties.</li><li>Regularly follows-up to ensure understanding.</li><li>Breaks down difficult processes to communicate effectively.</li></ul> |

**Example Activities for Development:**

- Asks a colleague or manager to observe and critique listening skills when interacting with others. Works on problem areas. Before making a formal presentation, practices in front of peers. Solicits feedback and incorporates into the presentation.
- Facilitates a focus group session.
- Identifies situations in which you have the most difficulty being a good listener and devises a strategy to prepare for them in advance.
- Leads a team meeting.
- Takes and seeks opportunities to speak in front of groups (e.g., business meetings, presentations).
- Writes a speech or draft an e-mail for someone in a higher leadership role in the unit/department.

**Customer Service**

*Definition:* Provides quality information and responses to the unit's customers, including clear and calm responses; actively listens and engages in order to truly understand their needs; provides assistance to the satisfaction of the customer within service levels and standards of the unit.

| Proficient | Advanced | Expert |
|---|---|---|
| • Responds promptly and accurately based on established policies and procedures.<br>• Develops and maintains productive and collaborative work relationships.<br>• Receives inquiries and is attentive when answering questions.<br>• Responds in a timely manner to phone calls and email communications.<br>• Answers frequently asked questions.<br>• Listens and correctly responds to customer needs in a positive manner.<br>• Seeks out answers to commonly asked questions. | • Explains the application of policies and procedures.<br>• Identifies options and makes recommendations within established guidelines to meet competing needs.<br>• Develops and maintains productive and collaborative work relationships in order to facilitate effective service in assigned areas and problem resolution.<br>• Demonstrates empathy when understanding the problem and coming up with a solution.<br>• Clarifies customer's needs when necessary. | • Anticipates problems, needs, and wants to proactively create solutions/services that go beyond fulfilling basic customer expectations and does so in a creative, unexpected way.<br>• Acts in the best interests of the unit/department or program by aligning service delivery with customer needs.<br>• Acknowledges the unique needs of customers and provides responsive services/answers tailored to their requirements.<br>• Utilizes a comprehensive subject understanding to assist customers and colleagues with more detailed, difficult or sensitive situations. |

**Examples of Activities for Development:**

- Works with an especially difficult or complicated customer or problem. Works with that customer to resolve the issue.
- Conducts needs assessment within unit and with customers to determine and address possible service gaps to improve satisfaction with current services.
- Works with other employees to determine the 'the most asked about' or 'most frequent issue' facing (internal or external) customers. Develops a FAQ and post for information.
- Keeps a log of customer problems. Tracks whether they have been resolved and how they have been resolved. Reviews the log once a week to see if there are any unresolved problems. Devises a strategy to solve these problems.
- Works to decrease the time to solve customer problems. Keeps a log that demonstrates improvements in response time.

**Ethical Practice**

*Definition:* Performs work in accordance with the rules and standards of the organization, and conduct of their profession; voices concern in appropriate forum if encounters unethical practices.

| Proficient | Advanced | Expert |
|---|---|---|
| • Takes responsibility for one's own actions and for own mistakes once cognizant of them.<br>• Follows instructions, guidelines, procedures and policies.<br>• Applies ethical principles and professional rules of conduct to the workplace.<br>• Aligns personal integrity with unit/department or program culture. | • Seeks full understanding of facts and interests of all concerned when confronting ethical issues and dilemmas and reflects upon all options in search of optimal solution.<br>• Acts in support of an open and safe workplace atmosphere in which individuals are encouraged to safely raise, discuss and address ethical issues.<br>• Openly acknowledges own errors of judgment without being prompted by others.<br>• Helps ensure compliance with policies and procedures related to ethical and scientific/technical principles and professional rules of conduct. | • Recognizes workplace practices and conventions that diverge from professional ethics of the workplace and questions and challenges the discrepancies.<br>• Demonstrates adherence to all ethical standards and encourages others to do the same.<br>• Promotes dialogue on relevance of ethics to daily issues.<br>• Helps to create a culture where integrity is the foundation for all interactions and activities.<br>• Serves as a role model of ethical behavior by consistently conforming to the highest ethical and practices. |

**Examples of Activities for Development:**

- Reviews policies related to ethics, privacy, or confidentiality. Discusses with Manager how these policies may apply in position or unit/department.
- Seeks out opportunities to build trust with co-workers through honesty and consistency.
- Attends an ethics workshop internal or external to unit/department.
- Seeks out a mentor who serves as a role model of ethical behavior and standards. Discuss with them their practices or approaches to their position and how to incorporate them into own position.

**Initiative**

*Definition:* Does more than is required or expected in the job; does things that no one has requested that will improve or enhance products and services, avoid problems, or develop opportunities; plans ahead for upcoming problems or opportunities and takes appropriate action.

| Proficient | Advanced | Expert |
|---|---|---|
| • Takes action to resolve problems and fulfil own responsibilities, <br> • Works towards goals and standards. <br> • Strives to meet performance standards. <br> • Clarifies what is expected of your role. <br> • Approaches daily tasks with energy, engagement and enthusiasm. | • Regularly reviews and adopts most efficient approach to achieve personal and/or team's objectives. <br> • Actively seeks to understand reasons for obstacles and to find ways to overcome. | • Regularly reviews progress of plans to redirect action when necessary to achieve targets. <br> • Considers external developments relevant to their own area, identifying trends and emerging patterns when making recommendations to others. |

Examples of Activities for Development:

- Identifies a process that could be more efficient. Develops a plan to make the process more effective. Implements plan. Solicits feedback from others about the effectiveness of the new process.
- When an assignment is received, evaluates the goal of the assignment. Devises a plan to exceed the goal above and beyond what is expected. Implements the plan.
- Volunteers to help co-workers when needed.
- Offers at least two suggestions to every client who calls upon services.
- When presented with a challenge, is proactive and gives supervisor several potential solutions without prompting.
- Gets involved with a committee to contribute ideas. Tries to solve problems before they arise and talk about them as a group. Makes a list of consequences if needed.

**Interpersonal Interaction**

*Definition:* Effectively communicates, interacts and works with others cooperatively and productively; demonstrates emotional intelligence through self-awareness and empathy towards others; develops effective relationships to encourage and support communication and teamwork.

| Proficient | Advanced | Expert |
|---|---|---|
| • Understands the interests and concerns of others.<br>• Develops and maintains positive relationships.<br>• Exhibits a positive attitude.<br>• Develops relationships with others by addressing their unique needs.<br>• Actively listens to others in order to process information correctly.<br>• Communicates effectively using appropriate tone and manner.<br>• Exercise self-awareness by displaying empathy towards others. | • Uses knowledge of one's own job to help others excel in their roles.<br>• Receptive to feedback and willing to make improvements based on suggestions.<br>• Consistently interacts with people in a friendly, open, and accepting manner.<br>• Builds strong working relationships with others.<br>• Accurately understands and acknowledges what others are thinking or feeling based on choice of words, tone, expression, and other verbal or non-verbal cues.<br>• Demonstrates social awareness. | • Builds strong interpersonal relationships with others across and/or external to the university and influences others through relationships.<br>• Acts as a role model for effective interpersonal interactions.<br>• Builds relationships with others by communicating transparently and building trust.<br>• Assesses and manages potential conflicts at a personal and group level. |

**Examples for Activities for Development:**

- Improves a relationship with a difficult colleague.
- Identifies someone in your organization who is adept at reading others' emotions well and asks for coaching.
- Shadows/works with a person who manages challenges and pressure well; learning from their example.
- Prior to difficult presentations or working with difficult customers, consider your audience and list the items you would like to "walk away with." Use your formal and informal networks to test/validate your assumptions before acting upon them.

**Persuasiveness & Facilitation**

*Definition:* Builds consensus and seeks mutual agreement and resolution through dialogue; understands the importance of give and take; explores alternatives and position to reach outcomes that gain the support and cooperation of all parties for ideas or proposals.

| Proficient | Advanced | Expert |
|---|---|---|
| • Presents an argument in support of a position.<br>• Clarifies the current situation, shares information openly, and identifies issues and concerns of appropriate parties.<br>• Identifies points of agreement/disagreement and considers the needs and viewpoints of appropriate parties. | • Presents several different arguments in support of a position.<br>• Facilitates agreement through a give and take process that considers each party's needs.<br>• Keeps the discussion focused on key issues.<br>• Handles differing points of view in a positive way.<br>• Identifies and presents information or data that will have a strong effect on others.<br>• Selects language and examples tailored to the level and experience of the audience. | • Presents several different arguments in clear support of a position that have a strong effect.<br>• Challenges participants to reach consensus.<br>• Builds support for negotiated solutions.<br>• Responds to objections by emphasizing the value of alternatives.<br>• Provides follow-up to involved parties to ensure solutions meet needs.<br>• Selects language and specific examples tailored to the level and experience of the audience that improves understanding. |

**Examples of Activities for Development:**

- Before presenting a new idea or action plan, list the people whose support is needed. Attempts to discover where each person stands in relation to your proposal – pro, con, or neutral – and formulates a plan to handle each.
- Brainstorms and lists ways to influence a situation, then considers which are most likely to be effective.
- Invites manager to observe a meeting where they will be negotiating or influencing a group. Asks for feedback.
- Meets with someone whose has advanced negotiating skills. Finds out what they do and applies it to similar situations.
- Negotiates a contract with a customer or vendor.
- Volunteers to negotiate a problem with a customer, students, staff or faculty.

**Planning & Organization**

*Definition:* Organizes and manages own time, tools and resources effectively, prioritizes workload, prepares in advance and sets realistic timescales to achieve goals and objectives; understands business issues, processes, and outcomes and the potential impacts both internal and external to the unit.

| Proficient | Advanced | Expert |
|---|---|---|
| • Prioritizes and organizes work for oneself to meet designated deadlines.<br>• When competing priorities exist, seeks direction from more senior colleagues.<br>• Carries out activities in an orderly and well-structured manner and pays attention to detail.<br>• Lets people know if things get delayed.<br>• Informs the team and others of progress. | • Assesses and reassesses priorities for oneself as required.<br>• Resolves competing priorities on own.<br>• Identifies the need and provides support to others to enable delivery.<br>• Monitors progress on processes and resources for activity to ensure deadlines are met. | • Identifies critical tasks and deliverables, and obtains or organizes necessary resources and support to achieve operational objectives for the activity or unit/department.<br>• Finds efficiencies in current processes through increased organization and prioritization.<br>• Recommends more efficient processes.<br>• Adjusts plans to take account of changes in circumstances. |

**Examples of Activities for Development:**

- Asks co-workers for feedback on how you plan projects. Asks them what it is that you do well and what you could do better with regards to project planning.
- Creates reverse work plans, listing projects and goals for the year. Includes the various stages, the people responsible, other people working with or who need to be informed, and deadlines. Ensures goals and projects are achieved.
- Makes a master list of the tasks needed to accomplish, ranks by priority. Crosses then off as completed to see how close getting to completing priority tasks.
- Blocks off time every week for projects and tasks. Uses Outlook or similar tool to manage time and priorities.
- Asks for feedback from a trusted colleague regarding situations where good planning has been demonstrated and others that were less effective. Determines impact on the unit/department and ways to improve.

**Problem Solving**

*Definition:* Identifies and understands issues, problems, or opportunities; analyzes, develops possible solutions, and takes or suggests the appropriate course of action; remains calm under pressure and follows steps to achieve solution.

| Proficient | Advanced | Expert |
|---|---|---|
| • Identifies, recognizes and resolves routine problems.<br>• Researches and seeks out answers to the problem.<br>• Utilizes brainstorming to identify solutions.<br>• Collaborates with others to solve problems and make decisions.<br>• Analyzes the situation by practicing active listening and communicating the problem.<br>• Observes how others solve problems and asks questions to improve competency. | • Assesses and resolves difficult or sensitive problems through research and review of policies and procedures for the unit/department.<br>• Makes recommendations where needed.<br>• Anticipates immediate consequences.<br>• Finds solutions within limited resources.<br>• Creates relevant options for addressing problems/opportunities identified. | • Anticipates and pursues difficult or sensitive issues and problems independently by collaborating with internal and external sources.<br>• Serves as a resource for others in resolving issues and problems.<br>• Develops resolution strategies.<br>• Determines effective vs ineffective solutions and evaluates and/or makes changes if needed.<br>• Can pivot as needed to get to most effective solution.<br>• Thinks of several possible explanations or alternatives for a situation and anticipates potential obstacles and develops contingency plans to overcome them. |

**Examples of Activities for Development:**

- Asks for feedback from manager, colleagues, and/or employees regarding your problem solving skills. Devises a plan to work on problem areas.
- Asks manager to increase scope of decision-making authority within own position, enabling to learn more about other areas of the unit/department
- Considers alternatives for solving a problem.
- Looks for a significant problem in the unit/department. Examines the background of the problem. Determines the factors that must be addressed and develops a plan to address the issue.
- Makes a SWOT (strengths, weaknesses, opportunities, threats) analysis when facing a dilemma to make the proper decision.
- Identifies problems brought forth by customers that were unexpected. Sees if there is a trend. Determines the root cause of the problem. Also, determines what could have been done to prevent the problem from occurring? Identifies the impact to the unit/department if the problem is not solved and identifies the impact of the alternatives that were identified.
- To help discover problems from different perspectives, engages in a new activity. Identifies any new approaches or ideas gained that may be useful in generating ideas to solve problems.

**Reliability/Dependability**

*Definition:* Performs job-related tasks on time, finishes assigned projects, meets deadlines and appointments, follows through; takes personal responsibility for quality of work.

| Proficient | Advanced | Expert |
|---|---|---|
| • Takes responsibility for the quality and timeliness of work.<br>• Responds to requests by being cooperative and available.<br>• Adheres to time and attendance policies and agreed upon schedules.<br>• Demonstrates internal motivation to be conscientious, consistent and reliable in personal or professional efforts.<br>• Respects deadlines and makes every effort to meet them. | • Notifies affected parties when complications arise.<br>• Establishes priorities and uses available resources effectively.<br>• Demonstrates productivity and efficiency in planning and executing work.<br>• Produces consistent work and can apply unit/department policies to each task.<br>• Viewed by others as a source for valid information. | • Determines best method of completing tasks with limited supervision.<br>• Makes self-available as a resource to others.<br>• Reviews the work and creates efficient workflows and processes.<br>• Recognizes the relative importance of certain tasks and responsibilities and prioritizes to ensure that deadlines are met.<br>• Obtains and provides resources to enable implementation of new ideas/initiatives (where appropriate).<br>• Serves as a resource or go to person in unit or program for time sensitive or complicated matters. |

**Examples for Activities for Development:**

- Keeps a log of each commitments made. Review the promises made and whether or not they were followed through on and why. Devises a plan to work on specific issues.
- Negotiates realistic deadlines the next time a project is received and chooses commitments carefully. Holds accountable to the agreed deadline.
- Organizes tasks into an urgent/important matrix. From there plans and prioritizes your schedule.

**Strategic Thinking**

*Definition:* Thinks ahead and plans in order to provide a sense of direction; identifies and outlines measurable goals for work duties and sets judicious timelines to reach them; considers multiple perspectives and takes a long-range approach to problem-solving and decision-making.

| Proficient | Advanced | Expert |
|---|---|---|
| • Knows what is expected of one's own role and how this contributes to the objectives of the unit/department.<br>• Understands policy and procedure within the unit/department.<br>• Knows broadly what services are available within the University.<br>• Keeps up to date with developments in one's own unit/department. | • Understands and keeps up to date, at a broad level, with the key functions of other major areas within the University that are related to one's work.<br>• Understands the goals of the unit/department and encourages others to understand the unit/department's goals.<br>• Provides advice, information and direction to others to support the achievement of unit/department goals. | • Analyzes and develops ideas as it relates to future plans or vision of the unit/department.<br>• Contributes to developing the strategy within the unit/department.<br>• Identifies and seeks collaboration with others to advance unit/department goals.<br>• Understands and keeps up to date, with the key functions of other major areas within and outside the University that are related to one's work and unit or program. |

**Examples of Activities for Development:**

- Lists the long-term goals of position. Establishes short-term goals that will help to achieve the long-term goals. Monitors the achievement of both.
- Identifies the key objectives which responsible for. Determines strategies for achieving objectives. Records the various tactics or methods utilized to achieve objectives.
- Discusses opportunities and challenges that could result in long-term benefits. Determines how these fit into the strategic plan.

**Teamwork/Collaboration**

*Definition:* Works collaboratively and shares information to solve common problems and deliver business objective; puts success of the team over personal interests; gives and receives feedback in a professional manner; creates an atmosphere of respect, helpfulness, and cooperation with others to build supportive, responsive relationships.

| Proficient | Advanced | Expert |
|---|---|---|
| • Works towards team/shared goals.<br>• Displays a positive approach to working with others.<br>• Encourages other team members. Cooperates with and supports others.<br>• Actively participates to ensure project success.<br>• Completes team project responsibilities independently and effectively. | • Recognizes that all teams do not operate in the same way, adapts their working style/method to achieve results.<br>• Where appropriate, passes constructive feedback to colleagues.<br>• Volunteers and participates in team projects and/or committees.<br>• Demonstrates initiative in solving unexpected problems associated with projects and daily work. | • Encourages teamwork across units/departments and locations.<br>• Commits time and resources to team-based projects.<br>• Serves as a role model and coaches others in building strong working relationships.<br>• Places the team agenda ahead of personal goals.<br>• Creates an environment where everyone is safe to actively participate. |

**Examples of Activities for Development:**

- Facilitates a group discussion with team members to solve a problem in the unit/department.
- Each week, volunteers to help at least one person in the unit/department.
- Identifies a critical issue within the unit/department. Volunteers to take lead to solve the problem that involves people from different unit/departments.
- Keeps records of involvement in committees, meetings, and informal team activities. Works to increase involvement and keep track of your progress.
- Identifies a current obstacle that impedes the team from working effectively. Determines the root causes and possible solutions. Shares ideas with manager. Develops a plan to implement the solutions identified. Monitors the results.

**Time Management**

*Definition:* Plans and effectively prioritizes work to accomplish tasks and achieve objectives by established deadlines; exercises conscious control of the time spent on specific activities, to increase effectiveness, efficiency and productivity.

| Proficient | Advanced | Expert |
|---|---|---|
| • Uses time effectively and efficiently.<br>• Reviews daily schedule to revise, add and/or eliminate activities.<br>• Completes work within a given timeframe.<br>• Schedules tasks and prioritizes in order to meet deadlines, organizes and follows through on multiple tasks without prompting | • Allots ample time for the important tasks and balances it with urgent requests.<br>• Foresees roadblocks and senses what will help or hinder accomplishing a goal.<br>• Achieves goals and tasks in a timely manner, despite obstacles encountered, by organizing, re-prioritizing and re-planning.<br>• Mitigates distractions during the workday by effectively scheduling time. | • Plans schedule and chooses between the urgent and the important tasks, accommodating a broad time frame.<br>• Considers the short, medium, and long-term while attending to a broad range of tasks.<br>• Identifies future needs that must be incorporated into long range goals.<br>• Instructs or coaches others in the appropriate timing for tasks.<br>• Communicates effective techniques for tasks. |

**Examples of Activities for Development:**

- Logs time to track daily activities to determine what can be feasibly accomplished in a day, to identify distractions and/or unproductive time and to focus on activities that provide the greatest returns.
- Creates a daily schedule and sticks with it.
- Evaluates to-do list and organizes based on the importance of a task rather than its urgency.
- Groups similar tasks together. Creates separate chunks of time for answering emails, making phone calls, filing, etc.
- Focuses on the task at hand and block out all distractions.
- Sets time limits on tasks instead of just working until they're done.
- Builds in buffers at work. Makes breaks a part of schedule. When finished with a task, takes time to breathe.
- Identifies top two distractions and focuses on conquering those each week.
- Works with manager to develop a plan for focused work time.

# Manager Competencies

**Change Management**

*Definition:* Guides employees through changes in order to achieve the desired business outcomes; encourages and assists employees to engage and adapt when duties will be performed differently and accept and resolve challenges; remains flexible to meet constantly changing and sometimes opposing demands.

| Proficient | Advanced | Expert |
|---|---|---|
| • Understands basic change management strategies and principles.<br>• Communicates and implements new program policies and procedures.<br>• Uses staff feedback to streamline processes in order to meet deadlines.<br>• Encourages staff to have a clear understanding of the changes taking place in the unit/department. | • Leads a transition from old to new programs at the unit/department level.<br>• Participates in the development and implementation of program goals and objectives.<br>• Adjusts unit/department priorities quickly as situations change.<br>• Helps staff to develop a clear understanding of what they will need to do differently, as a result of changes in the unit/department.<br>• Fosters program acceptance. Clearly articulates changes and impacts to affected parties. | • Leads the development and implementation of vision and mission statements.<br>• Leads and directs the development and implementation of unit/department goals and objectives.<br>• Implements a successful action plan after a major unit/department change.<br>• Coaches and counsels staff to develop a clear understanding and acceptance of what they will need to do differently, as a result of changes in the unit/department.<br>• Regularly provides status updates, and attentively listens to concerns regarding change from the community to promote sincere acceptance. |

**Examples of Activities for Development:**

- Creates a formal communication plan to accompany phases and stages of change.
- Conducts a strategic planning meeting for unit/department.
- Communicates the overall vision of the work with team members.
- Engages team members in an exercise to identify both factors impacting the unit/department and discuss the impact of the factors on the unit/department and establishes a plan of action to address any issues.
- Utilize tools/ Monitor progress on those changes, obtain feedback from team members, adapt as needed.

**Conflict Management**

*Definition:* Supports the process for two or more parties to reach a peaceful resolution to a conflict; anticipates, diffuses and resolves conflicts in a practical and constructive manner in order to achieve results; inspires and fosters team commitment, pride, and trust.

| Proficient | Advanced | Expert |
|---|---|---|
| • Identifies and defines conflicts. Understands the need for resolving conflicts.<br>• Recognizes employee concerns by providing accurate information to reduce conflict or concern within the workplace.<br>• Is aware of and respects differences by avoiding disrespectful words and actions.<br>• Exercises flexibility and compromises or collaborates to prevent or resolve conflicts.<br>• Objective in situations that involve personal conflicts of interest.<br>• Promotes calm dialogue and cooperation. | • Meets with employees and addresses concerns regarding critical issues in an open and honest manner.<br>• Practices active listening to gain a clear understanding of information being conveyed.<br>• Manages conflict among team members by utilizing mediation techniques.<br>• Maintains positive working relationships despite conflicting situations and personalities.<br>• Unbiased and trustworthy in situations that involve personal conflicts of interest. Moves quickly to resolve issues to prevent bitterness. | • Creates an environment where conflict leads to a positive change. Adapts to changes and supports the team through the changes.<br>• Develops plans to equitably and calmly resolve disputes.<br>• Exhibits foresight to identify and diffuse conflicts before they occur.<br>• Is well respected as a fair leader.<br>• Has difficult conversations respectfully and with resolution<br>• Steps up to conflicts; seeing them as opportunities and defuses volatile situations.<br>• Identifies and diffuses conflicts before they occur. |

**Examples of Activities for Development:**

- Reflects on patterns of conflict that might exist within the entire unit/department. Formulates a plan to begin to address the workplace issues.
- Identifies recurring conflict situations. Investigates the barriers that prevent agreement to help determine the root cause for disagreement.
- When someone says something can't be done, hears them out then encourages them to think creatively about the opportunity.
- Brainstorms ideas on how the status quo could be challenged to improve performance then seeks and finds supporting data to create a business case for the change.
- Take professional development courses on communication, team building, conflict management techniques and having difficult conversations.
- Actively create an environment that fosters positive communication at all levels.

**Developing & Leading Others**

*Definition:* Actively works to improve and reinforce the performance of their employees and help them reach the limits of their capabilities, sets clear goals and provides constructive feedback immediately; takes responsibility for employees' career development, coaches employees to improve and advance their understanding; ensures staff are appropriately utilized, developed, and treated in a fair and equitable manner.

| Proficient | Advanced | Expert |
|---|---|---|
| <ul><li>Monitors work of staff, closely and ongoing, to assess and problem-solve.</li><li>Reviews performance on a daily basis and provides suggestions and gives instructions for improving work.</li><li>Assigns tasks with the purpose of developing staff strengths.</li><li>Considers career goals of staff and is intentional regarding their development.</li><li>Assists and coaches employees to improve performance.</li><li>Understands strengths and weaknesses of each employee.</li><li>Seeks out development opportunities for staff and team to meet their full potential.</li></ul> | <ul><li>Reviews work of staff upon completion to assess and problem solve.</li><li>Reviews accomplishments of the unit/department over a short range period to ensure that performance and service meet the required standards.</li><li>Provides challenging and stretching tasks and assignments.</li><li>Aware of each direct reports career goals and holds frequent development discussions with them.</li><li>Involves staff in setting developmental plans.</li><li>Determines resources for learning.</li><li>Acknowledges growth and accomplishments no matter the size.</li></ul> | <ul><li>Evaluates accomplishments of the unit/department to ensure missions and goals are being met.</li><li>Holds frequent development discussions with staff, discusses progress and encourages staff to adjust development plans as needed.</li><li>Creates opportunities for enrichment and development programs for staff and motivates them to participate.</li><li>Assess unit/department training plans to meet future business needs.</li></ul> |

**Examples of Activities for Development:**

- Asks employees what they can do to improve the way you delegate tasks. Listens to their suggestions and integrates them into your style of delegation.
- Holds weekly team or individual meetings to clarify unit/department deliverables and priorities.
- Schedules feedback sessions with employees after they complete a major assignment. Discusses what went well and what did not go well.
- Considers interests and career goals of staff when determining assignments and tasks, see what they would like to do. Considers the future capabilities the unit/department that will be needed to succeed.
- Helps staff create development plans that will be mutually beneficial, and may include opportunities outside the unit or University which benefits the employee.

**Diplomacy**

*Definition:* Responds to difficult, stressful or sensitive interpersonal situations to minimize conflict by carefully choosing words and using a tone appropriate for the situation at hand; senses what others are feeling and responds in a tactful manner, finding balance in the response to all parties so that a situation does not escalate further.

| Proficient | Advanced | Expert |
|---|---|---|
| • Displays self-awareness and adaptability while demonstrating integrity and maintaining ethical standards.<br>• Responds and relates well to peers and to those in positions of authority.<br>• Is seen as a team player and is cooperative.<br>• Solves problems with peers and direct reports with minimal disruption.<br>• Values experience and openly relies on their expertise to benefit the organization.<br>• Fosters goodwill between groups and organizations. | • Manages policy and rule changes with minimal disruption to the team<br>• Responds and relates well to people in all positions, inside and outside their unit, department or field of expertise.<br>• Finds common ground quickly and solves problems for the good of the unit/department.<br>• Represents their own interests and yet is fair to other groups.<br>• Encourages collaboration and easily gains trust and support of others. | • Manages issues and behavior to prevent internal strife or dysfunction in the unit/department by applying knowledge about people and social dynamics.<br>• Responds and relates extremely well to people in all positions, initiating and maintaining relationships inside and outside his or her unit/department and field of expertise.<br>• Builds trust and leads teams, encouraging others to step out of their comfort zones to form new interpersonal relationships.<br>• Well-regarded and respected by peers. |

**Examples of Activities for Development:**

- Seeks feedback from colleagues and leadership in how a situation was handled.
- Ask for advice and tips from someone who is regarded as successful in this skill.
- Seek to increase emotional intelligence through self-evaluation.
- Seeks professional development opportunities to enhance these skills.

**Vision**

*Definition:* Takes a long-term view on the goals for the unit to build a vision; plans and seeks input from others on how it will be accomplished; influences others to take actions that support the vision.

| Proficient | Advanced | Expert |
|---|---|---|
| • Conveys vision of the unit/department to staff and stakeholders.<br>• Involves staff in setting goals for the unit/department and conducts interviews with staff to determine department's needs.<br>• Inspires and motivates others within unit/department. | • Communicates vision and mission of unit/department to employees while incorporating employee feedback for ideas on accomplishing new goals and objectives.<br>• Develops and implements policies and procedures to support changes within scope of vision.<br>• Acknowledges unit/department's strengths and develops plans to address areas needing improvement. | • Anticipates trends and future changes that represent threats or opportunities and determines an appropriate course of action.<br>• Generates and considers alternative options for action to achieve a long-range goal or vision.<br>• Communicates the strategic direction frequently and positively with staff, inspiring them to pursue it, and encouraging them to contribute to the strategic goals of the unit. |

**Examples of Activities for Development:**

- Talks to leadership about the goals for unit/department and how they will be reached. Communicates these to the team outlining the course of action the unit/department as a whole is planning to take.
- Determines the most prominent problems currently facing the unit/department. Identifies the major causes. Determines if problems are related and if actions affect several outcomes. Tackles each problem in the context of the unit/department as a whole rather than as an isolated issue.
- Reviews strategies of unit/departments outside of their own or the university. Determines what makes the difference between more and less successful organizations and implement best practices in own unit.