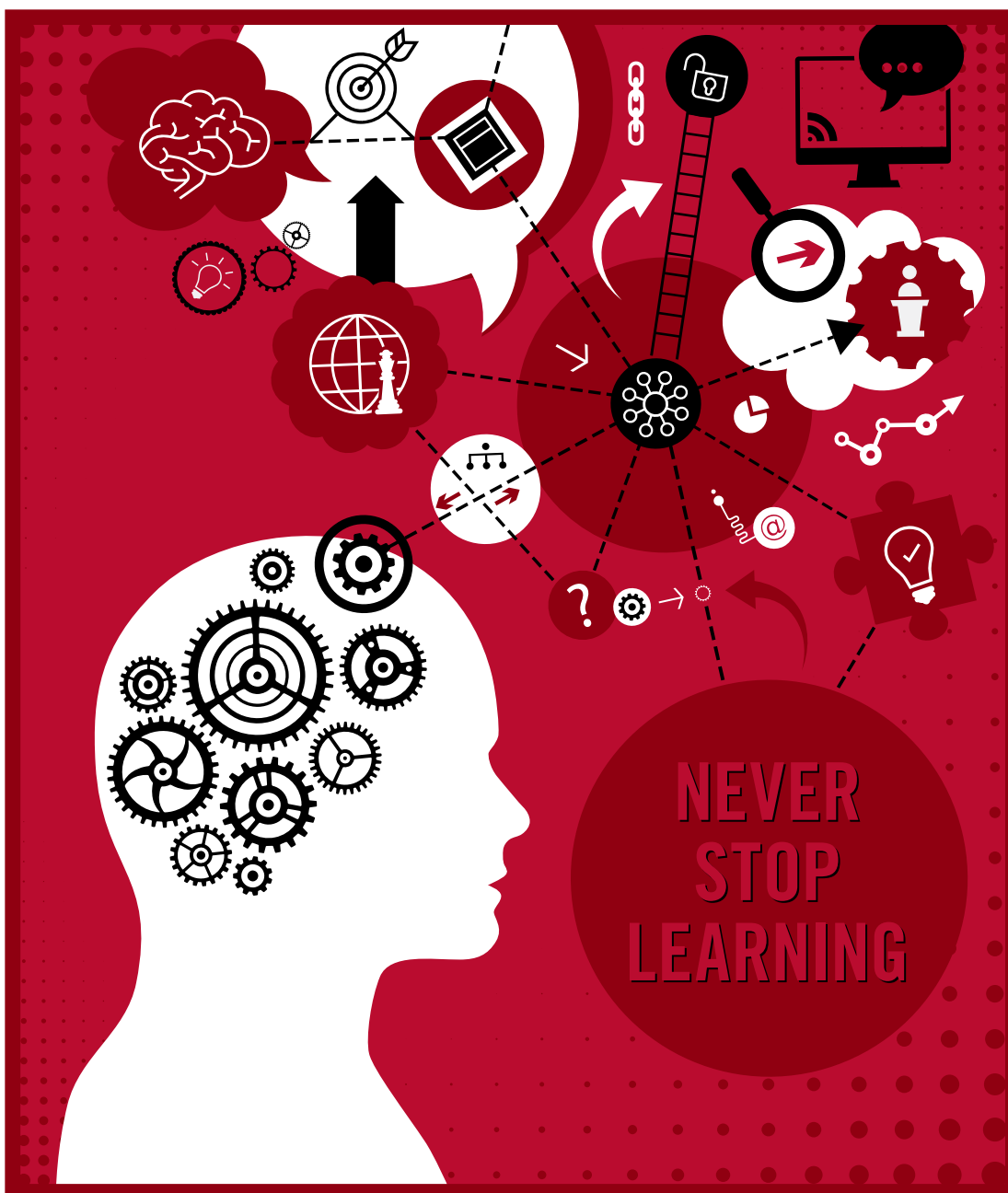


UGA STAFF COMPETENCY MODEL: A PRACTICAL GUIDE



Dear Colleagues,

It is with pleasure that I introduce UGA's Staff Competency Model – A Practical Guide.

The term “competency” may be defined as a combination of skills, attributes and behaviors that are directly related to successful performance on the job. They are important for all staff, regardless of job/position, occupation, function, or level.

The UGA competencies work was launched in 2018, when University Human Resources commissioned a project to build human resources capacity for the institution through the introduction of organizational core values and competencies which are essential for performance of all staff.

These competencies are to be used as a foundation for our human resources framework, including systems such as recruitment, professional development and performance assessment.

This guide, an initiative from the People Operations Division in University Human Resources, is meant to serve as a practical, hands-on resource for UGA staff members and their managers.

University Human Resources

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INTRODUCTION

University Human Resources is excited to introduce the UGA Staff Competency Model to the University community! The effort to create this model was successful due to the engagement of many people across UGA from 2018-2021. This includes over 6,000 staff members who participated in surveys and focus groups, an advisory group of human resources and financial officers from 50 major and administrative units, UGA's Organizational & Industrial Psychology Program and our University leadership. Last year, we partnered with the [Engage & Learn](#) efforts to shift the organizational culture with stronger emphasis on continuous learning and performance improvement for all staff.

WHAT IS A COMPETENCY?

A competency is a combination of observable and measurable knowledge, skills, abilities and other characteristics that contribute to enhanced staff performance and ultimately result in organizational success. To understand competencies, it is important to define the various components of competencies, often referred to as “KSAOs”.

- **Knowledge** is the cognizance of facts, truths and principles gained from formal training and/or experience. Application and sharing of one's knowledge base are critical to individual and organizational success.
- **Skill** is a developed proficiency or dexterity in mental operations or physical processes that is often acquired through specialized training; the execution of these skills results in successful performance.
- **Ability** is the power or aptitude to perform physical or mental activities that are often affiliated with a particular profession or trade such as computer programming, plumbing, calculus, and so forth. Although organizations may be adept at measuring results, skills and knowledge regarding one's performance, they are often remiss in recognizing staff's abilities or aptitudes, especially those outside of the traditional job design.
- **Other Characteristics** are attributes, properties, or qualities of individuals that reflect one's unique personal makeup. Individual attributes are viewed as genetically developed or acquired from one's accumulated life experiences. Although personal characteristics are the most subjective of the components, a growing, significant body of research links specific personality traits to successful individual and organizational performance.

Individually recognizing and rewarding any of these sources of expertise provides a strong basis for individual performance engagement. However, it is their combination that results in the unleashing of resources that are all too frequently untapped.

When utilizing competencies, it is important to keep the following in mind:

- **Competencies do not establish baseline performance levels;** rather they are used to raise the bar on staff performance. They provide staff with road maps to increase their capabilities incrementally.
- **Competencies focus on an organization's culture and values.** Consequently, UGA has selected a unique set or combination of competencies that support and facilitate its mission.
- **Competencies reflect the organization's strategy;** that is, they are aligned to short- and long-term missions and goals.
- **Competencies focus on how results are achieved** rather than merely the end result. In this manner they bridge the gap between performance management and staff development and are an integral component of personal development plans.
- **Competencies close skill gaps within the organization.**
- **Competency data can be used** for staff development, compensation, promotion, training and new hire selection decisions.

HOW WERE THE COMPETENCIES ESTABLISHED?

With the support of senior leadership, University HR undertook a very large and complex assignment to revamp UGA's position management and classification policies.

The UGA Staff Competency Model Initiative encompassed two major efforts: 1) analyzing and identifying the key tasks that must be performed in a given position; and 2) defining the critical behaviors and characteristics to successfully perform in a particular role—more specifically the Knowledge, Skills, Abilities, and Other Characteristics (KSAOs) it takes to perform well in a job.

Realizing the complex nature of this undertaking, the University HR team engaged members of UGA's Industrial/Organizational Psychology Program, led by Director Brian Frost, contracted with outside consultants to help collect and analyze data, formed an Advisory Committee with members from all major academic and administrative units, and identified subject matter experts (SMEs) who provided input on required tasks and competencies for specific UGA jobs. These same SMEs (and other staff) were asked to validate the job description templates and

competency models that were developed. Every effort was made to make sure the job description templates and competency models make sense for our UGA community. For more information on development of the competencies, see https://engageandlearn.uga.edu/staff_competency_model/.

HOW WILL COMPETENCIES BE USED AT UGA?

At UGA, competencies will become the foundation for the university's talent acquisition and management programs. Accordingly, development and proficiency of competencies leads to:

Identification of critical selection criteria for candidates desiring employment at the University.

Creation of staff development and succession planning opportunities.

Development of customized training modules and identification of already available training programs.

Distribution of monetary awards through salary adjustments.

Because competencies are aligned to an organization's strategy, they were carefully selected. Therefore, UGA, with assistance of staff and leaders across the university, has identified and determined competencies that are critical to its short- and long-term success. These competencies are applicable to all staff within the entire University regardless of job/position, occupation, function or level.

Definitions of competencies have been developed to ensure a common understanding of the competencies across campuses and organizational units within the University. Competencies were applied to each job family to develop performance engagement and measurement criteria for staff and will be used to ensure reliable and valid comparative data when reviewing a candidates' credentials during the selection process.

In order to have a clearer picture, the UGA competencies and KSAOs (knowledge, skills, abilities and other characteristics) are further defined in terms of specific behaviors (observable measures) and variable levels of expectation for each job family.

COMPETENCIES AND THE PROFESSIONAL DEVELOPMENT LIFE CYCLE

UGA Staff Competencies and Professional Development are woven across the entire Talent Lifecycle



RECRUITMENT

Strengthen UGA’s “employment brand”, reinforcing focus and commitment to ongoing professional development.

Develop position descriptions with explicit ties to staff competencies, indicating those that are a priority for specific roles.

Weave messaging about competencies and professional development into all external facing sites for prospective candidates.

ONBOARDING

Immersion into UGA culture and connection starts immediately after acceptance of offer.

Daylong shared orientation experience with other new hires focusing on creating meaningful connection to UGA and providing information.

Ongoing engagement in professional development experiences throughout first year of employment.

Manager training to support onboarding experience for their new hires.

PROFESSIONAL DEVELOPMENT

Targeted developmental opportunities for all staff based on their specific needs and directly linked to UGA Staff Competency Model.

Tools, processes and coaching support for managers in facilitating developmental planning for their direct reports.

Addition and/or customization of professional development resources (in-person training, online resources, etc.) based on competencies specific to roles.

PERFORMANCE MANAGEMENT

Performance management processes, tools and structures that are tied to the Staff Competency Model and specific functional competencies.

Tools and training for managers to reward exceptional performance.

MEASURE & ENGAGE

Create and launch assessment(s) to gauge overall staff engagement, with explicit ties to Presidential Task Force recommendations. More can be found on the task force and their recommendations at <https://engageandlearn.uga.edu/>.

Establish methods to assure a thorough understanding of specific assessment results through deployment of staff focus groups or leveraging existing staff committees.

Leverage engagement data to adjust, re-plan and tweak initiatives as needed to ensure progress is being made on priorities.

UGA STAFF COMPETENCY MODEL

Core Competencies



Acts with Integrity



Communicates Effectively



Learns & Shares



Makes Sound Decisions



Serves Others

Leadership Competencies



Champions Innovation



Supervises Others

As discussed earlier, **competencies** are knowledge, skills, abilities, and other characteristics (KSAO's) that contribute to individual success in the organization; they focus on "how" things get done. Competencies help drive individual and organizational performance.

Core competencies apply to all staff employees and include **Integrity, Communication, Learning, Decision Making, and Service**. These core competencies have been identified as critical for all levels of staff employees to demonstrate on a consistent basis for individual and organizational success.

Two additional competencies have been identified as critical for staff in supervisory and/or organizational leadership roles. These include **Supervision and Innovation**.

For each KSAO within a competency you will find specific behavior examples, identified as non-supporting and supporting behaviors, that anchor each level of performance. These behaviors are examples of what behaviors could look like and **are not inclusive** of all behaviors that demonstrate each level of performance for the competency. Rather, the behaviors are provided as a tool to help guide self or supervisory evaluations of staff employee performance and should not be used as a checklist for an employee's behaviors. When using these behaviors as a tool it can help form an image of a staff employee's performance compared to the University's expectation.

**UGA Competencies with KSAOs
(Knowledge, Skills, Abilities, and Other Characteristics)**

ACTS WITH INTEGRITY

Diversity and Inclusion
Trust and Respect
Utilization of University Resources
Work Ethic

MAKES SOUND DECISIONS

Critical Thinking
Judgment and Decision Making
Process Improvement

COMMUNICATES EFFECTIVELY

Active Listening
Conflict Management
Verbal Communication
Written Communication

SERVES OTHERS

Cooperation and Teamwork
Service Orientation

LEARNS AND SHARES

Finding and Applying Knowledge
Learning Agility
Sharing and Contributing
University Knowledge

**SUPERVISES OTHERS
(SUPERVISORS ONLY)**

Coaching and Development
Delegation of Work
Performance Management
Staff Development
Staff Moral

CHAMPIONS INNOVATION (STAFF MANAGER/LEADER ONLY)

Change Management
Innovation

UGA COMPETENCIES DEFINED

ACTS WITH INTEGRITY

Behaves in a manner that is honest, fair, impartial and unbiased in dealings with and on behalf of the university. Treats others with fairness and respect. Values and embraces the diverse perspectives of staff, faculty, students and stakeholders to create a welcoming climate of respect and inclusiveness.

COMMUNICATES EFFECTIVELY

Ensures the successful exchange of information and ideas between parties. Listens attentively and clarifies understanding of information received from others. Communicates information in a clear, thorough, and organized manner both orally and in writing. Remains calm and diplomatic in conflict. Ability to adapt communication style based on audience and facilitate the communication of others.

LEARNS & SHARES

Seeks to learn and grow from new experiences and from others. Proactively accumulates knowledge of the processes, systems, and cultural norms of the team, unit, and University. Actively shares resources and knowledge in order to benefit the functioning of the team in achieving a common purpose. Ability to break down knowledge barriers.

MAKES SOUND DECISIONS

Makes decisions based on convincing rationale, exhibiting full consideration of the strengths and weaknesses of alternative options. Ensures all viewpoints are considered. Consults with appropriate stakeholders to ensure solutions and decisions are in the best interest of all relevant stakeholders.

SERVES OTHERS

Proactively exhibits a desire to understand and meet the needs of internal and external stakeholders and customers. Can be relied upon consistently to fulfill obligations. Strives to work collaboratively and establish effective working relationships with others across the university and external to the University.

SUPERVISES OTHERS

Additional competencies for staff in non-exempt, exempt and manager/leader positions who also have supervisory duties within their department or team.

Supervisors Others is defined as having or involving the job of watching a person or activity to make certain that everything is done correctly and safely, ensures staff receive appropriate on the job and professional development opportunities, and provides appropriate job-related feedback and assessments.

The KSAOs for Supervises Others are in addition to the core competencies for all staff and include:

COACHING

A training method in which a more experienced or skilled individual provides staff with advice and guidance intended to help develop the individual's skills, performance and career

DELEGATION OF WORK

Thoughtfully assigns work to staff to ensure successful completion of tasks and work objectives. Has realistic expectations and perception of staff skills and knowledge.

PERFORMANCE MANAGEMENT

Effectively and efficiently utilizes the University's performance management process. Completes supervisor training

STAFF MORALE

Supports the emotions, attitude, satisfaction, and overall outlook of staff during their time at work.

STAFF PROFESSIONAL DEVELOPMENT

Creating a learning culture and structuring developmental opportunities for staff.

CHAMPIONS INNOVATION

ADDITIONAL COMPETENCY FOR STAFF IN MANAGER/LEADER POSITIONS

Champions Innovation is defined as fosters ideas and solutions that anticipate future consequences, obstacles and trend and adapts accordingly. Facilitates and leads change initiatives, adhering to change management principles in both planning and execution and fostering innovation and acceptance.

COMPETENCY KSAO'S AND SUPPORTING/NON-SUPPORTING BEHAVIORAL EXAMPLES

The remainder of this guide illustrates how a competency is defined as the combination of the knowledge, skills, abilities, and other characteristics required for successful job performance, so we want to strengthen our competence by looking for ways to practice and apply relevant behaviors each day.

The KSAO's are grouped together *in alphabetical order* under each competency. Each KSAO includes a title, a general definition, and several measurable or observable behaviors.

ACTS WITH INTEGRITY



Knowledge, skills, abilities and other characteristics:

- Diversity and Inclusiveness
- Trust and Respect
- Utilization of University Resources
- Work Ethic

ACTS WITH INTEGRITY

Diversity & Inclusiveness

Creates a work environment in which all individuals are treated fairly and respectfully, have equal access to opportunities and resources, and can contribute fully to the University's success.

Non-Supporting Behaviors

Resists different points of view; becomes defensive or dismissive when asked to consider new/different ideas.

Supporting Behaviors

Seeks to understand and attempts to incorporate different points of view.

Forms/Maintains productive work relationships while considering multiple perspectives. Fosters a work environment that encourages contribution and participation from a variety of different contributors.

Enhances respectful relationships with individuals and organizations representing diverse constituencies, and seeks, whenever possible, regular input to better understand diversity, equity & inclusion issues and enhance recruitment efforts.

Coaches and teaches others to develop diverse, equitable and inclusive work environments, including supporting unit's understanding of impact of and strategies to address racism, sexism, discrimination and other forms of bias.

ACTS WITH INTEGRITY

Trust/Respect

Treats all people with dignity, respect and fairness. Acts and expresses oneself in an open and honest manner. Is consistent in word and actions. Tells the truth even when it is difficult.

Non-Supporting Behaviors	Supporting Behaviors
<p>Does not act in a way that garners others respect and trust within the workplace.</p>	<p>Respects and maintains confidentiality. Tells the truth and is honest in all dealings.</p> <p>Keeps promises and commitments made to others. Does the right thing, even when it is difficult. Does not yield to pressure to show bias or manipulate others.</p> <p>Adheres to a set of core values that are represented in decisions and actions. Does not engage in situations or take actions considered inappropriate or which present a conflict of interest.</p> <p>Does not misrepresent self or use position of authority for personal gain.</p> <p>Is seen by others as a mentor. Trusted to lead organizational wide initiatives and/or be a representative of the university.</p>

ACTS WITH INTEGRITY

Utilization of University Resources

Ensures appropriate utilization of University resources including the human, financial, technical, facilities, and other resources necessary to achieve the University's mission and goals.

Non-Supporting Behaviors	Supporting Behaviors
<p>Disregards value of University resources in supporting goals and objectives.</p>	<p>Good steward of University resources.</p> <p>Encourages efficient use of institutional resources and identifies areas where institutional resources could be saved.</p> <p>Proactively leverages University resources for optimal outcomes. Explores innovative use of existing University resources to support achieving outcomes.</p> <p>Consistently mobilizes diverse University resources to achieve shared strategic vision and goals. Proactively looks for ways to conserve University resources or use resources more strategically.</p>

ACTS WITH INTEGRITY

Work Ethic

Accepts responsibility for own actions and decisions, and demonstrates commitment to accomplish work in an ethical, efficient and cost-effective manner.

Non-Supporting Behaviors	Supporting Behaviors
<p>Does not consistently complete work assignments, adhere to work schedule and/or has frequent unapproved absences.</p>	<p>Consistently completes work assignments and is reliably present for work on a consistent and timely basis.</p> <p>Completes all work assignments in a high quality and timely manner including when under pressure.</p> <p>Promotes and accepts accountability by setting clear expectations, ensuring there is agreement that a commitment is achievable, and the goal is attainable.</p> <p>Creates a high-performance work environment where others pull together to complete tasks and there is a shared accountability for results.</p>

COMMUNICATES EFFECTIVELY



Knowledge, skills, abilities and other characteristics:

- Active Listening
- Conflict Management
- Verbal Communication
- Written Communication

COMMUNICATES EFFECTIVELY

Active Listening

Understands and learns from what others say.

Non-Supporting Behaviors	Supporting Behaviors
<p>Shows little interest in what others have to say; Monopolizes conversations; Often distracted and/or not engaged.</p>	<p>Attentive, gives the speaker undivided attention and appears interested in the message</p> <p>Listens carefully, attends to verbal and non-verbal cues that create a deeper understanding of the message. Allows others to speak without unnecessarily interrupting them.</p> <p>Good reputation for taking time to think about what is heard before responding; Refrains from interrupting or correcting the person speaking, allowing the person to make their point. Calls on those who haven't spoken.</p> <p>Asks clarifying questions that elicit clearer or more detailed information. Confirms understanding by paraphrasing or summarizing what others have said.</p>

COMMUNICATES EFFECTIVELY

Conflict Management

Identifies and resolves conflicts sensibly, fairly, and efficiently.

Non-Supporting Behaviors	Supporting Behaviors
<p>Does not remain calm and clear in communications with others during conflict. Lets panic, anger, or other emotional responses drive behavior in ways that are inappropriate for the workplace. The reaction results in further escalation, rather than resolution.</p>	<p>Remains calm and clear in communications with others during conflict; Demonstrates diplomacy and tact; Addresses opposing parties cautiously and takes time to understand their own role in the conflict before becoming actively involved.</p> <p>Can be relied upon to consistently handle conflict and tense situations fairly and respectfully; Views opposing parties as equal partners in terms of their right to express their own viewpoints; Consciously aware of differences, conflict-related issues and risks including negative consequences.</p> <p>Listens to and reframes conflicting points of view in a constructive manner; Fosters consensus among disagreeing parties; Mediates conflict between direct reports in a constructive and timely manner.</p> <p>Establishes and maintains a work environment that accepts and embraces constructive feedback; Effectively facilitates consensus beyond own team or across multiple departments on issues or conflicts that are relevant to one's own work or functional area; Leads a team through uncertainty or ambiguity to achieve a positive and beneficial outcome.</p>

COMMUNICATES EFFECTIVELY

Verbal Communication

The ability to communicate information and ideas in speaking so others will understand.

Note: People who have communication disabilities may use different ways to communicate, so verbal communication is only applicable if it is within the person's normal method of communication.

Non-Supporting Behaviors	Supporting Behaviors
<p>Does not speak in a manner that is organized or appropriate. Does not adapt communication content and methods to the needs of the situation or audience.</p>	<p>Consistently speaks in a manner that is organized and appropriate. Topic is appropriate to the audience and situation and provides some useful information to the audience; Main points were supported with appropriate material and sources; No evidence of bias.</p> <p>Tailors communication style to the needs of each situation and audience; Delivers messages, using appropriate media and language, that can be clearly understood by and appeal to diverse audiences; Uses analogies to enhance the recipient's or audience's understanding of a message.</p> <p>Demonstrates logical and organized communication in a professional manner; Effectively shares information in a variety of settings ranging from one-on-one meetings to large group settings.</p> <p>Highly proficient communicator; Listens to and synthesizes others' ideas; Explains even complex issues clearly and succinctly; Uses best practices/tactics to engage and influence an audience.</p>

COMMUNICATES EFFECTIVELY

Written Communication

The ability to communicate information and ideas in writing so others will understand.

Note: *People who have communication disabilities may use different ways to communicate, so written communication is only applicable if it is within the person's normal method of communication.*

Non-Supporting Behaviors	Supporting Behaviors
<p>Routinely makes errors, is confusing or difficult to understand, and/or does not adapt to the intended audience.</p>	<p>Produces written communication that is generally easy to understand and conveys information in a clear manner that is quickly understood by others.</p> <p>Demonstrates effective use of grammar including syntax, mechanics, and word usage. Is able to communicate complex messages in a succinct manner.</p> <p>Organizes professional content and messages in a way that is easy to understand; Uses audience-appropriate wording and writing style to convey complex ideas.</p> <p>Effectively adjusts the level of detail and tone of writing to audience; Engages in written communication that reaches a University-wide and/or broad external audience.</p>

LEARNS AND SHARES



Knowledge, skills, abilities and other characteristics:

- Finding and Applying Knowledge
- Learning Agility
- Sharing and Contributing
- University Knowledge

LEARNS AND SHARES

Finding and Applying Knowledge

Ability to locate necessary information to complete work assignments, adapt work accordingly, improve performance, and/or improve performance of peers.

Non-Supporting Behaviors	Supporting Behaviors
<p>Does not seek out or understand how to seek out necessary information to fulfill job responsibilities when needed.</p>	<p>Seeks out necessary information to fulfill job responsibilities when needed.</p> <p>Proactively seeks out sources of information to improve work procedures, processes and/or overall performance.</p> <p>Frequently seeks out and maintains resources needed to improve performance for both self and team.</p> <p>Contributes to the establishment of policies and procedures that support the value of continuous learning and application.</p>

LEARNS AND SHARES

Learning Agility

Seeks out new information and quickly applies existing knowledge and experiences to new situations or challenges.

Non-Supporting Behaviors	Supporting Behaviors
<p>Does not seek out information or apply learned knowledge to improve one's own performance.</p>	<p>Seeks out information and applies learned knowledge to improve one's own performance.</p> <p>Considers, evaluates, and incorporates learned knowledge as well as suggestions from others; Embraces unfamiliar opportunities and learns quickly from experiences.</p> <p>Frequently reflects on ways to improve own performance and identifies specific areas for improvement; Asks for feedback when mastering new ideas, skills, or concepts.</p> <p>Contributes to the establishment of policies and procedures that support the value of continuous learning and application. Anticipates barriers or problems and works to identify ways to mitigate these.</p>

LEARNS AND SHARES

Sharing & Contributing

Shares resources and knowledge in order to benefit the functioning of the team in achieving a common purpose.

Non-Supporting Behaviors	Supporting Behaviors
<p>Does not share job-related knowledge with co-workers or supervisor.</p>	<p>Shares job-related knowledge with co-workers and supervisor to improve one's own performance and team performance when appropriate.</p> <p>Readily shares own knowledge, skills and experience to enable others to meet their goals and to increase the knowledge of the team.</p> <p>Shares knowledge with, and beyond, one's immediate team or functional area to improve collaboration and performance.</p> <p>Promotes knowledge transfer of best practices and sharing of resources both internal and external to the University.</p>

LEARNS AND SHARES

University Knowledge

Aware of University activities, resources, structures and processes internal and external of one's own team or unit. Knows how work gets done and who to contact for information or assistance.

Non-Supporting Behaviors	Supporting Behaviors
<p>Displays a lack of interest in developing an understanding of University activities, resources, structures and processes.</p>	<p>Shows an active interest in learning about University activities, resources, structures and processes.</p> <p>Familiar with University internal structure and understands how work gets done through formal and informal channels; Participates in university activities and events.</p> <p>Demonstrates an appreciation of and advocates for University resources, structures and processes through participation in events/activities when appropriate.</p> <p>High level of knowledge of University resources, structures and processes; Resource for others on how work gets done and who to contact for information or assistance; Active as both a participant and leader in University events and activities.</p>

MAKES SOUND DECISIONS



Knowledge, skills, abilities and other characteristics:

- Critical Thinking
- Judgment and Decision Making
- Process Improvement
- Strategic Planning

MAKES SOUND DECISIONS

Critical Thinking

Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.

Non-Supporting Behaviors	Supporting Behaviors
<p>Frequently neglects to consider the strengths and weaknesses of a course of action; Solutions are limited in scope; May produce useful ideas or explanations for circumstances but lack in identifying or including cause and effect.</p>	<p>Often determines the strengths and weaknesses of a course of action before making decisions; Identifies thoughtful solutions including identifying cause and effect.</p> <p>Undertakes a complex task by breaking it down into manageable parts in a systemic, detailed way; Encourages others to consider the strengths and weaknesses of a course of action before making decisions.</p> <p>Anticipates potential problems that may arise from a chosen course of action and creates alternative solutions when necessary; Introduces new approaches; Examines situations and critically compares multiple or different points of view; Identifies linkage of actions to achieving outcomes.</p> <p>Applies formal methods and strategies to enhance creative thought; Evaluates the quality of evidence and reasoning; Effectively analyzes the situation and collects input to make informed decisions; Demonstrates in-depth knowledge of the University's holistic framework and that component parts of the system can be understood in the context of relationships with others within the University rather than in isolation.</p>

MAKES SOUND DECISIONS

Judgment & Decision Making

Considers relative costs and benefits of potential actions to choose the most appropriate one.

Non-Supporting Behaviors	Supporting Behaviors
<p>Displays a lack of knowledge and understanding of how to make the decisions necessary to perform one's job; Often neglects to consult with others as appropriate or utilize relevant information when making decisions; Makes decisions for personal gain only.</p>	<p>Makes informed decisions based on available information; Utilizes information that is relevant, current and factual; Frequently anticipates potential obstacles to complete work tasks or meet commitments and prioritizes accordingly; Delegates decision-making responsibility when appropriate; Recommends possible solutions if possible.</p> <p>Makes informed decisions based on available and hard-to-find information; Seeks the guidance of trusted supervisors and peers when trying to make nonroutine decisions; Consistently relied upon to be a sound decision maker in one's own team; Serves as a source of expertise to others trying to make decisions; Thinks several steps ahead to anticipate likely outcomes and decide on the best course of action.</p> <p>Decisions consistently support and facilitate desired outcomes and align with organizational and departmental goals; Makes critical decisions only after thoroughly assessing the risks, benefits, and other considerations of a course of action; Highly collaborative in terms of seeking input to solve problems and make decisions; Assists others in diagnosing problems, recognizing issues and consequences.</p> <p>Develops, plans, and implements multi-tier solutions to complex or unprecedented problems; Encourages discussion and diverse opinions to generate a range of options; Makes sound decisions based on the organizational needs and objectives when faced with differing stakeholder perspectives or ambiguous information.</p>

MAKES SOUND DECISIONS

For Exempt Staff Manager/Leader Only

Strategic Planning

Sets priorities, focuses energy/resources, strengthens operations, ensures that stakeholders are working toward common goals, establishes agreement around intended outcomes/results, and assesses and adjusts the organization's direction.

Non-Supporting Behaviors	Supporting Behaviors
<p>Narrowly focused on unit priorities, neglecting to consider University mission, goals, standards and strategic plan; Frequently makes decisions without input from or discussion with relevant stakeholders.</p>	<p>Consistently sets priorities, focuses energy and resources, and strengthens operations to achieve strategic goals; Establishes agreement around intended outcomes and results; Assesses and adjusts direction of the team or unit as needed; Thinks beyond own unit to ensure alignment with University goals and standards; Actively participates in University strategic planning process as requested; Translates University strategic priorities into actionable items within unit, department or team.</p> <p>Anticipates macro threats or changes that will affect the unit and/or University's long-term health and ability to deliver on the mission and strategic goals; Establishes plans that align with the objectives and priorities for the University; Creates processes and tools to facilitate strategic planning for one's own unit as well as across the University; Establishes strategic performance measures to allow the unit and University to continually assess and adjust program direction.</p>

SERVES OTHERS



Knowledge, skills, abilities and other characteristics:

- Cooperation and Teamwork
- Service Orientation

SERVES OTHERS

Cooperation & Teamwork

Participates willingly and does one's own share of the work. Supports team decisions. As a member of the team, keeps other members informed and up-to-date on the group process, individual actions, or influencing events.

Non-Supporting Behaviors

Does not consistently support decisions by the team or supervisor; Does not consistently cooperate with others to achieve the team or functional unit's goals.

Supporting Behaviors

Typically supports decisions by the team or supervisor; Cooperates with others to achieve the team or functional unit's goals; Expresses positive expectations of others in terms of their abilities, expected contributions, etc.; Speaks of and to team members in positive terms.

Contributes to a cooperative work environment by developing positive relationships with coworkers in own department or functional area; Genuinely values other's input and expertise; Willing to learn from others including subordinates and peers and willing to share information with others; Solicits ideas and opinions to help form specific decisions or plans.

Proactive in identifying areas for cooperation with peers; Often seeks out opportunities to collaborate within and across own department or functional area; Publicly credits others who have performed well; Encourages and empowers others.

Implements management and communication routines that facilitate cooperation and collaboration among team, department and/or university.

SERVES OTHERS

Service Orientation

Helps or serves others, both internal and external to the University, in order to meet their needs. Focuses on discovering these needs and figuring out how to best meet them.

Non-Supporting Behaviors

Not consistently respectful to customers both internal and external to the University; Not always aware of who the customer is; Often misinterprets customer requests; Does not consistently address customer needs and concerns or does not try to become aware of customer needs and concerns; Frequently waits for customer to request before providing status updates.

Supporting Behaviors

Always aware of who the customer is and always respectful to customers both internal and external to the University; Ensures professional, timely, accurate and courteous service; Seeks to accurately understand customer needs and concerns before taking action on inquiries or requests; Maintains clear communication with customer service problems; Distributes helpful information to customer.

Acts to make things better and to provide better service to customers both internal and external to the University; Listens to customers and takes personal responsibility to address needs and concerns to meet or exceed requirements and expectations; Corrects problems promptly and non-defensively; Willing to spend extra time and effort to fulfill commitments to customers.

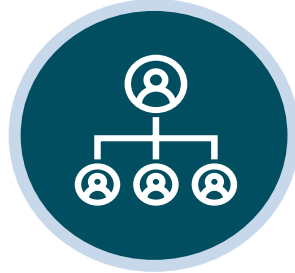
Thinks and acts in the best interest of customers both internal and external to the University with the goal of improving service and/or solutions; Follows up with customers to ensure satisfaction and actively solicits feedback to discover needs and concerns; Knows the customer's issues and/or seeks information about the real underlying needs of the customer, beyond those expressed initially, and matches these to available services; Learns more about the customer in order to enhance the relationship and provide better service; Puts in extra time and effort in crisis situations; Proactively keeps

(continued on next page)

customers informed with both formal and informal communications.

Identifies new/creative approaches to provide superior service to customers both internal and external to the University; Devises strategies and options to ensure success; Commits to doing additional work/research in order to solve a customer's problem or surpass expectations; Inspires others to serve customers in creative, supportive ways; Helps others remove barriers to provide a high level of customer service; Often consults with diverse customer groups and recognizes trends to identify common issues, problems or gaps in service and recommends alternatives; Implements efficient processes and systems that ensure customers are consistently kept informed of status and progress updates; Works with a long-term perspective in addressing a customer's problems.

SUPERVISES OTHERS



Knowledge, skills, abilities and other characteristics:

- Coaching
- Delegation of Work
- Staff Performance Management
- Staff Professional Development
- Staff Morale

SUPERVISORY SKILLS

Coaching

A training method in which a more experienced or skilled individual provides staff with advice and guidance intended to help develop the individual's skills, performance and career.

Non-Supporting Behaviors	Supporting Behaviors
<p>Does not coach for improved performance; Discourages creative thinking.</p>	<p>Coaches for improved performance; encourages creative thinking.</p> <p>Hires, coaches and develops staff to ensure optimal productivity; fosters a creative, innovative, supportive workplace.</p>

Supervisory Skills

Delegation of Work

Thoughtfully assigns work to staff to ensure successful completion of tasks and work objectives. Has realistic expectations and perception of staff skills and knowledge.

Non-Supporting Behaviors	Supporting Behaviors
<p>Does not define work objectives; Does not delegate routine activities to ensure successful completion of tasks; Does not prioritize assigned staff's work to meet deadlines; Has unrealistic expectations and perception of staff skills and knowledge.</p>	<p>Defines work objectives; Delegates routine activities to ensure successful completion of tasks; Prioritizes assigned staff's work to meet deadlines; Thoughtfully delegates work to develop staff and achieve goals; Has realistic expectations and perception of staff skills and knowledge.</p> <p>Demonstrates proficient ability in work design, project management, financial planning and development of goals for accomplishing routine and difficult unit assignments; Effectively delegates work to ensure optimal outcomes; Aligns work with individual, department, and organizational goals.</p>

SUPERVISORY SKILLS	
Performance Management	
<i>Effectively and efficiently utilizes the University's performance management process. Completes supervisor training</i>	
Non-Supporting Behaviors	Supporting Behaviors
<p>Does not appropriately administer University performance management process in evaluating assigned staff; Has not attended supervisor training on use of the process.</p>	<p>Effectively and efficiently administers University performance management process in evaluating assigned staff; Completes supervisor training as needed to ensure successful use of the process to benefit the staff member, team and University.</p> <p>Mentors and/or trains other supervisors on benefits of University performance management process.</p>

SUPERVISORY SKILLS	
Staff Morale	
<i>Acknowledges and supports the positive attitude, job satisfaction, and overall outlook of staff during their time at work.</i>	
Non-Supporting Behaviors	Supporting Behaviors
<p>Places focus on failure to achieve desired results; Does not demonstrate the ability to recognize employee relations issues, develop possible solutions and/or obtain guidance on building staff morale; Does not assume accountability for poor outcomes; Does not acknowledge staff's work accomplishments.</p>	<p>Assesses team success and identifies problems; Demonstrates the ability to recognize employee relations issues, develop possible solutions, and/or obtain guidance on building staff morale; Assumes accountability for poor outcomes; Consistently acknowledges staff's work accomplishments.</p> <p>Consistently demonstrates high quality interactions with staff; Consistently and effectively acknowledges each staff member's initiative to improve skills and enhance contributions; Ensures a shared vision amongst the team; Staff demonstrate high level of confidence in leader's abilities.</p>

SUPERVISORY SKILLS

Staff Professional Development

Creating a learning culture and structuring developmental opportunities for staff.

Non-Supporting Behaviors	Supporting Behaviors
<p>Does not use University performance management process to create development plans for assigned staff; Does not provide appropriate training on the completion of routine tasks and initiatives; Rarely engages with staff to discuss and encourage achievement of development goals; Does not encourage and support staff to achieve development goals.</p>	<p>Appropriately utilizes University performance management process to create development plans for assigned staff; Ensures staff are trained on the completion of routine tasks and initiatives; Encourages and supports staff to achieve development goals.</p> <p>Leads and motivates by example of continued enrichment and enhancement of own development goals; Inspires staff to achieve defined development goals.</p>

CHAMPIONS INNOVATION



Knowledge, skills, abilities and other characteristics:

- Change Management
- Innovation

CHAMPIONS INNOVATION

Exempt Staff Manager/Leader Only

Change Management

Prepares, supports, and helps individuals, teams, and the University in making organizational change.

Non-Supporting Behaviors	Supporting Behaviors
<p>Does not consider or embrace change management principles when planning for or implementing change in order to ensure acceptance and buy-in; Typically, does not participate in change efforts that affect one's team or functional area; Tends to actively resist change initiatives that are intended to benefit the greater good; Implements change initiatives without reviewing how the change is received or if the change was beneficial to one's team.</p>	<p>Holds self and others accountable for appropriately allocating resources during change efforts; Consistently vocalizes support for organizational change initiatives that have been approved by the university; Educates direct reports on change management principles and provides guidance on how to navigate change.</p> <p>Takes responsibility for achieving commitment and buy-in on critical change initiatives or process improvements from key stakeholders throughout the University; Forecasts the need for future changes to support the long-term goals of the University and incorporates those needs into current and future initiatives; Plans for and outlines how a project or change initiative will be carried out from beginning to end within one's team or functional area.</p>

CHAMPIONS INNOVATION

Exempt Staff Manager/Leader Only

Innovation

Comes up with new ideas, concepts or methods to improve systems and/or processes and to solve problems and organizational challenges.

Non-Supporting Behaviors

Does not anticipate trends or future needs of one's functional area or department; Does not explore new and unique ideas to find solutions to problems or to improve processes; Discourages innovative problem solving with direct reports.

Supporting Behaviors

Generates innovative, well-designed solutions that are aligned with the University's mission and vision. Periodically reviews systems and processes with direct reports to identify areas for improvement; Frequently explores new and unique ideas to find solutions to problems or to improve processes and encourages direct reports to do the same; Typically seeks to understand and address the concerns of employees who are resistant to change; Frequently anticipates trends and evolving needs for one's functional area or department.

Consistently strives for efficiency and organizational improvements that help to achieve the mission of the University; Fosters a work environment that is receptive to continuous improvement. Communicates a compelling vision for team to illustrate how and why their efforts will be beneficial to the workplace and the University; Establishes policies and procedures that generate and reward innovative solutions to problems; Encourages innovative ideas to help address and/or solve long term business problems.