



New Jersey Institute of Technology

COMPETENCIES DICTIONARY

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CORE COMPETENCIES

RESULTS ORIENTATION/PROJECT MANAGEMENT

Definition: Works to achieve desired policy and program outcomes. It includes setting goals and priorities to maximize the use of resources available to consistently deliver results against departmental objectives.

This person:

- 1) Works to meet performance standards: Ensures performance measures are in place to track achievements, takes corrective action and meets deadlines.
- 2) Strives to exceed expectations through persistence/tenacity: Works to exceed set targets and persists in achieving a standard of excellence that goes beyond expectations, within scope of position, as authorized.
- 3) Improves operations: Makes specific changes in work methods or operations to improve performance and deliver timely results within allocated budget. Develops challenging performance expectations ensuring the right mix of activities and resources that lead to optimal results.
- 4) Improves performance: Makes specific changes in the system or in personal work methods to improve performance. Examples may include doing something better, faster, at a lower cost, more efficiently, or improving quality, customer satisfaction, morale, without setting any specific goal.
- 5) Enhances program outcomes: Develops and implements desired program/policy evaluation measures. Analyzes performance information to set priorities and take calculated risks to improve the delivery of services and operations. Predicts emerging issues and manages the associated risks. Establishes new policy/program directions focused on the enhancement of program outcomes.

INNOVATIVE THINKING

Definition: An effort to improve performance by doing new things. It can include the introduction of an innovative procedure unknown in the work unit or at the University, but known elsewhere. It can also include the invention of techniques and methods, the ability to go beyond the conventional, and a willingness to try out different solutions. At the higher levels, it is the ability to champion innovation and encourage new ideas from employees.

This person:

- 1) Is open to new ideas: Is open-minded when presented with a new perspective and will not automatically dismiss new ideas. Will accept other solutions when conventional methodology does not work.

- 2) Will do things new to the job or work unit: e.g. changes filing methods, simplifies work procedures.
- 3) Introduces things new to the university: Improves performance by doing something new and different (e.g. introduces an industry-wide concept to the university).
- 4) Thinks laterally: Generates varied solutions to problems. Thinks laterally (“outside of the box”) to identify new solutions. Will consider radical or unconventional solutions. Is prepared to look beyond the data for solutions. Is innovative and creative when generating solutions.
- 5) Is agile in response to change: Anticipates and responds to external change. Is flexible when faced with external constraints and adapts methodology and ideas quickly to immediate or anticipated changes in the external environment.

CUSTOMER FOCUS/ SERVICE ORIENTATION

Definition: Assists and serves others to meet their needs. Focuses on discovering those needs and the way to best meet them. Matches customer requirements to existing products and services and/or designs, develops, and customizes additional products and services. *Note:* the term “customer” includes, but is not limited to, internal and external associates, peers, colleagues, community members, students, faculty, external agencies, or anyone that the person is authorized, by position, to help. Maintains own and others attention to internal and external customers’ needs. Takes personal responsibility for continuously raising the standard of customer service.

This person:

- 1) Maintains clear communication: Communicates expectations and monitors customer satisfaction. Follows through on others’ questions, requests, and complaints. Gives helpful information to others; gives friendly, cheerful service.
- 2) Takes personal responsibility for correcting problems: Takes personal responsibility for dealing with and/or correcting customer service issues and concerns. Makes self fully available and takes actions beyond normal expectations. Corrects problems promptly and not defensively.
- 3) Addresses underlying customer needs: Looks for information about the real, underlying needs of others, beyond those expressed initially. Matches those needs to available services.
- 4) Uses a long-term perspective/acts as a trusted advisor: Looks for long-term benefits to the customer and adjusts approach accordingly. Acts as a trusted advisor. Becomes involved in a customer’s decision-making process. Builds an independent opinion on customer needs and problems or opportunities and possibilities for implementation and acts on his/her opinion (e.g., recommends approaches which are new and different from those requested by the client).

INITIATIVE *

Definition: Independently takes action to influence events. Offers own ideas for improvement to promote the goals of the organization. Seeks feedback from appropriate persons on effects of actions. Identifies a problem, obstacle or opportunity *and* takes action to address current or future problems or opportunities, within the scope of position, as authorized.

This person:

- 1) Acts on current obligations or problems: Recognizes normal obligations and acts on them to the extent that the policies and procedures allow. Plans and organizes his or her work around these obligations.
- 2) Shows persistence: Persists and takes steps to overcome obstacles or rejection. Does not give up easily when things get difficult.
- 3) Reacts to short-term opportunities or problems: Recognizes and reacts to present opportunities including overcoming obstacles.
- 4) Is decisive in a time-sensitive situation: Acts quickly and decisively in a crisis or other time-sensitive situation. Acts with a sense of urgency when the norm is to wait, study the situation, and hope the problem will resolve itself.

TEAMWORK AND COLLABORATION

Definition: Implies the intention to work cooperatively with others, to be a part of a team, and to work together, as opposed to working separately or competitively. Teamwork and collaboration may only be considered when the subject is a member of a group of people functioning as a team, generally where he/she is not the leader. "Team" is broadly defined as any task or process-oriented group of individuals. Working effectively in teams and/or outside the formal lines of authority to accomplish organizational goals; taking actions that respect the needs and contributions of others; contributing to and accepting consensus; subordinating own objectives to the organization or team.

This person:

- 1) Cooperates: Supports team decisions, is a good team player, does his or her share of the work. Keeps other team members informed and up-to-date about what is happening in the group. Shares all relevant or useful information.
- 2) Expresses positive attitudes and expectations of the team and team members: Expresses positive attitudes and expectations of others in terms of their abilities, expected contributions, etc. Speaks of team members in positive terms, either to the team member directly or to a third party.

- 3) Solicits inputs and encourages others: Genuinely values others' input and expertise. Displays willingness to learn from others, including subordinates and peers. Solicits ideas and opinions to help form specific decisions or plans. Publicly credits others who have performed well. Encourages and empowers others, making them feel strong and important.
- 4) Works to build team commitment: Acts to promote good working relationships regardless of personal likes and dislikes. Builds good morale or cooperation within the team, including creating symbols of group identity or other actions to build cohesiveness. Encourages and/or facilitates a beneficial resolution to conflict.

QUALITY ASSURANCE/ATTENTION TO DETAIL

Definition: Accomplishes tasks through concern for all areas involved, no matter how small. Shows concern for all aspects of the job. Accurately checks for processes and tasks and follows up in a timely manner with appropriate persons. Has the desire to see things accomplished logically, clearly, and well. It takes various forms including monitoring and checking work or information, insisting on the clarity of roles and duties, and setting up and maintaining information systems.

This person:

- 1) Checks his or her own work and takes an interest in the overall quality of work in the unit: Tends to the quality of the information, services, and systems at the level of his or her own personal work. Pays attention to the quality of work throughout the unit (e.g., proofreading, data entry, client information).
- 2) Monitors the general quality of the work and recommends improvements as his or her responsibilities allow: Ensures that procedures are followed and keeps clear, detailed records. Suggests improvements in other areas (e.g., number of files processed, number of customers served to satisfaction).
- 3) Monitors systems, projects or information: Monitors the progress of a project or the efficiency of a system. Analyses data, pinpoints weaknesses or missing data, and seeks out information to maintain or even improve organizational priorities (e.g., obtains progress reports from workers and team leaders).
- 4) Designs systems on his or her own: Attempts to improve the quality of data and services by designing complex tools such as flow charts and engineering plans.

FUNCTIONAL COMPETENCIES

FLEXIBILITY/ADAPTABILITY

Definition: Recognizes that the environment in which one functions may be constantly changing and adjusts his/her own approach and behavior accordingly. Adapts to and works effectively within a variety of situations and with various individuals and/or groups. This includes understanding and appreciating diverse and opposing perspectives on an issue, adapting one's approach to the changes at hand, and easily accepting and making such changes, whether in one's own duties or in the university's strategic direction.

This person:

- 1) Accepts need for flexibility: Demonstrates willingness to change ideas or perceptions based on new information or contrary evidence. Understands other points of view.
- 2) Applies rules flexibly: Alters normal procedures to fit a specific situation to get a job done and/or meet university goals.
- 3) Adapts tactics: Decides how to do something based on the situation. While maintaining the same overall goal or strategy, changes the method to accomplish the goal. Acts to fit the situation or the person.
- 4) Adapts own strategy: Changes the overall plan, goal or project (e.g., what you are trying to accomplish) to fit the situation. Makes small or temporary organizational changes, as authorized by position, to meet the need of a specific situation.

ANALYTICAL THINKING/PROBLEM SOLVING *

Definition: Able to understand a situation, issue, problem, etc., by breaking it into smaller pieces or tracing the implications of a situation in a step-by-step method. Commits to actions after identifying alternative methods that are based on logical assumptions and information. Takes into consideration resources, constraints, organizational values, and changing environments.

This person:

- 1) Breaks down problems: Breaks problems into simple lists of tasks or activities without assigning values. Makes a list of items with no particular order or set of priorities.
- 2) Sees basic relationships: Makes multiple causal links (A causes B), such as several potential causes of events, several consequences of actions or multiple-

- part chains of events. (e.g., realizes the impact of incorrect transcripts or incorrect filing or chooses the proper cleaner for a particular surface).
- 3) Establishes multiple relationships: Analyzes relationships among several parts of a problem or situation, often on the strength of theoretical knowledge or extensive experience. Breaks down relatively complex tasks into more manageable parts. Recognizes more subtle causal links. Generally anticipates obstacles and plans the next step or alternatives (e.g., during an incident, an officer sizes up the facilities, the crowd, and the potential danger or a faculty member organizes the scientific or technical details of a research field trip.)
 - 4) Makes complex plans and analyses: Breaks down very complex, multi-dimensional problems or processes into key parts. Uses sophisticated techniques such as strategic planning and flow charts to solve problems or improve operations (e.g., evaluates the pros and cons of the university's financial system).
 - 5) Occasionally creates concepts: Thinks of totally new concepts to rework how things are done and to solve problems. Experiments with several multi-faceted concepts or theories (e.g. spearheads a campaign to revamp the university's marketing and customer-service values).

DIVERSITY

Definition: Able to understand and value the practices, customs, values, and norms of individuals, groups, and cultures. This includes the ability to value different points-of-view and recognize the improved outcomes that occur when individuals from different backgrounds or perspectives interact. It also means seeing others' differences as a positive part of obtaining the outcome and being able to work well with a wide variety of people representing different backgrounds, cultures, and socio-economic levels.

This person:

- 1) Understands and respects diversity: Understands and respects practices, customs, values, and norms of other individuals and/or groups. Behavior and actions show investment in the institution's commitment to diversity. Demonstrates aptitude and concern for treating people and ideas equitably.
- 2) Values differences: Seeks ways to gain knowledge and understanding of individuals/groups through learning and participating in university and community activities and such. Demonstrates appreciation of the unique contributions of other individuals and peers.
- 3) Monitors and adjusts own behavior: Evaluates personal behavior and beliefs. Adjusts behavior that suggests prejudice and bias. Practices behaviors that demonstrate an understanding and respect of differences.
- 4) Promotes inclusion: Creates opportunities in the workplace that demonstrate an understanding and appreciation of differences. Supports initiatives and programs designed to increase and enhance the inclusion of individuals/groups from diverse

backgrounds. Fosters positive work climate that encourages and supports the inclusion of individuals/groups from diverse backgrounds.

- 5) Provides leadership: Recognizes and attempts to reduce prejudices and systematic barriers that may exist within the current environment. Openly and directly addresses others whose behaviors/actions do not show an acceptance and appreciation of diversity. Aligns divisional/unit goals and resources with institutional diversity goals. Monitors progress toward diversity initiatives within the team. Please note that valuing diversity leadership displayed by managers with wider ranges of control and greater levels of accountability expands to reflect the position's responsibility.

CONFLICT RESOLUTION

Definition: Approaches to resolving conflict are based on weighing desired degrees of cooperativeness and assertiveness.

This person:

- 1) Identifies positive working solutions, keeping the university's best interest in the forefront.
- 2) Finds areas of agreement when working with conflicting individuals, groups, or issues.
- 3) Confronts the issue, not the person.
- 4) Effectively establishes and articulates position, while limiting criticism of alternate proposals to constructive critique.
- 5) Follows conflicts of issues through to resolution.
- 6) Comports oneself in a disarming professional manner.

IMPACT AND INFLUENCE *

Definition: Implies an intention to persuade, convince, influence or impress others (individuals or groups) in order to gain collaboration or to support the speaker's agenda and have a specific impact or effect.

This person:

- 1) Uses basic persuasion techniques: Uses basic persuasion techniques in a discussion or presentation (e.g. appeals to reason, uses data, examples, visual aids, and demonstrations and explains consequences and implications).
- 2) Takes an action(s) to persuade: Uses direct persuasion in a discussion or presentation. May appeal to reason, data or self interest of others. Makes no apparent attempt to adapt a presentation to the interest and level of the audience.

- 3) Calculates impact of actions and/or words: Adapts a presentation or discussion to appeal to the interest and level of others. Anticipates the effect of an action or other detail on the audiences' image of the speaker. Takes a well-thought-out dramatic or unusual action in order to have a specific impact. Anticipates and prepares for the reactions of others.
- 4) Uses indirect influence: Encourages the use of experts or third parties to influence others.
- 5) Uses complex influence strategies: Assembles coalitions and builds broad based support for ideas, initiatives, and directives.

LISTENING, UNDERSTANDING AND RESPONDING

Definition: Able to accurately hear and understand the unspoken or partly expressed thoughts, feelings, and concerns of others. This includes the principle of dealing with people in a direct, open, trusting, and respectful manner.

This person:

- 1) Freely listens to others: Seeks further clarification to ensure he or she understands. Responds respectfully and with an obvious willingness to ensure mutual understanding (can identify a problem and refer a person in need to the right place).
- 2) Shows empathy: Accurately measures the perspectives, behaviors, and motivations of others using that insight to respond to unexpressed or poorly expressed messages.
- 3) Understands emotion and verbal content: Understands emotion (by reading body language and/or tone of voice) and what the other person says about an issue (the other person's explicit content that goes beyond labeling their emotions).
- 4) Listens and responds with sensitivity: Listens and responds to the concerns of others by altering his/her own behavior. Is genuinely sensitive to cross-cultural differences, non-verbal cues, feelings, and emotions. Responds with sensitivity and directness.
- 5) Insightful assessment: Is capable of accurate assessment and sensitivity to the underlying complex root causes for individual or group behavior patterns. After assessing the issue, takes appropriate action to achieve resolution.

RELATIONSHIP BUILDING

Definition: Establishes rapport and develops and maintains a network of substantive contacts and nurtures those relationships.

This person:

- 1) Develops and effectively maintains appropriate networks, both inside and outside the university.
- 2) Is accepted and respected by peers and co-workers.
- 3) Proactively builds consensus with others.
- 4) Demonstrates interest in assisting others to solve problems and accomplish work objectives.
- 5) Demonstrates an understanding and appreciation of how he or she is perceived by others.

PROFESSIONALISM

Definition: Conducts oneself at all times in an ambassadorial, committed, and personable manner demonstrating respect for the position, fellow colleagues, departmental integrity, and the university's best interest.

This person:

- 1) Understands and shows mature appreciation for the perception of one's performance by others.
- 2) Modifies behavior as appropriate to meet the charted and inherent expectations of the position held.
- 3) Demonstrates compassion, perseverance, modesty as appropriate, and expertise to help achieve a work-related objective.
- 4) Works to develop and maintain positive working relationships with co-workers and relevant customers.
- 5) Presents an appropriate professional appearance.

VERBAL AND WRITTEN COMMUNICATION

Definition: Expresses ideas effectively in individual and group situations adjusting style and methods to the specific needs of the audience.

This person:

- 1) Communicates to appropriate constituency in an understandable fashion, assuring that others have fully comprehended the intended message (e.g., provides examples, analogies, and paraphrasing, as necessary, to clarify ideas and concepts).
- 2) Thinks through the message or material for presentation in advance and organizes the message or presentation in logical flow.

- 3) Uses vocabulary and communicative concepts that are appropriate to the audience and communicative purpose.

ORGANIZATIONAL AWARENESS

Definition: Refers to the ability to understand and learn the power relationships in one's own organization or in other organizations. This includes the ability to identify the real decision makers; the individuals who can influence them; and to predict how new events or situations will affect individuals and groups within the university.

This person:

- 1) Understands the formal structures: Recognizes the formal structure or hierarchy of the university (or the "chain of command"), the power associated with certain positions, and the weight of rules, regulations, standard operating procedures, etc.
- 2) Understands the overall climate and culture: Recognizes implicit limits at the university and what can and cannot be done at certain times or in certain positions. Recognizes and uses the university's culture and the language to produce the best possible response.
- 3) Understands organizational politics at the university: Understands and, when needed, uses power and political relationships at the university (alliances, rivalries) with a clear sense of their impact across the campus.
- 4) Understands long-term and underlying issues at the university: Understands (and considers) long-term organizational behaviors or the underlying problems, opportunities or political forces affecting the university in its relations with outside groups or organizations. Understands the background or history that prompts the university to do what it does.

LEARNING AND DEVELOPMENT

Definition: Takes responsibility for personal learning and development by acquiring and refining technical and professional skills needed in job related areas. Obtains developmental opportunities proactively. Applies knowledge and/or information gained as appropriate. Actively pursues learning and development in order to achieve results to contribute to continuous improvement. Supports and encourages the learning and development of others.

This person:

- 1) Has interest in own field of expertise: Reads information directly given to him or her. Talks to others directly involved concerning new approaches, tools, methods, and technologies.
- 2) Stays current in own field of expertise: Seeks out new approaches, tools, methods, and technologies in own field of expertise by reading, talking to others inside and outside the organization, and attending seminars/ conferences.

- 3) Stays current with trends and issues: Proactively determines changes that may impact the department and its clients and assesses the approaches, tools, methods, and technologies required to stay current in a demanding and changing environment.
- 4) Links knowledge to department and client needs: Demonstrates an in-depth understanding of potential solutions in an area of expertise that could impact the department and client. Links knowledge of current or emerging approaches, tools, methods, and technologies to the emerging needs of the department and clients.
- 5) Maintains broad learning perspectives: Contributes to a climate of continuous improvement by sharing new information throughout the organization.

LEADERSHIP COMPETENCIES

LEADERSHIP *

Definition: Develops and uses effective strategies and interpersonal styles to influence and guide others towards the accomplishment of identified objectives and goals.

This person:

- 1) Develops and uses subtle strategies to influence others.
- 2) Defines problems/issues for employees in a non-threatening (e.g., straightforward, non-accusatory) manner.
- 3) Serves as role model to others, demonstrating commitment to achieving challenging objectives.
- 4) Establishes measurable, challenging, and achievable expectations.
- 5) Holds self and others accountable for achieving established performance expectations.
- 6) Builds support and enthusiasm for the accomplishment of stated goals.
- 7) Provides feedback regarding actual performance against goals.

STRATEGIC LEADERSHIP

Definition: Fosters the conviction and commitment to the university's mission, providing clear direction and priorities, and clarifying roles and responsibilities.

This person:

- 1) When proposing strategies, clearly states purpose and rationale for action proposed.
- 2) Gathers information from those who will be affected before finalizing plans.
- 3) Thinks through future implications and weighs benefits and risks associated with potential actions.
- 4) Identifies the critical factors that block or hinder improved organizational performance and/or customer service.
- 5) Ties individual goals and tasks to the organization's objectives to help employees view their work and contributions as important, fostering necessary performance investment.
- 6) Recruits common understanding of and commitment to strategic goals across the organization's levels and boundaries.
- 7) Clearly articulates the university's vision and translates it into day-to-day practices.

TEAM LEADERSHIP *

Definition: Mobilizes people to work toward a shared purpose in the best interests of the department, the people comprising it, and the people it serves. It involves attracting and developing talented staff and demonstrating a concern for employee morale. Note: The word “team” should be understood broadly as any group in which the person takes on a leadership role, including the university as a whole.

This person:

- 1) States expectation: Assigns duties and responsibilities. Directs ad hoc activities (e.g. sets meeting agendas and controls meeting time).
- 2) Shares information and explanations: Individually or in groups explains the causes, origins, and consequences of decisions that will impact them. Makes sure the group has the information it needs to continue working well.
- 3) Promotes team effectiveness/success: Takes specific actions with the intent of enabling the team to function optimally. Creates the conditions that enable the team to perform at its best (e.g., setting clear direction, providing appropriate structure, getting the right people). Uses complex strategies, such as hiring and firing decisions, team assignments, cross training, etc., to promote team morale and productivity. Gets others’ input for purposes of promoting the effectiveness of the group and/or process. Acts to build team spirit for purposes of promoting the effectiveness of the group and/or process.
- 4) Takes care of the team throughout the university and the larger community: Obtains the staff, resources, and information that the group needs. Promotes the team or protects its reputation on campus (e.g., sets a good example, serves as a role model, and as a result, is seen as a credible team leader).
- 5) Cross-team collaboration: Ensures cross team collaboration to contribute to organizational effectiveness, such as providing information to other areas of the organization in an effort to make decisions collaboratively and share resources to solve mutual problems.
- 6) Defines vision: Defines and articulates a vision that generates excitement, enthusiasm, and commitment to action that is aligned with the government’s strategic direction.
- 7) Generates long-term commitment: Has true charisma and expresses, beyond the team itself, a long-term vision that generates enthusiasm for and commitment to the team’s mission. Has proven his or her leadership skills throughout the university.

CHANGE LEADERSHIP **

Definition: Able to deliver a message of change in both words and actions. It is the ability to exhibit a range of behavior from communicating and actively supporting the university's vision and strategy to taking dramatic action to reinforce new ways of thinking.

This person:

- 1) Demonstrates change mindset: Consistently thinks about whether an approach, process or service is inefficient, outdated or incomplete. Publicly defines a specific area where change is needed, but does not describe what those changes should be.
- 2) Expresses vision for change: Understands that change is necessary for the university to remain competitive. Defines an explicit vision for change. May simplify, modify, or redefine a previous vision in specific terms.
- 3) Ensures change message is heard: Takes efforts to deliver the message or vision for change to everyone affected. Creates a sense of urgency around change and motivates employees to join change efforts.

STRATEGIC ORIENTATION **

Definition: Relates to the integration of knowledge of higher education with an understanding of the university's long-term vision to focus current activities on what is critical to achieving strategic objectives and eliminating non value-adding activities. It involves taking calculated risks based on an awareness of societal, economic, and political issues, trends, processes, and outcomes as they impact the strategic direction of the department and linkages.

This person:

- 1) Aligns actions with team's/function's strategy: Understands own role in achieving team's organizational goals. Aligns day-to-day actions and assets with the team's organizational issues and opportunities. Changes activities to better address larger organizational strategies.
- 2) Develops own strategy and plans based on the university's strategy: Develops and articulates a concise, comprehensive departmental strategy that incorporates a university-wide perspective. Establishes and implements long-term objectives, goals, or projects that support the strategy. Considers the alignment of present assets, processes, and methods with the university's strategy and identifies actions and changes needed to meet the strategy. Initiates redesign of processes and/or services to better meet the university's long-term goals.
- 3) Develops contingency strategies and plans based on university strategies: Proactively prepares, modifies, and reviews contingency strategies and anticipates

- obstacles that could arise. Incorporates innovation. Examines radical strategic options and dramatic alternatives that drive the university's culture and results.
- 4) Develops and contributes to the creation of the university's strategy: Takes initiative to collaborate with the Leadership Team and Board members to shape the strategic direction of the university. Pushes oneself and encourages others to "think outside the box" in setting the future direction of the university.
 - 5) Formulates strategies with internal and external alliances: Actively addresses long-term issues, opportunities, and internal forces affecting the department and government in relation to the external environment. Champions development of proactive strategies and uses strategic alliances to extend the boundaries and impact of the department.

STRATEGIC PLANNING **

Definition: Develops short- and long-range plans that are appropriately comprehensive, creative, realistic, and effective in meeting goals. Integrates planning efforts across departments.

This person:

- 1) Visualizes realistic possibilities, identifies key success factors, generates options, and formulates new approaches.
- 2) Gathers information from those affected before finalizing plans.
- 3) Evaluates the pros and cons of alternative approaches before finalizing plans.
- 4) Develops an implementation plan after gaining input from those who will be affected.
- 5) Adapts plans and decisions, as necessary, to achieve desired results or discontinues efforts that are deemed inappropriate to the continuing interests of the university.
- 6) Anticipates obstacles realistically when planning.
- 7) Manages time effectively to accomplish goals and objectives.

UNIVERSITY FOCUS **

Definition: Thinks in university-wide terms with regard to the functions or departments within the university. This includes spotting opportunities to connect with initiatives underway in other areas and/or proactively sharing information or resources that can be seen to have relevance and impact for others.

This person:

- 1) Thinks and acts locally: Thinks primarily about the impact of a project, process, and initiative on one's own team or function and the university at large.

- 2) Responds across functions: Willingly provides information and resources to other teams and/or functions. Assists those teams and/or functions in their efforts, even if there is no immediate benefit to one's own area. Promotes cross-functional collaboration and understands the potential impact, uses, and consequences of own work for other functions.
- 3) Makes linkages: Offers own resources to others who can use it to add value to the university. Seeks out information and/or best practices and keeps abreast of others' work. Ensures timely information exchange and shared learning (e.g. sharing information about changes that led to dramatic change). Uses inter-function/campus linkages to raise performance to new levels.
- 4) Identifies cross-group opportunities: Thinks in university-wide, cross-boundary terms *before* setting out on a project or problem-solving initiative. Adds significant value to projects by bringing diverse, high-impact resources, regardless of function, in early so that a more collaborative and integrated approach is taken to problem definition and action planning.
- 5) Champions university-wide thinking: Personally models a university perspective in his or her work and encourages and rewards it in others. Proactively shares information and resources across divisional, group, or university lines to better leverage the capabilities, people, and processes.

PERFORMANCE MANAGEMENT

Definition: Shares responsibility with individuals and groups so that they have a deep sense of commitment and ownership. Includes intent to foster the long-term learning or development of others. Acts to ensure others' performance in accordance with clear expectations and goals.

This person:

- 1) Expresses positive expectations: Expresses positive expectations of others and speaks of team members in positive terms. Makes positive comments regarding others' potential for development and ability to assume greater responsibility. Trusts and respects their judgment and capabilities.
- 2) Delegates routine tasks: Gives routine tasks to employees; demonstrates trust in employees' abilities to accomplish tasks to acceptable levels of performance, and assigns appropriate resources to employees. This may include providing detailed instructions and/or explanations to ensure that employees have the necessary skills to accomplish tasks.
- 3) Demonstrates trust: Demonstrates trust by recognizing and acknowledging that others have the skills and abilities necessary to achieve high goals. Supports employees' ongoing learning and self-development and provides them with opportunities to demonstrate their capabilities and newly acquired skills/knowledge. Accepts and supports others' considered views, recommendations or actions.

- 4) Delegates fully: After assessing subordinates' competence, delegates full authority and responsibility with the latitude to do a task in their own way, including the opportunity to make and learn from mistakes in a non-critical setting. Also assigns appropriate resources to employees.
- 5) Sets clear, consistent expectations and goals: Offers a detailed explanation of the goals. Provides adequate directions and clarifies needs and requirements to achieve performance expectations.
- 6) Manages for high performance: Reviews performance against clear standards or expectations. Provides feedback and coaches employees about their performance.
- 7) Takes corrective action: Addresses performance problems in a timely way by assessing performance against standards and acting in a way to change performance for the better. Can include corrective discipline or performance improvement.

RESOURCE MANAGEMENT

Definition: Effectively and efficiently allocates all human, financial, and material resources of the university to meet business objectives.

This person:

- 1) Uses all human, financial, and material resources of the university effectively and efficiently.
- 2) Reviews and frequently updates operational activities to ensure responsiveness to changing internal and external conditions.
- 3) Specifies critical resources needed to meet business objectives.

VISION COMMUNICATION **

Definition: Articulates, through verbal and performance modality of a clear and compelling image, what the university shall become, using methods appropriate to the setting to communicate the vision and working actively to ensure that the message is not only understood but translated into specific performance competencies.

This person:

- 1) Translates a vision for positive change into concrete specifics that enable others to begin implementation.
- 2) Uses learned communication to recruit conviction and commitment as to where the university must head and what it needs to become.
- 3) Orchestrates interactive exchanges with key audiences to ensure that the message is getting through.

- 4) Demonstrates the courage of conviction, through dramatic action, to reinforce the visions inherent initiative (e.g. firing those not willing or able to align with tomorrow's organization).

NOTES

* = May be appropriate for any management role but more critical for supervisory roles.

** = May be appropriate for any management role but more critical for Strategic Leadership/Executive Level roles.