

U-M Organizational Competencies

Professional Competencies

	Organizational Competency #1: Advancing the Mission Definition: Demonstrates ability to operate effectively in a manner consistent with the University of Michigan mission and culture; demonstrates understanding of the unique issues related to higher education.	Organizational Competency #2: Building Relationships/ Interpersonal Skills Definition: Values organizational diversity; treats others with respect; promotes cooperation; effectively manages relationships	Organizational Competency #3: Creative Problem Solving/Strategic Thinking Definition: Develops and creates ideas, processes and approaches that shape the future; takes risks and makes decisions based on facts; uses analysis and critical thinking skills to solve problems; ensures that decisions are aligned with articulated strategic directions of management.
Level 1	Level 1- Demonstrates knowledge of the primary mission of the University and Health Systems <ul style="list-style-type: none">• Articulates the mission of the University and/or Health Systems.• Describes the structure of the University, including roles and hierarchy relating to their job by the job by.	Level 1 – Develops and maintains positive relationships <ul style="list-style-type: none">• Interacts with people in a friendly, open, honest, accepting manner.• Respects diversity; demonstrates respect for the opinion of others; values each person's contribution to the team.• Works together to enhance team goals/objectives.• Maintains agreed upon levels of confidentiality.• Initiates communication and responds to others in a timely, sensitive manner.• Exhibits a confident and positive attitude, accepts tasks willingly.• Demonstrates politeness and empathy with others.• Promotes cooperation in the workplace.	Level 1 – Prevents and solves simple problems, seeking help when required from colleagues and management <ul style="list-style-type: none">• Finds practical and workable solutions that will be easy to implement.• Recognizes if a problem needs to be addressed; seeks the appropriate level of assistance or approval.• Discerns when it is appropriate to seek assistance or approval from supervisor.• Takes level of action needed when opportunities for improvement are identified.• Makes specific changes in own work methods or systems to improve performance (e.g. faster, lower cost, improves quality, customer satisfaction, revenues).
Level 2	Level 2 – Applies understanding of primary constituency groups at the University to their job <ul style="list-style-type: none">• Demonstrates awareness of the diversity of constituency groups of the University and their roles and purposes and issues.• Accomplishes tasks through the formal and informal structures and hierarchies in the University or Health System setting (e.g. effectively navigates through and around channels). Describes the expectations, purpose and issues of the constituency group they primarily serve (e.g. students, faculty).	Level 2 – Maintains positive relationships inside and outside of work group <ul style="list-style-type: none">• Uses formal/informal networks to accomplish tasks and objectives.• Develops and maintains smooth, cooperative working relationship with peers, co-workers and managers.	Level 2 – Provides necessary attention to solve different level problems, often multitasking to solve moderate level problems <ul style="list-style-type: none">• Defines a problem, analyzes causes, identifies possible solutions, selects the best solution and develops action plans.• Handles several problems at one time.• Looks for improved ways to collect and analyze data for decision-making.• Evaluates the way things are done. Generates new ideas and goes beyond the status quo.• Makes appropriate decisions under conditions of uncertainty.• Assists group members in problem solving and decision-making processes.
Level 3	Level 3 – Has working knowledge of the various constituency groups that comprise the University and/or Health Systems <ul style="list-style-type: none">• Evaluates, plans and modifies actions based on their impact on the constituency group they serve.• Actively participates in professional organizations to stay abreast of current developments pertaining to serving their higher education-related constituency groups.• Monitors and articulates professional trends relating to serving their constituency group.• Describes the expectations and purpose and issues of the constituency group they primarily serve.	Level 3 – Manages differences constructively <ul style="list-style-type: none">• Offers constructive criticism and feedback in a positive fashion (e.g., objective, honest, timely).• Addresses and manages conflict.	Level 3 - Uses creative thinking to improves processes; solves complex problems <ul style="list-style-type: none">• Makes decisions based on analysis, experience, and input from others.• Designs practices, processes and procedures and reengineers processes to adapt to changing organizational/unit needs.
Level 4	Level 4 – Demonstrates complex understanding of the multiple constituency groups within the University and/or Health System <ul style="list-style-type: none">• Demonstrates complex understanding of the issues pertaining to their specific constituency group.• Describes the expectations, purpose and issues of multiple constituency groups (e.g. students, faculty, researchers) and their related current issues in a higher education setting.• Articulates inter-group issues to resolve problems.		Level 4 - solves complex problems, develops effective strategies <ul style="list-style-type: none">• Plans and acts strategically, analyzing data and utilizing trend information.
Level 5	Level 5: Demonstrates understanding of multiple constituency groups in the University and works to improve relationships among those groups <ul style="list-style-type: none">• Demonstrates knowledge of trends in higher education relating to their constituency group and functional area.• Advances programs that results in increased cross-university effectiveness.		

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	Organizational Competency #4: Communication Definition: Demonstrates effective verbal, written, listening, and presentation communication skills.	Organizational Competency #5: Development of Self and Others Definition: Seeks opportunities to learn and to develop themselves and others; applies new skills/knowledge needed to add value to the performance of the organization; sets developmental goals for self and others; seeks performance feedback.	Organizational Competency #6: Flexibility/Adaptability to Change Definition: Responds positively to and champions change to others; demonstrates an ability to incorporate innovative practices into the workplace to enhance effectiveness and efficiency.
Level 1	Level 1– Communicates clearly and effectively with individuals <ul style="list-style-type: none"> Clearly gets point across verbally and in writing, with messages that have the desired effect. Listens attentively (without interrupting). Expresses self non-verbally showing respect, attentiveness and understanding. Asks clear and relevant questions; clarifies questions and directions from others. 	Level 1 –Develops self with guidance <ul style="list-style-type: none"> Participates in growth opportunities – takes initiative for continuous development and improvement. Applies performance feedback. Keeps manager updated on progress relative to performance development goals. Modifies behaviors based on learning from experience. 	Level 1 – Positively participates in change <ul style="list-style-type: none"> Understands and accepts the need for change. Deals with others resistance to change with tact and understanding. Constructively voices concerns and proposes alternatives. Cooperates in the implementation of change.
Level 2	Level 2 – Communicates correctly and knowledgeably with individuals <ul style="list-style-type: none"> Speaks concisely. Uses technical terms knowledgeably. Speaks using correct grammar. Uses correct grammar & spelling & punctuation when writing. Speaks effectively in front of a group or team. Paraphrases what is said. Uses appropriate methods of communication face-to-face, etc. to achieve desired results. Modifies communication style in accordance with awareness of differences. 	Level 2 – Takes initiative to develop self <ul style="list-style-type: none"> Seeks and applies feedback on performance. Seeks coaching from others. Provides training to new colleagues, Serves as a training resource to less experienced staff. Shares own knowledge and expertise with others. Disseminates information gained from attending professional development opportunities. Participates in professional organization/units (as appropriate). 	Level 2 – Assists implementation of change <ul style="list-style-type: none"> Acts to implement change approaches that produce desired outcomes. Asks constructive questions to generate multiple perspectives of the impact of a given change on the workgroup or workplace.
Level 3	Level 3 – Communicates effectively to groups, varying style to fit the audience, actively communicates with those with differing opinions and differing levels of understanding <ul style="list-style-type: none"> Listens and paraphrases others’ differing opinions. Uses open-ended questions to encourage communication. Creates materials and delivers clear presentations tailored to the type and level of the organization/unit. 	Level 3 – Contributes to the development of others and strives to be in the forefront of their profession <ul style="list-style-type: none"> Provides effective coaching to others. Challenges self critically evaluate their own strengths and weaknesses. Participates in professional organization/units as appropriate; Seeks opportunities for professional growth to be or remain in the forefront of specialty or profession. Networks with others outside the unit or organization/unit. Mentors individuals and teaches others across the organization/unit (e.g., leads discussions/workshops). 	Level 3 – Plans, implements and communicates effective change approaches within a workgroup <ul style="list-style-type: none"> Develops and implements change approaches that produce the desired outcomes. Communicates and champions change ideas and requirements with peers and assists with broader implementation and assessment of effectiveness. Communicates with others about the rationale and need for the change.
Level 4	Level 4 – Effectively conveys complex topics to diverse audiences with the use of visual aids; applies understanding of multiple constituency groups in the University and works to improve relationships <ul style="list-style-type: none"> Clearly and concisely communicates (and responds to questions on) complex information. Uses visual aids to communicate complex material. Listens to and paraphrases others with differing opinions. 	Level 4 – Contributes to the development of others and provides mentoring opportunities <ul style="list-style-type: none"> Seeks opportunities to present or participate in professional activities, writes for publication. Supports programs that provide development opportunities for associates and others. Champions innovative skills and technical training initiatives to keep self and others current in field. Challenges others to critically evaluate strengths and weaknesses. 	Level 4 – Proactively proposes and implements change <ul style="list-style-type: none"> Surfaces resistance to change with colleagues and co-workers and works to diminish the resistance. Identifies areas for potential change and brings the ideas to the organization through channels (workgroup, team, manager, etc.) Confers with external and internal innovators and thought leaders to interpret the application of the leading practice to positive effect enterprise-wide. Organizes and provides the resources necessary to effectively implement large-scale change.
Level 5	Level 5 – Actively influences those with differing opinions and differing levels of understanding <ul style="list-style-type: none"> Demonstrates advanced oral and written communications e.g. showing sensitivity to tone, audience and organizational/unit politics. Persuades others with different opinions using effective strategies, arguments and materials. 	Level 5 – Takes a leadership role in promoting innovative professional growth across the organization <ul style="list-style-type: none"> Seeks to develop superior skills to accomplish mission critical objectives while maintaining a deep level of advanced knowledge of principles, practices and procedures used in the functional area. Presents to professional organization/units, other universities, and/or private sector firms. Serves on national or international committees and working groups. Performs in an advisor/consultant/trainer role. 	

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	Organizational Competency #7: Leadership/Achievement Orientation Definition: Influences others to accomplish the mission in ways consistent with the values of the organization; Holds self (and others) accountable to meet goals and objectives; accomplishes desired outcomes; sets an example of integrity and ethics through demonstrated performance.	Organizational Competency #8: Quality Service Definition: Strives to meet the expectations of internal and external customers; demonstrates skill and knowledge specific to serving others.
Level 1	Level 1–Learns what is expected to do the job well <ul style="list-style-type: none">• Demonstrates behaviors that are aligned with the values and ethics of the organization/unit and/or profession.• Follows the practices and procedures of the organization/unit (e.g. Standard Practice Guide, Stewardship document, departmental policies).• Projects self-confidence and authority when accepting work challenges.• Sets and measures performance against goals and evaluates results.• Does what he/she says is going to do; Follows through on projects & other tasks as assigned.• Accepts responsibility for own safety; and understands accountability for safety and environmental aspects of their job.• Follows directions; accepts accountability for mistakes; takes corrective action.• Uses resources effectively and efficiently.	Level 1 –Establishes and maintains effective relationships with internal and external customers in a manner that provides satisfaction for the customer within the resources that can be made available <ul style="list-style-type: none">• Confirms/clarifies understanding of customer requests for information and or assistance.• Gives accurate information about products and services provided.• Keeps customer up to date about progress of projects.• Applies organizational/unit policies with diplomacy.
Level 2	Level 2– Understands what is expected to do the job well; functions effectively in a team; exercises positive influence <ul style="list-style-type: none">• Builds rapport and credibility with others to gain commitment.• Identifies resources (people, funding, materials, etc.) needed and coordinates expertise to accomplish goal.• Understands the functions and interrelationships of the immediate work area to the organization/unit.• Takes ownership of processes and project assignments; reprioritizes tasks as necessary for efficiency, accuracy and timely completion.• Provides a stabilizing influence during change and transition.• Remains calm and deliberate when confronted by work related stress or opposition from others.• Exhibits flexibility/adaptability in changing environments.• Demonstrates willingness to take on added responsibility.	Level 2 – Consistently meets the organization’s expectations for exemplary customer service <ul style="list-style-type: none">• Assesses urgency of customer requests for information and/or service and responds accordingly.• Demonstrates the ability to see issues from customer’s perspective.• Maintains clear communication with customer regarding mutual expectations.• Takes personal responsibility for resolving customer issues.
Level 3	Level 3 – Creates and achieves own measures of success <ul style="list-style-type: none">• Measures and insures value/return of process improvement initiatives; seeks best practices.• Promotes the principles of diversity.• Accepts accountability for mistakes and takes corrective action.• Develops specific action steps, achieves deadlines or milestones.• Responds quickly in a crisis, sets priorities, and demonstrates persistence.	Level 3 - Focuses efforts on fulfilling expectations by seeking insight into customer needs and developing solutions that provide value for the customer <ul style="list-style-type: none">• Makes self available to assist, especially in critical periods.• Respect ideas and people by seeking to understand other points of view, basing decisions on data/fact, sharing information, and seeking win-win solutions.• Uses judgment when addressing the needs of angry and/or difficult customers.• Recommends approaches, products or services which are new and different from those requested by the customer.• Provides explanations of the impact or consequences of products/services requested by customers.
Level 4	Level 4 – Acts to address current issues and determine future priorities; leads ad hoc or project teams <ul style="list-style-type: none">• Manages to outcomes within identified constraints (e.g. identified resources of budget.)• Recognizes the achievement and contribution of others• Delegates and empowers others• Creates a culture in which people do their best• Excels at building teams for success• Makes effective use of team resources• Makes maximum use of the diverse talents of team members• Resolves team conflicts with finesse.	Level 4 - Maintains unwavering focus on aligning all activities to produce maximum value for the customer <ul style="list-style-type: none">• Measures customer satisfaction and uses data to effect improvements.• Recommends approaches, products or services which are new and different from those requested by the customer.• Provides customers explanations about practical impact to them of products/services requested.• Actively shares expertise and best practices in customer service with other departments.
Level 5		Level 5 - Relentlessly improves the value delivered to customers <ul style="list-style-type: none">• Develops a strategic relationship/partnership with customers based on in-depth knowledge and understanding of the customer’s objectives/business.• Leads customers to new insights through education of possible new ways from benefiting from products and services.• Excellent customer service.• Fosters collaboration and breaks barriers, which impede good service delivery.• Takes actions to improve employee’s or work group’s customer service feedback.