## Organizational Competencies

### Level 1: Demonstrates knowledge of the primary mission of the University and Health Systems

- 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 2 – Applies understanding of primary constituency groups at the University to their job

- 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 3 – Has working knowledge of the various constituency groups that comprise the University and/or Health Systems

- 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 4 – Demonstrates complex understanding of the multiple constituency groups within the University and/or Health System

- 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 5: Demonstrates understanding of multiple constituency groups in the University and works to improve relationships among those groups

- Demonstrates knowledge of trends in higher education relating to their constituency group and functional area.
- Advances programs that result in increased cross-university effectiveness.
<table>
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<th>Professional Competencies</th>
<th>Organizational Competency #4: Communication</th>
<th>Organizational Competency #5: Development of Self and Others</th>
<th>Organizational Competency #6: Flexibility/Adaptability to Change</th>
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<td>Definition: Demonstrates effective verbal, written, listening, and presentation communication skills.</td>
<td>Participates in growth opportunities – takes initiative for continuous development and improvement.</td>
<td>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.</td>
<td>Definition: Responds positively to and champions change to others; demonstrates an ability to incorporate innovative practices into the workplace to enhance effectiveness and efficiency.</td>
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Level 1 – Communicates clearly and effectively with individuals
- 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.
- 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 2 – Communicates correctly and knowledgeably with individuals
- 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.
- Persuades others with different opinions using effective strategies, arguments and materials.
- Participates in professional organization/units (as appropriate).
- Communicates clearly and effectively with individuals.
- Communicates correctly and knowledgeably with individuals.
- Demonstrates effective verbal, written, listening, and presentation communication skills.
- 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 3 – Communicates effectively to groups, varying style to fit the audience, actively communicates with those with differing opinions and differing levels of understanding
- Listens and paraphrases others’ differing opinions.
- Lists 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.
- 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.
- Participates in professional organization/units (e.g., leads discussions/workshops).

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
- 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.
- 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 5 – Actively influences those with differing opinions and differing levels of understanding
- 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.
- 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.

Level 1 – Positive participants in change
- 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 – Assists implementation of change
- 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 – Plans, implements and communicates effective change approaches within a workgroup
- 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 – Proactively proposes and implements change
- 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.
### 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.

#### Level 1
- Learns what is expected to do the job well
  - 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 2
- Understands what is expected to do the job well; functions effectively in a team; exercises positive influence
  - 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 3
- Creates and achieves own measures of success
  - 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 4
- Acts to address current issues and determine future priorities; leads ad hoc or project teams
  - 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.
  - Excel 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 5

### 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
- 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
  - 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
- Consistently meets the organization’s expectations for exemplary customer service
  - 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
- Focuses efforts on fulfilling expectations by seeking insight into customer needs and developing solutions that provide value for the customer
  - 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
- Maintains unwavering focus on aligning all activities to produce maximum value for the customer
  - 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
- Relentlessly improves the value delivered to customers
  - 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.