Competency Models

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Core Competency Descriptors

The following is a list of more specific descriptions of the University's eight core competencies. The list is intended to support performance management and development.

Please note: not all descriptors are required nor applicable for each job.

COMMUNICATION *(Ability to share information in an effective and collaborative manner)*

- **PROVIDING INFORMATION: Informing Others**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, and knowledge:

Phase I - Provides others with clear, concise, accurate, and timely information.
Phase II - Informs others of activities, issues, project status, and sensitivities in a timely manner.
Phase III - Provides others with relevant knowledge, context and/or implications, rather than just facts and data.

- **PROVIDING INFORMATION: Appropriate Sharing**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Shares information with others as appropriate.
Phase II - Understands what information is needed by others in advance and ensures it is   available in the appropriate format.
Phase III - Develops communication strategies and plans to ensure that the right information gets to the right person or place at the right time.

- **PROVIDING INFORMATION: Presentations**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Presents ideas and proposals clearly to others.
Phase II - Plans and delivers presentations effectively; uses appropriate technologies and communication style.
Phase III - Prepares and delivers presentations for a variety of audiences in a professional polished manner; effectively engages and involves audiences.

- **RECEIVING INFORMATION**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Understands and correctly applies verbal and written instructions, procedures, technical information.
Phase II - Ensures clarity and understanding by listening attentively, asking probing questions, and paraphrasing.
Phase III - Analyzes, clarifies, and interprets complex information and issues effectively; responds appropriately

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- **COMMUNICATION EFFECTIVENESS: Communication Methods**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Understands different methods of communication (eg. written, in person, e-mail, telephone, fax) and selects the appropriate method.
Phase II - Provides and receives information using the most effective/efficient/appropriate medium and technology based on what needs to be communicated and to whom.
Phase III - Develops communication strategies, standards, and/or policies that make effective use of different approaches and technologies for different audiences.

- **COMMUNICATION EFFECTIVENESS: Communication Understanding**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Communicates information to others, making sure the information has been understood.
Phase II - Ensures effective understanding of communication in a variety of situations with audiences of differing needs and expectations.
Phase III - Understands communication processes and dynamics; applies this to ensure effective communication in a variety of situations and with audiences of differing needs and expectations.

- **COMMUNICATION EFFECTIVENESS: Technical Information**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Provides technical information and instructions to others clearly and appropriately.
Phase II - Adjusts terminology and approaches when communicating technical information to others.
Phase III - Recognizes different levels of knowledge and understanding when communicating complex technical matters; plans communications accordingly.

- **NEGOTIATION/PROBLEM SOLVING: Supportive Approaches**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Remains composed, in control, and patient during stressful or emotional communication situations.
Phase II - Maintains composure in challenging situations; uses a positive problem solving approach to achieve desired results.
Phase III - Demonstrates a well developed ability to successfully manage complex, challenging communication situations.

- **NEGOTIATION/PROBLEM SOLVING: Methods and Techniques**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Contributes to solution of problems through respectfully listening, clarifying understanding, and taking appropriate follow-up action.
Phase II - Resolves issues through seeking common interests and developing mutually satisfactory solutions.
Phase III - Negotiates and manages the boundaries of discussions in a timely, constructive manner by interjecting, clarifying, summarizing points, seeking consensus and setting timelines.

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- **COLLABORATION: Approaches and Methods**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Interacts with others in a courteous, pleasant, helpful manner.
Phase II - Demonstrates empathy, understanding and patience in all communications.
Phase III - Deals with sensitive and confidential issues using empathy and well developed discretion and judgement; coaches and advises others.

- **COLLABORATION: Information Sharing**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Shares work information with colleagues appropriately and promptly.
Phase II - Communicates with colleagues so they are able to complete their work with minimum error and requests for clarification.
Phase III - Ensures others have the necessary information to carry out their work, choosing the appropriate means to communicate this information.

- **COLLABORATION: Enabling Participation of Others**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Provides others with the opportunity to give information without unnecessary interruption.
Phase II - Invites and supports participation of others in meetings or other interactions.
Phase III - Promotes and ensures full participation and open communication in meetings and other situations.

- **COLLABORATION: Feedback**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Accepts and discusses performance feedback in a receptive, congenial manner, making adjustments as appropriate.
Phase II - Seeks, gives, and receives performance feedback positively and constructively.
Phase III - Promotes an open and respectful environment where feedback is regularly requested, offered and positively received in order to improve performance.

- **COLLABORATION: Supporting Contacts/Networks**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Determines when it is necessary to obtain additional information or provide it to others, and uses the appropriate means to do so.
Phase II - Develops referral contacts with those in other areas, and interacts with these effectively.
Phase III - Develops and productively uses a diverse network of internal and/or external contacts and resources to enhance access to timely and appropriate information.

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INNOVATIVENESS/INITIATIVE (*Ability to be creative, challenge and demonstrate initiative to generate improvements and foster positive outcomes*)

- **CREATIVITY/INNOVATION**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Accepts new ideas and ways of doing things; makes adjustments as needed.
Phase II - Develops new methods, processes and tools which are useful to colleagues and others.
Phase III - Develops innovative, productive solutions to complex issues and problems.

- **INITIATIVE: Initiating Action**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Recognizes problems and takes the initiative to solve them; goes beyond the obvious requirements of a situation.
Phase II - Achieves successful outcomes without havinga defined structure in place, or full information available.
Phase III - Takes the initiative to deal with issues of broad ranging scope and impact in a timely and effective manner.

- **INITIATIVE: New Approaches and Risk Taking**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Suggests different approaches and methods to accomplish work.
Phase II - Tries new ways of accomplishing work; takes appropriate risks to deal with obstacles or to bring forward problems, suggestions, solutions.
Phase III - Takes appropriate risks to ensure complex issues are resolved or innovative solutions developed.

- **CHALLENGING PERSONAL GOALS**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Responds to constructive feedback from others by making changes as appropriate
Phase II - Sets challenging goals and develops strategies to meet them.
Phase III - Seeks opportunities to grow and develop, and/or extend the scope of activities and contributions.

- **FOSTERING IMPROVEMENTS**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Identifies concerns, questions routines, and suggests changes that result in improvement.
Phase II - Explores and implements improvements; promotes the most efficient, effective, innovative ways of working.
Phase III - Regularly challenges and makes improvements in existing systems and processes; encourages others to do the same.

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TEAMWORK (*Ability to function effectively in team situations both within and across departments and other organizations to achieve optimal collective results*)

- **GROUP FUNCTION AND EFFECTIVENESS: Participation and Support**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Participates, helps others, and keeps commitments so the team can meet its goals.
Phase II - Actively participates in the work of the team by taking on different roles and responsibilities; encouraging efforts and contributions of others.
Phase III - Ensures that the team goals are achieved through fair and reasonable sharing of responsibilities, and opportunities for participation, adequate resources and other supports.

- **GROUP FUNCTION AND EFFECTIVENESS: Expectations and Results**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Understands purpose and goals of the team, and own role. Operates within team xpectations and understandings.
Phase II - Ensures results are achieved by the most effective means. Understands what tasks and activities are appropriate for teams, and when individual handling is more appropriate and when it is necessary to take on roles that others are unable or unwilling to perform.
Phase III - Actively sponsors team efforts: facilitates team role and mandate definition, helps redefine as necessary; gathers the right people; actively seeks the input of team members, and provides needed resources.

- **GROUP FUNCTION AND EFFECTIVENESS: Goals and Progress**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Helps the team plan tasks and objectives, and make progress.
Phase II - Tracks and/or maintains awareness of team projects, decisions, progress; keeps projects progressing toward successful completion.
Phase III - Understands, motivates, and supports others in team development and achievement of mandate goals, and/or tasks.

- **INTERNAL UNIT RELATIONS: Collaboration and Encouragement**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Collaborates with team members to work and solve problems, respecting others views and ideas.
Phase II - Demonstrates effective team skills such as facilitation, listening, conflict resolution, creativity and problem solving.
Phase III - Inspires and motivates others on the team to continue their efforts; helps others to develop their skills.

- **INTERNAL UNIT RELATIONS: Problem Solving**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

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Phase I - Makes decisions with others and supports the outcomes.
Phase II - Brings issues forward, helps the team to resolve them and make progress.
Phase III - Contributes to and encourages constructive resolution of resistance and conflict within the team. Helps to find common ground and supports solutions that work for the team.

- **INTERNAL UNIT RELATIONS: Resources**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Shares information and knowledge, time, equipment, space and other resources with others.
Phase II - Shares resources with others and ensures others, and ensures others have access to appropriate tools, information and other resources in order to carry out their work.
Phase III - Develops and implements plans to ensure the team has the resources and support to meet its goals both short and long term.

- **INTER-UNIT/EXTERNAL RELATIONS: Collaboration and Partnerships**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Works cooperatively with those from other teams, units, and/or those external to the University.
Phase II - Works across boundaries among systems, departments, and/or among institutions and other organizations to ensure productive outcomes.
Phase III - Actively seeks to collaborate with others. Fosters productive work relationships with other areas within and/or external to the University.

- **INTER-UNIT/EXTERNAL RELATIONS: Representation and Advocacy**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Represents the team and its activities to others in a constructive way.
Phase II - Acts as ambassador for the team; gains support for team activities from others.
Phase III - Serves as team advocate, champions their ideas and approaches, and works beyond the unit to find support and/or resources.

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Core Competency Descriptors
http://www.ucalgary.ca/hr/system/files/Core-Competency-Descriptors.pdf

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KNOWLEDGE AND TECHNICAL SKILLS (*Ability to demonstrate proficiency in technical and job knowledge aspects of the position to achieve a high level of performance. An ability and a desire to learn)*

- **TECHNICAL PROFICIENCY/JOB KNOWLEDGE: Understanding and Expertise**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Understands requirements of the job, applies knowledge and skills to complete tasks.
Phase II - Demonstrates competence in own discipline, field or trade and mastery of job content and responsibilities.
Phase III - Applies highly developed knowledge and expertise successfully to roles and responsibilities; acts as a key resource to others.

- **TECHNICAL PROFICIENCY/JOB KNOWLEDGE: Systems, Technology, Processes, and Information**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Uses tools, technology, products and information as instructed.
Phase II - Demonstrates mastery and competence in using technology, systems, processes and/or information sources.
Phase III - Maintains an in-depth understanding of technology, systems, processes, and/or information sources; often acts as a resources to others.

- **JOB PERFORMANCE**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Identifies when assistance is needed and asks for help from the appropriate source.
Phase II - Regularly uses knowledge and training to independently assess and deal with issues and problems; collaborates with others as appropriate.
Phase III - Uses expertise to deal with complex problems and issues; explain matters, and develop ways of assisting others or preventing problems.

- **PROFESSIONAL/PERSONAL DEVELOPMENT**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Builds knowledge and understanding by making efforts to find answers to questions, learn new approaches and methods.
Phase II - Identifies needs for new abilities on the job; adds to knowledge and skills through seeking and taking advantage of opportunities for development.
Phase III - Continually develops knowledge and expertise of self and others; maintains an up to date understanding of new developments in the field and best practices.

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PERSONAL EFFECTIVENESS *(Ability to demonstrate respect, dignity and integrity in interpersonal relationships and to demonstrate positive personal coping and wellness strategies)*

- **INTERPERSONAL RELATIONSHIPS: Interactions**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Is approachable, personable and helpful when dealing with others.
Phase II - Interacts with others effectively; demonstrates consideration and respect. Aware of the impact of behaviour on others and able to modify approaches appropriately.
Phase III - Demonstrates highly developed interpersonal relations expertise in dealing with a range of situations which may include complex, sensitive and/or confidential issues.

- **INTERPERSONAL RELATIONS: Ethics and Standards**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Demonstrates honesty and fairness; meets workplace expectations and commitments.
Phase II - Follows, and encourages others to follow ethical practices, workplace codes, standards, procedures and expectations, including the boundaries of confidentiality.
Phase III - Has a well-developed sensitivity to and understanding of professional ethics and workplace standards and expectations and is able to both set and follow them; coaches or acts on behalf of others.

- **INTERPERSONAL RELATIONS: Accomplishing Results**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Carries out tasks to accomplish expected results and interacts with others appropriately.
Phase II - Achieves productive results through balancing completing tasks with maintaining effective relations with others.
Phase III - Successfully balances results oriented focus with interpersonal relations considerations in complex, challenging situations; assists others in developing their skills in this area.

- **PERSONAL ORGANIZATIONAL SKILLS/TIME MANAGEMENT**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Follows the work schedule and/or completes assigned tasks within timelines.
Phase II - Sets and/or negotiates priorities and accomplishes activities or processes within timelines.
Phase III - Applies a variety of time management strategies when dealing with a range of issues and problems while carrying out diverse roles and responsibilities.

- **PERSEVERANCE AND FOLLOW THROUGH**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Follows through on tasks and assignments despite obstacles.
Phase II - Positively motivates self to persevere with activities and projects despite setbacks and challenges. Encourages others.
Phase III - Perseveres with complex, challenging situations; positively motivates and coaches others; seeks resources, supports and pursues alternatives as appropriate.

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• **PERSONAL COPING/WELLNESS STRATEGIES**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Demonstrates the ability to deal with pressure and other workplace stressors appropriately.
Phase II - Handles pressure and stressful situations effectively so productivity is not affected; identifies and negotiates personal boundaries; requests assistance as needed.
Phase III - Handles complex, stressful situations with diplomacy, calmness and good judgement; helps reduce workplace stressors for self and others; coaches and assists others as appropriate.

• **GROWTH AND DEVELOPMENT**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Accepts constructive feedback; sets learning goals and develops skills.
Phase II - Takes responsibility for own learning and development. Uses self assessment, reflection on events, feedback and other information in developing capabilities or modifying behaviour.
Phase III - Manages own learning and development and personal career development; fosters and supports this in others.

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UNIVERSITY UNDERSTANDING *(Ability to demonstrate effectiveness within the University environment and demonstrate an understanding of the University context)*

• **EFFECTIVENESS WITHIN THE UNIVERSITY: Operations**
The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Applies knowledge of own unit and/or relevant aspects of the University to carrying out tasks and responsibilities effectively.
Phase II - Applies a well developed understanding of the unit and/or relevant aspects of the University to carrying out responsibilities and developing and improving programs, policies, procedures and services.
Phase III - Understands the roles and functions of own and various other units; works beyond the unit and/or across the University to enable improvement and benefit for the University.

• **EFFECTIVENESS WITHIN THE UNIVERSITY: Facilities, Services, Resources**
The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Demonstrates general knowledge of the University layout, buildings, services and contact people.
Phase II - Demonstrates detailed knowledge of University buildings, facilities, services, departments, resources and contact people.
Phase III - Applies well developed understanding of University facilities, services, people and resources to carrying out responsibilities, sponsoring improvements, and acting as a key resource to others.

• **EFFECTIVENESS WITHIN THE UNIVERSITY: Policies, Processes, Technology, Systems**
The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Demonstrates awareness of the policies, procedures, technology, programs and/or systems needed to do the job and uses them effectively.
Phase II - Understands and effectively uses University policies, procedures, technology, equipment, programs, and/or systems needed to do the job; interprets or explains these to others; contributes to improvement processes.
Phase III - Applies comprehensive knowledge of University policies, procedures, technology, equipment, programs, and/or systems to roles and responsibilities which may include acting as a key resource, forecasting trends and impacts, facilitating improvements and changes.

• **THE UNIVERSITY CONTEXT/CULTURE: University Context**
The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Demonstrates appreciation and respect for the values and culture of the University.
Phase II - Demonstrates a good overall understanding of the mission, values, culture, context and/or terminology of the University and successfully applies this on the job.
Phase III - Demonstrates a well developed understanding and ability to work within the mission, values and context of the University; provide interpretation and advice to others.

• **THE UNIVERSITY CONTEXT/CULTURE: Structures, Channels, Relationships**
The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

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Phase I - Understands how the unit are organized and the channels through which work should flow; applies this to the job.
Phase II - Understands the unit and University structure, policy and/or decision making processes. Appropriately applies the knowledge to accomplish work objectives.
Phase III - Demonstrates an astute understanding of the University structure, governance and decision making processes, operations, internal and/or external relationships in carrying out roles and responsibilities.

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> **LEADERSHIP (**_Ability to achieve positive outcomes by encouraging, supporting, coaching, developing and mentoring others)_

INTERPERSONAL RELATIONS: Work Environment
The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Contributes to a positive work climate through being open and receptive to others and supporting their efforts.
Phase II - Fosters a positive work climate through encouraging openness and supporting development, involvement and recognition of others.
Phase III - Creates and ensures a positive atmosphere in which people are confident, motivated, trust, thrive, try new approaches.

- **INTERPERSONAL RELATIONS: Attitudes and Approaches**
The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Demonstrates a confident, positive attitude that constructively influences self and others.
Phase II - Demonstrates a positive, constructive approach to dealing with workplace challenges and problems.
Phase III - Deals with complex issues and challenging interpersonal situations with composure, and a positive, respectful problem solving approach; attempts to develop strategies that anticipate needs and prevent problems.

- **MANAGEMENT/DELEGATION: Delegating and Supporting**
The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Assists co-workers and takes on tasks as appropriate.
Phase II - Delegates willingly and effectively taking into consideration what can best be done by self and others.
Phase III - Practices effective delegation by appropriately assigning both authority and responsibility to others; and establishing clear boundaries and expectations.

- **LEADERSHIP - MANAGEMENT/DELEGATION: Goals and Resources**
The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Understands what is needed to carry out tasks, goals and objectives; uses resources carefully and effectively.
Phase II - Clearly outlines resource requirements, timelines, deliverables, guidelines for self and others; negotiates these as circumstances change.
Phase III - Ensures that the unit, function or project has the appropriately organized staff and resources to carry out its mandate and goals.

- **MANAGEMENT/DELEGATION: Involving Others**
The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Gathers advice and input from others and acts appropriately on this information.

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Phase II - Understands when it is appropriate to involve others in planning, problem solving and decision-making, including assisting others in taking leadership roles; applies this as required to assist the process.
Phase III - Collaboratively develops an appropriate vision and plans for the unit or project, and ensures its implementation through the commitment of others within and/or beyond the unit as appropriate.

- **MANAGEMENT/DELEGATION: Information Exchange**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Updates self and others on relevant workplace information.
Phase II - Ensures self and others have a clear understanding of plans, activities, issues and other relevant information.
Phase III - Shares opinions, reasoning, goals, new developments and/or other information with others as appropriate; open and receptive to questions, concerns, ideas, needs expressed by others.

- **INITIATIVE/RESPONSIBILITY**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Takes appropriate action to deal with problems and situations as they arise.
Phase II - Takes action in a timely manner and acts on behalf of others; coordinates tasks and projects and sees them through to completion.
Phase III - Identifies opportunities and situations where action or change is needed; proposes ideas and solutions and seeks ways to involve others; ensures follow through to successful outcomes.

- **COACHING AND DEVELOPMENT**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Assists others in gaining the required knowledge and skills to do their work.
Phase II - Assists and encourages others to develop their capabilities through training, performance feedback and coaching.
Phase III - Actively fosters the personal and professional development of others. Helps them grow through identifying development needs, suggesting learning opportunities, supporting development efforts, and/or providing information.

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FLEXIBILITY *(Ability to adapt and respond to the changing environment and to constructively create opportunities for change through active participation)*

- **ADAPTABILITY**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Adapts successfully to variations in work schedules, locations and/or tasks.
Phase II - Makes progress in an environment with multiple, simultaneous priorities and activities. Sets boundaries, negotiates timelines appropriately, uses time wisely.
Phase III - Anticipates requirements, multi tasks and manages priorities of self and others in complex, demanding situations.

- **ADAPTABILITY: Working with Diversity**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Works effectively with those having diverse backgrounds, styles and abilities.
Phase II - Adapts approaches to meet diverse needs, styles and backgrounds; encourages others to do the same.
Phase III - Ensures that the diversity of colleagues and others is accommodated in plans and actions; encourages and supports others in these approaches.

- **ADAPTABILITY: Ambiguity and Uncertainty**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Interprets guidelines and policies in an appropriately flexible manner; requests assistance from others as needed.
Phase II - Solves problems even when situations and policies are ambiguous or unclear; knows when it is appropriate to be flexible or not and sets boundaries and priorities accordingly.
Phase III - Makes progress with objectives and manages the complex and/or sensitive situations where information is limited. Considers important aspects and impacts, take appropriate risks, negotiates boundaries, and makes adjustments; fosters this approach in others.

- **DEALING WITH CHANGE**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

Phase I - Responds to changing procedures, technology and/or policies in a positive, appropriate manner.
Phase II - Demonstrates a constructive approach to change; adapts to changes in organizational structures, systems, policies; willingly takes on new or temporary responsibilities and/or otherwise seeks ways to help implement changes effectively.
Phase III - Develops plans and implements courses of action for self and others in dealing with anticipated changes; may form new or other beneficial relationships with other units; supports others in understanding change processes and adapting to change.

- **CREATING OPPORTUNITIES FOR CHANGE**

The person performing this job is typically or frequently expected to demonstrate the following behaviours, skills, knowledge:

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Phase I - Demonstrates receptivity and openness to development and improvement in own work and that of the unit.
Phase II - Continually strives to identify improved ways to perform tasks and services; contributes to and supports implementation of changes.
Phase III - Creates, or assists in creating the climate for change by being open to new ideas and suggestions, evaluating possibilities, and/or supporting piloting of new approaches.

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CALGARY

5 Core Leadership Competencies

Envision the Future	Foster Innovation	Engage & Support Others	Focus on Results	Act with Integrity
• Defines the future direction of the university, department, team or program and uses the vision to guide and align the efforts of all members of the university • Anticipates and interprets future trends, by drawing on their experience and university knowledge to make decisions, to problem-solve and to align people and resources in increasing challenging and complex situations	• Champion and facilitate the development of breakthrough research and new solutions; to bring in changes and new ideas that improve services, methods or approaches. Shows the ability to turn difficult situations into opportunities • Think strategically, promote creativity, take calculated risks, challenge the status quo, develop best practices and continuously improve	• Establish and grow open and reciprocal relationships, understanding the importance of leveraging others to successfully achieve university/research objectives • Empower and enable others with appropriate authority and responsibility, and support their efforts to take responsibility • Cultivate the development of oneself and others through coaching, mentoring, personal and professional development and supporting successful performance	• Achieve positive results and focus on accomplishing key objectives for oneself, the team and/or the university • Create or contribute to an environment which inspires potential, trust, learning and excellence while delivering results • Facilitate and lead change by involving others and securing the necessary resources even when faced with complexity and/or ambiguity	• Demonstrate and support the core values of the university, to be congruent in what you say and do, to be trustworthy, respectful and honest, and to exhibit a high standard of integrity in all interactions • "Do the right thing" be accountable and fair. This quality enables leaders and staff to be patient, flexible and accessible

Recognizing and Rating Northwestern Behaviors

Working in the area of performance excellence and assessment over the past several years, staff in Human Resources have identified what we call "Northwestern behaviors." These are desired behaviors that are consistent with Northwestern's goals and, if encouraged in and developed by our employees, will help make the University an even better place to work, learn, and live.

True success in the workplace depends both on **what** we accomplish and **how** we get things done. In the Performance Excellence Process, *what* we accomplish are **performance objectives** and *how* we accomplish things are **Northwestern behaviors**. Employees of the University are encouraged to demonstrate the following behaviors in order to successfully accomplish their performance objectives.

Coachability: Being receptive to feedback; willing to learn; embracing continuous improvement.

Collegiality: Being helpful, respectful, approachable, and team oriented; building strong working relationships and a positive work environment.

Communication: Balancing listening and talking; speaking and writing clearly and accurately; influencing others; keeping others informed.

Compliance: Honoring University policies and regulatory requirements.

Customer focus: Striving for high customer satisfaction; going out of the way to be helpful and pleasant; making it as easy as possible for the customer (rather than the department or the University).

Efficiency: Planning ahead; managing time well; being on time; being cost conscious; thinking of better ways to do things.

Initiative: Taking ownership of work; doing what is needed without being asked; following through.

Leadership (as applicable): Setting clear expectations; reviewing progress; providing feedback and guidance; holding people accountable.

Detailed examples of these behaviors — outstanding, effective, and needs improvement — follow.

Recognizing and Rating Northwestern Behaviors

Coachability

Needs improvement	Effective	Outstanding
Asks for little feedback from others on development needs and progress	Solicits feedback from customers, peers, and superiors, and uses this information to develop know-how and self-awareness	Uses feedback from others to make noticeable and noteworthy changes in his/her skills and productivity
Does not show an interest in learning new skills, technologies, and workplace trends	Displays curiosity and seeks opportunities to master new skills and knowledge	Anticipates learning needs and has a plan in place to meet those needs
Does not share learning resources or expertise with others	Shares learning resources and expertise (articles, web pages, books, professional contacts) with others to strengthen their knowledge	Known for valuing learning; finds time and space for helping others learn
Tries to cover up mistakes	Learns from mistakes	Shows team members how mistakes can be valuable learning opportunities
Has few or no goals/objectives for professional development	Sets achievable, challenging goals/objectives for professional development	Has a professional development plan to address ongoing short- and long-term learning needs
Needs more awareness of professional information that affects the University and his/her job	Keeps current on professional information that affects the University and his/her job	Anticipates major functional changes that affect his/her job and takes steps to prepare for them
Rarely takes part in developmental activities outside the workplace	Takes steps to improve expertise by joining professional organizations and participating in conferences and training as appropriate	Participates in leadership roles in professional organizations and conferences

Northwestern University Recognizing and Rating Northwestern Behaviors   **2**

Recognizing and Rating Northwestern Behaviors

Collegiality

Needs improvement	Effective	Outstanding
Acts as if own ideas and opinions are "the final word" and minimizes or ignores the team's contributions	Values the insights and thinking that can be achieved by a team	Actively supports and implements team decisions and ideas and gives full credit to the team for successful outcomes
Most comfortable with team members who are similar to him/her	Interacts comfortably and effectively with other team members	Makes special efforts to ensure that all team members are respectful of one another and work productively together
Ignores or works against team decisions	Seeks group participation and consensus	Actively supports and implements team decisions
Displays behaviors that create conflict on the team	Displays behaviors that reduce team conflicts	Mediates and helps the team resolve team conflicts
Prefers to work alone and is reluctant to participate in team activities	Participates actively in group meetings and team-building activities	Volunteers enthusiastically to work on intra- and interdepartmental teams
Has difficulty building relationships to accomplish results	Uses formal and informal approaches to develop and build effective working relationships within and outside his/her own group and with multiple levels of the organization	Influences others who are not under his/her direct authority or control to accomplish results
Needs to show more sensitivity to the diversity of coworkers and internal and external customers	Relates well to others in the organization who differ in status, age, race, religion, gender, or disability	Adjusts interpersonal approaches to attend to the needs of diverse groups of people
Tends to get locked into his/her own way of looking at issues	Remains open to others' points of view, even when they conflict with his/her own	Negotiates with others to reach a win-win outcome

Northwestern University Recognizing and Rating Northwestern Behaviors   **3**

Recognizing and Rating Northwestern Behaviors

Communication

Needs improvement	Effective	Outstanding
Interrupts others; does not listen attentively; comes across as condescending	Demonstrates respect for others by listening actively; demonstrates appropriate nonverbal behaviors; verifies understanding	Encourages and values input; shows an interest in others' needs and concerns even when under pressure
Fails to share pertinent information	Shares (accurate) information openly and honestly and in a timely and assertive fashion	Anticipates communication needs and shares information effectively with all levels of the organization
Speaks unclearly, which prompts recipients to ask for clarification	Speaks clearly; avoids vagueness, ambiguity, and mixed messages; demonstrates appropriate nonverbal behaviors	Promotes and uses candid and open speaking style
Written communication often contains errors	Presents facts and ideas accurately and clearly in writing	Notes and reports are often forwarded and cited
People tend to "tune out" this person during discussions	Proposes ideas persuasively in oral communication	People often enjoy listening to this person talk and are influenced by him/her
Uses oral communication when written would be more appropriate — and vice versa	Uses appropriate communication channels and length depending on message and audience	Uses exactly the right medium (e-mail, voice mail, in person) at just the right length depending on message and audience
Shares confidential information with inappropriate parties	Maintains confidence as appropriate	Sought after as a confidant
Demonstrates passive or aggressive verbal and/or nonverbal behaviors during conflict	Demonstrates assertive verbal and/or nonverbal behaviors during conflict	Resolves conflicts and opens lines of communication

Northwestern University Recognizing and Rating Northwestern Behaviors   **4**

Recognizing and Rating Northwestern Behaviors

Compliance

Needs improvement	Effective	Outstanding
Cannot explain consequences of noncompliance	Strives for full compliance	Seeks continual compliance improvements
Does not consider compliance in daily work and decisions	Identifies methods for achieving compliance	Uncovers and corrects causes of noncompliance
Bends the rules and "asks for forgiveness"	Follows University and regulatory policies/requirements unless exceptions are necessary and preapproved	Sought after by colleagues and "strangers" who want to know the correct way to do things
Does not comply with standardized processes and procedures	Complies with standardized processes and procedures	Has obtained appropriate certifications in work process improvement techniques

Recognizing and Rating Northwestern Behaviors

Customer focus

Needs improvement	Effective	Outstanding
Displays less than friendly and helpful behaviors toward customers	Demonstrates, with both verbal and nonverbal behaviors, a warm and friendly demeanor toward customers	Noted for displaying customer service behaviors that exceed customers' expectations
Rarely listens to or solicits feedback from internal or external customers	Solicits and acts on customer feedback	Visits or calls customers to find out what they are doing and what they need; stays abreast of developments that may be relevant to them
Slow to respond to customer needs	Responds to customer needs while adhering to departmental service-level standards and time frames	Frequently exceeds agreed-upon service levels and time frames
Does not admit to or recover from customer mistakes as quickly as desired	Admits to customer mistakes and corrects them quickly	Learns from customer mistakes so that they are not repeated in future interactions
Has few or no methods in place to track customer satisfaction	Has qualitative and quantitative mechanisms to track customer satisfaction	Works with other team members to find better qualitative and quantitative ways to track customer satisfaction
Sees difficult customers as obstacles beyond his/her control	Views difficult customers as opportunities to improve self, processes, and/or products	Seeks out customer problems and complaints and removes barriers that get in the way of meeting and exceeding customer needs

Recognizing and Rating Northwestern Behaviors

Efficiency

Needs improvement	Effective	Outstanding
Arrives late and/or unprepared for work	Begins work on time/prepared; schedules nonwork activities outside of work hours	Known for exceptional attendance record
Takes unusually long time or extra effort to complete regular work	Manages time well; delivers expected results with reasonable time and effort	Produces extraordinary results while rarely working overtime and without "working too hard"
Not conscientious about spending or accounting for department funds; does not work within budget	Conscientious about spending and accounting for department funds; works within budget	Conscientious about spending and accounting for department funds — and finds ways to save and recover money
Has a minimal understanding of key work processes in department and/or area	Understands key work processes in department and/or area and uses them effectively	Continuously strives to improve key work processes
Rarely applies quality or process improvement techniques within his/her functional area to improve results	Consistently applies process improvement techniques to work to improve quality and/or efficiency	Identifies benchmarks with others to find process improvement opportunities
Does not consistently measure the effect of process improvements	Measures quality improvements in his/her own work area or process and reports them to management	Helps others to develop measures for quality improvements in their own work areas

Recognizing and Rating Northwestern Behaviors

Initiative

Needs improvement	Effective	Outstanding
Requires close supervision, even on routine assignments	Performs work independently without being asked; takes ownership and follows through	Significantly exceeds expectations by doing more than is required and by initiating and implementing new projects
Operates in reactive mode; often does things only when asked	Anticipates problems; proactively addresses issues	Recognizes and seizes opportunities even if outside of normal job duties
Misses deadlines; often requests extensions	Meets deadlines	Pursues solutions to problems with a sense of urgency; beats deadlines
Adheres to ineffective methods after being asked to change	Generates innovative ideas, approaches, and solutions	Ideas are adopted by the department or the University
Fails to meet basic responsibilities	Fulfills all primary responsibilities	Seeks new challenges and secondary responsibilities
Does not help others beyond regular job responsibilities	Looks for extra ways to help colleagues and customers	Formally recognized for going "above and beyond the call of duty" (thank you notes, Northwestern Service Excellence Awards)
Takes little or no action when things go wrong	Offers to help work toward solutions when things go wrong	Takes charge and finds solutions when things go wrong
Cannot always be trusted to follow through	Earns trust by doing what he/she says will be done	Always does what he/she says will be done; is noted for trustworthiness and dependability

Recognizing and Rating Northwestern Behaviors

Leadership (as applicable)

Needs improvement	Effective	Outstanding
Has no mission or communicates mission unclearly to team members	Communicates a clear, compelling mission to team members and motivates them to achieve that mission	Motivates others in the organization to achieve mission
Does not use the Performance Excellence Process to enhance employee performance	Uses the Performance Excellence Process to set expectations, coach employees, and conduct annual performance reviews	Champions the Performance Excellence Process and uses it successfully to increase productivity and develop employees
Makes the majority of important team decisions	Encourages and supports team decision making and problem solving	Helps team develop more collaborative and productive ways of problem solving and decision making
Insensitive in dealing with employee mistakes or failures	Motivates others to perform by providing constructive and timely feedback	Encourages employee growth and achievement by emphasizing learning from mistakes and failures and building on successes
Viewed as uncomfortable, closed, or withholding when communicating	Communicates openly, honestly, and comfortably with others	Teaches staff better ways of communicating with customers, peers, and each other
Has a history of not selecting the right candidates for the job and/or not thoroughly orienting them	Selects the right people based on candidate's past experiences, successes, and fit to the area's culture and orients them to their jobs	Assesses talent well; people want to work with him/her

University Library

University of Saskatchewan

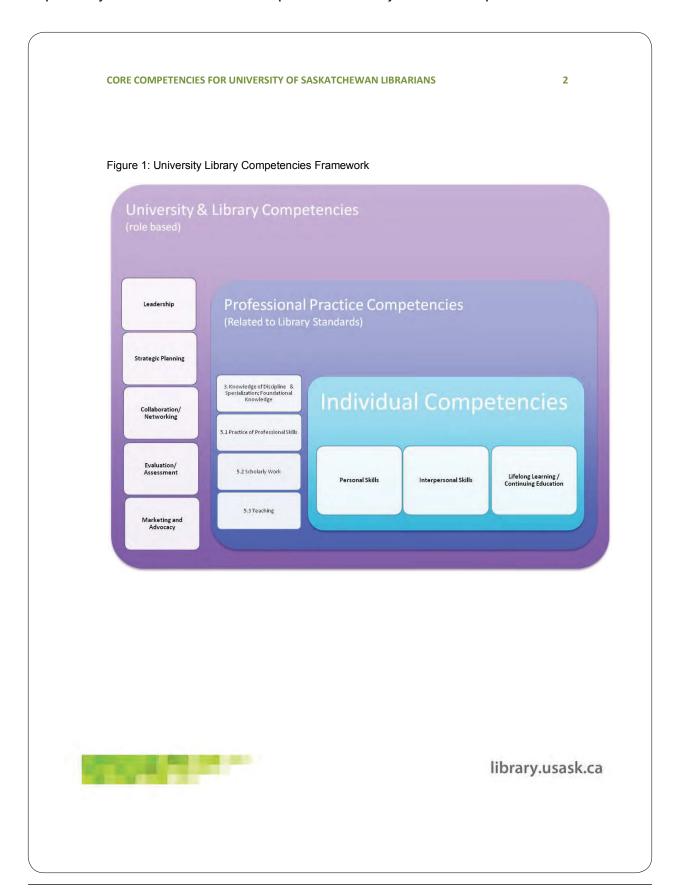*Core Competencies for University of Saskatchewan Librarians*

This document defines the basic knowledge and skills librarians at the University of Saskatchewan should employ in their professional practice and reflects those competencies required by librarians in the Canadian academic research environment.

The University Library Competencies Framework (Figure 1) maps competencies to three areas and demonstrates the nesting relationship between 3 competency groups:

- **Competencies related to the vision, mission and key strategic directions of the University and the Library** as reflected in *Promise and Potential: The Third Integrated Plan 2012 to 2016 , University of Saskatchewan Competencies, University Library Strategic Plan 2012 - 2013*, *University Library People Plan 2012 – 2016* and the Library Leadership Development Program (LLDP).

- **Professional Practice competencies** as described in the *University Library Standards* required for the application of professional knowledge and expertise to the delivery of services and support to internal and external clients.

- **Individual/Interpersonal skills** such as those included in Personal Development Plans (PDPs) currently under consideration.

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Figure 1: University Library Competencies Framework

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University and Library Competencies (Role Based)

Leadership: demonstrated ability to build a shared vision, and influence others to ensure outcomes that advance library and institutional goals and objectives

Understands and applies the concepts behind, issues relating to, and methods for, principled, transformational leadership

Leads change within the University Library by initiating, implementing and supporting innovation, creativity and risk taking and by motivating others to strive for excellence

Brings forth the talent, energy and contributions of others by enabling them to act, think, initiate and make decisions affecting their area of given responsibility

Builds trust by demonstrating honesty, integrity and consistent behaviour, and by following through on commitments

Strategic Planning: the process of defining the University Library's direction and allocating resources to pursue a defined strategy

Participates in and applies strategic planning

Develops and communicates a compelling future state, and inspires and motivates people to achieve commitment, ensure alignment, and create positive outcomes

Aligns the information, organizations, services and resources with, and is supportive of, the strategic directions of the University of Saskatchewan and the University Library

Evaluation and Assessment

Anticipates user needs and critically evaluates and assesses existing and new services and systems to ensure that user needs are met

Critically evaluates and assesses existing and new information resources in relation to user needs

Understands the concepts and methods for service, resource and project evaluation and outcomes assessment

Gathers the best available evidence to support decisions about the development of new services, selection of resources, the modification of current services/systems or the elimination of services/systems/processes to continually improve the array of information services offered

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Collaboration and Networking: demonstrated ability to develop the rapport necessary to build, maintain and/or strengthen partnerships

Works with diverse groups, in and out of the University Library, in pursuit of shared goals

Forms and maintains partnerships within and outside the University of Saskatchewan community

Negotiates and works with others to arrive at mutually acceptable/beneficial solutions

Communicates with clients to develop and manage effective services that support user needs and the research mission of the University Library

Marketing and Advocacy

Promotes the expertise, services, collections, and facilities of the University Library to students and faculty

Makes the case to the University of Saskatchewan administration for the University Library as a vital component of the teaching, learning, and research enterprise

Within the University Library and the University of Saskatchewan, advances the values of the profession including information literacy, freedom of expression, access to information, and the preservation of knowledge for future generations

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Professional Practice Competencies (Related to Library Standards)

Foundational knowledge and knowledge of the discipline and field of specialization (Library Standards 3)

Demonstrates commitment to the ethics, values and foundational principles of the University Library and the information profession; promotes democratic principles and intellectual freedom through the development and management of the scholarly research record

Demonstrates knowledge of social, political, economic, legal and cultural policies and trends of significance to academic librarianship

Within an area of specialization, applies an understanding of key policies and procedures, key collection strengths, and key services for students, faculty, researchers, and the general public

Demonstrates familiarity with the University of Saskatchewan environment, including institutional decision making and institutional mission, goals and objectives

Development of the collections: collection selection, acquisition, evaluation, licensing and preservation of current, retrospective, and gift-in-kind materials in any format; analysis and management; creation of digital collections; liaison with faculty, donors and others regarding materials selection; establishment of policies and procedures for the above (Library Standards 5.1 a)

Demonstrates an understanding of the concepts and issues related to the acquisition and disposition of resources, including evaluation, selection, purchasing, processing, storing, and deselection

Builds a dynamic collection of information resources based on a deep understanding of the information needs of faculty and students, as well as knowledge of library and institutional goals for resource development

Develops and demonstrates specialized subject knowledge to support collection development with the library, and research and teaching within the university

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Demonstrates knowledge of how digital resources are acquired, managed, and accessed

Organizing collections: provision of organized physical and intellectual access to library collections and to scholarly information resources in any format; archival arrangement and description, and the creation of archival finding aids; additions and revisions to the library catalogue and other information/research repositories; establishment of standards, policies and procedures for the above

(Library Standards 5.1 b)

Demonstrates and applies an understanding of management and preservation methods for general collections and for rare books and archives

Demonstrates an understanding of how information is organized including cataloguing and metadata standards for all formats; applies this expertise to improve information retrieval

Information Services: provision of point of need assistance to faculty and students; provision of course support through development of print and electronic guides to information sources, databases, Internet sources, etc.; preparation of bibliographies; services to distance education students; development of and support for document delivery and SDI Services

(Library Standards 5.1c)

Demonstrates and applies an understanding of the concepts, principles, and techniques of reference and user services that provide access to relevant and accurate recorded knowledge and information to all clients

Applies knowledge of Library services and resources to support the success of diverse clients in light of evolving library and academic environments

Demonstrates and applies an understanding of how to assess the need for, and to plan and implement new services and/or resources in light of current and anticipated needs

Demonstrates the techniques used to retrieve, evaluate, and synthesize information from diverse sources for use by all clients

Systems and information Technology: planning, development and implementation of technology to enhance access to and delivery of information; cooperation in networking and licensing of electronic products; establishment of policies and procedures for the above

(Library Standards 5.1d)

Applies an understanding of Information, communication, assistive, and related technologies as they affect the resources, service delivery, and uses of libraries and other information

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agencies
Assesses, selects and applies current and emerging information tools and creates information access and delivery solutions Applies an understanding of knowledge of how digital resources are acquired, managed and accessed
Administration: management or supervision of Library/University Archives units, functions or personnel; provision of staff training and development for library personnel; establishment of policies & procedures for the above (Library Standards 5.1e)
Applies principles of effective personnel practices and human resource development Manages risk: understands and evaluates the advantages and disadvantages of actions and choices; is able to provide clear support for decisions made within the University Library Manages projects: plans, organizes, and manages resources to successfully complete projects within a specified time frame Employs a team approach, recognizing the balance of collaborating, leading, and following Builds a shared, compelling and credible vision of the future, influencing people to ensure outcomes that support achieving the vision Initiates, implements, and supports innovation and change to enhance programs and services
Scholarly Work: research, scholarly and/or artistic work is creative, intellectual work which is in the public realm and which has been subjected to external peer review. Publication in reputable peer-reviewed outlets is the primary evidence in this category (Library Standards 5.2)
Stays abreast of the central research findings and research literature in a specific area to support a research agenda or to support other work as a librarian within the University Library Presents at professional or scholarly associations/meetings conferences Demonstrates capacity to write, create, edit, referee or review scholarly works (e.g., journal articles, books, reports) Demonstrates knowledge of the fundamentals of qualitative and quantitative research methods including the research process (e.g. question formulation, peer review, etc.

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Teaching ability and performance: demonstrated mastery of subject area(s) or discipline(s); preparation for classes; effective communication with students; willingness to respond to students' questions and concerns; fairness in evaluating students

(Library Standards 5.3)

Applies principles related to teaching concepts and skills used in seeking, evaluating, and using recorded knowledge and information

Applies the principles of information literacy in an academic environment and effectively integrates information literacy programs where appropriate

Applies knowledge of learning theories, instructional methods, and achievement measures to teaching/library instruction

Demonstrates knowledge of the University of Saskatchewan's teaching and learning programs and goals

Individual Competencies

Personal skills: individual skills related to a person's work performance

Demonstrates accountability by taking responsibility for achieving results, completing objectives, and confronting problems to resolve difficult issues

Demonstrates an ability to make well-informed decisions in a manner that is perceptive of the implications; committing to actions even when faced with uncertainty in order to fulfill organizational goals

Identifies problems, determines the relevance and accuracy of related information, and uses good judgment to come up with solutions

Applies the imagination for the purpose of devising solutions to problems, and designing new methods/procedures when required

Interpersonal Skills: the set of skills that enable a person to interact positively and work effectively with others; includes everything from communication and listening skills to attitude and deportment

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Works effectively as part of a team and with diverse groups, creating an environment of mutual respect

Communicates effectively by conveying information and ideas clearly, persuasively, tactfully, and sensitively in an open and transparent manner and listening to others' ideas and points of view

Possesses the ability to manage and resolve conflicts/ disagreements in constructive ways

Life Long Learning/Continuing Education: voluntary and self-motivated use of both formal and informal learning opportunities throughout an individual's career to foster the continuous development and improvement of the knowledge and skills needed for employment and personal fulfillment

Understands the necessity of and seeks opportunities for continuing professional development

Seeks knowledge of major trends in librarianship (e.g., emerging technologies) that may not be currently relevant but may become relevant for future information resources, services or applications

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