



State System of Higher Education

Management Performance and Reward Program

**Instructions
and
Competency Dictionary**

Overview

This document was prepared as a resource for State System managers to assist them in the administration of the performance appraisal and development process of the Management Performance and Reward Program. Highlights of the program are described below:

In July, 2000, the Board of Governors adopted the new State System Management Performance and Reward Program (program). This change was integral to the System's systemic change initiatives, which, like the new program, are intended to bring about fundamental organizational change through increasingly accountable management roles on the campuses and in the Office of the Chancellor. The redesigned plan supports a System-wide organizational reorientation, fosters its business strategies over the next decade and will be an integral component in supporting the ongoing implementation of the System's and university's strategy in light of the rapidly changing environment in which the System and its universities must attract, retain and motivate management employees. Also, the program establishes a system of executive accountability, which cascades to each System manager, a corresponding compensation design centered on merit, and a results based assessment of both leadership and management performance.

Hay Management Consultants worked with the Board's Human Resources Committee to develop a program design that incorporates the following statements of goals, values and beliefs regarding performance and compensation:

- Refocus the performance assessment as a management process designed to achieve System goals, drive necessary organizational change, and directly link each System manager's objectives to System/university goals.
- Establish clear and measurable performance goals and objectives against which accountability will be established and performance assessments will be conducted.
- Define a common set of behavioral expectations that are linked to System values and support the achievement of System goals and objectives.
- Attract, retain and motivate high quality management employees who, along with faculty and staff, are critical to the overall achievement of the System's mission, vision, and goals.
- Provide compensation levels which accurately reflect the relative value of positions within the System.
- Provide externally competitive compensation relative to appropriate national and regional labor markets.
- Reward superior individual and/or team performance measured by organizational results, the demonstration of desired behaviors and the achievement of personal/team goals.
- Be clearly and consistently communicated to all management employees.
- Be administered through a common framework with flexibility for local administration.

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Notes

System Core Competencies are in italics.

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

** May be appropriate for any management role but more critical for Strategic Leadership roles.



**State System of Higher Education
Management Performance Appraisal and Development Form
Instructions**

1. The supervisor and management employee review campus/department objectives to develop goals and Expected Results in the Core Performance Areas and review individual objectives to develop goals and Expected Results in the Job Specific Performance Areas. To ensure proper objectivity, the supervisor should make certain that goals are set with the needs and requirements of the position in mind, not the person holding the position.
2. The management employee and supervisor discuss developmental needs in terms of both work results and competencies.
3. The management employee writes a brief description of the goal(s) in the "Areas of Performance" column, writes a statement of expected results (in terms of quality, cost, quantity or timeliness) in the "Expected Results" column using the SMART (Specific, Measurable, Attainable, Realistic, Time-based) format, and completes competency-based and results-based developmental goals in the "Development Plan."
4. The management employee and supervisor review the Competency Dictionary to select Job Specific Competencies and to identify appropriate behavioral levels for each competency. There are five System Core Competencies and the opportunity to select three (3) (or more) additional job specific/developmental competencies. It is important to discuss competency expectations at the beginning of the performance cycle and agree on how the employee can "Significantly Exceed" the required level for their position.
5. Approximately six months into the performance cycle, the management employee reviews results achieved to date and progress on competencies with their supervisor and discusses progress, resource needs, barriers to achieving objectives, etc. No formal rating is required at this time.
6. At the end of the performance cycle, the management employee provides the supervisor with actual results achieved. The supervisor completes the "Actual Results" column. The supervisor assigns a rating (1,2,3) to each goal, calculates an Overall Results Rating, and provides comments as appropriate.
7. The supervisor then rates the employee on both System Core Competencies and Job Specific Competencies based on a 3 point scale: (1) Below Expectations; (2) At or Above Expectations; (3) Significantly Exceeds Expectations. "Below Expectations" indicates that an employee's performance falls below the expected competency level for that position. "At or Above Expectations" refers to an employee who meets or slightly exceeds the required level, and "Significantly Exceeds Expectations" indicates an employee who has gone above and beyond the required and expected competency level for his/her position. After rating each of the competencies, the supervisor assigns an Overall Rating on Competencies.
8. The supervisor completes the Accomplishment Section of the Developmental Plan for both competency-based and results-based developmental goals, describing the employee's progress toward developmental objectives.
9. The supervisor finalizes the performance appraisal by completing the Overall Performance Summary section and calculating an Overall Performance Rating.
10. The supervisor shares draft Performance Appraisal and Development form with reviewing officer.
11. The management employee and supervisor meet to review the evaluation, make necessary adjustments, and sign the form as appropriate.
12. The form is sent to the reviewing officer for signature. If required, a meeting is arranged with the management employee and their reviewing officer.

Competency Dictionary - Introduction

Performance at the State System is based on an equation of results and behaviors. The following dictionary of competencies is based on research conducted by Hay/McBer on behaviors that support effective performance in individual contributor and supervisory/leadership roles. It is intended to provide management employees additional detail on a broad range of behaviors from which they can build performance and development plans.

Each competency has a definition and a scale of indicators that represent a range of behaviors.

- Typically, the behaviors build on each other or are cumulative. It would be difficult for someone to consistently demonstrate a high level behavior without a foundation at the lower levels.
- The purpose of the indicators is not to reach the highest level on each competency. Given a particular management role, it is expected that a certain "profile" of behaviors would lead to effective performance. That profile would likely be more complex for a Vice President than an entry-level manager. Each of the competencies has a coded scale to indicate the typical level of competency demonstration for various management positions. The bars overlap in some cases. The intent is not to identify a particular target, but to highlight a reasonable range of behavior for various management levels. The table below shows the typical linkage between salary grades and the levels of contribution.

Level of Contribution	Grade
Strategic Leadership - leadership of core functions, processes or initiatives that have a major impact on the operations and results of the System or its universities. These senior positions develop functional strategies and translate them into tactical plans that may be achieved over the next one to two years.	250-II
	250-I
	240
	230
	220
Tactical Leadership/Senior Professional - leadership accountability for projects, processes, functional and/or organizational objectives with broad scope and impact at the university or System level. These are highly seasoned professionals who provide solutions that have a narrower, more defined impact on the organization than strategic leaders.	210
	200
	190
Operational Leadership/Professional - roles that bring entry to journey-level professional expertise to support a process or function. These positions may be individual contributors or have managerial/supervisory accountability for a focused area of activity.	180
	170
	160
Management Support Staff - roles that provide specialized support or services to internal or external customers. These positions bring procedural expertise to support the daily operations of the university or System. They are typically administrative or technical roles and represent the "core" management support of the organization.	150
	140

Analytical Thinking*

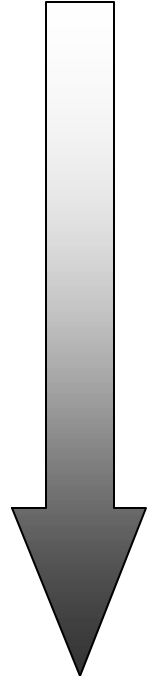
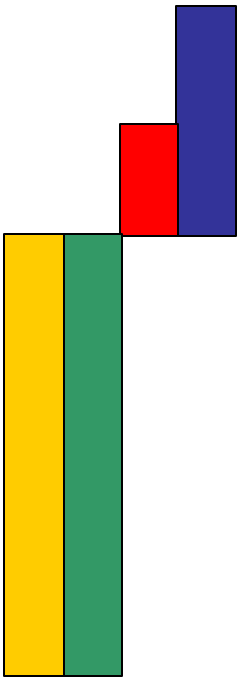
Analytical Thinking is understanding a situation, issue, problem, etc., by breaking it into smaller pieces, or tracing the implications of a situation in a step-by-step way. Analytical Thinking includes organizing the parts of a problem, situation, etc., in a systematic way; making systematic comparisons of different features or aspects; setting priorities on a rational basis; and identifying time sequences, causal relationships, or if-then relationships.

Breaks Down Problems: Breaks problems into simple lists of tasks or activities without assigning values. Makes a list of items with no particular order or set of priorities.

Sees Basic Relationships: Identifies the cause-and-effect relationship between two aspects of a situation. Separates situations into two parts: pro and con. Sorts out a list of tasks in order of importance.

Sees Multiple Relationships: Makes multiple causal links, such as several potential causes of events, several consequences of actions, or multiple-part chains of events (A leads to B leads to C leads to D). Analyzes relationships among several parts of a problem or situation (e.g., anticipates obstacles and thinks ahead about next steps, in detail, anticipating multiple steps).

Makes Complex Plans or Analyses: Identifies multiple elements of a problem and breaks down each of those elements in detail, showing causal relationships between them. Peels back multiple layers of a problem. Uses several analytical techniques to break complex problems into component parts and identify several solutions and weighs the value of each.



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

Change Leadership*

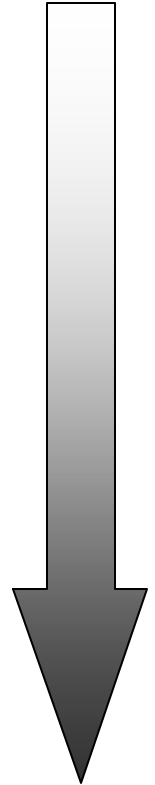
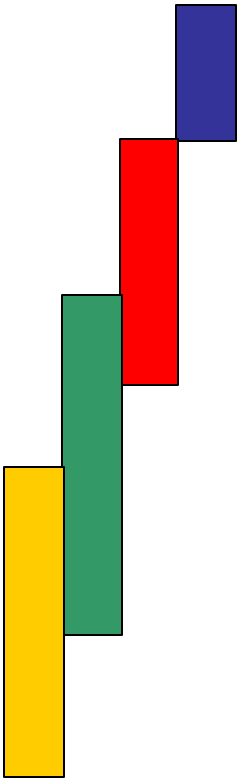
Change Leadership is the ability to deliver the message of change in both words and actions and motivate people to change. It is the ability to exhibit a range of behavior from communicating and actively supporting the System's vision and strategy to taking dramatic action to reinforce new ways of thinking.

Has Change Mindset: Consistently thinks about whether an approach, process or service is inefficient, outdated or incomplete. Publicly defines a specific area where change is needed, but does not describe what those changes should be.

Expresses Vision for Change: Understands that change is a necessary requirement for the System to remain competitive. Defines an explicit vision for change. May simplify, modify, or redefine a previous vision in specific terms.

Ensures Change Message is Heard: Takes efforts to deliver the message or vision for change to everyone affected. Creates a sense of urgency around change and motivates employees to join change efforts. Repeats message wherever possible, and posts change messages as banners, plaques, or other physical reminders.

Challenges Status Quo and Reinforces Change Vision: Publicly challenges the status quo by comparing it to an ideal or a vision of change and takes a dramatic action (other than giving a speech) to enforce the change effort. Ensures repeated actions are taken to overcome obstacles and resistance to change. Acts as an advocate for employees who take actions consistent with change efforts. Personally exemplifies or embodies the desired change through strong, symbolic actions that are consistent with the change.



* May be appropriate for any management role but more critical for Strategic Leadership roles

Conceptual Thinking

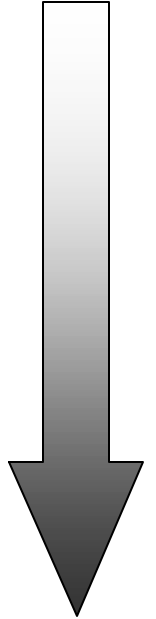
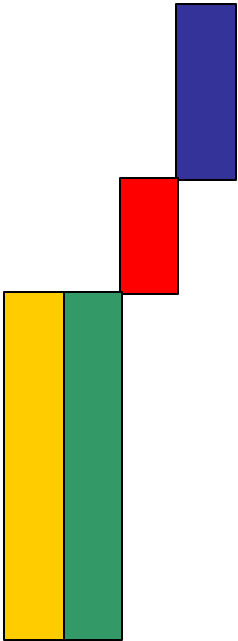
Conceptual Thinking is the ability to identify patterns or connections between situations that are not obviously related, and to identify key or underlying issues in complex situations. It includes using creative, conceptual, or inductive reasoning.

Applies Basic Rules and Sees Patterns: Applies simple rules, common sense, and past experiences to identify problems and sees patterns, trends, or missing pieces. Notices when a current situation is similar or dissimilar to a past situation, and identifies the similarities and/or differences.

Applies Learned Complex Concepts: Uses knowledge of theory or of different past trends or situations to look at current situations. Applies and modifies complex learned concepts or methods appropriately.

Clarifies Complex Data or Situations: Makes complex ideas or situations clear, simple, and/or understandable. Assembles ideas, issues, and observations into a clear and useful explanation. Restates existing observations or knowledge in a simpler fashion. Takes intricate data and puts it into lay terms; “boils down” information.

Creates New Concepts: Creates new concepts that are not obvious to others and not learned from previous education or experience to explain situations or resolve problems. Looks at things in a really new way – breakthrough thinking. Shifts the paradigm; starts a new line of thought.



Concern for Order

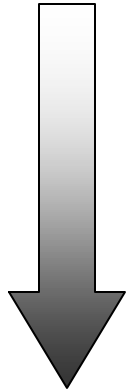
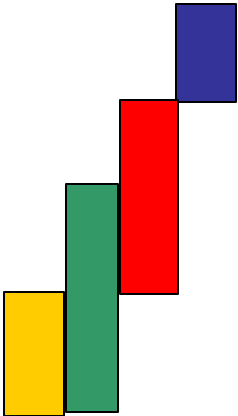
Concern for Order reflects an underlying drive to reduce uncertainty in the surrounding environment. It is expressed in such forms as monitoring and checking work or information, insisting on clarity of roles and functions, etc.

Shows General Concern for Order and Clarity: Works for clarity and wants working space, roles, expectations, tasks, and data to be crystal clear and often in writing.

Checks Own Work: Double-checks the accuracy of information or work.

Monitors Own or Others' Work for Order: Monitors quality of others' work, checks to see that procedures are followed and keeps clear, detailed records of own or others' activities.

Monitors Data or Projects: Monitors progress of a project against milestones or deadlines, monitors data and discovers weakness or missing data and seeks out information to keep order.



Continuous Improvement (System Core Competency)

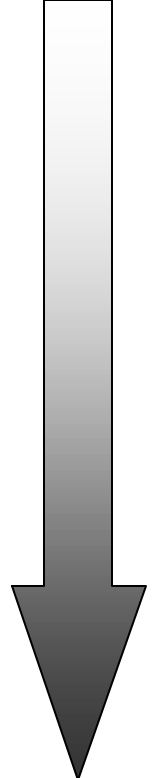
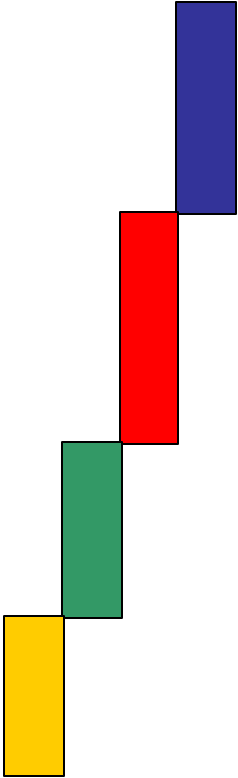
Continuous Improvement is taking a new or unique approach to how work is done and striving to continuously improve processes and quality.

Questions Conventional Work Methodology: Recognizes when a situation calls for or could benefit from a different approach or questions/challenges the regular approach or quality of conventional approaches. Is open to change when presented with a new perspective, and is able to pull together ideas, issues and observations. Is prepared to “try out” different solutions or takes a different approach.

Has Innovative Ideas/Thinks to Identify New Solutions: Looks beyond the facts and thinks “outside the box” or beyond traditional boundaries in order to suggest solutions, services or ways to improve that have not been used in the System before. This includes using and adjusting concepts, methods or ideas that have been used in other organizations in order to think about “out of the ordinary” solutions.

Uses Change as an Opportunity: Creates new concepts or modeling techniques that are not obvious to others. Is original and clever when responding to outside change. Adapts own thinking to meet changes or unexpected external constraints, and does things that are unique, leading-edge and new to the System.

Fosters an Environment of Continuous Improvement: Encourages new ideas from others. Generates and maintains a creative and change-oriented environment among or with staff and colleagues which leads to new and effective ideas that help to change the System.



Customer Service Orientation (System Core Competency)

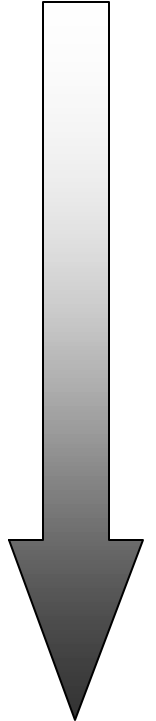
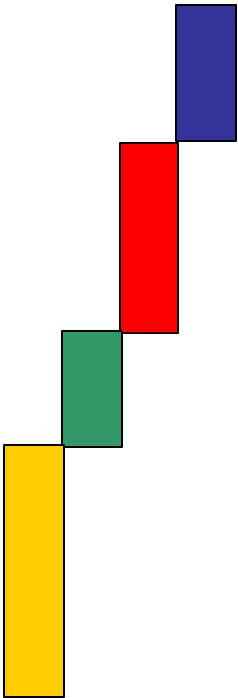
Customer Service Orientation is focusing one's efforts on discovering and meeting the customer's needs. This includes being able to develop trust in all relationships and add to the level of trust in the university or System. Customers include, but are not limited to internal and external associates, peers, colleagues, community members, students, faculty, external agencies or anyone that the person is trying to help.


Maintains Clear Communication: Communicates expectations and monitors customer satisfaction. Follows through on others' questions, requests, and complaints. Gives helpful information to others; gives friendly, cheerful service.


Takes Personal Responsibility for Correcting Problems: Takes personal responsibility for dealing with and/or correcting customer service issues and concerns. Makes self fully available and takes actions beyond normal expectations. Corrects problems promptly and undefensively, even if taking a loss is involved.


Addresses Underlying Customer Needs: Looks for information about the real, underlying needs of others, beyond those expressed initially. Matches those needs to available services.


Uses a Long-Term Perspective/Acts as a Trusted Advisor: Looks for long-term benefits to the customer and adjusts approach accordingly. Acts as a trusted advisor. Becomes involved in a customer's decision-making process. Builds an independent opinion on customer needs, problems, or opportunities and possibilities for implementation and may act on this opinion (e.g., recommends approaches which are new and different from those requested by the client).



 Strategic Leadership

 Tactical Leadership/
Senior Professional

 Operational Leadership/
Professional

 Management Support Staff

Developing Self and Others*

Developing Self and Others is reflected in one's efforts to grow and apply one's expertise/knowledge (and a genuine interest in helping others do so) within and across specialized technical/functional areas. It includes taking initiative to keep up-to-date with key changes in higher education and process/technical trends and acquiring the knowledge and skills that will contribute to making the unit's operation an industry benchmark.

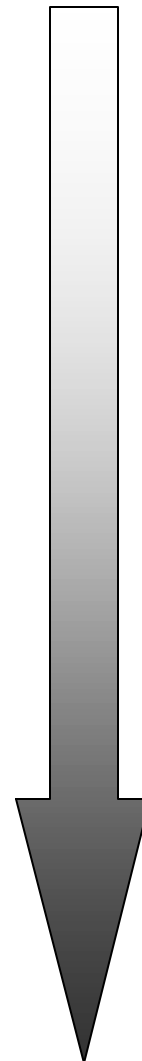
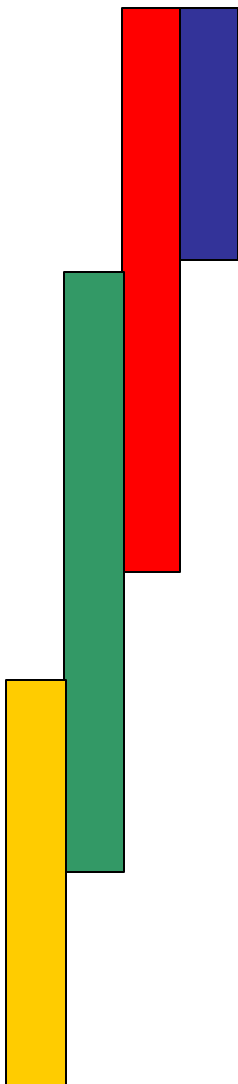
Takes Initiative to Build Own Skills: Attends training courses, reads books or professional/technical related materials. Spends time learning from team members and others to acquire knowledge or learn specific skills that have been identified as important or relevant to the operating unit. Takes specific actions to keep skills up-to-date with the most current requirements (including keeping one's professional license or certification up-to-date).

Looks Beyond Own Specialty Area: Actively seeks learning opportunities from other specialty areas in the function or unit in order to become a broader resource to the team or unit. Finds appropriate ways to use new ideas, approaches, and knowledge to more effectively address the challenges of the team or of the unit as a whole.

Assesses and Coaches Others on Developmental Needs: Objectively assesses an individual's strengths and areas for development. Coaches him/her by giving assessment feedback and general advice about leveraging strengths and overcoming performance gaps. Cites evidence of past performance to justify assessment and gives specific constructive feedback for developmental purposes.

Pushes Down Decision-Making: Pushes decision-making to lower levels with a developmental intent in mind. Gives decision-making authority to individuals who are capable and will be responsible for process improvements. Avoids taking charge or taking over unless good judgment indicates that doing so is necessary.

Identifies and Makes Stretch Developmental Assignments: Arranges specific assignments or projects to challenge others and stretch their abilities and self-confidence. Assesses and selects employees with appropriate skills and capabilities, then delegates full authority and responsibility. Gives others the autonomy to approach issues in their own way, including the opportunity to make and learn from mistakes.



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

Flexibility/Adaptability

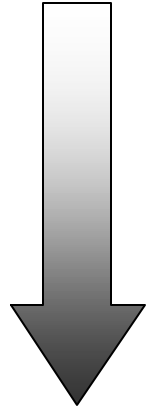
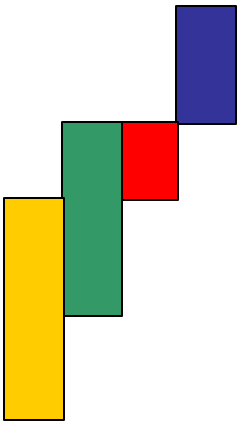
Flexibility/Adaptability is the ability to adapt to and work effectively within a variety of situations, and with various individuals or groups. Flexibility/Adaptability entails understanding and appreciating different and opposing perspectives on an issue, adapting one's approach as the requirements of a situation change, and changing or easily accepting changes in one's own organization or job requirements.

Accepts Need for Flexibility: Demonstrates willingness to change ideas or perceptions based on new information or contrary evidence. Understands other people's points of view.

Applies Rules Flexibly: Alters normal procedures to fit a specific situation to get a job done and/or meet university or System goals.

Adapts Tactics: Decides how to do something based on the situation. While maintaining the same overall goal or strategy, changes how to accomplish the goal. Acts to fit the situation or the person.

Adapts Own Strategy: Changes the overall plan, goal, or project (i.e., what you are trying to accomplish) to fit the situation. Makes small or temporary organizational changes to meet the need of a specific situation.



Impact and Influence*

Impact and Influence implies an intention to persuade, convince, influence, or impress others (individuals or groups) in order to get them to go along with or to support the speaker's agenda. The "key" is understanding others, since Impact and Influence is based on the desire to have a specific impact or effect on others where the person has his or her own agenda, a specific type of impression to make, or a course of action that he or she wants the others to adopt.

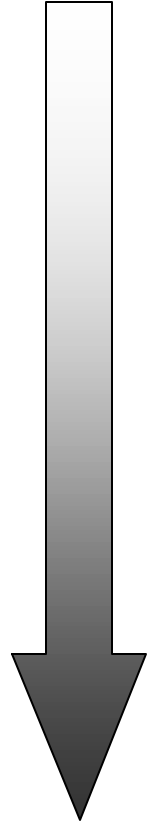
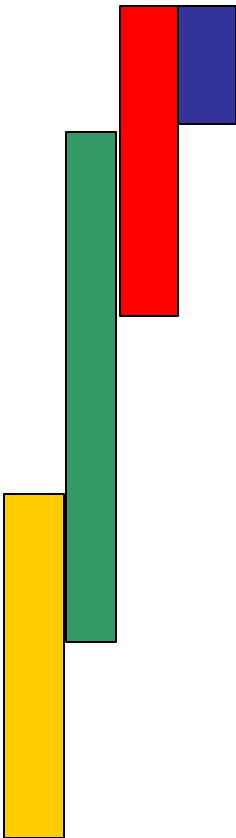
States Intention but Takes No Action: Intends to have a specific effect or impact. Expresses concern with reputation, status, appearance, etc., but does not take any specific actions.

Takes an Action(s) to Persuade: Uses direct persuasion in a discussion or presentation. May appeal to reason, data, or others' self interest. May use concrete examples, visual aids, demonstrations, etc. Makes no apparent attempt to adapt a presentation to the interest and level of the audience.

Calculates Impact of Actions or Words: Adapts a presentation or discussion to appeal to the interest and level of others. Anticipates the effect of an action or other detail on people's image of the speaker. Takes a well-thought-out dramatic or unusual action in order to have a specific impact. Anticipates and prepares for others' reactions.

Uses Indirect Influence: Uses chains of indirect influence: "get A to show B so B will tell C such-and-such." Takes two or more steps to influence, with each step adapted to the specific audience. Uses experts or other third parties to influence.

Uses Complex Influence Strategies: Assembles political or other coalitions. Builds "behind-the-scenes" support for ideas. Uses an in-depth understanding of the interactions within a group to move toward a specific agenda (e.g., may give or withhold information among individuals to have specific effects).



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

Initiative*

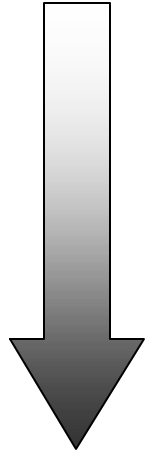
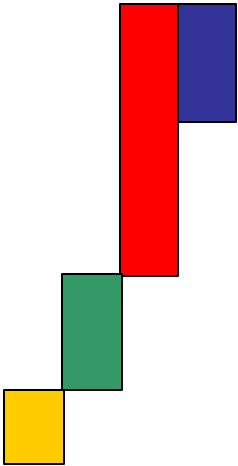
Initiative refers to the identification of a problem, obstacle or opportunity *and* taking action in light of this identification to address current or future problems or opportunities. Initiative should be seen in the context of proactively doing things and not simply thinking about future actions. The time frame of this scale moves from addressing current situations to acting on future opportunities or problems.

Reacts to Short-Term Opportunities or Problems: Recognizes and reacts to present opportunities. Reacts to present problems, including overcoming obstacles.

Is Decisive in a Time-Sensitive Situation: Acts quickly and decisively in a crisis or other time-sensitive situation. Acts with a sense of urgency when the norm is to wait, study the situation, and hope the problem will resolve itself.

Acts Up to 12 Months Ahead: Anticipates and takes action to create an opportunity or avoid future crisis, looking ahead within a twelve-month time frame.

Acts Over a Year Ahead: Anticipates and takes action to create an opportunity or avoid future crisis, looking over a year ahead.



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

Strategic
Leadership

Tactical Leadership/
Senior Professional

Operational
Leadership/
Professional

Management
Support Staff

Interpersonal Understanding

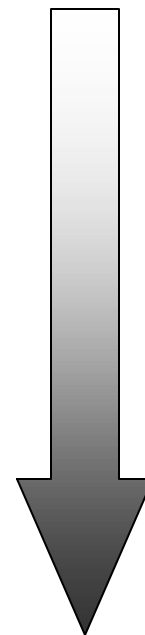
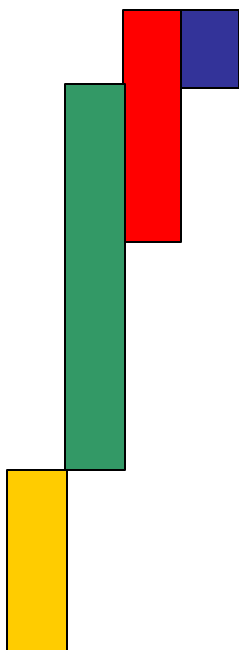
Interpersonal Understanding connotes wanting to understand other people. It is the ability to accurately hear and understand the unspoken or partly expressed thoughts, feelings, and concerns of others. It measures increasing complexity and depth of understanding of others and may include cross-cultural sensitivity.

Recognizes Emotion: Recognizes emotion by reading body language, facial expression, and/or tone of voice.

Understands Emotion and Verbal Content: Understands *both* emotion (by reading body language, facial expression, and/or tone of voice) *and* what the other person says about an issue (the other person's explicit content that goes beyond labeling their emotions).

Understands Meanings: Makes inferences that go beyond the explicit content and emotion. Understands current, unexpressed, or poorly expressed thoughts, concerns, or feelings. Identifies a single characteristic or the strengths of the other person (not enough for a "balanced assessment" and *not* simply a complaint about a negative characteristic).

Understands Underlying Issues: Displays an in-depth understanding of the ongoing reasons for a person's behavior or responses. Understands the longer-term reasons for behavior. Makes an assessment of a person's specific strengths and weaknesses based on a deeper understanding of the individual.



Organizational Awareness

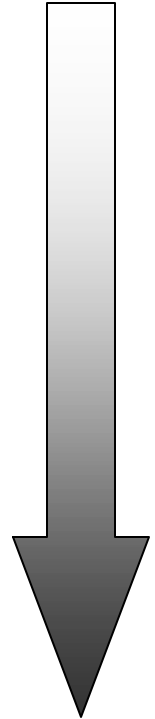
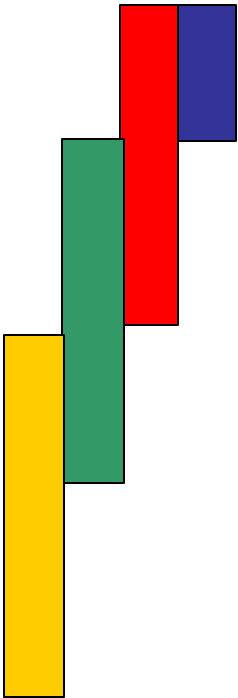
Organizational Awareness refers to the ability to understand and learn the power relationships in one's own organization or in other organizations. This includes the ability to identify the real decision makers; the individuals who can influence them; and to predict how new events or situations will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


Understands Formal Structure: Recognizes and/or uses the formal structure or hierarchy of an organization. Understands chain of command, positional power, rules and regulations, policies and procedures, etc.


Understands Informal Structure, Climate and Culture: Recognizes and/or uses the informal structure of an organization. Recognizes key actors, decision-influencers, organizational limitations, etc. Recognizes and/or applies this knowledge when formal structure does not work as well as desired.


Understands Organizational Politics: Recognizes and/or uses ongoing power and political relationships within the university or System (alliances, rivalries) with a clear sense of organizational impact.


Understands Underlying Issues: Recognizes and/or addresses the reasons for ongoing organizational behavior. Recognizes underlying problems, opportunities, or external political forces affecting the university or System, such as demographic changes, national or historical issues that affect higher education, government legislation, etc.



 Strategic Leadership

 Tactical Leadership/
Senior Professional

 Operational Leadership/
Professional

 Management Support Staff

Results Orientation (System Core Competency)

Results Orientation is a concern for holding yourself and others accountable for achieving results or for surpassing a standard of excellence. It includes the process of setting measurable objectives, implementing change and then checking back to determine the effect of your efforts. The standard may be one's own past performance (striving for improvement); an objective measure (results orientation); outperforming others (competitiveness); challenging goals one has set, or even what anyone has ever done (innovation). Thus a unique accomplishment also indicates Results Orientation.

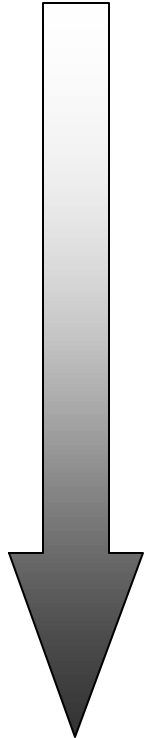
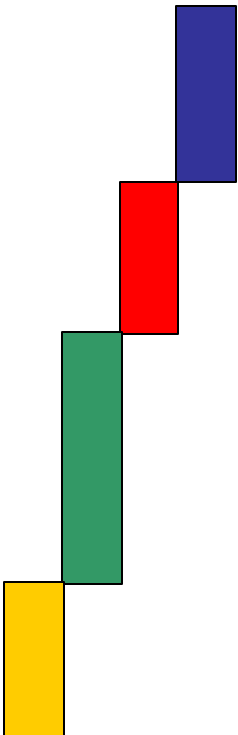
Creates Own Measures of Excellence: Keeps track of and measures outcomes against a standard of excellence not imposed by others. Expresses a desire to do better and may express frustration at waste or inefficiency. May focus on new or more precise ways of meeting goals set by management.

Improves Performance: Makes specific changes in the system or in own work methods to improve performance. Examples may include doing something better, faster, at a lower cost, more efficiently; or improving quality, customer satisfaction, morale, without setting any specific goal.

Sets and Works to Meet Challenging Goals: "Challenging" means it is a definite, but not unrealistic or impossible. Refers to specific measures of baseline performance compared with better performance at a later point in time. May include setting out to achieve a unique standard.

Makes Cost-Benefit Analyses: Makes decisions, sets priorities, or chooses goals on the basis of calculated inputs and outputs. Analyzes for organizational outcomes.

Takes Calculated Entrepreneurial Risks: Commits significant resources and/or time (in the face of uncertainty) to increase benefits to the university or System (i.e., improves performance, reaches a challenging goal, etc.)



Self-Confidence

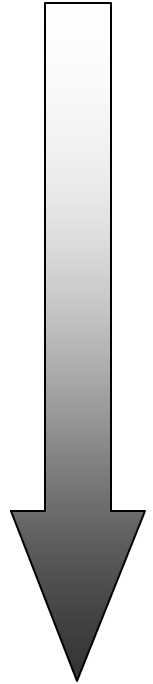
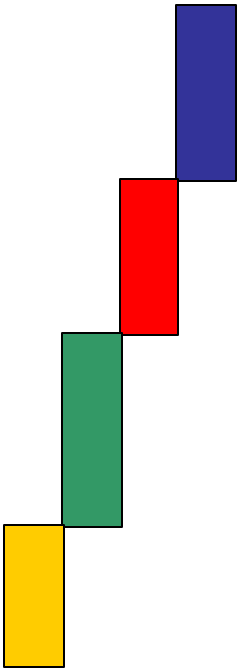
Self-Confidence refers to a belief in one's own capacity to accomplish a task and select an effective approach to a task or problem. This includes confidence in one's ability as expressed in increasingly challenging circumstances and confidence in one's decisions or opinions.

Acts Confidently at the Limits or Slightly Beyond the Limits of Job Role: Works without needing direct supervision, appears confident in person and presents self well. Makes decisions without asking others and even when others disagree. Acts outside formal authority and in uncertain circumstances.

States Confidence in Own Ability: Describes self as an expert, someone who makes things happen, a prime mover, or a source. Sees self as more expert than others and explicitly states confidence in own judgement or abilities.

Takes On Challenges: Likes challenging assignments, and is excited by a challenge. Looks for and gets new responsibilities. Speaks up when he or she disagrees with management, clients, or others in power, but disagrees politely, stating own view clearly and confidently – even in conflict.

Chooses Extremely Challenging Situations: Willingly takes on extremely challenging (i.e., very personally risky) tasks. Confronts management or customers in a direct fashion, without adversely impacting relationships.



Strategic Orientation*

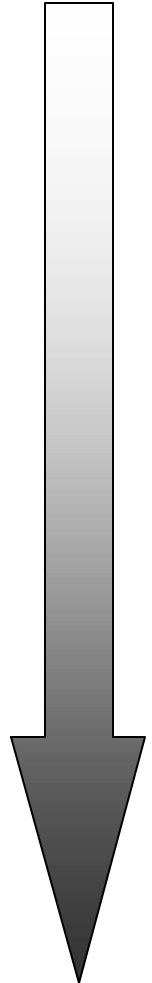
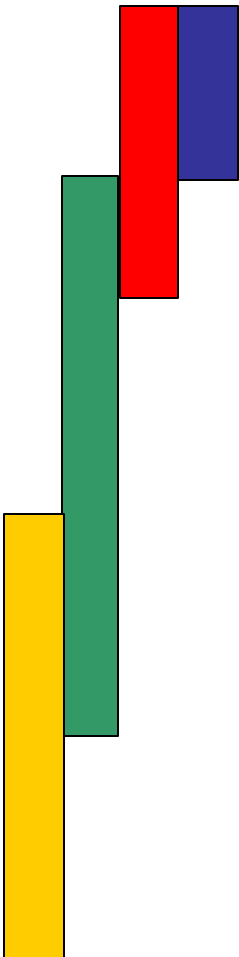
Strategic Orientation relates to the integration of knowledge of higher education with an understanding of the university's or System's long-term vision to focus current activities on what is critical to achieving strategic objectives and eliminating non value-adding activities.

Aligns Actions With Team's/Function's Strategy: Understands own role in achieving team's organizational goals. Aligns day-to-day actions and assets with the team's organizational issues and opportunities. Changes activities to better address larger organizational strategies.

Develops Own Strategy and Plans Based On the University's and System's Strategy: Develops and articulates a concise, comprehensive department strategy that incorporates a System/university-wide perspective. Establishes and implements long-term objectives, goals, or projects that support the strategy. Considers the alignment of present assets, processes, and methods with the university's or System's strategy and identifies actions and changes needed to meet the strategy. Initiates redesign of processes or services to better meet the university's or System's long-term goals.

Develops Contingency Strategy and Plans Based On University and System Strategies: Proactively prepares, modifies and reviews contingency strategy; anticipates obstacles that could arise. Incorporates innovation. Examines radical strategic options and dramatic alternatives that drive the university's or System's culture and results.

Develops and Contributes to the Creation of the University's and System's Strategy: Takes initiative to collaborate with Leadership Team and Board members to shape the strategic direction of the university or System. Pushes oneself and encourages others to "think outside the box" in setting the future direction of the university or System.



* May be appropriate for any management role but more critical for Strategic Leadership roles

■ Strategic Leadership

■ Tactical Leadership/
Senior Professional

■ Operational Leadership/
Professional

■ Management Support Staff

System Thinking*

System Thinking is the orientation to think in System-wide terms with regard to the functions or campuses within the System. This includes spotting opportunities to connect with initiatives underway in other areas or proactively sharing information or resources that can be seen to have relevance and impact for others.

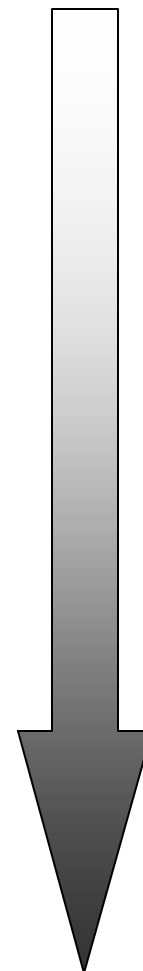
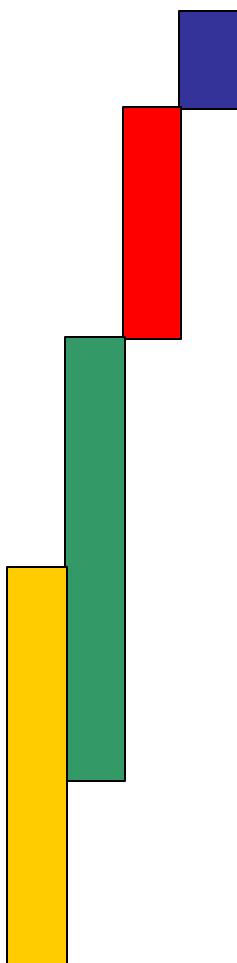
Thinks and Acts Locally: Thinks primarily about the impact of a project, process, and initiative on one's own team or function rather than the System at large.

Responds Across Functions: Willingly provides information and resources to other teams, functions, or universities. Assists them in their efforts, even if there is no immediate benefit to one's own area. Actively promotes cross-functional collaboration and understands the potential impact, uses, and consequences of own work for other functions.

Makes Linkages: Proactively offers own resources to others who can use it to add value to the System. Seeks out information or best practices and keeps abreast of others' work. Ensures timely information exchange and shared learning (e.g., sharing information about changes that led to dramatic change). Uses inter-function/campus linkages to raise performance to new levels.

Identifies Cross-Group Opportunities: Thinks in System-wide, cross-boundary terms *before* setting out on a project or problem-solving initiative. Adds significant value to projects by bringing diverse, high-impact resources, regardless of function or location, in early so that a more collaborative and integrated approach is taken to problem definition and action planning.

Champions System-Wide Thinking: Personally models a System perspective in his/her work and encourages and rewards it in others. Proactively shares information and resources across divisional, group, or university lines to better leverage the capabilities, people and processes.



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Team Leadership*

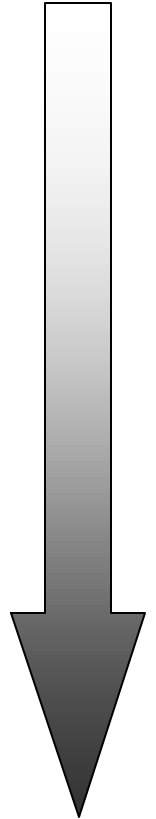
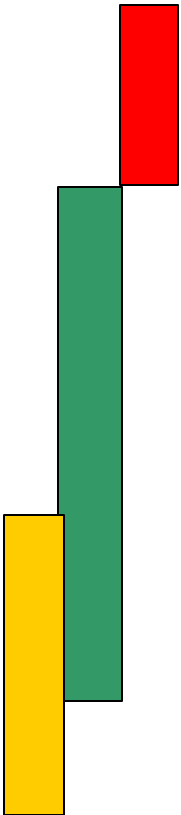
Team Leadership is the intention to take a role as leader of a team or other group. It implies a desire to lead others. Team Leadership is generally, but certainly not always, shown from a position of formal authority. The “team” here should be understood broadly as any group in which the person takes on a leadership role, including the university or System as a whole.

Manages Team Well: In meetings, states agendas and objectives; controls time; makes assignments, etc. In a leadership role, lets people affected by a decision know what is happening, even if they are not required to share such information. Makes sure the group has all the necessary information and explains reasons for a decision.

Promotes Team Effectiveness: Takes specific actions with the intent of enabling the team to function optimally. Creates the conditions that enable the team to perform at its best (e.g., setting clear direction, providing appropriate structure, getting the right people). Uses complex strategies, such as hiring and firing decisions, team assignments, cross-training, etc., to promote team morale and productivity. Gets others’ input for purposes of promoting the effectiveness of the group or process. Acts to build team spirit for purposes of promoting the effectiveness of the group or process.

Positions Self as the Leader: Establishes norms for group behavior (“rules of engagement”) and imposes sanctions on people who violate these norms. Sets a good example by personally modeling desired behavior. Takes action to ensure that others buy into leader’s mission, goals, agenda, climate, tone and policy.

Communicates a Compelling Vision: Inspires confidence in the mission and generates excitement, enthusiasm and commitment to the group mission.



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

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Professional

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Teamwork and Collaboration (System Core Competency)

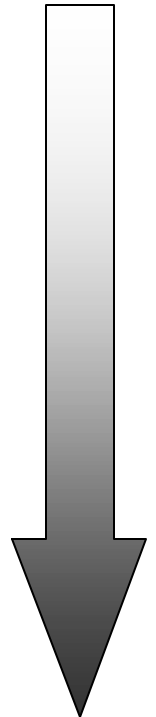
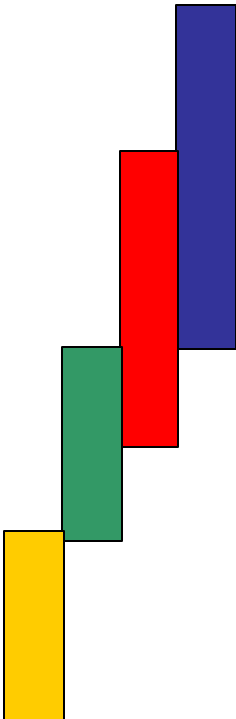
Teamwork and Collaboration implies the intention to work cooperatively with others, to be a part of a team, to work together, as opposed to working separately or competitively. Teamwork and Collaboration may only be considered when the subject is a member of a group of people functioning as a team, generally where he or she is not the leader. “Team” is broadly defined as any task or process-oriented group of individuals.

Cooperates: Supports team decisions, is a good team player, does his or her share of the work. Keeps other team members informed and up-to-date about what is happening in the group. Shares all relevant or useful information.

Expresses Positive Attitudes and Expectations of Team and Team Members: Expresses positive attitudes and expectations of others in terms of their abilities, expected contributions, etc. Speaks of team members in positive terms, either to the team member directly or to a third party.

Solicits Inputs and Encourages Others: Genuinely values others’ input and expertise. Displays willingness to learn from others, including subordinates and peers. Solicits ideas and opinions to help form specific decisions or plans. Publicly credits others who have performed well. Encourages and empowers others, making them feel strong and important.

Works to Build Team Commitment: Acts to promote good working relationships regardless of personal likes or dislikes. Builds good morale or cooperation within the team, including creating symbols of group identity or other actions to build cohesiveness. Encourages or facilitates a beneficial resolution to conflict.



Strategic Leadership

Tactical Leadership/
Senior Professional

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Valuing Diversity* (System Core Competency)

Valuing Diversity is the ability to understand and value the practices, customs values and norms of other individuals, groups and cultures. It goes beyond what is required by state and federal equal employment opportunity (EEO) regulations to include the ability to value different points-of-view and recognize the improved outcomes that occur when individuals from different backgrounds or perspectives interact. It includes seeing others' differences as a positive part of the System. It also means being able to work well with a wide variety of people representing different backgrounds, cultures and socio-economic levels.

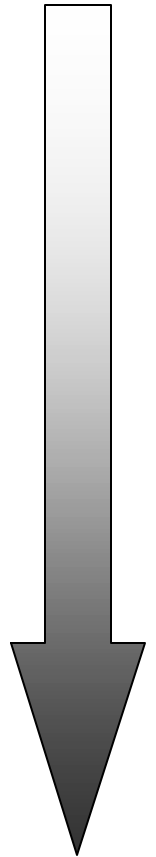
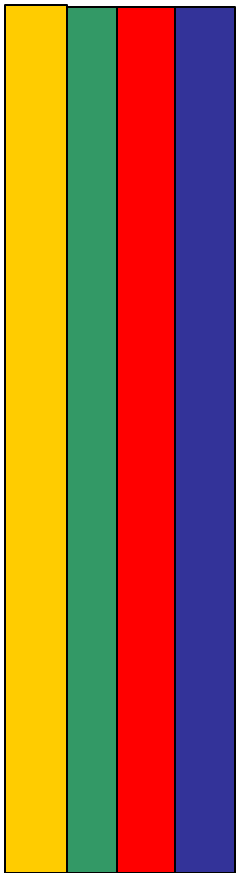
Understands and Respects Diversity: Understands and respects practices, customs, values, and norms of other individuals or groups. Behavior and actions show investment in the institution's commitment to diversity.

Values Differences: Seeks ways to gain new knowledge and understanding of individuals/groups through learning and participating in university and community activities. Demonstrates appreciation of the unique contributions of other individuals and groups.

Monitors and Adjusts Own Behavior: Evaluates personal behavior and beliefs. Adjusts behavior that suggests prejudice and bias. Practices behaviors that show an understanding and respect of differences.

Promotes Inclusion: Creates opportunities in the workplace that show an understanding and appreciation of differences. Supports initiatives and programs designed to increase and enhance the inclusion of individuals/groups from diverse backgrounds. Fosters a positive work climate that encourages and supports the inclusion of individuals/groups from diverse backgrounds.

Provides Leadership: Recognizes and attempts to reduce prejudices and systemic barriers that may exist within the current environment. Openly and directly addresses others whose behaviors/actions do not show an acceptance and appreciation of diversity. Aligns divisional/unit goals and resources with institutional diversity goals. Monitors progress toward diversity initiatives within the unit.



*Valuing diversity is a learned or cultivated behavior that is similarly correlated to all skill levels.

Please note, valuing diversity leadership displayed by managers with wider ranges of control and greater levels of accountability expands to reflect the positions' responsibility.