Colgate University

Skill and Competency Career Progression Guide

Assessment Form

Name:

Date:

Revised September, 1999
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The instructions for completing this Assessment Form are printed separately. Please read them carefully before completing this assessment.

This Assessment Form is also available on disk. Please contact HR for a copy.
Part A: Skills Assessment
# Analysis

## Analysis and Data Management

### Definition

| Demonstration of knowledge and skills related to researching, collecting and verifying data/reports, and performing calculations, computations, or comparisons. |

### Skill Levels

*Check the box for the highest level that is consistently demonstrated.*

- **(0)** This skill is not required.
- **(1)** Collects prescribed, readily available data for the preparation of reports including routine incident reports, and performs routine calculations.
- **(2)** Collects data from several identified sources and compiles into reports. Performs calculations and computations, including basic statistical and/or data analysis, account reconciliation, following established procedures. Performs routine investigations and prepares final report. Reviews reports or budgets and compares to standards; identifies and documents variances.
- **(3)** Independently researches, collects, compiles and verifies complex data from multiple sources. Performs analysis and prepares reports to answer complex questions. Independently conducts complex investigations of a more serious nature and may assist other staff members with investigations.

*Please provide a specific descriptive example in the space provided below:*
Interaction with Others

**Definition**
The demonstration of knowledge and skills related to conveying information, ideas and messages whether by telephone, in writing, or face-to-face. This skill looks at the nature of what is communicated, not how it is communicated.

**Skill Levels**

*Check the box for the highest level that is consistently demonstrated.*

- (1) Answers phone and takes messages; or greets visitors. Answers routine, recurring questions or takes requests from students, parents and employees. Routes requests to appropriate staff member or department. Composes routine correspondence. Understands and acts upon directions; seeks clarification if necessary.

- (2) Provides verbal and/or written responses to moderately complex inquiries from students, parents, the public, employees, vendors, etc., regarding a variety of questions, and follows-up to ensure their needs have been met.

- (3) Composes complex correspondence and answers complex questions about lots of programs, policies, operations or services requiring a thorough understanding of subject matter and its sensitivity. Provides complex information about an independent program which may require policy interpretation and/or a degree of discretion.

- (4) Communicates with others on matters of controversy in an unstructured, potentially volatile setting with responsibility for influencing the outcome of the interaction. Interactions could result in significant impact on an individual and/or the reputation of the university and involve high levels of discretion.

*Please provide a specific descriptive example in the space provided below:*
## Interaction with Others

### Supervisory and Guidance Skills

**Definition**
The demonstration of knowledge and skills related to guiding or supervising the work of others.

<table>
<thead>
<tr>
<th>Skill Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>(0) Does not supervise the work of others.</td>
</tr>
<tr>
<td>(1) Has limited supervisory/guidance role over others.</td>
</tr>
<tr>
<td>(2) Coordinates the work of student or casual wage employees doing routine to moderately complex work. May participate in training or orientation of co-workers.</td>
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<tr>
<td>(3) Acts as lead with other co-workers. Develops work procedures, trains others. May distribute work to others and maintain quality control; or fully supervises (hiring, training, performance appraisal) a group of student or casual wage employees.</td>
</tr>
</tbody>
</table>

*Please provide a specific descriptive example in the space provided below:*
Definition

The demonstration of knowledge and skills related to the acquisition and purchasing of supplies, services, equipment, software and hardware, books, research and reference materials, etc.

Skill Levels

Check the box for the highest level that is consistently demonstrated.

☐ (0) This skill is not required.

☐ (1) Conduct periodic inventory of office supplies. Re-order as necessary.

☐ (2) Order appropriate quantities of supplies (includes tee-shirts, plaques, prizes), books, materials, equipment, etc., or purchase travel on a regular basis from authorized vendors and within purchasing budget, following established purchasing guidelines.

☐ (3) Identify purchasing needs, research products, supplies, books, etc. Compare costs and vendor services. Review, negotiate and execute large volume purchasing requiring a specialized knowledge of products.

Please provide a specific descriptive example in the space provided below:
Planning and Organizing

Coordination

**Definition**
The demonstration of knowledge and skills related to coordination of work, activities, information, results and/or people.

<table>
<thead>
<tr>
<th>Skill Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check the box for the highest level that is consistently demonstrated.</td>
</tr>
</tbody>
</table>

- (1) Coordinates with others in own department or throughout the University to exchange routine information.

- (2) Coordinates with others to obtain approvals; arrange for word processing, equipment repair, or travel advances; schedule and coordinate meetings, make room and food arrangements; process routine financial transactions and make routine travel arrangements.

- (3) Coordinates with internal and/or external sources to exchange information, organize events of moderate complexity, planning and organizing conference and group meetings; and arranging for hotel accommodations for group visitors. Prioritizes, organizes and conducts prescribed phases of projects such as mailings, production of proposals/reports/presentations from start to completion. Generally requires coordinating activities of several people and/or departments.

- (4) Coordinates with internal and external entities to accomplish complex activities, such as scheduling, identifying outside speakers, and developing agendas or recreational programs for non local group meetings or events. This may also include working extensively with outside agencies; conducting research and compiling information for periodic reports, where information must be gathered and compiled from a variety of sources. May coordinate production of large complex projects or events with team members, colleagues in other departments, or external individuals or organizations.

*Please provide a specific descriptive example in the space provided below:*
Technical and Computer Skills

Equipment Operation

**Definition**

The demonstration of knowledge and skills related to operating and maintaining specialized office equipment.

Note: Due to the nature of this skill, it is not necessary to have mastered previous levels.

**Skill Levels**

*Check the box for the highest level that is consistently demonstrated.*

- (1) Operates basic office equipment including telephones, computers, copiers and fax machines, etc. Performs routine maintenance on basic office equipment. May train others in the routine operation of equipment.

- (2) Operates specialized equipment, i.e., telephone switchboard consoles, postage meters, microfilm machines, audio-visual equipment, high-performance copiers, etc. Performs routine maintenance and/or set-up of office or specialized equipment. Maintains information on inventory of equipment in a department or division. May update software and computer peripherals on own as well as others’ computers and laptops.

- (3) Troubleshoots equipment problems. Inventories and controls distribution of equipment, i.e., pagers, lap top computers, cellular phones, etc.

*Please provide a specific descriptive example in the space provided below:*
Technical and Computer Skills  

**Software/Applications**

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**Definition**

The demonstration of knowledge and skills related to the use of a variety of software to produce documents consistent with University, professional and departmental standards, including correspondence, reports, presentations, mailings, etc. (includes using word processing, electronic mail, desktop publishing, dictation, transcription, etc.), and/or to modify, maintain, or create spreadsheets and databases for analyzing or managing data.

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**Note:** Please read page A:8 and complete the worksheet on page A:9 before indicating a skill level below.

**Skill Levels**

Check the box for the highest level that is consistently demonstrated.

- (1) Inputs, updates and/or collects routine data/information. For example, 1) inputs, edits (including spelling and grammar checks) and transcribes standard text for routine correspondence and reports, 2) inputs, updates and quality checks routine data on established spreadsheets or database files. Runs standard reports. Inputs, looks up information and navigates around screens in Banner or other integrated system. Updates Web pages.

- (2) Performs routine functions (mail merges, routine formulas, edits existing database files, etc.). May include producing documents that are relatively straight-forward, but involve integration of tables, sorts and merges; accessing, formatting and modifying tables, etc., within documents; developing data for input; designing basic spreadsheets/reports, setting up new files, printing spreadsheets/reports. Creates basic Web pages/forms using scanned images, button bars, hyperlinks, etc. May design basic brochures and publications.

- (3) Assembles documents that may involve inputting complex text, performing moderately complex formatting such as tables or footnotes; inputting specialty text, such as foreign languages, scientific and legal terminology, mathematical equations and terms; designing complex spreadsheets with multiple formulas. May link spreadsheets; create graphics files and import into documents; design and implement database program modification and improvements. Imports and exports data (downloads from Banner or other integrated system, manipulates data, etc.). Understands and uses the interrelationships and implications of data within Banner or other integrated system.

- (4) Creates documents and formats that use the most advanced functions of sophisticated software in the most efficient manner. May serve as an expert resource for software applications. May include developing complex macros, spreadsheets involving complex statistical formulas, look-up tables, and/or complex reports using multiple databases. Advanced understanding of interrelationships of data within Banner or other integrated systems.

Please provide a specific descriptive example in the space provided below:
Since staff at Colgate use many different types of computer software and applications to perform their jobs, this
skill requires a bit more analysis than do the other skills. The table below will help guide your assessment of
computer skills and the importance of each type of skill. It would be best to focus your attention on the most
important skills used in the job. As a guideline, anything that would be weighted 5% or less should probably be
excluded.

Instructions:

1. Read the level descriptions on the previous page to better understand the distinctions.

2. Moving from left to right and using the level descriptions as a guide, check off the level of
skill consistently demonstrated for each category of software/application.

3. Weight the skill according to importance to the job. Try to stick with multiples of 5% to
ease analysis. If a particular application is not used in the job, simple assign a weight of
0%. The total weight of all skills must equal 100%.

4. Multiply the weight times the numeric value of the skill level.

5. Add the scores for all columns. Round to nearest whole number. This is the final skill
level for Software/Applications. Check the final score against the score for the most
important categories to ensure consistency.

6. Indicate the final skill level for Software Applications on page A:7, and continue on to the
### Technical and Computer Skills

#### Assessing Software/Applications Skills - Worksheet

<table>
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</tbody>
</table>

**Totals**

<table>
<thead>
<tr>
<th>% weight*</th>
<th>Score**</th>
<th>Final Skill Level (Total Score, rounded)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

* Sum of weights must equal 100%.

** Score for each application equals Skill Level times Weight. For example, a Skill Level of 3 with a Weight of 50% would score 1.5.

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Examples (but not limited to):
- **Standard Text**: Word, e-mail, WordPerfect
- **Specialty Text**: Mathematical, Specialty Foreign Lang, Nota Bene
- **Numeric**: Excel, Lotus, Quattro Pro
- **Database**: Access, Data Browser
- **Integrated Business Systems**: Banner, Mondo
- **Graphics**: Photo Shop, Paint Shop Pro, Adobe Photo Maker
- **Electronic Publication**: Front Page, Power Point, Page Maker, MS Publisher
Assign a weight to the skills based on the importance of the skill to the job (not necessarily the amount of time spent using the skill).

<table>
<thead>
<tr>
<th>Skill</th>
<th>% of Importance (Increments of 5%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis and Data Management</td>
<td>_______%</td>
</tr>
<tr>
<td>Communications*</td>
<td>_______%</td>
</tr>
<tr>
<td>Supervisory and Guidance Skills</td>
<td>_______%</td>
</tr>
<tr>
<td>Acquisition and Purchasing</td>
<td>_______%</td>
</tr>
<tr>
<td>Coordination*</td>
<td>_______%</td>
</tr>
<tr>
<td>Equipment Operation*</td>
<td>_______%</td>
</tr>
<tr>
<td>Software/Applications*</td>
<td>_______%</td>
</tr>
<tr>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

* Minimum weight of 5% for each of these skills.
Part B: Competency Assessment
Adaptability and Flexibility

**Definition**

<table>
<thead>
<tr>
<th>Adaptability and Flexibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responds to change with a positive attitude and a willingness to learn new ways to accomplish work activities and objectives.</td>
</tr>
</tbody>
</table>

**Behavioral Indicators**

*Check the box for the highest level that is consistently demonstrated.*

- **(0) Does not accept changes**
  - Does not readily accept changes.

- **(1) Accepts changes**
  - Accepts change quickly with minimal disruption to work flow.
  - Responds to change in a positive, supportive way without grumbling or complaining to others.

- **(2) Understands and appreciates need for change**
  - Shows willingness to learn new methods, procedures, techniques, or systems resulting from departmental or University-wide change.
  - Seeks full understanding of new procedures or methods resulting from a change.
  - Modifies own behavior to fit the situation at hand or to meet the expectations of others.

- **(3) Proposes new and/or improved ways of accomplishing departmental or University-wide goals**
  - Recognizes the merits of different approaches and uses them to perform work activities or understand opposing viewpoints.
  - Looks for ways to make changes work rather than only identifying why changes won’t work.
  - When faced with a barrier, responds in a variety of ways to achieve a goal.
  - Identifies and promotes ways to increase the effectiveness of change.

*Please provide a specific, descriptive example in the space provided below:*
Attention to Detail/Concern for Accuracy

**Definition**

Works to achieve complete accuracy by taking an organized approach to work assignments and by developing systems for structuring work and information.

**Behavioral Indicators**

_Check the box for the highest level that is consistently demonstrated._

☐ **(0) Does not assure quality and accuracy of own work**
  - Work consistently requires checking/review for accuracy.
  - Makes avoidable errors.

☐ **(1) Assures quality and accuracy of own work**
  - Work requires little or no checking/review for accuracy.
  - Double-checks the accuracy of information and work product.
  - Maintains a checklist, schedule, calendar, etc., to ensure that small details are not overlooked.
  - Completes all reports and documents according to procedures, policies and practices.
  - Provides accurate, consistent information on a timely basis and in a useable form to others who need to act on it.

☐ **(2) Assures quality of work of others and department or work group**
  - Carefully monitors details and quality of own and/or others’ work.
  - Peer reviews routine work of others when appropriate.
  - Ensures accuracy and quality of work by recommending appropriate systems or procedures, whenever possible.

☐ **(3) Assures quality of complex work of others**
  - Peer reviews highly complex work of others when appropriate.
  - Responsible for accuracy of work output with significant impact of error for work unit, department or University as a whole.

*Please provide a specific, descriptive example in the space provided below:*
Composure and Stress Tolerance

Definition
Maintains stable performance, stamina and emotional control when faced with opposition, pressure, hostility from others, and/or stressful conditions.

Behavioral Indicators

*Check the box for the highest level that is consistently demonstrated.*

☐ (0) Allows emotions to interfere with work performance
  - Loses composure when dealing with multiple demands.
  - Does not remain calm when facing others’ anger or lack of control.

☐ (1) Keeps own emotions from interfering with work performance
  - Maintains composure and consistent work style/performance when dealing with multiple demands.
  - Stays calm when facing others’ anger or lack of control.

☐ (2) Recognizes and responds effectively to unexpected situations
  - Handles crises calmly.
  - Maintains quality performance levels when performing difficult or unappealing tasks, or in stressful situations.
  - Demonstrates professional manner by tone of voice, attitude, comments and actions when in stressful situations.
  - Resists being defensive when confronted with criticism.

☐ (3) Calms others
  - Calms others and helps them regain composure in extremely stressful situations.
  - Effectively uses high degree of tact and diplomacy in working with or influencing others.

*Please provide a specific, descriptive example in the space provided below:*
Continuous Learning

**Definition**

Maintaining and developing depth and breadth of job related knowledge, including professional, technical and regulatory changes.

Behavioral Indicators

*Check the box for the highest level that is *consistently* demonstrated.*

- **(0) Does not keep up-to-date on current skills/knowledge base**

- **(1) Works to keep current skills/knowledge base**
  - Takes appropriate steps to maintain the necessary skills to demonstrate complete proficiency in performing job responsibilities.
  - Understands need for ongoing training and takes advantage of such opportunities.

- **(2) Develops new skills/grows applicable knowledge base**
  - Seeks opportunities to develop new skills independently or through formal training.
  - Adapts readily to constantly increasing skill requirements.
  - Takes the initiative for identifying personal development needs.

- **(3) Actively applies expertise**
  - Identifies opportunities to use new ideas, learning, skills, etc., to manage responsibilities and enhance performance or outcomes.
  - Uses expertise to inform and educate others and to improve operations or solve problems.

*Please provide a specific, descriptive example in the space provided below:*
Initiative

**Definition**
Evaluates, selects and appropriately acts on various methods and strategies for effectively and appropriately solving problems and meeting objectives before being asked or required to do so; self-starting rather than passively complying with instructions or assignments.

**Behavioral Indicators**
*Check the box for the highest level that is consistently demonstrated.*

☐ **(0) Does not demonstrate initiative**
  - Does things only when asked/informed.
  - Does not seek out or accept increased responsibilities or other opportunities.

☐ **(1) Anticipates needs related to regular assignments**
  - Does things before being asked or forced to by events.
  - Seeks out and/or accepts increased responsibilities and other opportunities.
  - Digs beneath the obvious to get at the facts, even when not asked to do so.

☐ **(2) Recognizes and seizes opportunities; self starter**
  - Tries out new ideas after consideration of all factors involved and potential consequences and outcomes.
  - Does whatever is necessary to get the job done; thinks and acts creatively and imaginatively when appropriate.
  - Acts quickly and decisively when faced with a problem or crisis, rather than waiting and hoping it will resolve itself.
  - Creates opportunities or minimizes potential problems by anticipating and preparing for these in advance.

*Please provide a specific, descriptive example in the space provided below:*
Judgment and Decision Making

<table>
<thead>
<tr>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Makes decisions authoritatively and wisely, after adequately contemplating various available courses of action. Understands and is sensitive to the nature of confidential material.</td>
</tr>
</tbody>
</table>

Behavioral Indicators

*Check the box for the highest level that is consistently demonstrated.*

- **(0) Does not demonstrate sound judgment or decision making**
- **(1) Demonstrates sound judgment and decision making using established practices and precedents in situations that require minimal interpretation or analysis**
  - Listens to both sides of the story before making a commitment or taking action.
  - Considers the impact of actions and decisions.
  - Considers cost and efficiency when making decisions.
- **(2) Demonstrates sound judgment and decision making in situations requiring assessment, interpretation and analysis to determine appropriate approach and solution**
  - Chooses appropriate time, place and type of communication.
  - Develops “what if” scenarios to analyze situation, selects appropriate approach and mitigates negative impact.
  - Able to handle multiple tasks/competing demands and produce good work.
  - Recognizes when a goal is no longer attainable.
  - Refrains from “jumping to conclusions” based on no or minimal evidence; takes time to collect facts before decision-making.
  - Recognizes when to refer situation to the next higher level of expertise.
- **(3) Demonstrates sound judgment and decision making in difficult situations where answers aren’t clear or significant interpretation or analysis is required and impact is significant**
  - Develops contingency plans prior to their being needed.
  - Proceeds cautiously with actions in unusual or complex circumstances, periodically checking the results of one’s actions to assure that intended objectives are being achieved.
  - Makes appropriate decisions in absence of clear detail and direction, or when there are multiple “right” answers.
  - Makes decisions, sets priorities or chooses goals on basis of service, cost/benefit, return on one’s investment of time/effort, and organizational impact/value.

*Please provide a specific, descriptive example in the space provided below:*
Organizational and Procedural Understanding

**Definition**

Demonstrates a comprehensive understanding of the University and its operations, policies, procedures and practices. Understands the impact and implications of decisions and actions on other units within the department and University as a whole.

**Behavioral Indicators**

*Check the box for the highest level that is consistently demonstrated.*

- **(0) Disregards/does not understand the policies, procedures and/or culture of work unit**

- **(1) Understands and effectively works within policies, procedures, objectives and culture of own area**
  - Understands and keeps current on the procedural aspects of one’s job.
  - Uses appropriate procedures, policies and practices accurately to complete work activities with minimal wasted time or effort.
  - Recognizes which issues are worth pursuing and when it is time to compromise.

- **(2) Understands interrelationship and works effectively with multiple areas to get things done**
  - Knows how to use the University’s formal and informal systems to get things done.
  - Balances individual needs – and those of one’s group – with the needs of the broader University.
  - Keeps key players appropriately informed of the status of major projects or other initiatives.
  - Makes self available to others to help solve procedural problems.

- **(3) Understands the University’s mission and operations, and work effectively to enhance the overall objectives**
  - Predicts how new events or situations will affect individuals and groups within the University.
  - Ensures that own work goals are in line with department and University goals.
  - Demonstrates concern for the long-term as well as immediate short-term goals and actions.
  - Demonstrates understanding of the University’s overall goals, purpose, functions, etc., and incorporates it into work activities. Works effectively through relationships with external constituencies to accomplish goals.
  - Looks beyond the requirements of one’s own job to offer suggestions for improvements of overall University operations.

*Please provide a specific, descriptive example in the space provided below:*
Problem Solving

Definition

Addressing problems, challenges or opportunities and developing solutions by drawing on own knowledge and experience base and calling on other references and resources as necessary.

Behavioral Indicators

Check the box for the highest level that is consistently demonstrated.

☐ (0) Does not recognize or ignores problems

☐ (1) Basic problem solving. Recognizes a problem exists and solves it locally using predetermined procedure
  ▪ Identifies and uses the information and resources needed to solve a problem effectively.
  ▪ Gets input from internal/external constituencies or other contacts who are closest to the problem.

☐ (2) Recognizes, analyzes and resolves moderately complex problem(s)
  ▪ Undertakes a moderately complex task by breaking it down into manageable parts in a systematic, detailed way.
  ▪ Rapidly and accurately identifies key issues in a problematic situation.
  ▪ Identifies inconsistencies or discrepancies that are not obvious.

☐ (3) Develops new procedures for solving problems, deals in a wider arena, over a longer-term
  ▪ Analyzes situations logically to identify causes and draw solid conclusions.
  ▪ Anticipates the consequences of situations/decisions.
  ▪ Sees similarities between new situation and past situations of a different type and uses that information to address the issue(s) at hand.
  ▪ Focuses on process of problem solving, rather than just the solution.
  ▪ Looks beyond symptoms to uncover root causes of problems to be solved.

Please provide a specific, descriptive example in the space provided below:
Reliability

<table>
<thead>
<tr>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates a high level of dependability in all aspects of the job.</td>
</tr>
</tbody>
</table>

Behavioral Indicators

*Check the box for the highest level that is consistently demonstrated.*

☐ (0) **Does not perform job expectations**

☐ (1) **Performs job expectations**
  - Completes assignments accurately, on time and with minimal supervision.
  - Can be counted on to work during scheduled time, and gives continuous effort on task while at work.

☐ (2) **Fulfills commitments**
  - Fulfills all commitments made to peers, coworkers, supervisor, students, parents, etc., accurately, thoroughly and on a timely basis.
  - Informs appropriate individuals on a timely basis when assigned tasks will not be completed in agreed upon time frame.

☐ (3) **Effectively and proactively manages multiple demands and accomplishes all responsibilities**
  - Develops contingency plans as necessary to ensure that all work gets accomplished accurately and on time.
  - Effectively handles multiple demands and competing priorities.

*Please provide a specific, descriptive example in the space provided below:*
Service Orientation

Definition
Demonstrates concern for meeting needs of students, alumni, parents, faculty, the general public, co-workers, supervisors, vendors, or administration in a manner that provides satisfaction within the resources that are available.

Behavioral Indicators

Check the box for the highest level that is consistently demonstrated.

☐ (0) Responds inappropriately
  ▪ Does not remain calm in the face of anger.
  ▪ Does not respond with an appropriate level of urgency.

☐ (1) Responds appropriately
  ▪ Stays calm in face of anger or lack of control and keeps own emotions from interfering with responding effectively.
  ▪ Responds with an appropriate level of urgency.
  ▪ Ensures clear, accurate understanding of requests and messages by paying close attention and asking appropriate questions.

☐ (2) Anticipates and follows-up on needs
  ▪ Anticipates, identifies, and resolves problems before they occur.
  ▪ Obtains involvement and input from appropriate sources before making commitments.
  ▪ Discusses alternative ways to meet expectations cost-effectively and efficiently.

☐ (3) Anticipates future needs
  ▪ Looks for ways to continuously improve environment, responsiveness, work output or efficiency to increase satisfaction.
  ▪ Regularly monitors satisfaction and improves systems/responses as necessary.
  ▪ Exerts appropriate efforts to protect others from conditions which interfere with learning or are harmful to other’s health, safety and/or well-being.

Please provide a specific, descriptive example in the space provided below:
Teamwork

Definition

Ability to meet and work with people easily, establishing a climate of trust, confidence, and mutual respect. Willingness and ability to work with a “role” outside of traditional “job” definition. “Team” in this context refers to work groups within a department or office, as well as committees and teams established to perform a particular assignment.

Behavioral Indicators

Check the box for the highest level that is consistently demonstrated.

☐ (0) Detrimental to team
  - Interferes with group process.
  - Does not share openly with co-workers.
  - Does not contribute to departmental services or programs.

☐ (1) Cooperates and shares with team
  - Develops and maintains positive working relationships with co-workers.
  - Follows up on inquiries and requests from peers and co-workers.
  - Participates willingly toward accomplishing group goals, doing his/her share of the work.

☐ (2) Supports team
  - Demonstrates interest in helping others solve problems and accomplish work objectives.
  - Is willing to accept and support compromises to progress toward the achievement of group goals; suggests compromise alternatives.
  - Consistently offers relevant input to discussions as issues are being clarified and solutions are being developed.

☐ (3) Leads, organizes and/or develops team
  - Actively seeks the input of group members and encourages their participation.
  - Involves and encourages team members.
  - Gives credit and recognition to others who have contributed to work processes or outcomes.
  - Respects, appreciates and is open to differing opinions.
  - Acknowledges and works through conflict; does not remain silent or withhold differing opinions.
  - Works to build a sense of common purpose across all work groups, avoiding a “we” versus “they” attitude.
  - Takes deliberate action to promote positive work climate and group cooperation.

Please provide a specific, descriptive example in the space provided below: