UIC

THE UNIVERSITY OF ILLINOIS AT CHICAGO HUMAN RESOURCES

A Guide To Competencies At UIC

Employee Performance Program

Competencies at UIC are used to support job performance and the development of professional capabilities for all employees.

What's Inside?

UIC core and manager competencies support the *Employee Performance Program* by providing employees with behaviors and learning opportunities to support job performance.

The Employee Performance Program provides a series of structured conversations, each related to a specific job performance or professional development objective. Core and manager competencies are capabilities that help the employee perform their job responsibilities professionally.

Compliance with Unit, College, or Department Procedures

The Employee Performance Program supports and supplements any program or reporting process that your unit, college, or department may have in place.

Your Role as a Supervisor

As a supervisor your role is to help the employees reporting to you understand their job responsibilities and achieve job performance goals while guiding and providing coaching on performance improvement and professional development activities. This begins on day one when you welcome a new employee.

You can find additional resources for new employees and the You and UIC *New Employee Orientation at:*

hr.uic.edu/developing_and_guiding_employees/start/

Resources Online

Visit the UIC Human Resources web site and navigate to *Developing and Guiding Employees.*

http://hr.uic.edu

Questions and Support

For questions related to the Employee Performance Program process and materials, contact:

oe@uillinois.edu

For questions related to the programs or reporting process in your unit, college, or department contact your human resources representative.

Policy 602: Employee Performance Review

Academic Professional and Civil Service employees should receive a Performance Review each year between **May 15 and August 15**.

hr.uic.edu/policies/

About UIC Competencies

A competency is a set of associated knowledge, skills, and abilities necessary to successfully perform job related tasks. Supervisors are expected to support employee competency development at UIC.

Find more online: hr.uic.edu/managing_my_performance/

The "How" vs. "What" of Performance

Job descriptions generally include the purpose, duties, responsibilities, scope, and working conditions for a particular job. These are the "what" of job performance; information used to determine required job knowledge and work quality.

Competencies are those capabilities that govern "how" an individual manages personal performance in the workplace. Using UIC's Competencies to guide performance improvement, a supervisor supports the development of employee's capabilities as a professional, whatever his or her particular job responsibilities may be.

Supporting the growth and development of your staff is vitally important in helping them be as productive and successful as possible in their current role, encouraging motivation and retention, and preparing them for future career opportunities at UIC.

Developing Competencies

There are many opportunities to encourage employees to focus on competencies while on the job. Having discussions about competencies can help focus attention on the behaviors and habits that impact effectiveness in the workplace.

UIC Human Resources provides a wide range of competency-focused development resources you can recommend to individual employees or to your entire team, including instructor-led training, online courses, and on-demand learning tools.

Visit the UIC Human Resources web site for access to professional development opportunities organized by competency.

hr.uic.edu/managing_my_performance/

UIC Core Competencies

for all employees

Accountability

Communication

Cooperation

Customer Service

Integrity

UIC Management Competencies

for employees in a supervisory role

Focus on Results

Developing Others

Collaborative Conflict Resolution

Allocating Resources

Managing Budgets

UIC Core Competencies

Accountability

Accountability directly influences the effectiveness of work efforts. Employees demonstrate ownership of work products, services, and results through goal setting and monitoring the success of objectives and goals. UIC employees take responsibility for the challenges and barriers that arise by looking for solutions and creative ways of completing work.

Behaviors

Documents work progress and maintains necessary records as requested

Completes assignments on or ahead of schedule

Follows up with appropriate individuals to request clarity before taking action on items that may be unclear

Takes responsibility for work products, services, results, decisions, actions, and failures

Takes an active role in completing work assignments and projects

Establishes plans with benchmarks and milestones to achieve goals and objectives

Monitors goals and objectives in a systematic, timely manner and takes necessary action to address areas of concern

Higher Level

Confirms and implements measures to assess effectiveness of programs, projects, processes, or procedures

Encourages others to take ownership of work products, services, results, decisions, actions, and failures

Provides context for colleagues to relate their work to UIC's overall mission and goals

UIC Core Competencies

Communication

Communication sets the tone of the work environment. It drives the quality of shared information, strengthens team effectiveness, and fosters a positive and supportive culture. Use of language appropriate to the workplace that is both respectful and easy to understand is expected. This includes sensitivity to verbal and non-verbal cues, requesting clarity before taking action, and providing timely responses.

The ability to adapt verbal and written communication to the intended audience and encourage dialog are key to positive communication.

Behaviors

Speaks to others in a respectful, easy to understand manner

Responds to verbal and non-verbal cues from others

Demonstrates active listening skills

Listens to seek understanding, rather than to formulate responses

Communicates clear, concise, and complete messages and respectfully checks for understanding

Adapts verbal and written communication for target audience and message

Acknowledges and responds to verbal and written communications in an appropriate and timely manner

Uses accessible language to convey information

Seeks diverse perspectives and insights from others

Higher Level

Provides constructive feedback to others to improve quality of work

Demonstrates ability to engage others in dialogue and helps to problem solve

Encourages open discussions about complex matters

UIC Core Competencies

Find more online: hr.uic.edu/course/cooperation/

Cooperation

When co-workers practice cooperation, their work relationships and environments are more productive and enjoyable. *Cooperation* gives colleagues the ability to synthesize ideas to achieve superior solutions. UIC employees who demonstrate a positive attitude, take an active role in work assignments, are responsive to feedback, and willing to adjust as needed are respected by others. These actions create opportunities for partnership and inclusion while planning and making decisions.

Behaviors

Maintains a positive attitude in day-to-day communication

Uses neutral and positive language

Responds constructively to others who alert the group to what is not working

Demonstrates genuine interest in opinions, contributions, and concerns of others

Partners with others to complete work assignments

Balances own interest with other's interests

Seeks feedback and other's perspectives to reach agreement

Promotes high visibility of shared contributions

Practices equity, listens, and refrains from passing judgements of other group members and their ideas

Higher Level

Facilitates collaboration across colleges, units, departments, or programs

Willingness to share control of decisions and acknowledges contributions of others

Shares control and empowers others to act on behalf of team and achieve team goals

Defines success in terms of entire groups

Forms teams that include a diverse mix of work styles, perspectives, and experiences

Creates a sense of belonging and strong team morale

Shares team and individual successes and rewards team efforts

UIC Core Competencies

Customer Service

UIC employees ensure each customer's interaction with UIC is productive and positive. Customers may be students, members of the public, or fellow employees. *Customer Service* is displayed through the ability to answer questions, or provide access to appropriate resources and assisting in a polite, professional, and timely manner.

Behaviors

Focuses on each customers' needs and expectations when delivering service

Initiates customer service interactions promptly, and uses non-verbal and verbal communication to set a positive tone

Perceives emotions and manages negative emotions during customer engagements

Addresses customer requests in a professional and polite manner

Listens closely, asks questions, and actively seeks information to understand the situation completely

Can find common ground to provide alternatives that meet customer needs and concerns

Values the customers' perspective and collaborates with the customer to select a solution

Takes ownership to identify appropriate resources, provide accurate information, and resolve issues

Follows up to validate success in resolving customer problems

Higher Level

Seeks to improve customer experience through building expertise, tracking customer satisfaction, and process improvement

Encourages the team to examine processes and suggest ways to improve customer service delivery

Anticipates customer needs and develops plans to improve customer service approach

UIC Core Competencies

Find more online: hr.uic.edu/course/integrity/

Integrity

Integrity is a standard of personal conduct that engenders trust from colleagues, loyalty from customers, and ethical behavior in the workplace.

All UIC employees should consistently adhere to UIC policies and procedures, uphold confidentiality agreements, and establish a reputation of honesty and fairness.

Behaviors

Demonstrates responsible use of work time and UIC property

Adheres to Federal and State laws and regulations, and University policies and procedures

Safeguards private information and upholds confidentiality agreements

Reports any allegations of wrongdoing

Adheres to University of Illinois Code of Ethics

Complies with intellectual property laws

Expresses self in a credible and transparent manner

Models high standards of honesty and responsibility

Follows and adheres to standards of your profession and/or role

Takes actions to support a safe work environment

Modifies work habits as necessary to adjust to changes in policies and procedures

Notifies others of actions that may conflict with UIC's processes

Ensures participation in mandatory training

Guides others to make ethical decisions in ambiguous or unfamiliar situations

UIC Management Competencies

Find more online: hr.uic.edu/course/results/

Focus on Results

The cornerstone of effective management practices is *Focus on Results*. Achieving results for an organizational group requires that objectives are identified and defined, meaningful metrics are established, and progress is tracked and managed.

Effective supervisors learn to communicate a vision, set priorities, develop and execute plans to achieve the desired outcome. Demonstrating leadership, positive communication, and cooperation promotes a focus on results for members of their organizational group, its partners, and collaborators.

Behaviors

Manages time and schedules to maximize efficiency

Identifies department goals and confirms staff actions necessary to achieve goals

Defines metrics to monitor progress toward achieving department goals

Helps employees set priorities to complete most important work first

Provides employees with guidelines that foster a customer-centric focus

Identifies underperforming employees and provides guidance and support to improve their work product

Simplifies processes to enable employees to work in a more efficient manner

Collaborates with employees, alumni, and the community to achieve defined college/unit goals

Outlines best practices and goal-setting targets to achieve college, department, or unit strategic intent and benchmarks for success

UIC Management Competencies

Developing Others

For UIC to attract, retain, and fully engage the best talent, it is essential to create an environment where individuals are encouraged to succeed and grow as professionals. Developing others is a skill that gives supervisors the ability to promote continuous improvement of the members of their organizational group, leading team members to increase innovation, productivity, and effectiveness.

Demonstrating skill in *Developing Others* requires support of employee efforts to perform in their current role, achieve professional goals, and plan for career advancement. As one of the most important responsibilities of a supervisor, developing talent on your team demonstrates you are willing to put in the time, interest, and effort to move your team members to reach their fullest potential.

Behaviors

Provides ongoing opportunities for employees to acquire new work-related knowledge and skills

Gives necessary guidance and instructions for employees to address work expectations

Provides praise (positive feedback) to employees when appropriate

Provides well-times constructive feedback to improve quality of work

Helps employees identify solutions to overcome on-the-job performance concerns

Responds promptly and thoroughly to employee questions and suggestions

Encourages employees to continue learning and developing skills aligned with college, unit, and department goals, and professional growth

Talks with employees to identify training opportunities

Promptly informs an employee of new expectations or policies

Actively engages in UIC's Employee Performance Program for each employee that reports to them

Provides on-the-job skill enhancement opportunities to address identified employee development needs and growth

Plans for and identifies development opportunities and stretch assignments that engage and motivate employees

Gives employees project ownership to encourage critical and innovative thinking

Identifies career issues and advancement opportunities for team members

Leverages University-wide opportunities to assign employees to roles that will move their careers forward and help UIC achieve its goals

Provides opportunities for employees to practice and improve skills

Shapes and assigns work to encourage teamwork

UIC Management Competencies

Find more online: hr.uic.edu/course/conflictresolution/

Collaborative Conflict Resolution

Collaborative Conflict Resolution is a set of skills used to create opportunities for those in conflict to work toward practical solutions that meet each person's needs. Using a collaborative conflict resolution approach promotes strong teams and partnerships. Supervisors should have the ability to gather information, listen to ideas proposed by others, and model the behaviors that foster collaborative working relationships among employees.

Supervisors will work through UIC conflict resolution policies and resources, identify a range of acceptable solutions, and work effectively with employees.

Behaviors

Gathers information to identify and resolve workplace conflict

Encourages constructive, open discussion between employees to resolve conflict

Listens to ideas and solutions proposed by others to resolve conflict

Models behavior in the workplace that fosters collaborative working relationships among staff

Works with employees to identify a range of acceptable solutions to workplace conflict

Encourages employees to take advantage of Dispute Resolution Services (DRS) provided by the Office for Access and Equity when appropriate

Demonstrates knowledge of UIC conflict resolution policies and resources

Preempts conflict by immediately addressing unacceptable behaviors

Consistently creates opportunities for employees to discuss concerns

UIC Management Competencies

Find more online: hr.uic.edu/course/allocating/

Allocating Resources

Supervisors support unit operations by allocating staff and other resources efficiently to accomplish operational goals. Promoting an environment of continuous improvement to manage resources and maintain standards are key to allocation of resources. Creating teams with diverse work skills, work styles, and experiences encourages sharing of best practices to produce high quality work.

Behaviors

Determines staffing, resources, and training required for effective department operations

Seeks to consistently accomplish department objectives in an effective manner

Creates a work climate in which performance efficiency is valued and rewarded

Collaborates with employees to establish goals

Works proactively to secure additional resources for the department

Monitors resource availability

Makes contingency plans to ensure availability of adequate resources in event of unforeseen circumstances

Recommends methods for streamlining processes

Identifies ways to maintain level and quality of work while utilizing fewer resources

Forms teams that include a diverse mix of work styles, perspectives, and experiences

UIC Management Competencies

Find more online: hr.uic.edu/course/budgets/

Managing Budgets

Managing Budgets is a set of skills in fiscal management, planning, and adherence to process that ensures the ability to maximize organizational group resources. Learning how to manage budgets strategically affords supervisors the insights necessary to establish and achieve realistic goals. Supervisors display skills through responsible allocation of funds, anticipation of future needs, proficiency in UIC budgeting policies, and cost estimates that are complete and thoughtful.

While not all supervisors at UIC have direct responsibility for budgets in their area, a basic understanding of practice in business operations encourages good decisions.

Behaviors

Allocates budget resources responsibly and balances college, department, or unit funds while anticipating future needs

Demonstrates proficiency in following UIC budgeting policies and practices using required forms

Prepares complete and thoughtful product and service cost estimates

Prepares budget justifications and proposals that reflect department needs

Translates UIC objectives, priorities, and analysis of current resources into accurate budget plans

Considers additional revenue sources where appropriate

Defines strategy to manage additional revenue streams