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

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**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
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

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

Find more online: hr.uic.edu/course/cooperation/
UIC Core Competencies

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

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
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

Find more online: [hr.uic.edu/course/results/](hr.uic.edu/course/results/)
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

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

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