What is a competency?
A competency is a combination of skills, abilities and knowledge directly related to successful performance on the job. The Core Competencies listed here are required at some level for every Staff position at the University.

Higher level competencies include the behaviours described in the levels before it.

<table>
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<tr>
<th>Working with Others</th>
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<tr>
<td>Establishes and maintains effective working relationships with others. Works cooperatively to accomplish shared goals and objectives. Values the diversity of others and their perspectives.</td>
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**Level 1**
- Is respectful, helpful and cooperates with other team members
- Is flexible and adaptable when working with others; re-evaluates own position in light of new information from others
- Understands how others’ skills, knowledge and background complement and may overlap with one’s own
- Celebrates team successes and shares accountability for team decisions and actions

**Level 2**
- Ensures that complexity, uncertainty and other stressful situations do not negatively affect relationships or customer service
- Collaborates, shares plans, information, and resources with others and is willing to transfer skills to others
- Seeks ideas and input of colleagues in own and other teams to make best use of expertise and improve performance of the group

**Level 3**
- Discusses issues with group members that could impact on results
- Communicates expectations for teamwork and collaboration
- Gives credit and acknowledges contributions and efforts of individuals to group effectiveness
- Understands that conflict can be productive and actively works to manage conflict within the group

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<tr>
<th>Inclusivity</th>
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<tr>
<td>Values individual differences. Deals effectively with persons of all races, nationalities, cultures, ages, and genders as well as persons of different sexual orientations and those with disabilities, such that their own and others' contributions are maximized. Supports fair treatment and opportunity for all. Demonstrates commitment to diversity and equity.</td>
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**Level 1**
- Interacts successfully with people of diverse backgrounds.
- Appreciates individual differences and demonstrates tolerant behaviour.
- Respects the needs of others who share different opinions.
- Questions attitudes, comments and behaviours which are discriminatory.
- Acknowledges and respects diverse cultural customs and beliefs.

**Level 2**
- Creates an inclusive environment within the workplace.
- Coaches others on how to respect diversity in the workplace.
- Addresses diversity issues and supports staff who may feel vulnerable.
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<th>Level 3</th>
<th>Takes a leadership role in implementing university policies on equity and diversity</th>
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<tr>
<td><strong>Communication</strong></td>
<td>Uses verbal, written and non-verbal communication to gather information and deliver key messages.</td>
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| **Level 1** | • Provides basic information or responds to inquiries in a courteous and effective manner  
• Communicates one on one with a customer, peer or line manager |
| **Level 2** | • Provides more complex information that requires interpretation or explanation  
• Uses listening skills to determine what type of information to share or advice to give |
| **Level 3** | • Communicates complex information to a variety of audiences (internal and external)  
• Adapts the style of communication and tool to suit the audience to increase the effectiveness of the message |

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<th><strong>Customer Service and Support</strong></th>
<th>Meets the needs of internal and external customer/clients.</th>
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| **Level 1** | • Responds to routine customer/client issues and requests for information  
• Provides the information asked for promptly and accurately according to established standards |
| **Level 2** | • Engages the customers/clients in a dialogue to assess their needs and then tailors the response/advice to address those needs  
• Proactively looks for ways to make things better for the customer without being asked |
| **Level 3** | • Anticipates future customer/client needs and puts plans in place to proactively address them |

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<th><strong>Planning/Organizing</strong></th>
<th>Plans, organizes and prioritizes work to meet established deadlines and standards.</th>
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| **Level 1** | • Plans and organizes own day to day work to meet established deadlines and standards.  
• Work activities require short-term planning |
| **Level 2** | • Work activities require medium-term planning  
• Recognizes possible problems with resources or deliverables impacting deadlines or standards and escalates for resolution |
| **Level 3** | • Plans, organizes and prioritizes work for an entire department or project team  
• Work activities require long-term planning  
• Reallocates resources within the group or adjusts priorities when needed to meet deadlines and standards |
Continuous Improvement

Continuous improvement includes adopting new activities or changing work processes to increase effectiveness of work tasks or improve outcomes. It also includes personal development activities to increase or enhance skills needed on the job.

**Level 1**
- Makes suggestions or identifies areas to improve current working methods
- Demonstrates a willingness to learn new things or improve skills

**Level 2**
- Looks to improve efficiency and quality of service of own area via input to procedures and processes
- Seeks and accepts feedback as an input to improving own performance
- Keeps skills up to date and develops a depth or breadth of knowledge in a particular area

**Level 3**
- Implements changes to procedures and processes that result in improved efficiencies or quality
- Actively seeks customer/client feedback for self and department. Uses feedback to improve customer service standards/processes.
- Puts plans in place to increase the skills and capabilities of entire department or team
- Keeps up to date with developments in own field and keeps abreast of issues internally and externally and applies this new knowledge on the job

Attention to Detail

Is thorough when performing tasks and conscientious about attending to details, ensuring quality of products and services.

**Level 1**
- Completes all work according to established procedures and standards
- Checks own work to ensure details are correct before completing tasks

**Level 2**
- Makes suggestions to address quality problems or reduce the number of work errors
- Clarifies the purpose and expected results of an assigned task

**Level 3**
- Creates and implements systems to ensure quality standards are consistently met for own and others’ work
- Monitors work for accuracy, completeness, timeliness and quality against standards and project plans

Adaptability and Support for Change

Adjusts to different situations in periods of change while remaining positive, calm and level headed.

**Level 1**
- Remains flexible and open to change while maintaining job performance
- Able to apply changes to own context at work

**Level 2**
- Generates new ideas and suggestions for change
- Supports others with tools, resources and processes to assist with the change implementation

**Level 3**
- Implements change within a work group or department
- Recognizes barriers/resistance to change and uses knowledge and skills to overcome them
- Influences others to accept change and promotes maintaining job performance during and after periods of change