Competency Descriptions
Non-Academic/Non-Represented WSU Leaders and Staff

Although the competency ratings are not included in the temporary performance management fillable PDF, it might be helpful to skim the below behavioral indicators as inspiration for thinking about times when you may have embodied these characteristics and examples of the positives outcomes that resulted. These could then be included in the narrative section of the form.

Competency / Definition	Excels	Meets Requirements	Some Attention Needed
Analytical & Problem-solving Skills			
Uses analysis, wisdom, experience and logical methods to solve difficult problems; incorporates multiple inputs to establish shared ownership and action.	• Uses a combination of logic, analysis, experience, wisdom, advanced methods, and other resources to solve problems • Demonstrates the ability to solve complex, difficult, and intractable problems • Creates effective and innovative solutions • Skillfully probes all appropriate sources • Demonstrates advanced skill and keen insight in gathering, sorting, and applying key information and demonstrates deep resolve and resilience throughout the process • Is well respected inside and outside the department; is often pursued as a consultant for input, analysis, process support, and direction	• Uses a combination of logic, analysis, experience, wisdom, and methods to solve problems • Probes appropriate sources for relevant information and answers to key questions • Demonstrates persistence and skill in gathering information • Has solutions and suggestions that are effective in addressing the problem at hand • Involves others in the thinking and decision-making process • Can see hidden problems • Looks beyond the obvious and doesn't stop at the first answer	• Not a disciplined problem solver; may be stuck in the past, wed to what worked before • Many times has to come back and rework the problem a second time • May be a fire-ready-aim type • May get impatient and jump to conclusions too soon • May not stop to define and analyze the problem; doesn't look under rocks • May have a set bag of tricks and pull unfit solutions from it • May miss the complexity of the issue and force fit it to what he/she is most comfortable with • Unlikely to come up with the second and better solution, ask penetrating questions, or see hidden patterns
Business Acumen			

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Competency / Definition	Excels	Meets Requirements	Some Attention Needed
Combines job knowledge and broad university knowledge to achieve Wayne State University Goals.	• Demonstrates a high-level understanding of how business works • Possesses keen business judgment and insight • Demonstrates broad knowledge and perspective and is future orientated • Understands the WSU Strategic Priorities inside and out • Is aware of how strategies and tactics work in the educational competitive market	• Knows how business works, especially regarding WSU's business, i.e., how WSU acquires resources and makes money, how WSU uses money and its resources and the interrelatedness between the schools, colleges, and divisions • Knows how his/her position fits into the overall WSU Organizational structure • Knows how his/her job relates to WSU's strategic priorities	• Doesn't understand the broader world of business • May be a very dedicated functional or professional expert but needs a broader view of WSU • Doesn't understand the "business" WSU is in • May be narrowly tactical • Lacks interest or experience in general business • Has little knowledge or interest in WSU's strategic priorities • Has little knowledge or interest in understanding WSU's organizational structure
Communication			
Is able to write in a variety of communication settings and styles; can get messages across that instigates appropriate actions; orally communicates in a variety of formal and informal settings; actively listens.	• Is proficient in a variety of writing styles and uses the appropriate style that suits the message and audience • Regularly produces written communications that positively affect attitudes and beliefs through inspirational and timely messages • Eloquently composes clear, concise and crisp messages • Articulately expresses oneself to large or small groups or one-on-one	• Writes clearly and succinctly in a variety of communication settings and styles • Uses correct grammar, in written and oral communications and correct punctuation and spelling in written communication • Can effectively get the message across either orally or in written form	• Oral and written communications are frequently unclear and disorganized • Oral and written communications frequently contain grammatical and structural errors • Written communication frequently contains punctuation and spelling errors • May fail to communicate information in a timely manner

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	• Comfortably and eloquently presents to a broad and diverse population • Responds with finesse when faced with on-the-spot questions or challenges		• Communication has often created misunderstandings
Clarity & Innovation			
Resourceful to deviate from the routine; develops and implements new methods, procedures solutions, concepts, designs and or applications; demonstrates imagination and originality; makes innovative contributions.	• Consistently generates and employs original ideas for himself or herself and for others tackling both simple and complex problems • Uses analysis and cross-pollination of information from own situation to another to solve problems • Is seen as bringing out the best in others in brainstorming sessions or one-on-one • Is unafraid to use unorthodox methods	• Works to invent new ideas • Strives to be creative • Challenges the usual way of doing things • Easily makes connections among previously unrelated notions	• Narrow, tactical, cautious and conservative • May be more comfortable with the past, prefer the tried and true • Limited background • Avoids risk and doesn't seek to be bold or different • Doesn't connect with ideas from outside own area • May have no idea how creativity works • Uses old solutions for new problems • May chill the creative initiatives of others
Customer Focus			
Commits to meeting the expectations and requirements of internal and external customers; acts with customers in mind; values importance of providing high-quality customer service.	• Strategically plans ways to demonstrate superior customer service • Interacts regularly with customers to gain feedback and to ascertain ways to improve services • Establishes and nurtures relationships with customers, regularly inviting feedback and suggestions	• Commits to meeting the expectations and requirements of internal and external customers • Responds to customer problems in a timely manner • Looks for ways to exceed customers' expectations	• Doesn't think of the customer first • May think he/she already knows what they need • May focus on internal operations and get blindsided by customer problems • May not make the first move – won't meet and get to know customers

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	• Acts with customers in mind and considers customer service of paramount importance • Consistently exceeds customer expectations • Proactively identifies customer issues and quickly and effectively resolves customers' problems	• Makes decisions that demonstrates an understanding of customers' needs • Gets firsthand customer information, and assesses it to measure customer satisfaction • Builds and maintains effective relationships with customers, and gains their trust and respect	• Uncomfortable with new people contacts • May be unwilling to handle criticisms, complaints, and special requests • May not listen well to customers, may be defensive • May not make the time for customer contact
Dealing with Change			
Maintains performance with changing circumstances; handles stress; able to move into action without having the total picture; tolerates uncertainty.	• Anticipates impact of change, and directs self and others in smoothly shifting gears • Uses ingenuity in dealing with ambiguous situations, and helps others to cope effectively • Thrives on situations involving risk and uncertainty	• Effectively copes with change and shifts gears comfortably • Decides and acts without having the total picture • Handles risk and uncertainty comfortably • Accepts changing priorities and work assignments	• Not comfortable with change or uncertainty • May not do well on fuzzy problems with no clear solution or outcome • May prefer more data than others, and structure over uncertainty • Prefers things tacked down and sure • Less efficient and productive under ambiguity • Too quick to close • May have a strong need to finish everything • May like to do things the same way time after time
Initiative Taking			
Takes action to achieve goals beyond what is expected; drives to bring issues to a	• Requires much less support than most other people or groups	• Is proactive • Works to solve problems only	• Needs significantly more than average support and time from bosses

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successful closure; self-starter.	• Needs little unplanned guidance or help • Independent • Self-motivated • Self-starter • When bringing problems to leadership, brings solutions	involving leadership when necessary • Takes advantage of opportunities • Asserts own influence over events to achieve goals • Follows through to ensure successful completion of projects	and others to meet minimum standards • Takes more maintenance and support than most people or groups to be able to contribute up to standard • Not much time left for bosses to support other people or groups
Job/Functional Skills			
Has the functional and technical knowledge and skills to do the job at a satisfactory level of accomplishment.	• Demonstrates an active interest in enhancing current skills and learning new ones; applies advanced functional or technical knowledge to do his or her job at a high level of accomplishment • Insightfully selects, combines, or invents appropriate tools or technology for tasks • Improves or redesigns processes, tools, or technologies • Is sought out by others for technical expertise and knowledge and for troubleshooting of complex technical issues • Consistently shares expertise with others, teaching skills and explaining concepts	• Has and uses the required functional and technical knowledge and skills necessary to do his or her job • Chooses appropriate tools or technology for tasks • Experiments with new processes, tools, or technologies to determine applicability • Understands facts and information related to assignments, including department and University policies • Has the capability and knowledge base to share technical skills with others • Provides opportunities for others to learn	• Not up to functional or technical proficiency • Makes technical/functional errors • Judgment and decision-making marginal because of lack of knowledge • May be stuck in past skills and technologies • May be inexperienced, new to the area, or lack interest in it • Lack of detail-orientation to go deep • May not make the time to learn

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		technical skills and concepts	
Organizational Agility			
Knowledgeable about how the university works and how to get things done both through formal and informal channels; aware of the culture of the university; understands the reasoning behind key policies, practices, and procedures, works well with his/her supervisor and co-workers; can work his or her way through touchy situations.	• Understands and appreciates the origins and reasoning behind key policies, practices, and procedures, and is involved with their evolution • Studies other organizational cultures and politics to glean insight and to gain fresh perspective of the university • Is a consummate networker who can initiate relationships within and between departments that leverage the strengths and capabilities of all parties • Is actively sought after in order to provide guidance and assistance in dealing with complex political situations	• Understands the origin and reasoning behind key policies, practices, and procedures • Understands the culture of the university and acknowledges institutional politics as a reality • Relates well to and regularly interacts with both authority figures and peers • Maneuvers smoothly through complex political situations • Identifies where the land mines are and plans his or her approach accordingly	• Doesn't get things done in the university beyond his/her area • May lack the interpersonal skills to get things done across boundaries • May not negotiate well within the department or between departments • May be too timid and laid back to maneuver through the various departments to get things done • May reject the complexity of the university • May lack the experience or simply not know who and where to go • May be too impatient to learn • May neither know nor care to know the origins of how things work around the university
Personal Credibility			
Is widely trusted; is seen as a direct, truthful individual; presents truthful information in an appropriate and helpful manner; keeps confidences; admits mistakes; doesn't misrepresent himself	• Seen as one who could teach others in this area	• Is known to espouse and apply a high set of ethical and moral principles • Is indisputably trusted to keep confidences and to protect sensitive information, even to his or her own detriment	• Is not widely trusted • May hedge or not take a stand • May treat others differently or indifferently at times • May not walk his/her talk and be seen as inconsistent

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or herself for personal gain		• Is respected as a credible source and a proven confidant • Promotes the value of trust throughout the organization • Consistently keeps commitments and follows through	• May have trouble keeping confidences and talks out of school • Makes promises he/she doesn't or can't keep • May lack follow-through and causes problems for others • Blames others for own mistakes • Seen as just out for him/herself • Actions display a lack of following university policies and regulations
Time Management			
Scopes out length and difficulty of tasks and projects; able to shift priorities and multi-task on various projects; develops strategies to achieve department goals, estimates time and resources.	• Develops effective strategies for the department and coordinates efforts to implement them • Designs methods for implementing plans and for measuring success • Fluently conveys the plan to all, creating structure for communication and interaction • Anticipates impact of environment and situations on projects and plans how to compensate for the unexpected • Investigates possible roadblocks and develops contingencies to redirect tasks so momentum is not lost • Consistently exceeds deadlines	• Accurately scopes out length and difficulty of tasks and projects • Breaks down work into process steps • Develops schedules for completions of tasks • Realistically estimates time and resource requirements on projects • Anticipates and adjusts for problems and roadblocks • Measures performance against goals • Effectively shifts priorities and multi-tasks on projects	• Doesn't pull resources together effectively • Performance decreases as the number of simultaneous activities increase • May scramble at the last minute and have to work long hours to finish • May not anticipate or be able to see how multiple activities come together • Doesn't plan for much • Doesn't follow an orderly method of setting goals and laying out work • May be uncomfortable with structure and process flow • May be disdainful of planning • May not have the patience to establish goals and objectives, scope out difficulties,

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		• Consistently meets deadlines	plan for task completion, develop schedules, and do roadblock management • Consistently misses deadlines
Teamwork			
Teamwork Responds and relates well to people in all positions; is seen as a team player, and is cooperative; looks for common ground, and solves problems for the good of all.	• Responds and relates extremely well to people in all positions, initiating and maintaining relationships inside and outside his or her department and field of expertise • Builds trust and able to lead teams, encouraging others to step out of their comfort zones to form new interpersonal relationships • Esteems those with experience, and openly relies on their expertise to benefit the university • Has a knack for diplomacy and fosters goodwill between groups and departments	• Responds and relates well to peers and to those in positions of authority • Is seen as a team player, and is cooperative • Looks for common ground, and solves problems for the good of all • Represents his or her own interests and yet is fair to other groups • Encourages collaboration and seeks feedback • Can be candid with peers • is confident, relaxed with and well-regarded by peers • Demonstrates respect for others	• Not good at lateral cross boundary relations • Doesn't strike fair bargains or understand what peers expect or need • Not open to negotiation • A loner, not seen as a team player, doesn't have the greater good in mind • May withhold resources from the other team members • May not respect others, their functions or disciplines and somehow communicates that • May be very competitive, play and maneuver for advantage and withhold information • May have a chilling effect on the entire unit because he/she won't play • May deal with lateral conflict noisily or uncooperatively

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Additional Core Competencies for Supervisor/Managerial Employees

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Job/Functional Skills			
Has the functional and technical knowledge and skills to do the job at a satisfactory level of accomplishment.	• Demonstrates an active interest in enhancing current skills and learning new ones; applies advanced functional or technical knowledge to do his or her job at a high level of accomplishment • Insightfully selects, combines, or invents appropriate tools or technology for tasks • Improves or redesigns processes, tools, or technologies • Is sought out by others for technical expertise and knowledge and for troubleshooting of complex technical issues • Consistently shares expertise with others, teaching skills and explaining concepts	• Has and uses the required functional and technical knowledge and skills necessary to do his or her job • Chooses appropriate tools or technology for tasks • Experiments with new processes, tools, or technologies to determine applicability • Understands facts and information related to assignments, including department and University policies • Has the capability and knowledge base to share technical skills with others • Provides opportunities for others to learn technical skills and concepts	• Not up to functional or technical proficiency • Makes technical/functional errors • Judgment and decision-making marginal because of lack of knowledge • May be stuck in past skills and technologies • May be inexperienced, new to the area, or lack interest in it • Lack of detail-orientation to go deep • May not make the time to learn
Developing Direct Reports			
Is a people builder; provides development tasks and assignments; constructs development plans and executes them; pushes	• Looks for new ways to creatively challenge others and implements them	• Provides tasks for the purpose of developing others • Considers career goals of direct	• Not a people developer or builder • Very results driven and tactical; not time for long-term development

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Competency / Definition	Excels	Meets Requirements	Some Attention Needed
direct reports to accept developmental moves.	• Considers himself or herself in a position of responsibility for the advancement of others • identifies potential and assumes a role in harvesting • Creates an environment of positive feedback, encouraging others to reach farther and higher and to press on toward their goals • Holds frequent development discussions with others, discusses progress and encourages others to adjust development plans as needed to ensure attainment of current career goals • Creates opportunities for enrichment, as well as development programs for others, and motivates them to participate	reports, and is intentional regarding their development • Works jointly with others in helping them construct development plans • Encourages others to accept developmental tasks or projects • Provides feedback and coaching to employees • Monitors employee progress on their personal development • Removes obstacles for employees to attend training courses or participate in a developmental activity	• Doesn't see long-term development as his/her job • Plays it safe – can't bring him/herself to assign really stretching (risky) work • Thinks development is going to a course – doesn't know how development really happens • May not know the aspirations of direct reports, may not hold career discussions, may not push people to take their development seriously • May prefer to select for talent rather than develop it
Leadership Skills			
Creates a climate in which people want to do their best; can assess each person's strengths and use them to get the best out of him/her; promotes confidence and optimistic attitude; is someone people	• Empowers others and energizes them to do and to be their best • Looks for positive attributes and concretely reinforces them	• Creates a climate in which people want to do their best • Can motivate many kinds of direct reports, team or project members	• Doesn't know what motivates others or how to do it • People under him/her don't do their best • Not empowering and not a person many

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like working for and with; inspires and motivates others; influences others to follow a common goal.	promoting confidence and optimistic attitudes • Inspires others to succeed • Appropriately rewards and acclaims for individuals stellar achievements • Successfully motivates people and departments	• Can assess each person's hot button and use it to get the best out of him/her • Pushes tasks and decisions down • Empowers others • Invites input from each person and shares ownership and visibility • Makes each individual feel his/her work is important	people want to work for, around, or with • May be one style fits all person, have simplistic models of motivation, or may not care as much as most others do; may be just interested in getting the work out • May have trouble with people not like him/her • May be a poor reader of others, may not pick up on their needs and cues • May be judgmental and put people in stereotypic categories • Intentionally or unintentionally demotivates others
Accountability/Managerial Courage			
Tactfully dispenses direct and actionable feedback; is open and direct with others without being intimidating; deals head-on with people problems and prickly situations.	• Deals with corrective feedback in a manner that inspires accountability and self-direction among colleagues and direct reports • Has a commanding but undaunting presence • Welcomes the opportunity to arbitrate people problems • Forcefully and definitively takes action to quench trouble	• Provides current, direct, and complete reinforcing and corrective feedback to others • Lets people know where they stand • Faces up to people problems with any person or in any situation quickly and directly • Is comfortable taking negative action when necessary	• Doesn't take tough stands with others • Holds back in tough feedback situations • Doesn't know how to present a tough position • Knows but doesn't disclose • Doesn't step up to issues • Intimidated by others in power • Hangs back and lets others take the lead • Is a conflict avoider unwilling to take the heat of controversy • Afraid to be wrong, get in a win/lose situation, or make a tough personnel call

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Strategic Agility			
Ability to establish a course of action to accomplish a long-range goal or vision; anticipates future consequences and trends; recognizes strategic opportunities for change.	• Creates highly effective strategic vision • Has an uncanny sense of how situations can unfold • Prepares well in advance to take fullest advantage of the changing environment • Regarded as a proven respected consultant on strategy • Creates competitive and breakthrough strategies and plans • Generates an attitude of enthusiastic expectancy in others regarding change and challenge • Has a global perspective and broad visionary acumen	• Recognizes strategic opportunities for change • Sees ahead clearly • Accurately assesses the value of creative ideas and suggestions • Can plan and operationalize ideas • Has a well-rounded perspective • Anticipates future consequences and trends accurately • Articulate visions of possibilities and likelihoods	• Doesn't think or talk strategy • Can't put together a compelling strategic plan • More comfortable in the tactical here and now • Lacks the perspective to pull together varying elements into a coherent strategic view • Can't weave a vision of the future • May reject the usefulness of strategy, considering it pie in the sky • May have narrow experience and not be knowledgeable of business and world events • May try to simplify too much or be very tactical • May lack the disciplined thought processes necessary to construct a strategic view
Timely Decision Making			
Makes decisions in a timely manner, sometimes with incomplete information and under tight deadlines and pressure; thinks well on his or her feet.	• Quickly sizes up multiple situations and complex problems and makes excellent, timely decisions • Thinks clearly and strategically under pressure	• Makes timely decisions, given the necessary information • Makes decisions in a timely manner, even with incomplete information • Will make a quick decision when required	• Slow to decide or to declare • Conservative and cautious • May procrastinate, seek more information to build confidence and avoid risk • May be a perfectionist, needing to be right, protect strongly against criticism

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Competency / Definition	Excels	Meets Requirements	Some Attention Needed
		• Thinks well on his/her feet	• May be disorganized and always scrambling to meet decision deadlines • May be slow to make decisions on more complex issues

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