

CORE COMPETENCIES

For all faculty and staff

SELF-AWARENESS & PROFESSIONALISM

Being mindful of one's impact on others and managing thoughts, feelings and actions in an effective manner. [VIEW >>](#)

INTEGRITY

Conducting oneself and activities according to the highest organizational and ethical standards.

[VIEW >>](#)

RESPECT & INCLUSION

Promoting respect and inclusion by working successfully with a wide variety of people and encouraging participation and involvement.

[VIEW >>](#)

ADAPTABILITY

Adapting and responding positively to changing conditions, priorities, technologies and requirements. Recognizing new information and ideas with open-mindedness and willingness to alter opinions and behaviour. [VIEW >>](#)

KNOWLEDGE & THINKING SKILLS

Being knowledgeable and current in one's area of expertise and on issues affecting the university. Having and developing the necessary cognitive abilities for effective research, interpretation, analysis, problem-solving and decision-making. [VIEW >>](#)

COMMUNICATION

Receiving and conveying messages (thoughts, concepts, feelings, ideas, information) effectively and meaningfully. [VIEW >>](#)

SERVICE

Anticipating and responding to the needs of those we serve (students – current and prospective, colleagues, internal and external clients and stakeholders, our community). [VIEW >>](#)

SELF-AWARENESS & PROFESSIONALISM

Being mindful of one's impact on others and managing thoughts, feelings and actions in an effective manner.

1 – SELF

(What does this look like at the individual level?)

- Displays a motivated, positive and professional attitude
 - Demonstrates self-awareness, social awareness and understanding of impact on others
 - Demonstrates empathy and interpersonal skills
 - Seeks and accepts feedback on interpersonal skills and approach to working with others
 - Breaks down barriers, preconceived notions and personal shortcomings that interfere with effective interaction
 - Maintains composure and stamina under pressure and in difficult situations
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2 – TEAM

(What does this look like when leading others?)

- Ensures team demonstrates awareness and professionalism
 - Acts as a guiding and stabilizing force for others
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3 – ORGANIZATION

(What does this look like when leading the organization?)

Not applicable

INTEGRITY

Conducting oneself and activities according to the highest organizational and ethical standards.

1 – SELF

(What does this look like at the individual level?)

- Acts in the University's best interests
 - Displays honesty and appropriate level of transparency
 - Acts ethically and with fairness
 - Demonstrates belief in others' good will and integrity
 - Demonstrates discretion and maintains confidentiality as required
 - Follows through on commitments
 - Is consistent and trusted by colleagues
 - Aligns behaviours with organizational values, mission and vision
 - Maintains self-confidence and courage of convictions in the face of challenging circumstances
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2 – TEAM

(What does this look like when leading others?)

- Ensures team's activities, programs and services are carried out with principle and integrity (honestly, transparently, ethically, fairly, coherently, incorruptibly, reputably)
 - Uses authority for the good of the university and the people who work and learn here
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3 – ORGANIZATION

(What does this look like when leading the organization?)

- Ensures university policies, procedures and practices are developed and applied with principle and integrity (honestly, transparently, ethically, fairly, coherently, incorruptibly, reputably)
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RESPECT & INCLUSION

Promoting respect and inclusion by working successfully with a wide variety of people and encouraging participation and involvement.

1 – SELF

(What does this look like at the individual level?)

- Listens to and demonstrates understanding of others' concerns, perceptions, opinions or suggestions
 - Examines own biases and assumptions
 - Displays appreciation for and recognizes value of different opinions, roles, experiences, cultures and backgrounds
 - Designs participatory processes
 - Appropriately involves and collaborates with others
 - Demonstrates cultural competence and participates in ongoing learning and engagement
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2 – TEAM

(What does this look like when leading others?)

Creates and maintains a respectful and inclusive workplace:

- Seeks input from and values team members' contributions
 - Fosters a climate of openness, trust and solidarity among team members
 - Models the desired behaviour and enforces desired group norms
 - Takes appropriate action to raise awareness, address issues and concerns
 - Helps team members develop the necessary knowledge, skills and abilities to contribute to a respectful and inclusive workplace
 - Seeks advice and support as needed
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3 – ORGANIZATION

(What does this look like when leading the organization?)

- Establishes and ensures adherence to policies and practices that support and advance a respectful and inclusive workplace culture and climate
 - Holds managers accountable for a shared responsibility in establishing and maintaining a climate of respect and inclusion
 - Promotes the importance of respect and inclusion through key messages and communication vehicles
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ADAPTABILITY

Adapting and responding positively to changing conditions, priorities, technologies and requirements.
Recognizing new information and ideas with open-mindedness and willingness to alter opinions and behaviour.

1 – SELF

(What does this look like at the individual level?)

- Demonstrates open-mindedness
 - Does not judge new situations prematurely
 - Questions one's assumptions
 - Understands and accepts that change happens; is able to let go of old ideas, methods, roles, etc.
 - Remains optimistic and involved in times of uncertainty, ambiguity and transition
 - Is flexible to changing working conditions and priorities
 - Works effectively with various individuals or groups and in a variety of situations
 - Can adapt one's approach to varying needs or situations
 - Re-evaluates own position in light of new information or situation
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2 – TEAM

(What does this look like when leading others?)

(See "Change & Innovation" – LEADERSHIP Competencies)

- Engages others, supports and implements change to enhance programs and services
 - Addresses behaviours and anticipates barriers to change and innovation
 - Anticipates future needs or changes within the work environment
 - Distils complex issues related to change and ensures that solutions which are generated, considered and applied align with organizational direction
 - Helps the team develop necessary skills for change and innovation
 - Enables progress by creating environment where change and innovation can happen, including:
 - empowering employees to make decisions
 - tolerating mistakes when trying out new ideas within agreed upon risk limits
 - valuing initiative and questioning of the status quo
 - making change and innovation visible to others
 - Demonstrate the value of change or innovation through various metrics
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3 – ORGANIZATION

(What does this look like when leading the organization?)

(See "Change & Innovation" – LEADERSHIP Competencies)

- Leads organizational change that moves the university ahead
 - Creates the conditions for people to come up with fundamentally new ways to support the organization's ability to succeed
 - Challenges the status quo
 - Manages risk associated with change through appropriate contingency planning which builds on lessons learned through previous change experiences
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KNOWLEDGE & THINKING SKILLS

Being knowledgeable and current in one's area of expertise and on issues affecting the university. Having and developing the necessary cognitive abilities for effective research, interpretation, analysis, problem-solving and decision-making.

1 – SELF

(What does this look like at the individual level?)

- Demonstrates job knowledge and subject matter expertise required to effectively perform duties and responsibilities
- Demonstrates contextual knowledge and understanding of interrelationships among key factors/players
- Demonstrates understanding of relevant university policies through proper interpretation and application
- Breaks down problems into smaller, manageable parts
- Seeks, analyzes and evaluates information and situations appropriately to make informed decisions
- Demonstrates intellectual curiosity and motivation to expand one's knowledge, expertise and thinking skills

2 – TEAM

(What does this look like when leading others?)

- Establishes processes for sharing expertise and the effective flow of information
- Thinks analytically: analyzes information, identifies key issues, relationships or objectives, evaluates opportunities, makes sound inferences from available information, and draws logical conclusions
- Can make decisions based on complicated or limited information
- Makes complicated ideas or situations clear, simple and easily understandable by others

3 – ORGANIZATION

(What does this look like when leading the organization?)

- Understands complex cause-and-effect interrelationships (systems view/ thinking)
- Develops acute organizational awareness and deep contextual understanding
- Thinks conceptually: through creative, conceptual or inductive reasoning, identifies patterns or connections between situations that are not obviously related, and identifies key or underlying issues in complex situations
- Creates new concepts, theories, models and frameworks to explain a situation or determine a course of action
- Is able to help create a shift in others, starting a new line of thought or moving people towards a new mindset

COMMUNICATION

Receiving and conveying messages (thoughts, concepts, feelings, ideas, information) effectively and meaningfully.

1 – SELF

(What does this look like at the individual level?)

- Listens effectively
 - Asks relevant questions to clarify needs and deepen understanding
 - Expresses oneself effectively (clearly, consistently, coherently, persuasively), both orally and in writing
 - Is aware of and can use various communication styles to reach intended message receiver
 - Is conscious of and responsive to non-verbal communication cues
 - Is responsive to inquiries in a timely and effective manner
 - Communicates with tact and professionalism
 - Stays informed and keeps others informed as appropriate
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2 – TEAM

(What does this look like when leading others?)

- Fosters open communication by encouraging, mentoring and coaching others to share ideas freely
 - Reviews and disseminates important information
 - Keeps people affected by organizational decisions informed of what is happening
 - Explains reasons for decisions
 - Delivers consistent messages that reinforce the university's priorities
 - Adapts communication approach to audience or situation
 - Demonstrates appropriate communication skills during difficult conversations and conflict situations
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3 – ORGANIZATION

(What does this look like when leading the organization?)

- Interprets complex and sensitive information to develop and deliver key messages
 - Is adept at understanding the underlying needs, interests and issues
 - Ensures communication efforts meet the needs of the various groups (internal and external) and are properly understood
 - Continuously communicates the long-term vision of the organization and integrates key messages at every opportunity, generating confidence, understanding, excitement and commitment among stakeholders
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SERVICE

Anticipating and responding to the needs of those we serve (students – current and prospective, colleagues, internal and external clients and stakeholders, our community).

NOTE: “clients” is used for brevity in reference to the various groups described above

1 – SELF

(What does this look like at the individual level?)

- Listens actively to clients, demonstrates an understanding of diverse client needs and engages in effective two-way communication
- Communicates with clients in a timely manner to provide necessary information and services and to identify potential issues
- Gathers information and consults appropriate parties, when needed, to follow up on client requests.
- Resolves client service issues, including urgent ones, in a timely manner
- Follows applicable university policies, regulations and procedures when providing client service
- Demonstrates an understanding of own roles and responsibilities, and those of other parties involved in providing client services
- Prioritizes own work to meet client needs within agreed and sometimes tight timelines

2 – TEAM

(What does this look like when leading others?)

- Mobilizes staff and resources to meet strategic goals and organizational objectives linked to client service
- Plans work and allocates project resources efficiently to support client service strategies
- Shows flexibility in negotiating mutually beneficial solutions with clients while complying with relevant policies, regulations and procedures
- Adapts activities as required to provide effective services and ensures that the changes are well understood by clients
- Seeks feedback from clients to improve the quality and efficiency of services
- Ensures that service standards and performance measurement systems are aligned with client service strategies
- Works collaboratively with other areas to provide integrated services to clients

3 – ORGANIZATION

(What does this look like when leading the organization?)

- Leads others in developing a strong client service culture that reflects accountability and transparency at all levels of the organization
- Gives guidance and constructive feedback to those involved in delivering service and supports learning opportunities to improve client service skills
- Creates opportunities to communicate the added value of Dalhousie University and the strengths of its services
- Develops strategies and action plans that reflect an in-depth understanding and assessment of client service issues and associated risks
- Recommends sound strategic directions and new service offerings to meet and anticipate future client service needs
- Engages senior management and appropriate parties in order to support service initiatives
- Builds strong service networks with clients and partners by establishing long-term, mutually beneficial relationships