

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.

INTEGRITY

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

RESPECT & INCLUSION

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

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.

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.

COMMUNICATION

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

SERVICE

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

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 health, 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

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

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

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