

**Pro3 Series at UF**

**List of Personal Excellence competencies**

This document represents the results of a comprehensive effort to identify the key competencies (knowledge, skills, abilities) required for success in “administrative professional” positions at the University of Florida. These key skills were identified primarily on the basis of a series of focus groups and interviews with employees in administrative positions who were identified as solid performers in those positions. This document represents the range of skills that became apparent as those successful in the positions described their work and how they fulfilled the positions’ demands.

Please note: depending on an employee’s specific responsibilities, he or she may not need all competencies (e.g., not all administrative have supervisory responsibilities, etc.).

Core competencies are shaded.

<b>Cluster</b>	<b>Competencies</b>	<b>Key Actions</b>	<b>Interventions</b>
Personal Excellence— Preventing and Solving Problems Skills	Analytical Thinking—able to tackle a problem by using a logical, systematic, sequential approach.	<p>Notices discrepancies and inconsistencies in available information.</p> <p>Approaches a complex task or problem by breaking it down into its component parts and considering each part in detail.</p> <p>Identifies the many possible causes for a problem; uses a systematic process to identify source of problem and correct.</p> <p>Understands how related ideas, actions, or procedures fit together and can execute or articulate as one process, understanding different scenarios.</p>	Problem Solving in the Workplace

Cluster	Competencies	Key Actions	Interventions
	<p>Diagnostic Information Gathering—able to identify the information needed to clarify a situation, seek that information from appropriate sources, and use skillful and persistent questioning to draw out the required information.</p>	<p>Identifies the specific information needed to clarify a situation or to make a decision.</p> <p>Identifies the sources (such as web sites) or people (such as core office or college-level contacts) who can provide needed information; seeks out knowledgeable people to obtain information or clarify a problem.</p> <p>Gets more complete and accurate information by checking multiple sources.</p> <p>Probes skillfully to get information; asks questions to clarify a situation.</p>	<p>Problem Solving in the Workplace</p>
	<p>Problem Solving—solves problems with effective solutions.</p>	<p>Evaluates options by considering implications and consequences; chooses effective options.</p> <p>Implements solutions within a reasonable time.</p> <p>Evaluates effectiveness of implemented solutions.</p>	<p>Problem Solving in the Workplace</p>
	<p>Learning orientation—excited at the prospect of learning new information, better methods, improved processes.</p>	<p>Recognizes and is energized by the opportunity for learning when addressing a challenge or problem.</p> <p>Actively seeks information (through web searches, calling and visiting contacts, listening at meetings, etc.) to improve work.</p>	<p>Attitude: Radiating Possibility</p>
	<p>Flexibility—open to different and new ways of doing things; willing to modify one’s preferred way of doing things.</p>	<p>Demonstrates an openness to new organizational structures, procedures, and technology.  “PeopleSoft was easy.” “If this is the horse I’m on, I’m going to ride it.” “This is the tool we have, so make the best use of it; make it work.”</p> <p>Is able to see the merits of perspectives other than his/her own.</p> <p>Switches to a different strategy when an initially selected one is unsuccessful.</p>	<p>Take Charge of Change</p>

<b>Cluster</b>	<b>Competencies</b>	<b>Key Actions</b>	<b>Interventions</b>
Personal Excellence—Achieving Results Skills	Thoroughness—ensures that one’s own and others’ work and information are complete and accurate; follows up with others to ensure that agreements and commitments have been fulfilled.	<p>Sets up procedures to ensure the high quality of work.</p> <p>Monitors the quality of work.</p> <p>Checks accuracy of own and others’ work.</p> <p>Develops and uses systems and tools to organize and keep track of information or work progress.</p> <p>Verifies information.</p> <p>Organizes information and materials for others.</p> <p>Carefully reviews and checks the accuracy of information in work reports provided by or to department chair, faculty, college administration, or other offices.</p>	
	Initiative—identifies what needs to be done and does it before being asked or before the situation requires it; identifies ways to improve and implements improvement or suggests to department chair, faculty, etc.	<p>Does more than what is normally required in a situation.</p> <p>Identifies what needs to be done or what can be done better, does it, or suggests for implementation to those with authority to decide.</p> <p>Seeks out others involved in a situation to get information, learn their perspective.</p> <p>Takes independent action to change the direction of events.</p>	
	Results orientation—able to focus on the desired result of one’s own or one’s unit’s work, set challenging goals, focus effort on the goals, and meet or exceed them.	<p>Determines or identifies desired result and articulates it clearly to others.</p> <p>Develops challenging but achievable goals.</p> <p>Maintains commitment to desired results or goals in the face of obstacles and frustrations.</p> <p>Exerts unusual effort, over time, to achieve desired results or goals.</p> <p>Has a strong sense of urgency about solving problems and getting work done.</p>	Achieving Results

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	Persistence—able to continue to pursue goals or information in spite of challenges, obstacles, or setbacks.	<p>Continues to attempt to contact resources to get information even after first attempts have failed.</p> <p>Finds alternative ways of making contact with resource people, (e.g., when e-mails and calls are not returned, brings files and waits at office).</p> <p>Identifies alternative sources of information if initial resources unavailable or unhelpful.</p> <p>Keeps trying to figure out a problem or find an answer even after first attempts have failed and/or others have given up or concluded there is no good solution.</p>	
Personal Excellence—Communication and Building Relationships Skills	Networking and building collaborative relationships—able to develop, maintain, and strengthen partnerships with others inside and outside the organization who can provide information, assistance, and support.	<p>Identifies and builds relationships with people whose assistance, cooperation, and support may be needed.</p> <p>Provides assistance, information, and support to others to build a basis for future reciprocity.</p> <p>Uses network of contacts to provide information and assistance when needed.</p> <p>Expresses gratitude and appreciation to others who have provided information, assistance, or support.</p> <p>Shows an interest in what others have to say; acknowledges their perspectives and ideas.</p> <p>Recognizes the business concerns and perspectives of others.</p>	Relationship Strategies
	Communication—able to express oneself (including concepts and procedures) clearly and in a way that helps others understand; ensures that information is passed on to others who need to be kept informed.	<p>Ensures that important information is shared with those who need to know.</p> <p>Ensures that regular, consistent communication takes place.</p> <p>Organizes ideas clearly and expresses ideas concisely in speech and writing.</p> <p>Tailors the content of speech and written communication to the level and experience of</p>	<p>Communication Confidence</p> <p>Communicate Assertively</p> <p>Now Hear This: Listening, Comprehending, Communicating</p> <p>Power Writing</p> <p>Grammar Game</p>

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		audience.  Uses appropriate grammar, punctuation, and word choice.	Punctuation Power
Personal Excellence— Organizational Awareness and Experience Skills	Organizational awareness and experience—understands the university setting including, managerial structure (deans, directors, department chairs), relevant university relationships to the state, University Board of Trustees, Board of Governors, etc., as well as, key resources within the university.	Can provide feedback and assistance to new employees (faculty and staff) in navigating the complexities of a large university, including “the big picture.”  Knows and utilizes resources within university to provide information or assistance, to solve problems, or to connect internal customers (faculty and staff) with resources, even for issues outside his or her daily responsibilities.	UF 101: What Every Employee Should Know About UF
	Legal and ethical knowledge—understands legal, ethical, and policy requirements for range of issues related to departmental functioning.	Can articulate and apply legal vs. university vs. department or college-level requirements.  Understands rules, policies, and procedures related to issues that can arise in departments, such as conflict of interest and outside employment, nepotism, sexual harassment, workplace violence, and other types of complaints.	HR 101
Personal Excellence— Supervisory/Management Skills	<i>Note: Because the requirements for excelling as a supervisor cut across a variety of positions, the identification of key competencies for supervisory excellence at UF is part of a separate project. In the interim, all supervisors should have the skills and knowledge addressed by UF’s Supervisory Challenge certification program.</i>		
	Managing performance—provides effective feedback to employees and utilizes performance feedback and appraisal process to improve employee performance.	Provides accurate, timely, and specific feedback.  Understands how to provide both reinforcing and redirecting feedback, as appropriate.  Addresses performance problems proactively and in a timely manner.	Power of Feedback: Using Performance Appraisals to Develop Productive Employees
	Coaching and developing employees—uses a face-to-face leadership style to facilitate employee improvement and development.	Sets and communicates clear performance standards.  Employs all five roles of a coaching manager (educate, sponsor, coach, counsel, confront), as appropriate.  Meets on a regular basis with individual employees to establish ongoing communication concerning job	Coaching for Success: Positive, Proactive Employee Counseling

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		and team performance.	
	Hiring—implements fair and legal hiring process and uses best practices to identify and hire best talent and fit for positions and workplace culture.	<p>Knows and follows UF and legal guidelines for fair hiring.</p> <p>Implements best practices for hiring process, including using behavior-based interviewing and checking references.</p>	Right Person for the Right Job: Interviewing and Hiring
	HR management guidelines—knows, understands, and applies key policies and procedures related to supervising employees.	Knows, understands, and applies key policies and procedures related to supervising employees, including time and labor (FLSA), leave (FMLA), discrimination (EEO), sexual harassment, drugs/alcohol, workplace violence, performance appraisal and disciplinary process, etc..	HR 101