

# Core Competencies

## Competency Model

The competencies listed in the Competency Model describe the skills, knowledge, and abilities that are required of all Staff and Administration employees at Trinity College. While job responsibilities and annual goals describe *what* should be performed, competencies describe *how* the job should be performed. Demonstration of these competencies will vary given the different nature and levels of jobs across the College (i.e., a Data Analyst will demonstrate competence related to Quality Orientation differently than would an Admissions Counselor).

As part of the Performance Management process, you should work with your supervisor to identify up to seven competencies that are most relevant to your work. You should document these in the appropriate section of the Annual Performance Plan and revisit them mid-year and again at the end of the year.

# Competencies *continued*

## ADMINISTRATORS AND STAFF COMPETENCY MODEL

Competencies	Accountability	Adaptability	Collaboration and Relationship Building	Initiative and Responsiveness
<b>Definition</b>	The ability to deliver results in a consistent and reliable manner and in compliance with all applicable College policies	The ability to adapt an approach as situations change and to readily accept changes in one's own department, group, or job	The ability to build or maintain relationships and to work effectively with others both within and outside one's own department to achieve individual, department, and/or College goals	The ability to take action in new ways with a focus on improving results, avoiding problems, or creating new opportunities for the department
<b>Sample Behavior Indicators</b>	<ul style="list-style-type: none"> <li>• Takes personal responsibility for seeing efforts through to completion</li> <li>• Makes commitments and is able to carry them out honestly and successfully</li> <li>• When an unforeseen delay is encountered, openly communicates the situation and recommits to the best possible delivery</li> <li>• Accepts the consequences of own performance, behavior and words at all times</li> <li>• Complies with all applicable College policies and procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Adjusts behavior, working style/habits, and responses for a given situation and individual</li> <li>• Understands and acknowledges perspectives that are different from one's own</li> <li>• Changes strategy when existing approach proves ineffective</li> <li>• Explores different possibilities, rather than just the obvious</li> </ul>	<ul style="list-style-type: none"> <li>• Fosters mutual accountability within team settings to achieve group results</li> <li>• Communicates own and works to understand others' roles, responsibilities, contributions, and goals within a team</li> <li>• Seeks ways to combine and unify efforts across the group, department, or College to address common issues and objectives</li> <li>• Offers assistance to others, when possible, to ensure team progress</li> <li>• Demonstrates openness to others' ideas by being approachable and considering the pros and cons of others' input</li> <li>• Takes initiative to get to know members of the College community to build rapport, mutual trust and respect and identify common goals</li> <li>• Exchanges information and ideas to build good will and improve outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Proactively identifies what needs to be done and takes action</li> <li>• Voluntarily participates in activities aimed at contributing to the department's success</li> <li>• Prepares in advance and develops back-up plans</li> <li>• Thinks ahead and beyond traditional approaches and prepares for future actions</li> <li>• Responds with appropriate urgency when required</li> <li>• Adjusts working style and responses for a given situation and individual to achieve best possible outcome</li> </ul>

## Competencies *continued*

Competencies	Planning and Organizing	Quality Orientation	Service Orientation
<b>Definition</b>	The ability to accurately identify urgency, length, and difficulty of tasks and projects and plan work accordingly	The ability to deliver consistent quality and accuracy in work or service	The ability to provide timely and high quality support to others both within and outside of the department
<b>Sample Behavior Indicators</b>	<ul style="list-style-type: none"> <li>• Prioritizes work and allocates own time according to importance and urgency</li> <li>• Anticipates risks and contingencies and adjusts for problems and roadblocks</li> <li>• Continually reviews and fine-tunes plans as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Sets high personal standards to achieve goals</li> <li>• Demonstrates desire and capability to continuously learn and improve</li> <li>• Keeps knowledge and skills current in area of expertise</li> <li>• Is conscientious about the accuracy of data; documents errors and corrects them</li> <li>• Checks work thoroughly and identifies discrepancies or inconsistencies in critical information</li> <li>• Admits mistakes, misjudgments, or errors and works to mitigate them in the future</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates commitment to providing timely and high quality support to those both internal and external to one's own department</li> <li>• Keeps the end-user/recipient in mind as work is conducted</li> <li>• Demonstrates a pleasant demeanor when working with others</li> <li>• Considers others' feelings and the ramifications of one's own actions and decisions</li> </ul>