



Core Competency Modeling in the Registrar's Office

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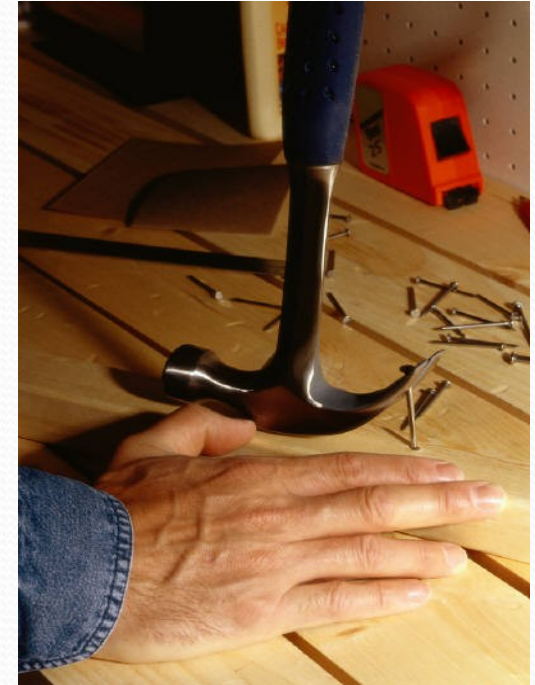
Session Rules of Etiquette

- Please turn off your cell phone/pager.
- If you must leave the session early, please do so as discreetly as possible.
- Please avoid side conversation during the session.

Thank you for your cooperation!

Topics

- Brief Background on Georgia Tech
- Impetus for Implementation
- Competency Modeling:
 - Definition
 - Benefits
- The Process:
 - Leadership Team
 - Staff
- 2010-2011 Models
- Technical Models for Leadership Team
- Closing Thoughts



Georgia Tech Basic Facts

- Public
- Fall 2010 enrollment: 13,750 UG; 6,970 GRAD
- Located in Atlanta, GA
- Locations in Metz, France, Ireland, Savannah, GA, China, Korea
- 25 staff members in the Registrar's Office
- RO reports to Vice Provost for Enrollment Services who reports to Senior Vice Provost for Academic Affairs
- Usual array of functions, with the exception of classroom scheduling

Impetus

- Registrar had done some reading about core competency modeling in industry.
- Discovered interesting material from a few other institutions.
- Raised the question at Georgia Tech as a follow- up to reorganization in 2007.
- Clearly, the skills sets needed in a modern registrar's office have changed over time and will continue to evolve.
- Office of Organizational Development and Office of Human Resources interested in the concept as well and wished to develop a pilot program in the Registrar's Office.



Impetus

- Skills & behaviors required for staff in the Registrar's Office to succeed needed to be identified and a plan needed to be in place to hone them.
- Skills & behaviors required for managers in the Registrar's Office to succeed needed to be identified and a plan needed to be in place to hone them.
- Technical skills also important for the managerial team.
- There was general recognition that improvement in technology alone would not garner the results necessary for the office to excel.

Underlying Philosophy

- Performance evaluations alone do not work.
- Attaching a development plan to a performance evaluation detracts from the value of both:
 - Performance evaluation whether negative or positive, has stress associated with it
 - Development plan associated with a performance evaluation has the sensation of something “needing” improvement; takes away some of the glow of a good one and adds more negativity to a bad one
- Having a separate tool and separate process that is applied to everyone makes it about being the best we can be and keeps us looking ahead.

Addressing Behavior

“Success in an individual’s position is about two things: what we do and how we do it. Many JWU employees participate in department training to be able to perform certain tasks of a job (the “what”). There is not always as much attention given to the consistent behaviors (the “how”), that contribute to an employee’s success and help identify characteristics of outstanding performance.”

Source: <http://www.jwu.edu/uploadedFiles/Documents/Careers/JWUEmployeeDevCompetencyModel.pdf>

Competency Model: Definition

A **competency model** is a list of competencies, often organized into five or more groupings or clusters, attributable to satisfactory or exceptional employee performance for an occupation (e.g. managers, auditors, etc.) or group of titles. Some agencies refer to these as core competencies. The model can be used to identify the competencies employees need to develop to improve performance in their current job (title) or to prepare for other jobs via promotion or transfer. Employees' competencies would be compared to the appropriate model to determine where the gaps exist. Individual training and development plans (IDPs) could then be developed to bridge the gaps...

Source: <http://www.cs.state.ny.us/successionplanning/workgroups/competencies/competencies2devel.html>

What is a Competency?

- Competency is an employee's capacity to meet (or exceed) a job's requirements by producing the job outputs [or results] at an expected level of quality.

(Dubois, 1993)

- An underlying characteristic of an employee that results in effective and/or superior performance.

(Boyatzis, 1982)



Definition of a Competency

- Working efficiently – achieving work goals in an efficient manner.
 - Keeps information and materials organized and accessible.
 - Uses appropriate resources to supplement own efforts.
 - Uses knowledge of informal relationships within the organization.
 - Establishes and sticks to priorities
 - Collects information in a structured and organized manner.

Source: <http://www.stratvision.com/portal/uploads/comp.pdf>

Categorizing Job Competencies

Job competencies are **generally classified by the leading companies into three categories.**

The names may be different, but the general scheme is relatively the same. These categories are as follows:

Technical - competencies that are, for the most part, unique to each discipline (business unit) in the company. For example, there are technical finance competencies needed by the employees in finance (e.g., financial analysis, setting up accounting systems), and technical information systems competencies needed by IS employees (e.g., programming, systems analysis), etc. There may be some overlap of technical competencies across business units.

Leadership - the competencies that pertain to leading and managing others, mainly for those supervisory positions except for companies with self-managed teams.

Business - competencies that include areas like communications and teamwork. These competencies are quite common throughout an organization.

The leadership and business competencies will cut across many organizational units. They will also cut across various job levels in the organization. The technical competencies have great “differentiating power.” They can separate jobs from one another very easily.

Source: <http://www.kravetz.com/art2/art2p7.html>

What is a Competency “Model”?

- A competency model refers to a group of competencies required in a particular job.
 - Usually number 7 to 10 in total
- The number and type of competencies in a model will depend upon the nature and complexity of work along with the culture and values of the organization in which the work takes place.



Benefits

- Having competency models:
 - Provides information to employees that is useful for their career development.
 - Assists employees in understanding both the “behaviors” and “technical / job knowledge” skills needed for success.
 - Enables organizations to target their training and development investments.
 - Supports the selection of employees.
 - Provides supervisors and managers with a tool to help them manage the performance of employees.

Benefits

2) KNOWING AND MANAGING YOURSELF

Definition: Manages ambiguity and pressure in a self-reflective way. Uses criticism as a development opportunity. Seeks opportunities for continuous learning and professional growth.

EFFECTIVE BEHAVIOURS

1. Works productively in an environment where clear information or direction is not always available
2. Remains productive when under pressure
3. Stays positive in the face of challenges and recovers quickly from setbacks
4. Uses constructive criticism to improve performance
5. Shows willingness to learn from previous experience and mistakes, and applies lessons to improve performance
6. Seeks feedback to improve skills, knowledge and performance

INEFFECTIVE BEHAVIOURS

1. Demonstrates helplessness when confronted with ambiguous situations
2. Demonstrates a lack of emotional control during difficult situations
3. Reacts in a hostile and overly defensive way to constructive criticism
4. Fails to make use of opportunities to fill knowledge and skills gaps
5. Consistently demonstrates the same behaviour despite being given feedback to change
6. Transfers own stress or pressure to others

Source: http://www.who.int/employment/competencies/WHO_competencies_EN.pdf

Benefits

4) MOVING FORWARD IN A CHANGING ENVIRONMENT

Definition: Is open to and proposes new approaches and ideas. Adapts and responds positively to change.

EFFECTIVE BEHAVIOURS

1. Is receptive to new ideas and working methods.
2. Actively supports change initiatives
3. Recognizes opportunities for improvement and proposes workable solutions
4. Actively seeks to apply new methods and technologies to improve work processes
5. Adapts readily and efficiently to changing priorities and demands

INEFFECTIVE BEHAVIOURS

1. Is reluctant to change when faced with new demands or challenges
2. Shows little flexibility in attitude when faced with new ideas
3. Holds outdated views despite changes in the work environment
4. Becomes negative in outlook when faced with change

Source: http://www.who.int/employment/competencies/WHO_competencies_EN.pdf

The Process

- Activities:
 - Information Briefing
 - Analyze job descriptions
 - Interview cross-section of employees
 - Prioritization exercise with employees to further define competencies
 - Competency models drafted
 - Competency evaluation form developed
 - Modeling process implemented
 - Modeling process refined
- Success depends upon:
 - The Registrar's Leadership Team
 - Active participation of all staff in the Registrar's Office

Who's on First?

- Sequence:
 - Supervisors
 - Leadership Competency Model
 - Technical Competency Model (not yet completed)
 - Staff
 - Degree certification group
 - Registration group
 - Class scheduling/catalog group
 - Athletic eligibility
 - Technology
 - Front-line customer service group

Common Language

- During the course of this project, it is important that we all speak a “common language.”

Term	Description
<i>A job output or result</i>	A product or service that an individual, group or team delivers to others (customers, co-workers, suppliers, etc.)
<i>A job task</i>	A unit of work that contributes to the achievement of the job output
<i>Job competence</i>	An employee's capacity to meet / exceed a job requirement by producing the job outputs at an expected level of quality
<i>A job competency</i>	The characteristics (knowledge, skill, achievement motivation), of an employee that results in effective / superior performance. For example “attention to detail”
<i>Performance</i>	Results are achieved

Developing the Leadership Model

- Supervisors first (leadership & technical models)

...

- Analyze the job descriptions of all supervisors.
- Focus group with supervisors.
- Interviews with supervisors.
- Prioritization exercise with supervisors.
- Prepare draft of supervisors' competency model.
- Review draft.
- Finalize model.
- Develop assessment tool.
- Implement model and assessment tool.

Situation Review

- On February 15, 2008, the Office of the Registrar's Leadership Team worked together to develop their Leadership Competency Model.
- Following a prioritization exercise, the competencies and definitions were identified.
 - Work individually to brainstorm about skills that are needed
 - Group discussion follows where individuals report out their suggestions
 - Using sticky notes, group the notes under some major headings that make sense.
 - "Vote" on those that are most important.

Leadership Model

	Summary of Individual Work				
Competency	Competency	Competency	Competency	Competency	Competency
Ability to inspire	Competent	Encourage – don't discourage	Implement Ideas / Plans	Organized	Stress management
Acting for the common good	Composure	Everyone can do something well	Influencing	Persistence	Support staff decisions
Ambition	Conceptual	Excellence – “products” service	Knowledgeable	Planning skills	Taking responsibility for actions
Analytical	Confident	Facilitator	Leader	Political savvy	Temperate personality
Aware of environment	Consistency	Fair	Letting go	Problem solve	Understanding
Belief in others	Conviction	Flexible	Look at big picture	Productive	Visionary
Bold	Courage	Genuine concern - students (faculty, staff...)	Make customers feel served / heard	Professional image	Warmth and friendliness

Leadership Model

Candid	Creative	Hard working – willing to help team where most needed	Manage tasks	Respond calmly during crisis	Well-respected
Challenges	Decisive	Honest	Mentoring	Respond promptly to requests (internal / external)	Willing to admit mistakes
Change management	Dedication	Humility	Open door	Role model	Willingness to serve others
Coach	Do what you say	It's not all about me	Open-minded	Self management	Work to improve process
Collaborative	Don't play favorites	Integrity	Open to technology	Sense of humor	
Committed	Efficiency	Insightful	Optimistic	Setting a good example	

Leadership Model

- The six most important competencies were identified and agreed upon by the leadership team.
- The leadership team then fleshed out the definitions of each competency by aggregating all of the descriptions that generally described that particular skill set.



Leadership Model

LEADERSHIP COMPETENCIES – OFFICE OF THE REGISTRAR

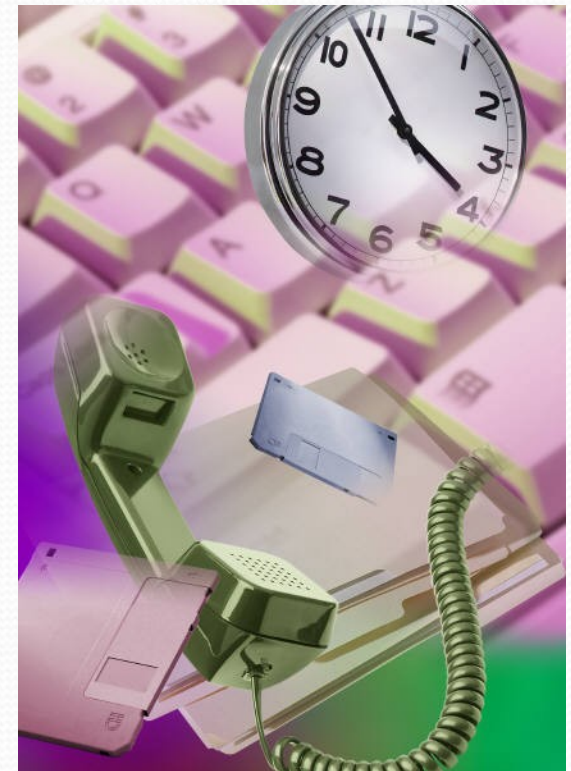
Competency	Definition
Communications	Defined in its broadest sense – written and oral communication skills, the ability to be persuasive, public speaking, facilitation, respectful debating / meeting control, listening skills, ability to inform / train, extemporaneous speaking, ability to diffuse emotion and identify avoidance, ability to provide effective feedback
Subject Matter / Technical Expertise	In-depth knowledge of functional area and solid across the board understanding of all functions in the Registrar's office. Clear understanding of how the Registrar function 'fits' in Enrollment Services and Georgia Tech Specialized knowledge such as Institute policies, Federal regulations, etc.
Ability to make difficult decisions & deal with difficult situations	Not jumping to conclusions, collecting and thoroughly analyzing all information related to the topic, making informed decisions and considering all options / addressing alternatives, being consistent, effectively managing interpersonal skills to avoid escalation, being courageous

Leadership Model

Team Player	Coaching each other, modeling behavior / leading by example, willing to do what needs to be done / not asking others to do something you would not do yourself, sharing the spot light and not having to be a (solo) star, helping each other with all employees
Appreciating employees & being approachable	Open to all employees (not just Office of the Registrar), understanding / friendly, open door policy, adopt ground rule – no stupid questions / bad ideas, support / encourage personal growth, reward and recognize
Effective utilization of resources	Defined in its broadest sense – time, budget, people – making sure right people doing right work effectively, supplies, space, tools, targeted personal growth, compensation

Leadership Model: Input from OHR

- At the conclusion of the February 15, 2008, competency modeling exercise, the facilitator was asked to identify and provide additional leadership competencies for consideration.
- Similarities exist between the competencies and definitions developed by the Registrar's Leadership Team, and the OHR additions.
- The leadership team recognized the OHR suggestions as valuable input and included them in the model.



Leadership Model: OHR Suggestions

Competency	Definition
Achieves Results	Establishes aggressive goals; demonstrates a clear bias for action. Promotes an action-oriented organization that values speed, accuracy, and tangible results. Takes immediate action on high priority work without requiring extensive analysis or deliberation. Ensures commitments are met and outcomes are delivered upon with requisite time sensitivity. Plans and implements projects and programs to meet organizational goals.
Uses Sound Judgment	Quickly grasps the complexities of an issue; applies systemic thinking, logic, and sound analyses when identifying potential solutions to problems; routinely considers and evaluates the pros and cons of alternative courses of action.
Demonstrates Flexibility and Adaptability	Demonstrates flexibility in applying different approaches to changing work demands. Generates innovative ideas and applies best practices to ensure impact of key initiatives. Identifies areas needing change and quickly seizes on emerging opportunities. Champions new ideas and directions and encourages similar behavior in others. Provides the necessary support and communication required to help others accomplish desired changes.

Leadership Model: OHR Suggestions

Builds Business Partnerships	Responds to customer's needs in a manner that provides added value and generates significant customer satisfaction. Acquires and applies professional/technical knowledge, skills, experience, and judgment to accomplish results, serve customers better, and contribute to the organization's intellectual capital. Ensures integration and cooperation across organizational boundaries. Generates alliances with internal and external partners that enable the registrars function to supply appropriate services to its customers. Develops positive relationships by making others feel their concerns and contributions are important. Approaches all relationships in an open, friendly, and ethical manner
Emphasizes Coaching and Performance Management	Ensures that performance enhancement tools and processes are applied consistently across the organization. Provides appropriate advice, feedback, and development resources to improve the effectiveness of individuals and teams. Demonstrates interest in and an understanding of employees' development needs. Provides ongoing coaching to direct reports. Provides honest, specific, and constructive performance feedback; reacts quickly and fairly when dealing with performance issues.

Leadership Model: OHR Suggestions

Communicates Openly and Effectively

Creates a team environment where information flows freely and decision-making is based on a win-win philosophy. Strives for speed and efficiency in all communications. Is concise and articulate, both orally and in writing, communicating complex ideas and concepts with clarity and simplicity and making every effort to keep involved parties informed. Establishes and promotes two-way communication, encouraging the sharing of ideas. Routinely solicits input and opinions from others. Ensures that information can be readily and easily accessed by all concerned. Presents perspectives and opinions in a clear, confident, and assertive manner. Readily commands the attention of others. Is persistent and able to persuade others, having significant impact on the outcome of discussions even in the most competitive situations.

Leadership Model

- The Leadership Team then:
 - finalized their leadership competency model
 - individually assessed their capabilities against each of the selected competencies, as did their supervisors
 - drafted a personal development plan, as did their supervisors
 - reviewed plan with supervisors
 - signed off on the plan for that year after agreement was reached



Situation Review

- On May 21, 2008, the Office of the Registrar's leadership team worked together with the staff to develop a Staff Competency Model.
- Following a prioritization exercise formatted the same way as the leadership modeling session, the competencies and definitions were identified.



Staff Model

COMPETENCIES FOR STAFF

	Summary of Individual Work				
Competency	Competency	Competency	Competency	Competency	Competency
Ability to embrace change	Organized	Criticize constructively	Stress management	Altruism	Respect for others
Acceptance of others	Recognizing the good in others	Supporting the vision	Ambition	Planning	Accountability
Training	Documentation	Customer Service	Knowledgeable	Analytical skills	Confident
Time management	Access to technology	Approachable	Positive attitude	Consistency	Embracing change
Flexibility	Big picture point of view	Productivity	Professionalism	Prioritizing	Creative thinking
Accepting mentoring	Being a mentor for someone else	Patience	Understanding	Process improvement	Using technology better
Sense of humor	Insightful	Optimistic	Caring for each other, empathy	Enthusiasm	Oral communication
Written communication	Public speaking	Open to new learning opportunities	Desire to do the very best	Assertive listening	Sound judgment
Ability to ask good questions	Research skills	Using data effectively	Using data appropriately	It's not all about me	Follow through

Staff Model

- Staff used sticky notes to write down skills during the brainstorming exercise.
- They then fleshed out the definitions of each competency by aggregating all of the descriptions that generally described that particular skill set.
- The seven most important competencies were “voted on” and agreed upon by the staff.



Staff Model

Competency	Definition
Teamwork	Defined in its broadest sense – non-territorial approach to work and problem solving, being approachable, embracing change, creative thinking, acceptance of others for the unique skills, abilities and perspectives they add to the office, professionalism, dedication to customer service, maintaining a positive attitude, empathy, seeing the big picture, cooperation, selflessness, managing stress effectively, having respect for others, flexibility, having a sense of humor, enthusiasm, knowing the difference between constructive criticism and attacking others, dependability, accountability, patience.
Communication skills	Listening assertively, professionalism, mentoring others and accepting mentoring from others, delivering customer service in such a way that the customer knows that his/her needs are the primary concern, interacting with others in a positive way, networking effectively with colleagues inside and outside the office, being able to speak effectively in public settings, maintaining patience when taking in or delivering information and service, written skills, projecting empathy when dealing with others, projecting a healthy sense of humor when appropriate, projecting confidence without projecting arrogance, oral skills, transferring knowledge effectively to others.

Staff Model

Problem solving	Using good judgment in indentifying and examining a problem, making sound decisions based on good information, keeping in mind the needs of the customer or the colleague as the problem is solved, following through as necessary to make sure all the loops are closed, not leaving any loose ends, managing conflicts effectively.
Organizational skills	Detail oriented, accurate, managing time effectively to make sure work is completed when needed, maintaining a high level of productivity, following through, documenting processes and work flows, planning ahead to ensure that focus remains on what needs to be done and in what order, remaining focused on the work at hand and working in the moment.

Staff Model

Job knowledge	Mentoring, transferring knowledge effectively to others, receiving training and applying the knowledge effectively, being open to learning and accumulating knowledge, creative thinking, forward thinking, looking to the future, seeing the big picture, exhibiting confidence without appearing arrogant, being consistent in all things, goal-oriented, ambition, wanting to learn more and expand one's professional horizons, maintaining good documentation for one's assigned tasks, maintaining current information, effectively incorporating the vision of the office into one's job performance each day.
Analytical skills	Creative thinking and creative approach to dissecting a problem, issue, or process, ability to break a business process down into logical and manageable pieces so that it can be more easily understood, ability to see what flaws may be in a business process and re-engineer parts or the whole process as necessary, ability to see where a process fails or where it is inefficient, ability to analyze how technology might be used to solve a problem, ability to research a question, issue, or problem to gather pertinent information that would better inform a workable solution, ability to ask good and clear questions.

Staff Model

Use of Technology:

Ability to access technology and data in performing daily tasks, ability to extract data effectively from different sources and present it in a useful way, ability to use and handle data appropriately, understanding the Banner student module well enough to perform daily tasks and assist in problem solving, understanding Crystal reports, AFACTS, and other tools well enough to assist in performing daily tasks.



This is perhaps the most important fundamental of them all.

Staff Model

- The Registrar and Associate Registrar provided further input into the staff competency model.
- Although there are some similarities between the competencies and definitions developed by the staff and the Registrar and Associate Registrar, the additional competencies add more dimension to the model.



Staff Model

Competency	Definition
Achieves results	Establishes aggressive goals for completing tasks; supports managers in promoting an action-oriented organization that values speed, accuracy, and tangible results. Takes immediate action on high priority work without requiring intervention of supervisor. Ensures commitments are met and outcomes are delivered upon with requisite time sensitivity.
Demonstrates adaptability	Demonstrates flexibility in applying different approaches to changing work demands. Generates innovative ideas and helps to identify areas needing change. Champions new ideas and directions and encourages similar behavior in others.

Staff Model

Builds business partnerships	Responds to customer's needs in a manner that provides added value and generates significant customer satisfaction. Acquires and applies professional/technical knowledge, skills, experience, and judgment to accomplish results, serve customers better, and contribute to the organization's intellectual capital. Generates alliances with internal and external partners that enable the registrar's function to supply appropriate services to its customers. Develops positive relationships by making others feel their concerns and contributions are important. Approaches all relationships in an open, friendly, and ethical manner.
Communicates openly and effectively	Contributes to a team environment where information flows freely and decision-making is based on a win-win philosophy. Strives for speed and efficiency in all communications. Is concise and articulate, both orally and in writing, communicating complex ideas and concepts with clarity and simplicity and making every effort to keep involved parties informed. Establishes and promotes two-way communication; shares ideas freely. Listens effectively to input and opinions from others. Ensures that information can be readily and easily accessed by all concerned. Presents perspectives and opinions in a clear and polite manner.

Staff Model

- Staff members then:
 - Finalized their competency models
 - Individually assessed their capabilities against each of the selected competencies
 - Created a personal development plan
 - Reviewed plan with supervisor and signed off on it

Assessment Tool

- Before the competency models could be put into place, an assessment tool had to be developed.
- The facilitator from the Office of Human Resources drafted a tool and then worked with the Registrar's Office leadership team to refine it.
- We use the same tool for both the leadership team and the staff – the only difference is the number of competencies that we select each year to address.
- The assessment tool is working well for us so far, but we expect to refine it as we go along.

Assessment Tool

NAME:

PERIOD COVERED:

Employee's Career Interest

Please list your career interests in the spaces provided below.

Office of the Registrar – Leadership Competency Model

The Georgia Tech Office of the Registrar has identified three important leadership competencies. Those competencies are:

COMPETENCY	DEFINITION
Subject Matter / Technical Expertise	In-depth knowledge of functional area and solid across the board understanding of all functions in the Registrar's office. Clear understanding of how the Registrar function 'fits' in Enrollment Services and Georgia Tech Specialized knowledge such as Institute policies, Federal regulations, etc.
Effective utilization of resources	Defined in its broadest sense – time, budget, people – making sure right people doing right work effectively, supplies, space, tools, targeted personal growth, compensation
Achieves Results	Establishes aggressive goals; demonstrates a clear bias for action. Promotes an action-oriented organization that values speed, accuracy, and tangible results. Takes immediate action on high priority work without requiring extensive analysis or deliberation. Ensures commitments are met and outcomes are delivered upon with requisite time sensitivity. Plans and implements projects and programs to meet organizational goals.

Assessment Tool

Competency Assessment

Using a 1 to 5 scale (1 = low / 5 = high), members of the Registrar's Leadership should assess their competency proficiency.

The Registrar will also assess each member's proficiency.

At a joint meeting, a final level of proficiency will be mutually agreed upon.

COMPETENCY	SELF RATING	REGISTRAR'S RATING	MUTUAL RATING
Subject Matter / Technical Expertise			
Effective utilization of resources			
Achieves Results			

Growth & Development

List activities that may provide individual growth and promote competency development.

1. Attend seminars, conferences, or training programs for continuing education or to build knowledge in key areas
2. Read relevant books, magazines, articles to expand knowledge or update it
3. Present sessions on or off-campus to hone public speaking skills
4. Research questions and issues using the web or other resources

Assessment Tool

Individual Action Plan

List three to five specific activities with objectives and timeframes. Once completed, activity should be updated with completion date. Action plans should cover a one year period. Your supervisor should concur with and support your individual Action Plan

Activity	Objective	Timeframe for Completion	Date of Actual Completion

Employee's Signature

Date

Supervisor's Signature

Date

The Process

- The supervisor of the drafts the assessment tool.
- The draft documents are submitted to each person in the office who is asked to review his/her model prior to the meeting.
- At the meeting, the supervisor reviews the document with the employee and the ratings for each competency are established.
- The assessment document is finalized and signed.
- Along the way, the Associate Registrar and Registrar check in to make sure progress is being made.

Examples of Activities

- Leadership Team:
 - Attendance at professional conferences.
 - Presenting sessions at professional conferences.
 - Serving on committees for AACRAO, SACRAO, GACRAO.
 - Taking lead on special projects in the Registrar's Office.
 - Writing white papers or proposals on technology or business process innovations.
 - Chairing workgroups or task forces.
 - Presenting information or managing part of staff retreats.
 - Working with staff on our Fun and Staff Recognition Committees.
 - Attending managerial and leadership training classes on campus.
 - Taking classes at Tech or other institutions.

Examples of Activities

- Staff:
 - Attendance at professional conferences.
 - Attending brown bag lunches on campus.
 - Attending meetings such as those of the Georgia Tech Academic Advising Association.
 - Attending training classes held on the Tech campus on customer service, emergency preparedness, learning how to do professional presentations, etc.
 - Representing their team on workgroups or task forces.
 - Presenting information at staff meetings or staff retreats.
 - Reading materials such as *The Successful Registrar* and sharing interesting segments with the rest of the staff.
 - Serving on our Fun and Staff Recognition Committees.
 - Taking classes at Tech or other institutions.

Activities-Low or No Cost

- As a result of the budget crisis that started in 2008, we had to become very creative.
- We were committed to this process, feel it is important for the future, and feel that it will be a valuable managerial tool.
- We did not want the financial crisis to interrupt our implementation of competency modeling:
 - Wanted to keep it moving.
 - Abandoning it would send a bad signal to the staff.
 - It can also serve as a morale booster and we felt that we really needed to pay attention to this during the stressful times that only getting worse.

Activities-Low or No Cost

- Serve as the “trivia master” for the year.
- **Serve as the “good news master” for office for the year.**
- Use our digital camera and take photos of your favorite places on the Tech campus and present a slide show at the spring staff meeting or retreat.
- Design a t-shirt for the Registrar’s Office including a motto and color scheme.
- Serve as the “cook book” editor for the office.
- **Serve as the “which cartoon character are you” coordinator and prepare a presentation for the spring staff meeting or retreat.**

Activities-Low or No Cost

- Prepare and present a PP on one of Tech's remote sites (GT Lorraine).
- Serve as the birthday celebration coordinator for the office.
- Create a cross word puzzle using registrar's office terms and present at a staff meeting or retreat.
- Compose a theme song for the Registrar's Office and present at a staff meeting or retreat.
- Choose a building on campus, research its name, and prepare a presentation on it for a staff meeting or retreat.
- Prepare and present information on how to take a vacation on a budget and present at a staff meeting or retreat.

Activities-Low or No Cost

- Participate in a campus event such as Earth Day and talk about it at a staff meeting.
- Select a Georgia Tech sponsored or personal favorite charity and do a presentation about it.
- Select a staff member or faculty member on campus who interests you, do an interview, and report at a staff meeting.
- Prepare and present information on your favorite things to do in the Atlanta area, restaurants you like, places to go within two hours travel time, etc.
- Pick a holiday and work with the fun committee to build a party around it.

Performance Management at GT

The screenshot shows a Mozilla Firefox browser window displaying the Georgia Tech Office of Human Resources Performance Management page. The browser's address bar shows the URL <http://www.ohr.gatech.edu/performance>. The page features the Georgia Tech logo and the title "Office of Human Resources". A navigation bar includes links for "New Employees", "Current Employees", "Former Employees", "Managers", and "Student Employees", along with "DIRECTORIES", "CAMPUS MAP", and a search bar. A sidebar on the left lists various HR topics, with "Performance" highlighted. The main content area is titled "PERFORMANCE MANAGEMENT" and contains text about Georgia Tech's performance management system, instructions for managers and employees, and a list of performance evaluation and goal setting phases. Two boxes illustrate the steps: "STEP 1: 2010-11 PERFORMANCE REVIEW" and "STEP 2: 2011-12 GOAL SETTING".

Performance Management | Georgia Tech Office of Human Resources - Mozilla Firefox

File Edit View History Bookmarks Tools Help

<http://www.ohr.gatech.edu/performance>

Performance Management | Geo... x Google

Georgia Tech

Office of Human Resources

DIRECTORIES CAMPUS MAP Search

YOUR HR New Employees Current Employees Former Employees Managers Student Employees DOWNLOAD FORMS POLICIES

Georgia Tech Home OHR Home Performance

PERFORMANCE MANAGEMENT

Georgia Tech strives to provide an environment where all employees understand the impact their contributions have on the achievement of Institute goals and are provided the opportunity for ongoing personal growth. One way we can accomplish this goal is through a strong [performance management cycle](#) that culminates in an annual performance evaluation. Our cycle is continuous as we plan, manage, review, and reward performance.

Georgia Tech is implementing an online performance management system for classified staff. You can access the online performance management system through TechWorks at <http://techworks.gatech.edu>. Enter your GT Account and password. Once in TechWorks, click on "Access the Online Performance Management System" under the Performance Management Header. You should then be redirected to your online performance management system homepage/dashboard. **If you receive an error message when you attempt to login the first time, please try completely logging out of TechWorks, closing that particular tab/web browser, and trying to login again.**


If you are a manager or supervisor, please review the [Quick Reference Guide](#) for instructions on how to navigate the system to enter and approve goals for your employees. For all employees, please review the [Quick Reference Guide](#) to learn how to navigate the system and enter your own goals.

Managers and employees will now begin two phases in the performance management cycle:

- Performance Evaluations for 2010-2011
- Setting Goals for 2011-2012

STEP 1: 2010-11 PERFORMANCE REVIEW


Review:
Evaluations



Managers and employees meet to discuss the past year's work and objectives.

STEP 2: 2011-12 GOAL SETTING

PLAN:
Set Goals



Managers and employees enter performance goals for the 2011/2012.

Johnson and Wales University, Providence, RI

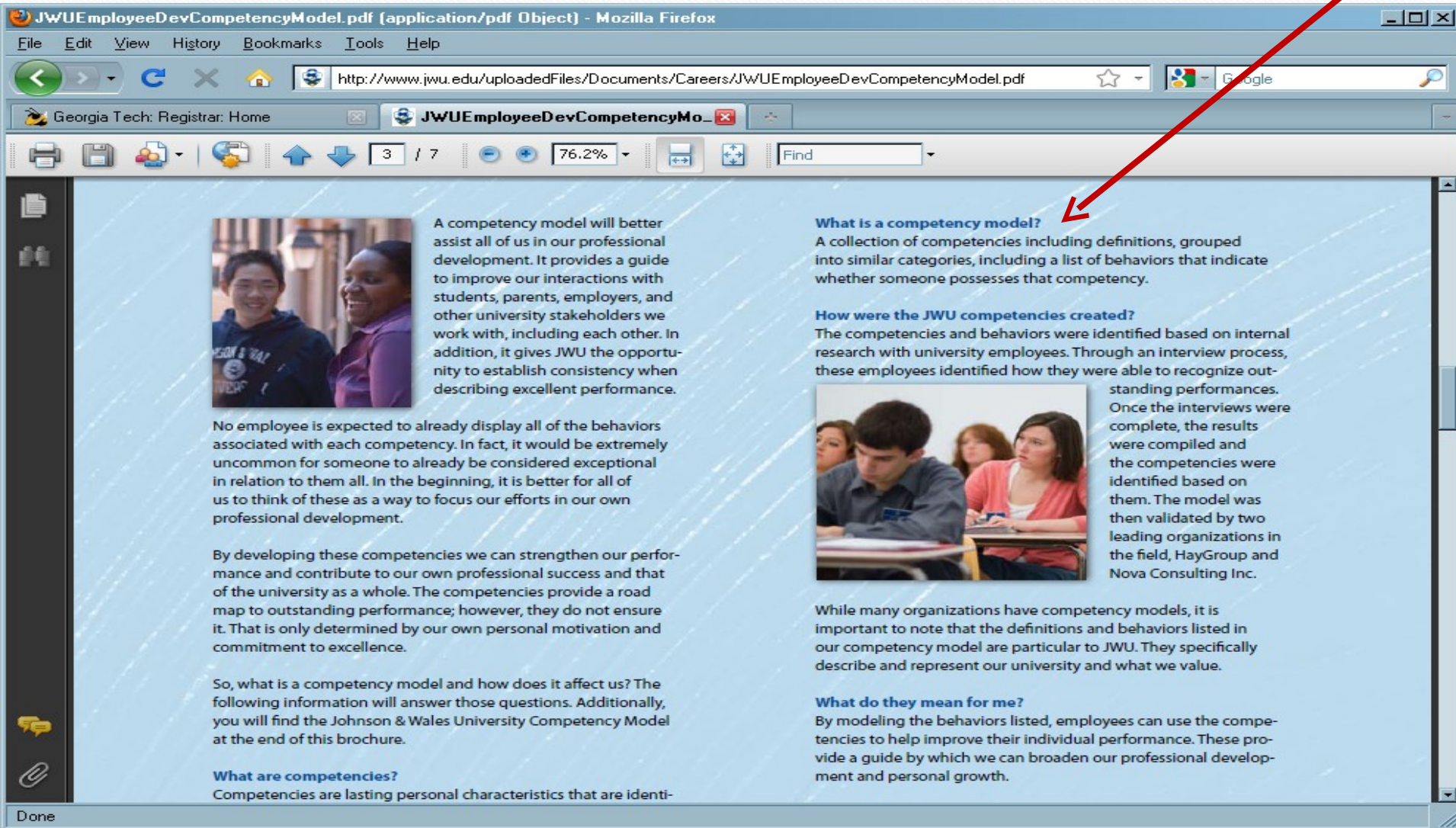
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What is a competency model?
A collection of competencies including definitions, grouped into similar categories, including a list of behaviors that indicate whether someone possesses that competency.

How were the JWU competencies created?
The competencies and behaviors were identified based on internal research with university employees. Through an interview process, these employees identified how they were able to recognize outstanding performances. Once the interviews were complete, the results were compiled and the competencies were identified based on them. The model was then validated by two leading organizations in the field, HayGroup and Nova Consulting Inc.

What do they mean for me?
By modeling the behaviors listed, employees can use the competencies to help improve their individual performance. These provide a guide by which we can broaden our professional development and personal growth.

What are competencies?
Competencies are lasting personal characteristics that are identi-

University of Rochester Generic Models by Pay Grade

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http://www.rochester.edu/working/hr/performancegmt/administrative_professional_competency_model.pdf

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Print

ADMINISTRATIVE/ PROFESSIONAL GENERIC COMPETENCY MODEL – Salary Grade Levels 50 – 51^

Generic Job Responsibilities:

- Directs day-to-day operations for a limited activity. Functional activities are not complex and the impact of decisions on business operations is minimal.
- Allocates or uses resources affecting closely related activities. Has limited or no responsibility for maintaining budgets and accounts. Contacts are limited to own activity at operating levels. Gives or obtains information to get the job done and to meet deadlines.

Interaction with Others/ Communication	Customer Service*	Expertise / Continuous Learning	Resourcefulness / Results	Personal Accountability
<ul style="list-style-type: none"> Provides motivation, empowerment, and direction to students and entry level staff. Fosters a team working environment. Recognizes and rewards others for their contributions Maintains confidentiality of all information. Requests resources that are 	<ul style="list-style-type: none"> Personally committed to understanding and meeting the unique needs of external and internal customers. Models and reinforces customer service behaviors.* Demonstrates a high level of skill in resolving difficult customer situations. Assists in creation of an organization that is dedicated to measurable service excellence Assists with quality 	<ul style="list-style-type: none"> Assists in developing short- and long-term business plans that embody the vision and mission of the business unit and the University. Engages in continuing education opportunities Understands and models organizational mission, vision and values. Uses information and data to ensure improvement projects/changes are grounded in facts 	<ul style="list-style-type: none"> Monitors/assists employees as needed when job aids or resources are required to enable safe and efficient operation Contributes to financial planning initiatives. Provides input and recommendations when discussing budget needs. Ensures staff in areas of responsibility are using resources efficiently 	<ul style="list-style-type: none"> Takes responsibility for own work and provides support to others in accomplishing their work. Positively represents the unit, department, and/or the University on policy, programs, or objectives. Uses critical-thinking skills when interpreting and following policies. Ensures staff time worked and reported is accurately reflected

Done

World Health Organization


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WHO GLOBAL COMPETENCY MODEL

1. Core Competencies

1) COMMUNICATING IN A CREDIBLE AND EFFECTIVE WAY	
Definition: Expresses oneself clearly in conversations and interactions with others; listens actively. Produces effective written communications. Ensures that information is shared.	
EFFECTIVE BEHAVIOURS	INEFFECTIVE BEHAVIOURS
1. Speaks and writes clearly, adapting communication style and content so they are appropriate to the needs of the intended audience	1. Does not share useful information with others
2. Conveys information and opinions in a structured and credible way	2. Does little to facilitate open communication
3. Encourages others to share their views; takes time to understand and consider these views	3. Interrupts or argues with others rather than listening
4. Ensures that messages have been heard and understood	4. Uses jargon inappropriately in interaction with others
5. Keeps others informed of key and relevant issues	5. Lacks coherence in structure of oral and written communications; overlooks key points

Done

Leadership Competency Model CMU

- Paper from Central Michigan University addresses:
 - Self-management
 - Leading others
 - Task Management
 - Innovation
 - Model of the core competencies of innovation
 - Innovation dimension (examples of good and bad)
 - Core competencies of Innovation
 - Creativity
 - Enterprising
 - Integrating Perspectives
 - Forecasting
 - Managing Change
 - Social Responsibility

Source: www.chsbs.cmich.edu/leader_model/CompModel/OnlineModel.doc

Web Sites of Interest

- World Health Organization, Global Competency Model
 - http://www.who.int/employment/competencies/WHO_competencies_EN.pdf
- New York state, Office of Civil Service, Competency Modeling
 - <http://www.cs.state.ny.us/successionplanning/workgroups/competencies/competencies2devel.html>
- Carnegie Mellon Leadership Development
 - <http://www.cmu.edu/hr/learning/leadership/index.html>
- Central Michigan University, Leadership Competency Modeling
 - http://www.chsbs.cmich.edu/leader_model/model.htm
- Defining and Measuring Competencies, Reed Moyer...
 - <http://www.stratvision.com/portal/uploads/comp.pdf>
- University of Rochester Generic Competency Models by Pay Grade
 - http://www.rochester.edu/working/hr/performance/management/administrative_professional_competency_model.pdf
- Johnson and Wales University, Providence, RI, Employee Development Institute
 - <http://www.jwu.edu/uploadedFiles/Documents/Careers/JWUEmployeeDevCompetencyModel.pdf>

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