Finance and Treasury Competency Model
Introduction to the Concept of Competency

What is a Competency?

A competency is the capability to apply a set of related knowledge, skills, and abilities to successfully perform functions or tasks in a defined work setting. Competencies often serve as the basis for skill standards that specify the level of knowledge, skills, and abilities needed for success, as well as potential measurement criteria for assessing competency attainment.

What is a Competency Model?

A competency model is a collection of competencies that together define successful performance in a particular work setting. Competency models are the foundation for important human resource functions such as recruitment and hiring, training and development, and performance management. Competency models can be developed for specific jobs, job groups, organizations, occupations, or industries.

How can the Competency Model be used to Develop Career Paths?

A career path may take many forms of education and experience. The competencies model represents the foundation of Finance and Treasury division, and they must be addressed regardless of the individual’s source of education or training. No matter the position, it can be tailored to each individual and should be utilized in a continuum of training and development in order to advance one’s career.
Model Framework

The framework of the University of Miami Finance Competency Model is a dynamic tool that is customizable to groups and individuals.

The F&T Competency Model is composed of several layers of competencies that build upon each other with increasing specialization of the content. The four tiers are as follows increasing specialization: UM Core Assessment, Core Competencies, Technical Core, Value Based Competencies and Leadership Competencies.

These layers represent competency areas that are built upon the knowledge, skills, and abilities essential to successful work performance. The following pages provide detail on each layer of competencies, including definitions, levels of proficiency within each competency, and key behaviors associated with each competency.
## Proficiency Levels

There are four levels that pertain to the proficiency or mastery of a competency, as shown in the table below. The key behaviors / descriptions of each level build upon the previous in an ascending numerical order from Level 1 (Basic) to Level 4 (Expert). In other words, to achieve a Level 2 rating on a particular competency, one must be proficient in the key behaviors of Level 1.

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<tr>
<th>Level</th>
<th>Description</th>
<th>Explanation</th>
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| 4     | Subject Matter Expert | You are known as an expert in this area. You can provide guidance, troubleshoot and answer questions related to this area of expertise and the field where the skill is used.  
• Focus is strategic;  
• You have demonstrated consistent excellence in applying this competency across multiple projects and/or organizations;  
• You are considered the “go to” person in this area internally and/or by outside organizations;  
• You create new applications for and/or lead the development of reference and resource materials for this competency;  
• You are able to diagram or explain the relevant process elements and issues in relation to organizational issues and trends in sufficient detail during discussions and presentations, to foster a greater understanding among internal and external colleagues and constituents. |
| 3     | Extensive Experience | You can perform the actions associated with this skill without assistance. You are certainly recognized within your immediate organization as “a person to ask” when difficult questions arise regarding this skill.  
• Focus is on broad organizational/professional issues;  
• You have consistently provided practical/relevant ideas and perspectives on process or practice improvements which may easily be implemented;  
• You are capable of coaching others in the application of this competency by translating complex nuances relating to this competency into easy to understand terms;  
• You participate in senior level discussions regarding this competency;  
• You assist in the development of reference and resource materials in this competency. |
| 2     | Working Experience | You are able to successfully complete tasks in this competency as requested. Help from an expert may be required from time to time, but you can usually perform the skill independently.  
• Focus is on applying and enhancing knowledge or skill;  
• You have applied this competency to situations occasionally while needing minimal guidance to perform successfully;  
• You understand and can discuss the application and implications of changes to processes, policies, and procedures in this area. |
| 1     | Basic Understanding | You have a common knowledge or an understanding of basic techniques and concepts. You have the level of experience gained in a classroom and/or experimental scenarios or as a trainee on-the-job. You are expected to need help when performing this skill.  
• Focus is on learning and developing through on-the-job experience;  
• You understand and can discuss terminology, concepts, principles, and issues related to this competency;  
• You utilize the full range of reference and resource materials in this competency. |
University of Miami Core Assessment

**Accountability and Ownership:** Does the right thing for the right reason; honors commitments and behaves ethically with a sense of ownership and responsibility for contributing to business success. Assumes personal accountability for goals, outcomes, and deadlines, and holds others accountable for achieving individual and organizational objectives. Shares information and responsibility with others to build a sense of ownership and involvement.

**Adaptability:** Demonstrates ability to adjust to changing job requirements, work and volume, as well as operational and organizational changes.

**Communication:** Is transparent and authentic; provides open feedback to others.

**Continuous Learning:** Demonstrates a commitment to continuous personal and professional learning and improvement of self, others, and the University.

**Initiative/Creative Problem Solving:** Anticipates and acts on opportunities for improvement. Creates new and valuable ideas, and uses these ideas to solve problems and develop improved processes.

**Service Excellence:** Understands the needs and wants of customers to provide accurate, complete, and timely service. Demonstrates professionalism and ensures thoroughness of work.

**Teamwork:** Works with people within the team and across the organization to achieve goals.

**Safety:** Does the employee meet the safety expectations of the position, e.g., follows safe work practices, communicates hazards, and safely operates equipment and machinery where applicable?

**Budgeting/Cost Awareness:** Where Applicable: Creates accurate budgets, tracks expenses, and adjusts the budget as necessary. Ensures that budgetary concerns are communicated to all concerned. Strives to keep costs within budget(s). Ensures proper financial controls are in place within a department or unit.

**Attendance:** Consistently adheres to work schedules, arrival times, and time limits for breaks/lunches. Seeks approval for scheduled time off according to department/University policy.
Finance & Treasury Competency Model

Leadership
- Coaching and Development of Others
- Managing Organizational Change
- Develops Strategic Relationships
- Drives Employee Engagement
- Leads With Vision
- Influencing

Values Based
- Teamwork
- Ethics & Integrity
- Accountability
- Customer Service
- Continuous Improvement

Technical Core
- Finance & Accounting
- Treasury
- Grant Administration
- Supply Chain Management
- Health Safety and Environment
- Risk Management

Core
- Analytical Thinking
- Attention to Detail
- Flexibility
- Decision Making and Critical Thinking
- High Performance Culture
- Reliability
- Planning & Organization
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| Knowledge of techniques and tools that promote effective analysis and the  | • Gives examples of how analytical thinking has been used to resolve problems  
• Names specific tools or techniques that can be used to support the analytical thinking process  
• Describes specific software applications or products used for business analytics  
• Helps others research and learn more about business analytics tools and applications | • Approaches a situation or problem by defining the problem or issue and determining its significance  
• Identifies the major forces, events and people impacting and impacted by the situation at hand  
• Uses flow charts, Pareto charts, fish diagrams, etc. to disclose meaningful data patterns  
• Uses logic and intuition to make inferences about the meaning of the data and arrive at conclusions  
• Makes a systematic comparison of two or more alternative solutions | • Chooses among a diverse set of analytical tools according to the nature of the situation.  
• Identifies many possible causes for a problem based on prior experience and current research  
• Quantifies the costs, benefits, risks and chances for success before recommending a course of action.  
• Seeks discrepancies and inconsistencies in available information; explains variances.  
• Organizes and prioritizes the sequence of steps to be taken to remedy the situation  
• Approaches a complex problem by breaking it down into its component parts | • Designs and orchestrates the use of business analytics for strategic decision making  
• Employs statistical and quantitative analysis, explanatory and predictive modeling techniques  
• Helps others discover the diverse features, parameters, or considerations to take into account  
• Implements operating metrics and performance gauges such as the balanced scorecard  
• Champions the use of business intelligence applications for tactical and strategic decisions  
• Monitors industry trends and directions and discusses possible impact on internal strategies |
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<td><strong>Attention to Detail</strong></td>
<td><strong>Behavior Indicator</strong></td>
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| Understanding of the necessity and value of accuracy and attention to detail; ability to process information with high levels of accuracy. | • Explains the importance of accuracy in own function or unit  
• Identifies tasks or outputs that require accuracy and detail-level attention  
• Describes consequences of errors within own unit or function  
• Identifies the procedures for making sure that results are mistake-free | • Processes limited amounts of detailed information with good accuracy  
• Utilizes specific approaches and tools for checking and cross-checking outputs.  
• Develops and uses checklists to insure that information goes out error-free  
• Accurately gauges the impact and cost of errors, omissions, and oversights  
• Learns from mistakes and applies lessons learned | • Processes large quantities of detailed information with high levels of accuracy  
• Productively balances speed and accuracy  
• Implements a variety of cross-checking approaches and mechanisms.  
• Evaluates and makes contributions to best practices  
• Demonstrates expertise in quality assurance tools, techniques, and standards  
• Employs techniques for motivating personnel to meet or exceed accuracy goals | • Supports and communicates the organization's quality management process  
• Discusses the value and associated costs of formal walkthroughs  
• Designs techniques for measuring the cost and impact of errors  
• Evaluates manual and electronic tools and techniques for enhancing accuracy  
• Coaches others in methods of identifying and correcting errors, oversights and omissions  
• Monitors the industry for new tools and techniques in assuring accuracy |
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<td>Flexibility and Adaptability</td>
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| Knowledge of successful approaches, tools, and techniques for dealing with changes and adapting to a changing environment; ability to adapt as needed. | • Explains the perspective that change is inevitable  
• Provides examples of flexible and inflexible behavior in the face of change.  
• Seeks value in new ways of doing things  
• Easily copes with day-to-day frustrations, adversities and uncertainties | • Adjusts to new or changing assignments, processes, and people.  
• Provides examples of shifting from task to task  
• Demonstrates willingness to listen to other opinions.  
• Accepts new or radical ideas with an open mind; avoids snap reactions  
• Identifies and considers alternative approaches to situations or problems | • Makes progress in an atmosphere of ambiguity and uncertainty.  
• Recovers from disappointments and setbacks  
• Works effectively with unstructured teams, situations, or environments.  
• Creates processes with provisions to accommodate change  
• Helps others adapt to changing environments and accept new situations  
• Leverages prior experience as a help towards handling changing situations. | • Demonstrates an ability to thrive in an unstructured, ambiguous environment  
• Adapts leadership style and management to situation at hand  
• Adjusts departmental priorities and resource allocations to support changing needs  
• Develops, implements, monitors, and fine-tunes transitional programs  
• Promotes new trends and changing demands as opportunities for the organization  
• Coaches others to view failure is an opportunity to learn for the future |
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<td>Decision Making and Critical Thinking</td>
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| Understanding of the issues related to the decision-making process; ability to analyze situations fully and accurately, and reach productive decisions. | • Identifies issues and communicates with others when a decision needs to be made  
• Identifies decision makers in own environment  
• Explains steps in an effective decision-making process  
• Describes types of decisions for incumbent in own job or function | • Assists in assessing risks, benefits and consideration of alternatives  
• Participates in documenting data, ideas, players, stakeholders, and processes.  
• Applies an assigned technique for critical thinking in a decision-making process  
• Recognizes, clarifies, and prioritizes concerns  
• Identifies, obtains, and organizes relevant data and ideas | • Uses effective decision-making approaches such as consultative, command, or consensus  
• Differentiates assumptions, perspectives, and historical frameworks  
• Leverages experience in analyzing relevant data and assessing implications of alternatives  
• Identifies decision options and points and predicts their potential impact  
• Evaluates past decisions for insights to improve decision-making process  
• Makes sure assumptions and received wisdom are objectively analyzed in decisions. | • Analyzes and discusses alternatives with multiple stakeholders  
• Discusses optimal timing and circumstances for either refraining from or making a decision  
• Coaches others in decision-making models, processes, and practices  
• Differentiates between content and context of a decision  
• Focuses on special issues and considerations for effective decision-making during a crisis  
• Monitors industry for examples/models of critical thinking or decision-making |
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<td>Reliability</td>
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| Reliable in performing job-related tasks, finishing assigned projects, meeting deadlines and appointments. | • Explains the importance of meeting deadlines of own function or unit  
• Understands the university policy on attendance and punctuality  
• Describes consequences of missing deadlines | • Comes to work on time as scheduled  
• Responds to work assignments and requests by being cooperative and available  
• Demonstrates a good attendance record; is aware of the impact that missing work will have on the customer as well as co-workers  
• Follows through with commitments.  
• Can be counted on to meet deadlines  
• Maintains consistent and predictable schedule | • Very productive and efficient in planning and executing work  
• Actively demonstrates dependability and importance of work to customer and peers  
• Reschedules meetings and deadlines well in advance if necessary; but will go out of way to make every effort to make meeting and/or deadline | • Accurately scopes out the work, creates efficiently workflows and process,  
• Develops reliable working rapport with customer and peers  
• Follows through and meets commitments  
• Available as a resource to subordinates and peers  
• Consistently outperforms most other people or groups because of excellence at planning, priority setting and execution |
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<td>Planning and Organization</td>
<td>Mobilizes both time and resources to get things done.</td>
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<td>• Identifies own key assignments, schedules, and process steps</td>
<td>• Creates action plans that ensure the accomplishment of responsibilities</td>
<td>• Identifies the critical goals and tasks required to meet daily objectives</td>
<td>• Specifies the underlying assumptions related to designated work</td>
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<td>• Demonstrates the ability to estimate the time and resources required to complete tasks</td>
<td>• Breaks tasks into manageable steps that can be incorporated into a personal work plan</td>
<td>• Develops contingency plans or to improve processes and to avoid problems before they occur</td>
<td>• Documents plans with clear objectives, action steps, accountabilities, resource requirements and timelines</td>
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<td>• Applies the concept of 'critical path' in order to complete work in a timely manner and keep larger tasks on track</td>
<td>• Surfaces potential bottlenecks or disruptions that could potentially get in the way of keeping a schedule</td>
<td>• Tracks the implementation of plans closely to ensure that desired outcomes are achieved. Manages conflicting priorities effectively</td>
<td>• Synthesizes pertinent information to plan a course of action</td>
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<td>• Seeks help to modify priorities as new information surfaces or conditions change</td>
<td>• Monitors progress continuously and adjusts tactics for handling situations on a case by case basis</td>
<td>• Balances multiple priorities by considering linkages and interrelationships</td>
<td>• Manages links among multiple projects and anticipates the impact of the project’s outcome on all concerned</td>
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<td>• Escalates concerns over competing or conflicting priorities</td>
<td>• Updates stakeholders on potential changes; re-negotiates requirements as necessary</td>
<td>• Optimizes time, tools, and resources to achieve desired results</td>
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<td>• Tracks successes in order to establish processes viewed as effective for the entire enterprise</td>
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<td>High Performance Culture</td>
<td>Builds high-performing, diverse, and inclusive teams that capitalize on the skills of all members. Promotes teamwork and participative work processes by building a supportive work environment where employees feel free to raise questions and concerns.</td>
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<td>• Understands the concept of high-performing team</td>
<td>• Encourages team members to participate in discussions</td>
<td>• Manages team in a way that builds morale and achieves results</td>
<td>• Creates an overall climate in the organization that is conducive to high-performing teams by establishing expectations and reward and recognition systems that reinforce teamwork, honest communications, diversity, and inclusion</td>
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<td>• Identifies the elements of a high-performing team</td>
<td>• Defines characteristics of a high performing team and ensures a common understanding of purpose and direction among members</td>
<td>• Fosters and models an open dialogue among team members</td>
<td>• Establishes an environment where staff receives consistent feedback on performance, regular and effective performance reviews and the guidance to carry out work activities effectively</td>
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<td>• Demonstrates the ability to work on team setting</td>
<td>• Proactively seeks opportunities to assist others with tasks</td>
<td>• Creates an environment that promotes collaboration among team members</td>
<td>• Models career development by maintaining one’s own high level of professional expertise; mentors others to gain experiences which will assist them to achieve their career goals and objectives; secure sufficient funding for staff training and development needs</td>
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<td>• Explains the meaning of diversity and its related terms</td>
<td>• Works collaboratively with all team members to accomplish shared goals.</td>
<td>• Recognizes and rewards team efforts and individual accomplishments.</td>
<td>• Recognizes and utilizes the strengths of all members</td>
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<td>• Applies the concepts of innovative thinking and collaboration when working on group projects.</td>
<td>• Shares relevant knowledge and experience with others</td>
<td>• Recognizes and utilizes the strengths of all members</td>
<td>• Conducts regular evaluation and guidance in career development; sets goals and provides feedback</td>
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<td>Coaching and Development of Others</td>
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<td>Develops the ability of others to perform and contribute to the organization by providing ongoing feedback and by providing opportunities to learn through formal and informal methods.</td>
<td>• Describes the role and value of a coach</td>
<td>• Articulates tasks and expectations and sets realistic standards</td>
<td>• Diagnoses performance issues, and determines appropriate development approach to suit the individual’s learning style</td>
<td>• Contributes knowledge sharing in area of technical expertise in a complex and challenging environment.</td>
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<td>• Describes coaching responsibilities that are relevant to a business setting</td>
<td>• Observes, assesses, counsels, coaches, and evaluates subordinates</td>
<td>• Invests time in coaching and mentoring</td>
<td>• Mentors by investing adequate time and effort in counseling, coaching, and teaching their individual subordinates and subordinate leaders</td>
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<td>• Lists qualities of effective coaching</td>
<td>• Motivates subordinates to develop themselves</td>
<td>• Arranges specific assignments or projects to challenge others and stretch their abilities and self-confidence</td>
<td>• Delivers innovative developmental solutions</td>
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<td>• Gives examples of how coaching is used within own organization</td>
<td>• Balances the organization’s tasks, goals, and objectives with subordinates’ personal and professional needs</td>
<td>• Gives others the autonomy to approach issues in their own way, including the opportunity to make and learn from mistakes</td>
<td>• Partners with human resources to assess organizational needs to formulate and implement development plans, outlining specific performance measure targets and goals</td>
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<td>• Encourages initiative</td>
<td>• Seeks training opportunities for the continued update of skills</td>
<td>• Ensures that training policies support the strategy and drive the desired behaviors</td>
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<td>• Maintains a work climate in which team members feel included and vital to the success of the team, and encourages others to take on challenges</td>
<td>• Actively renews own personal and professional skills, applies them to new areas and remains current in area of work</td>
<td>• Reads benchmarks and learns across a wide spectrum and works to build the intellectual capital of the organization</td>
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<td>Leads with Vision</td>
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<td>Takes a long-term view and builds a shared vision with others; acts as a catalyst for organizational change. Influences others to translate vision into action</td>
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<td>• Identifies the organization’s mission and characterizes its identity</td>
<td>• Meets with staff to address concerns about new organizational structure</td>
<td>• Involves employees and stakeholders in an organizational change process by conducting meetings and providing frequent updates</td>
<td>• Directs and provides guidance to management to develop long-term strategic plan for the division</td>
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<td>• Demonstrates the ability to view one’s work as part of a larger purpose</td>
<td>• Develops and generates support for work group vision</td>
<td>• Conducts interviews with staff to ascertain organization’s needs</td>
<td>• Acknowledges organizational strengths and develops plan to address areas needing improvement</td>
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<td>• Applies the concept of buy-in to strengthen one’s commitments and contributions to the team</td>
<td>• Involves staff in setting annual goals to ensure buy-in</td>
<td>• Communicates vision and mission to employees while incorporating employee feedback for ideas on accomplishing new goals and objectives</td>
<td>• Translates the direction and vision of the University into specific actions that others can take</td>
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<td>• Seeks help to translate elements of the vision into operating principles for the group</td>
<td>• Conveys vision of division to staff and stakeholders</td>
<td>• Explains with passion and enthusiasm where the University is headed, and what it will take to get there</td>
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<tr>
<td>Develops Strategic Relationships</td>
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| Develops networks and builds alliances, engages in cross-functional activities; collaborates across boundaries, and finds common ground with a widening range of stakeholders. Utilizes contacts to build and strengthen internal support bases. | • Identifies major responsibilities of a shareholder relations function  
• Identifies common types and formats of shareholder communications  
• Cites organizational examples of shareholder relations events or publications  
• Explains what type of information shareholders are seeking | • Builds collaborative relationships with internal and external customers and other stakeholders help achieve work unit objectives  
• Reaches out to provide information and assistance to others across organizational lines  
• Seeks out and shares appropriate information where necessary, e.g. through participation in professional associations | • Builds collaborative relationships with stakeholders, and decision makers that help achieve organizational objectives  
• Builds organization-wide relationships that achieve mutual goals and high impact changes | • Accomplishes division’s mission, vision and strategies by building collaborative networks of stakeholders and decision makers  
• Actively reaches out to sustain regular contact with essential stakeholders |
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<tr>
<td>Drives Employee Engagement</td>
<td>Behavior Indicator</td>
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<td>Engage people in developing goals, executing plans, and delivering results.</td>
<td>• Explain the value of effective workplace communication</td>
<td>• Promotes collaboration among team members</td>
<td>• Implements inclusive, cooperative approaches with peers, staff and superiors</td>
<td>• Mobilize teams; build momentum to get things done by communicating clearly and consistently.</td>
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<td>• Identify different types of negotiations and strategies</td>
<td>• Uses persuasion to gain support for initiatives</td>
<td>• Solicits input and listen to staff, partners and stakeholders</td>
<td>• Use negotiation and adaptability to encourage collaboration and recognition of joint concerns</td>
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<td>• Recognize the critical role communication skills will play in building and maintaining a team atmosphere.</td>
<td>• Communicates regularly and openly with stakeholders</td>
<td>• Promotes consensus across diverse groups, interest, and opinions</td>
<td>• Follow and lead across boundaries to engage a wide variety of stakeholders in a shared agenda and strategy</td>
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<td>• Gives examples of decisions and who influenced whom in the decision</td>
<td>• Follows through commitments</td>
<td>• Communicates and supports University decisions</td>
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<td>• Promotes team building</td>
<td>• Fosters enthusiasm and common purpose</td>
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<td>• Shares information with staff as it becomes available</td>
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<tr>
<td>Managing Organizational Change</td>
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| Ability to manage the successful and smooth transition from current to desired culture, practices, structure, and overall organizational environment. | • Understands that change is commonplace in business  
• Explains rationale for and direction of change  
• Under guidance, adapts to and participates in current change initiatives  
• Knows where to find available tools and resources for implementing change | • Participates in planning change effort for own team or functional specialty.  
• Determines relevance of organizational change on own team or work effort  
• Adjusts own work effort, style, and content to support desired change.  
• Employs available and relevant resources for implementing change.  
• Discusses potential impact of changes and identify ways to increase acceptance | • Plans, implements, and manages change in a variety of significant settings  
• Translates the desired organizational traits to tactical steps and procedures  
• Accurately anticipates impact of change, both positive and negative.  
• Works with team to identify and remove obstacles to change  
• Monitors effectiveness of the change effort with particular attention to extent of acceptance.  
• Makes sure to consider impact of changes outside own unit or organization | • Coaches others in techniques for implementing change across multiple units or functions  
• Champions importance of building commitment and allocating resources to make change happen  
• Leads the definition of vision and mission  
• Models design and implementation of transition strategies and communications campaigns  
• Directs the process of defining desired organizational traits, functions, and services  
• Monitors industry for noteworthy changes and for examples of good change management |
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| Persuade and influence individuals or groups in order to gain support and action for ideas, proposals or initiatives put forward in order to achieve a specific objective or result. | • Describes key concepts of influencing  
• Gives examples of decisions and who influenced whom in the decision  
• Describes the organizational culture for providing input on decisions  
• Documents and distributes suggestions and ideas, with supporting detail | • Regularly presents ideas or suggestions to associates in persuasive terms  
• Influences others during the decision-making process.  
• Identifies the decision makers and how to approach them  
• Uses active listening skills and probing techniques to surface opportunities to influence  
• Develops basic persuasive arguments | • Presents persuasive arguments to decision makers  
• Utilizes specific techniques for establishing rapport and gaining commitment  
• Delivers well-received presentations of cost, benefits, risks, and other considerations  
• Determines the decision-making style of the individual or group being influenced  
• Achieves influencing impact even when holding a position contrary to the majority  
• Discards examples of persuasive arguments lacking substance or impact | • Gains acceptance of ideas and suggestions from senior business executives  
• Defines strategies and plans for influencing multiple decision makers  
• Coaches others on effective influencing strategies and tactics.  
• Demonstrates expert ability to influence at all levels of the organization  
• Debates issues to bring the most critical points to the forefront for decision making.  
• Influences high-impact, high-risk and highly complex situations |
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<tr>
<td>Finance &amp; Accounting</td>
<td>Behavior Indicator</td>
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| Knowledge of finance and accounting practices, financial analysis, and reporting; ability to apply this knowledge appropriately to diverse situations. | • Explains basic financial and accounting concepts and terminology  
• States local financial tracking and reporting requirements.  
• Explains basic practices for financing projects; gives examples  
• Describes the purpose of basic financial reports. | • Uses finance and accounting systems, procedures and practices  
• Resolves questions about finance and accounting policies and practices  
Works with general ledger accounts  
• Differentiates between capital investments and expenses  
• Interprets profit and loss statements, balance sheets and financial forecasts | • Demonstrates in-depth knowledge of cost accounting and reporting practices, tools, and procedures  
• Provides build-buy-lease analyses for major expenditures.  
• Documents financial interdependencies within the organization  
• Coaches others on how to quantify costs and benefits for major expenditures  
• Develops and applies cost/benefit analysis or ROI as part of business decisions  
• Explains cost/benefit analysis, financial analysis and modeling, organizational practices | • Designs financial analysis approaches and modeling specific to the business  
• Ensures adherence to organization’s and industry's financial requirements and practices  
• Designs and implements customer and product profitability systems and practice  
• Reviews key financial and performance indicators used by the organization  
• Coaches others in the use of financial management practices and tools  
• Monitors marketplace for developments in tools or approaches to financial management |
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<td>Administers grants and cooperative agreements, applying knowledge of organizational needs and deadlines. Acquires and applies critical financial concepts and practices, based upon a thorough understanding of the Federal Government.</td>
<td>• Understands the various stages of the grant lifecycle including pre-award review, grant progress monitoring, and award closure. • Recognizes factors that influence the grants process. • Understands terminology and concepts for sponsored awards • Focuses on training material, stewardship and on-the-job training • Performs rudimentary analysis for preparing and tracking budgets and/or expenditures.</td>
<td>• Demonstrates competency and executes the various stages of the grant lifecycle (pre-award review, grant progress monitoring, and award closure) depending upon the unit assigned. • Recognizes and identifies factors that influence the grants process. • Coordinates actions with program officials regarding administrative and programmatic issues. • Communicates expectations and reinforces requirements with grantees. • Participates activities to ensure grantee compliance with the established grant. • Analyzes requested budgets and determines awarded budgets.</td>
<td>• Interprets and negotiates agreements with various agencies • Review and submits applications for peer review • Works autonomously with faculty and other University staff • Establishes and maintains realistic budgets • Draws accurate conclusions from financial information • Uses financial and other quantitative information to manage resources provided for a project • Develops guidelines for handling and/or adhering to grant changes. • Interprets and analyzes the meaning and implications of key financial indicators • Understands overall financial performance of the organization and the resulting capacity to manage supported projects • Uses financial analysis to evaluate strategic options and opportunities and recommend effective and practical alternatives</td>
<td>• Demonstrates absolute responsibility for the overall conduct of a sponsored project, including all technical, programmatic, financial, compliance and administrative aspects. • Takes full responsibility for controlling the technical direction and academic quality of the project, and ensures that a sponsored project is carried out in compliance with the terms, conditions, and policies of the Sponsor and the University.</td>
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<td><strong>Risk Management</strong></td>
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| Preserving the University’s assets by identifying, assessing, reducing, and preventing risks facing the University | • Knowledge of insurance and risk management concepts  
• Exhibits analytical and problem solving skills  
• Displays knowledge of the compliance process  
• Demonstrates the ability to adjust to operational and organizational changes | • Utilizes insurance and compliance systems, processes, and practices  
• Analyzes institutional situations dealing with compliance and insurance risk  
• Resolves questions relating to risk management compliance and insurance matters | • Demonstrates in-depth knowledge of insurance and insurance regulations. Manages claims and assesses and mitigates losses  
• Manages specific matters related to liability, property, workers' compensation, and other types of institutional risk  
• Manages routine and specific programs, policies and procedures related to Risk Management Compliance and Insurance matters | • Negotiates and authorizes insurance policies and coverage to address previously identified institutional risks  
• Develops and approves programs to address liability, property, workers' compensation and other institutional risks  
• Authorizes program development, approves policies and procedures, develops strategic direction and goals |
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<td>Establishes the University's responsibilities with funds management,</td>
<td>• Direct involvement with debt</td>
<td>• Works closely with banking, investment firms, and University departments for financing support</td>
<td>• Performs strategic planning using cash management and financial planning tools</td>
<td>• Enables efficient debt &amp; cash planning processes and executes the strategy for external funding and proposed capital expenditures</td>
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<td>bank loans and credit services, correspondent banking relationships, and foreign exchange processing.</td>
<td>management, investments, banking, financial reporting, and cash flow projection</td>
<td>• Provide support and maintenance of short- and long-term credit facilities</td>
<td>• Monitor forecast to optimize debt financings and University financial initiatives</td>
<td>• Leads planning of financial transactions, covenant compliance, and payment of debt service</td>
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<td>• Exhibits communication, analytical, and problem solving skills</td>
<td>• Addresses issues with internal stakeholders including Controllers, Budgets, and General Counsel and academic administrative offices</td>
<td>• Manages and modifies policies and procedures related to Treasury and Treasury Operations</td>
<td>• Assists with program development, approves policies and procedures, and develops strategic direction and goals</td>
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<td>• Displays knowledge of cash flow forecasting, ability to execute external institutional funding, and compliance with issuance regulatory requirements</td>
<td>• Demonstrates ability to initiate and lead process improvements</td>
<td>• Enables efficient debt &amp; cash planning processes and executes the strategy for external funding and proposed capital expenditures</td>
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<th>Treasury Behavior Indicator</th>
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<tr>
<td>Environmental Health &amp; Safety</td>
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| Knowledge of respective Federal, State, and Local regulatory requirements to apply to environmental health and safety programs | • Provide training and support to meet regulatory standards and guidelines  
• Enforce university, local, state and federal guidelines. Stay current with changing guidelines  
• Apply basic knowledge of EHS principles to assure compliance with respective regulations  
• Know and apply basic technology for supporting EHS compliance programs | • Prevent or minimize occupational, biological, and chemical hazards in the workplace  
• Administer compliance programs and implement changes based on current regulatory standards  
• Participate in respective safety and compliance meetings that address specific regulatory standards  
• Implement proper technology to assure compliance and efficiency of safety programs | • Manage specific EHS programs that assess and monitor specific compliance requirements  
• Contribute to development of compliance plans  
• Assess and add specific changes on plans based on changing requirements  
• Improve EHS processes with implementation of university and other available technologies | • Remains current on industry trends and develops strategy to meet business plan for compliance  
• Develop EHS policies and assists with other university policies to meet regulatory guidelines  
• Assure adherence to university and EHS policies and reviews key performance indicators  
• Applies in-depth knowledge of EHS principles to determine if proper methods and procedures are utilized to meet Federal, state and local regulations |