

# Laureate Education Workplace Skills Competency Framework

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**LAUREATE**  
INTERNATIONAL  
UNIVERSITIES

## 1. Making Decisions

Behaviors	Proficiency Levels		
	Level I: Basic	Level II: Intermediate	Level III: Advanced
<b>A. Identifies available options when making decisions</b>	Identifies all obvious options when making decisions	Identifies all obvious options and some less obvious options when making decisions	Asks what-if questions to expand decision-making options beyond the obvious choices and identifies a thorough list of viable alternatives
<b>B. Evaluates alternative options that have been identified</b>	Evaluates the basic advantages and disadvantages of alternative options	Evaluates the feasibility, desirability, and expected consequences of alternative options	Thoroughly evaluates the feasibility, desirability, and potential short- and long-term consequences of different options, as well as their impact on various stakeholder groups
<b>C. Makes sound decisions based on available information</b>	Considers available information when making decisions, but may occasionally over-rely on intuition or demonstrate some logical flaws in reasoning	Appropriately balances intuition with verified information when making decisions and avoids logical flaws in reasoning	Makes sound decisions based on the integration of available information and intuition gained from relevant experience; exhibits highly logical and sound reasoning
<b>D. Makes decisions in a timely manner</b>	Makes straightforward decisions in a reasonable amount of time	Makes moderately complex decisions in a timely manner	Makes highly complex decisions in a timely manner

## 2. Accountability

Behaviors	Proficiency Levels		
	Level I: Basic	Level II: Intermediate	Level III: Advanced
<b>A. Works independently to achieve results</b>	Works under the direction of others, but does not require constant supervision	Completes work with minimal supervision once given initial instructions	After receiving general guidance, identifies work that needs to be done and completes it independently
<b>B. Takes ownership of work and follows through on commitments</b>	Demonstrates responsibility for work assignments and generally follows through on work commitments	Takes ownership of work and views problems that may arise as one's own responsibility; diligently follows through on commitments	Demonstrates a strong sense of personal ownership for work and continually looks for opportunities to improve work outcomes; always follows through on commitments
<b>C. Follows work policies, procedures, and guidelines</b>	Understands and follows work policies, procedures, and guidelines	Understands and follows all work policies, procedures, and guidelines, and encourages others to do likewise	Understands and follows all work policies, procedures, and guidelines, and identifies ways to better align private or public sector business practices with regulatory or professional constraints
<b>D. Appropriately questions authority in a culturally-sensitive manner when necessary</b>	Does not typically question authority, but does so appropriately and in a culturally-sensitive manner if necessary	Appropriately and constructively questions authority in a culturally-sensitive manner to prevent poor decisions or counterproductive actions	Appropriately and constructively questions authority in a culturally-sensitive manner when faced with an opportunity to improve decision-making or functional/organizational performance
<b>E. Assimilates to the values, standards, and culture of the organization</b>	Demonstrates respect for, and understanding of, the values, standards, and culture of the organization	Recognizes and adapts behaviors to the values, standards, and culture of the organization	Uses in-depth knowledge and understanding of one's own values, as well as the organization's values, standards, and culture, to assimilate to the organization's expectations

### 3. Working Well with Others

Behaviors	Proficiency Levels		
	Level I: Basic	Level II: Intermediate	Level III: Advanced
<b>A. Develops and maintains effective working relationships</b>	Develops and maintains cooperative working relationships with team members over the duration of a project	Develops and maintains effective working relationships with a variety of individuals both within and outside of the immediate work group for an extended time	Develops highly effective, collaborative working relationships with a wide network of individuals, including those with different or competing priorities and objectives, and maintains constructive relationships over an extended period of time
<b>B. Interacts effectively with people from different backgrounds</b>	Works respectfully with people from different backgrounds	Appreciates diversity and interacts effectively with people from different backgrounds	Welcomes diversity and seeks to develop working relationships with a wide variety of people from different backgrounds
<b>C. Listens to others and values and incorporates diverse viewpoints</b>	Listens to others; is generally open to considering others' thoughts and opinions	Carefully listens to others; understands, respects, and fully considers diverse thoughts and opinions	Actively listens to others; solicits and incorporates diverse thoughts and opinions, and leverages different viewpoints to improve the quality of group interactions and decisions
<b>D. Supports team decisions once they have been made</b>	Follows team decisions once they have been made	Supports team decisions once they have been made even if own recommendations were not adopted	Actively promotes team decisions and demonstrates strong commitment to the chosen course of action even if own recommendations were not adopted
<b>E. Adjusts own workload to help meet team commitments, as appropriate</b>	Keeps up with own work to help meet team commitments	Adjusts own workload to accommodate changing team needs when asked to do so	Maintains awareness of changing team needs and proactively adjusts own workload to ensure team commitments are met

<b>F. Recognizes and demonstrates empathy for others' feelings, needs, and concerns</b>	Recognizes others' feelings, needs, and concerns	Takes an active interest in, and demonstrates empathy and support for, the feelings, needs, and concerns of others	Attends to emotional cues and engages with others to obtain an understanding of their feelings, needs, and concerns; withholds judgment and provides empathy and support
<b>G. Appropriately resolves own work disagreements</b>	With guidance, handles own work-related disagreements with others in a way that prevents negative situations from escalating	As appropriate, independently handles own work-related disagreements and resolves them in an acceptable manner	As appropriate, independently handles own work-related disagreements and resolves them in a constructive and timely manner that enhances working relationships

## 4. Influencing Others

Behaviors	Proficiency Levels		
	Level I: Basic	Level II: Intermediate	Level III: Advanced
<b>A. Offers suggestions and advocates for own ideas</b>	Makes suggestions or offers ideas when asked and generates an appropriate response to opposition	Confidently makes suggestions and voices ideas; anticipates obvious objections to ideas and prepares appropriate responses accordingly	Voices ideas with conviction and actively works to influence others to gain support; anticipates a wide variety of oppositions to ideas and presents solid arguments to address these challenges
<b>B. Understands how own actions are interpreted by others and creates a positive impression</b>	Is generally aware of how own actions are interpreted by others and attempts to create a positive impression	Is aware of how own actions are interpreted by others and actively manages behaviors to create a positive impression	Is aware of how own actions are interpreted by others and actively manages behaviors to establish a long-term positive impression
<b>C. Navigates the formal and informal organizational structure</b>	Develops an awareness of the formal and informal organizational structure and key internal stakeholders	Is knowledgeable regarding the organization's formal and informal structure and internal stakeholders and navigates organizational politics to avoid unnecessary impediments to accomplishing work	Has a thorough knowledge of the organization's formal and informal structure and internal and external stakeholders; leverages organizational politics to more effectively accomplish work and influence outcomes
<b>D. Sees issues from others' perspectives and effectively negotiates with them</b>	Sees issues from others' perspectives and attempts to negotiate with them	Sees issues from others' perspectives and negotiates with them by exploring a range of possibilities, recognizing the need for mutual concessions so all parties feel satisfied with the outcome	Sees issues from others' perspectives and effectively negotiates with individuals internal and external to the organization by adopting a range of approaches and maintaining open communication throughout the process to ensure all parties feel positive about the outcome
<b>E. Adapts style to gain agreement and commitment</b>	Uses information, facts, and data to attempt to influence others	Adapts style and approach to align with others' needs and interests in order to effectively influence, reach agreement, and gain commitment from others	Skillfully guides conversations to uncover paths to agreement that leave all parties fully committed to the chosen course of action

## 5. Communicating Orally

Behaviors	Proficiency Levels		
	Level I: Basic	Level II: Intermediate	Level III: Advanced
<b>A. Organizes thoughts and speaks professionally, using proper language and vocabulary</b>	Uses language and vocabulary appropriate for a professional work environment	Develops and synthesizes ideas to explain or discuss information in an organized manner, using precise language and vocabulary	Develops and synthesizes ideas to skillfully organize information, using language and vocabulary that is specifically tailored to the audience and maximizes understanding
<b>B. Speaks clearly and displays confidence</b>	Speaks clearly most of the time, but may lack confidence at times	Speaks clearly with appropriate pacing and displays confidence when speaking about familiar topics	Speaks clearly with appropriate pacing, pauses, volume changes, and emphasis, and displays confidence when speaking about a wide variety of topics
<b>C. Accurately communicates ideas and concepts verbally</b>	Accurately communicates basic information verbally	Accurately communicates ambiguous or somewhat complex concepts and ideas verbally	Accurately and concisely communicates ambiguous or complex concepts and ideas in an easy-to-understand manner
<b>D. Skillfully delivers formal presentations</b>	Successfully delivers formal presentations to internal groups, but may need additional polish and skill	Skillfully delivers engaging formal presentations to internal and external groups	Skillfully delivers engaging and influential formal presentations to internal and external groups, easily adapting to different settings (e.g., conferences, department meetings)
<b>E. Actively listens to others and adjusts to their needs</b>	Listens to others and responds to their questions or requests	Actively listens to others, checks their understanding, responds to questions, and adjusts content or style if necessary	Actively listens to others, anticipates their needs, monitors their understanding via verbal and non-verbal cues, responds to questions, and adjusts content or style as necessary
<b>F. Communicates effectively in a non-native spoken language required for the job</b>	Has a basic command of a non-native spoken language required for the job; can be understood by others but speaks in a rudimentary way	Has an intermediate command of a non-native spoken language required for the job; is able to communicate with an accurate and varied vocabulary	Has a thorough command of a non-native spoken language required for the job; is able to speak precisely with nuanced language

## 6. Communicating in Writing

Behaviors	Proficiency Levels		
	Level I: Basic	Level II: Intermediate	Level III: Advanced
<b>A. Writes professionally using proper grammar, punctuation, spelling, and vocabulary</b>	Grammar, punctuation, spelling, and vocabulary are typically correct in formal documents, but may be too casual in informal communications	Uses proper grammar, punctuation, spelling, and vocabulary in all communications	Uses proper grammar, punctuation, spelling, and vocabulary, striking the appropriate professional tone for different types of communications
<b>B. Writes in an accurate, engaging manner, citing sources as appropriate</b>	Accurately conveys basic information in a way that engages audiences interested in the topic, citing sources as appropriate	Accurately conveys ambiguous or somewhat complex information in a way that engages audiences both interested and new to the topic, citing sources as appropriate	Accurately conveys highly complex and ambiguous information in a way that engages a variety of audiences regardless of the topic, citing sources as appropriate
<b>C. Writes in an organized, clear, and concise manner</b>	Writing is understandable, but not always presented in an organized, concise, or cohesive manner	On familiar topics, writing is well organized, clear, concise, and supports goals	Regardless of the topic, writing is organized with a clear structure that logically, concisely, and purposefully presents ideas and supports goals
<b>D. Creates documents with structure, length, and language appropriate for the topic and audience</b>	Structure, length, language, and degree of detail match own level of knowledge rather than the audience's needs	On familiar topics, structure, length, language, and level of detail match the audience's needs	Regardless of topic or audience, writing style, structure, length, language, and level of detail anticipate the audience's needs

<p><b>E. Communicates effectively in a non-native written language required for the job</b></p>	<p>Has a basic command of a non-native written language required for the job; can create simple, accurate documents with the aid of a dictionary or translation device</p>	<p>Has an intermediate command of a non-native written language required for the job; can create accurate documents using correct subject-verb agreement and verb tense without help</p>	<p>Has a thorough command of a non-native written language required for the job; is able to create complex accurate documents that include precise, nuanced vocabulary and phrasing</p>
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## 7. Learning and Self-Development

Behaviors	Proficiency Levels		
	Level I: Basic	Level II: Intermediate	Level III: Advanced
<b>A. Identifies and addresses own knowledge gaps and training needs</b>	Recognizes own knowledge gaps and training needs once they have been pointed out by others, and exerts some effort to close those gaps	Independently recognizes own knowledge gaps and training needs in area of expertise, and exerts deliberate effort to close any gaps	Proactively seeks to identify knowledge gaps and training needs in own and related areas of expertise, and systematically exerts effort to close those gaps
<b>B. Continually expands own knowledge and skills</b>	Attends mandatory courses/training programs and reads assigned documents to expand skills and knowledge in own field of expertise	Independently seeks opportunities to attend optional relevant training programs and searches for supplemental reading to expand skills and knowledge in own field of expertise	Independently develops informal or formal self-learning programs in a strategic manner to ensure a constant expansion of knowledge and skills in own and related fields of expertise
<b>C. Applies knowledge and training to professional contexts</b>	Is generally able to apply new knowledge to work tasks, but may have difficulty when the application of knowledge to the task is less obvious or out of context	Frequently and effectively applies new knowledge to work tasks	Consistently seeks and identifies novel ways to apply relevant knowledge to a wide variety of work tasks and practical applications
<b>D. Critically evaluates own strengths and weaknesses and pursues development</b>	Recognizes own obvious strengths and weaknesses, and works to improve areas requiring immediate development	Regularly evaluates own strengths and weaknesses and pursues opportunities to develop in necessary areas	Systematically evaluates own strengths and weaknesses, critically evaluating both obvious and subtle areas for development and strategically pursuing opportunities for both short and long-term professional development
<b>E. Seeks feedback and learns from successes and failures</b>	Listens to, understands, and accepts both positive and negative feedback offered by team members	Solicits feedback from team members; evaluates and reflects on negative feedback to understand what went wrong and identify lessons to apply in the future	Routinely solicits and integrates feedback from team members and other professional contacts; thoroughly evaluates and reflects on both successes and failures to improve future performance
<b>F. Learns from others and seeks mentors</b>	Identifies lessons from the experiences of others and incorporates those lessons into own work behaviors	Learns from others' experiences and seeks work-related advice and guidance from experienced professionals	Willingly solicits advice and learns from others; actively seeks and develops mentoring relationships with experienced professionals

## 8. Analyzing and Solving Problems

Behaviors	Proficiency Levels		
	Level I: Basic	Level II: Intermediate	Level III: Advanced
<b>A. Critically evaluates information and its sources</b>	Considers the source, accuracy, and value of information before accepting and using it	Establishes basic criteria to evaluate the source, accuracy, and value of information, and only uses information that passes these criteria	Establishes advanced criteria to ensure that information comes only from credible, reliable sources
<b>B. Identifies gaps in information and seeks appropriate sources to close them</b>	Identifies when there are obvious gaps in information and seeks appropriate sources to address those gaps	Identifies and seeks to close obvious and subtle gaps in information with appropriate sources	Recognizes and reconciles all meaningful gaps in available information with appropriate sources
<b>C. Synthesizes and integrates information into what is already known about a topic</b>	Synthesizes and integrates basic information into what is already known about a topic	Synthesizes and integrates fairly complex or ambiguous information into what is already known about a topic	Expertly integrates and synthesizes highly complex and ambiguous information into what is already known about a topic
<b>D. Recognizes patterns in information to identify the bigger picture</b>	Identifies basic patterns in information but tends to view data points separately	Recognizes that patterns exist in seemingly unrelated qualitative or quantitative data and works to determine the relationship between them to uncover the bigger picture	Analyzes complex relationships in information not outwardly related, identifying subtle relationships and patterns to uncover the bigger picture
<b>E. Follows best practices and appropriately analyzes quantitative and qualitative data</b>	Follows best practices and performs basic logical, mathematical, or linguistic analyses of information	Applies principles of relevant theory and functional best practices to the analysis of quantitative and qualitative data; performs intermediate logical, mathematical, or linguistic analyses of information	Fully integrates and applies complex theory, best practices, and sound rationale to the analysis of quantitative and qualitative data; performs advanced logical, mathematical, or linguistic analyses to derive full value from information

<b>F. Identifies and independently solves work problems, as appropriate</b>	Identifies and alerts others about existing problems; independently solves basic work problems and seeks guidance to solve more complex issues	Identifies and alerts others about current or potential problems or obstacles; independently solves fairly complex work problems, as appropriate	Effectively anticipates problems and obstacles and works to prevent them; independently solves ambiguous and complex work problems, viewing them as opportunities to learn and improve work processes
<b>G. Considers multiple approaches when solving problems</b>	Considers multiple approaches when solving problems but tends to rely on well-tested or traditional solutions	Considers alternative perspectives and approaches when solving problems and is willing to try a new approach	Identifies new ways to solve problems in order to better meet the needs of the situation

## 9. Generating Ideas and Innovating

Behaviors	Proficiency Levels		
	Level I: Basic	Level II: Intermediate	Level III: Advanced
<b>A. Generates novel or innovative ideas within own and other areas of expertise</b>	Generates basic, and occasionally novel, ideas within own area of expertise	Generates fairly innovative ideas within own area of expertise	Generates innovative ideas in a variety of different areas of expertise
<b>B. Displays openness to the ideas of others</b>	Demonstrates receptiveness to the ideas of others	Recognizes and builds upon the ideas of others	Actively encourages and stimulates idea generation in others
<b>C. Proactively identifies opportunities for positive changes to approaches, processes, or products</b>	Identifies occasional opportunities for positive changes to existing approaches, processes, or products	Proactively identifies opportunities for positive changes to existing approaches, processes, and products, as well as identifies some prospects for impactful innovation	Proactively identifies numerous opportunities for positive changes to existing approaches, processes, and products, highlighting multiple avenues for impactful innovation
<b>D. Demonstrates curiosity and appropriately experiments with new ideas to determine the benefits and risks associated with them</b>	Considers the more obvious potential benefits and risks associated with a new idea, and pursues the idea if it seems feasible	Considers a broad range of potential benefits and risks associated with a new idea; asks questions and engages in basic experimentation to help determine if a new idea should be pursued	Considers the full range of potential benefits and risks associated with a new idea, and engages in thorough experimentation to determine the best approach

## 10. Planning and Organizing

Behaviors	Proficiency Levels		
	Level I: Basic	Level II: Intermediate	Level III: Advanced
<b>A. Sets project objectives, strategies, and milestones</b>	Sets broad project objectives and strategies	Sets specific project objectives and strategies, and identifies major milestones	Sets specific project objectives and strategies, and defines success for each; identifies and documents all relevant milestones
<b>B. Tracks progress toward project completion</b>	Maintains a general awareness of project progress and status	Regularly monitors and communicates project status using basic metrics or key performance indicators	Continually monitors and communicates project status using advanced metrics and key performance indicators
<b>C. Plans and prioritizes activities, and adjusts plans based on changes</b>	Plans and prioritizes activities when beginning work; evaluates and adjusts plans to account for changing priorities, but may struggle when a major shift in priorities occurs	Plans and prioritizes activities in advance of beginning work; evaluates and adjusts plans to account for changing priorities without much loss of productivity or focus	Thoroughly plans and prioritizes activities well in advance of beginning work; effectively evaluates and adjusts plans to account for changing priorities without losing productivity or focus
<b>D. Identifies and obtains the resources needed to accomplish work</b>	Correctly identifies most necessary resources to accomplish work and generally ensures those resources will be available when needed	Correctly identifies and obtains all necessary resources to accomplish work and secures resources in a timely manner	Correctly identifies and obtains all necessary resources to accomplish work well in advance, and secures resources in a way that effectively balances own needs with those of others in the organization as well as time and cost
<b>E. Manages time effectively and completes work on schedule</b>	Manages time acceptably and typically completes work on schedule	Manages time effectively; acts quickly to complete high-priority and urgent tasks and completes remaining tasks in a reasonable amount of time	Manages time effectively; acts with a strong sense of urgency to complete all assigned work, effectively matching pacing to the requirements of the task

## 11. Achieving Objectives

Behaviors	Proficiency Levels		
	Level I: Basic	Level II: Intermediate	Level III: Advanced
<b>A. Accepts or sets demanding individual goals</b>	Accepts moderately challenging individual goals and exerts effort to try to achieve them	Sets or accepts demanding individual goals and exerts extra effort, when needed, to try to achieve them	Seeks demanding individual goals and consistently exerts extra effort to try to achieve them
<b>B. Meets individual goals and objectives</b>	Typically meets fundamental individual goals and objectives	Consistently meets challenging individual goals and objectives	Regularly exceeds challenging individual goals and objectives
<b>C. Takes Initiative to seek additional responsibilities, as appropriate</b>	After completing own work, takes on additional responsibilities when it is convenient to do so	In addition to completing own work, volunteers for appropriate additional responsibilities within own work area	In addition to completing own work, proactively seeks out additional opportunities and stretch assignments both inside and outside of own work area, as appropriate
<b>D. Evaluates work outcomes to ensure quality standards are met</b>	Evaluates work outcomes to ensure basic quality standards are met	Regularly evaluates work outcomes to ensure work delivered meets high-quality standards	Consistently evaluates work outcomes to ensure work delivered meets high-quality standards; does not compromise on quality even when under pressure to cut corners

## 12. Customer/Stakeholder Orientation

Behaviors	Proficiency Levels		
	Level I: Basic	Level II: Intermediate	Level III: Advanced
<b>A. Understands and meets internal and external customer/stakeholder needs and expectations</b>	Understands and meets stated internal and external customer/stakeholder needs and expectations	Proactively works with internal and external customers/stakeholders to fully understand and meet their needs and expectations, including those not directly expressed	Consistently delivers products or services that exceed internal and external customers'/stakeholders' needs and expectations, including those not directly expressed
<b>B. Responds to customer/stakeholder requests in a timely manner</b>	Responds to internal and external customer/stakeholder requests within the required timeframe	Eagerly responds to internal and external customer/stakeholder requests in a timely manner	Responds to internal and external customer/stakeholder requests with a sense of urgency; conveys to customers/stakeholders that they are a top priority by finding resourceful ways to address their needs
<b>C. Balances customer/stakeholder demands with the organization's objectives</b>	Seeks appropriate guidance when customers/stakeholders demand more than has been agreed upon	Generally balances additional customer/stakeholder demands with the needs of the organization in a manner that is acceptable to all parties	Expertly balances additional customer/stakeholder demands with the needs of the organization in a manner that meets the major objectives of all parties

### 13. Strategic/Entrepreneurial Mindset

Behaviors	Proficiency Levels		
	Level I: Basic	Level II: Intermediate	Level III: Advanced
<b>A. Understands own organization’s offerings and keeps current on the offerings provided by organizations with competing or complementary services and/or products</b>	Understands own organization’s offerings, and maintains a basic understanding of the offerings provided by organizations with competing or complementary products and/or services	Maintains a detailed understanding of the offerings provided by organizations with competing or complementary products and/or services, and how they compare to own organization’s offerings to customers or the public	Maintains a thorough understanding of the offerings provided by organizations with competing or complementary products and/or services, as well as the key differentiators of own organization’s offerings to customers or the public
<b>B. Aligns own work with the organization’s strategy and objectives</b>	Has a general understanding of how own role affects the organization and aligns efforts with the organization’s stated strategy and objectives	Has a solid understanding of the impact of own role and aligns efforts in a way that improves outcomes for the organization	Thoroughly understands the organization’s broader strategy and plans own work to maximize impact
<b>C. Monitors economic, market, social, and societal conditions and trends</b>	Maintains a general awareness of economic, market, social, and societal conditions and trends	Understands how economic, market, social, and societal conditions and trends affect the organization, customers, or the public	Closely monitors economic, market, social, and societal conditions and trends, and understands the direct and indirect impacts on the organization, customers, or the public
<b>D. Understands and acts upon financial metrics to minimize waste , improve efficiency, and maximize impact</b>	Demonstrates a basic understanding of financial metrics used by the organization and works to minimize waste, improve efficiency, and maximize impact	Understands and uses key financial metrics to balance costs and benefits to the organization, minimize waste, improve efficiency, and, maximize impact	Understands, leverages, and shares key financial information to improve services or drive competitive advantage for the organization; systematically identifies ways to balance costs and benefits to the organization, as well as minimize waste, improve efficiency, and maximize impact

<p><b>E. Identifies and strategically addresses opportunities to grow offerings or expand into new areas</b></p>	<p>Recognizes and investigates options to capitalize on small-scale opportunities that are directly related to current work activities</p>	<p>Identifies small- to medium-scale opportunities to grow offerings or expand into new areas; investigates options and takes steps to capitalize on these opportunities</p>	<p>Seeks and identifies small-to large-scale opportunities to grow offerings or expand into new areas; thoroughly investigates and strategically addresses these opportunities</p>
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## 14. Ethics and Social Responsibility

Behaviors	Proficiency Levels		
	Level I: Basic	Level II: Intermediate	Level III: Advanced
<b>A. Recognizes ethical challenges and maintains ethical standards</b>	Recognizes ethical challenges and maintains ethical standards; seeks guidance if unsure of appropriate approach	Recognizes ethical challenges and maintains ethical standards even when faced with some external pressure to do otherwise	Recognizes ethical challenges and maintains high ethical standards despite strong external pressures to do otherwise
<b>B. Interacts honestly and transparently with others</b>	Interacts honestly with others	Interacts honestly and transparently with others, even in situations where the truth may be difficult to communicate or for others to hear	Acts as a role model for interacting honestly and transparently with others in difficult situations despite potential undesirable consequences
<b>C. Demonstrates integrity and builds trust by keeping promises and admitting mistakes</b>	Demonstrates integrity and builds trust by regularly keeping promises and admitting mistakes	Demonstrates integrity and builds trust by consistently keeping promises and admitting mistakes, even when it is challenging to do so	Acts as a role model for demonstrating integrity and building trust by always keeping promises and transparently admitting mistakes, even when it is very challenging to do so
<b>D. Acts responsibly to minimize the negative effects of own choices on other individuals, the community, and the environment</b>	Acts responsibly to ensure own actions do not harm other individuals, the community, or the environment	Balances actions that address own agenda with sensitivity to the impact of those actions on other individuals, the broader community, and the environment	Consistently makes socially and environmentally responsible choices that respect the rights of other individuals and the community, and minimize harm to the environment
<b>E. Maintains confidentiality of information</b>	Recognizes what information is confidential and/or sensitive and avoids sharing this information inappropriately	Has a solid understanding of what information is considered confidential or sensitive and handles this information appropriately	Ensures all team members understand how to appropriately handle sensitive or confidential information and ensures the tools and processes are in place to do so effectively
<b>F. Makes sustainable social</b>	Participates in activities that lead to	Seeks opportunities to introduce	Leads initiatives that create awareness and

**improvements**

social improvements

initiatives within own area that promote sustainable social improvements

promote significant social improvements across the organization

## 15. Global Mindset

Behaviors	Proficiency Levels		
	Level I: Basic	Level II: Intermediate	Level III: Advanced
<b>A. Demonstrates interest in, and understanding of, other geographic regions, languages, and cultures</b>	Is open to learning about other geographic regions, languages, and cultures	Has interest in other geographic regions, languages, and cultures, and views situations with cultural considerations in mind	Has strong interest in and knowledge of other geographic regions, languages, and cultures, and competently applies cultural awareness to work
<b>B. Recognizes own biases and balances local and global perspectives</b>	Is able to recognize how local ways of thinking may bias own view and works to understand a more global perspective	Considers situations from the perspective of others from different backgrounds; recognizes internal biases and tries to balance local and global perspectives	Transcends local ideas and ways of thinking by routinely examining situations from the perspective of others from different backgrounds, correcting for own biases and balancing local and global perspectives
<b>C. Works effectively with a global community</b>	Works effectively with individuals from different workgroups and locations	Works effectively with individuals from a wide variety of organizational areas and global locations	Seeks opportunities to work globally by developing partnerships with individuals from other areas and locations and looks for opportunities for collaboration
<b>D. Shows an understanding of other countries' standards, certifications, and processes</b>	Shows awareness that standards, certifications, and processes differ by country and knows where to locate relevant information	Maintains up-to-date knowledge of the standards, certifications, and process requirements of countries in which own team frequently performs work	Routinely seeks out information and updates to maintain an in-depth understanding of the standards, certifications, and process requirements of all countries in which the organization operates

## 16. Adapting to Change

Behaviors	Proficiency Levels		
	Level I: Basic	Level II: Intermediate	Level III: Advanced
<b>A. Adjusts work style and interpersonal behavior to fit different situations and environments</b>	Adjusts work style and interpersonal behavior when asked or required to do so, such as when in a new work environment	Independently adjusts work style and interpersonal behavior to fit most situations and work environments	Anticipates the need to adjust work style and adapt behavior to fit nearly every situation or work environment
<b>B. Accepts and integrates new ideas and information on their merits</b>	Considers the merits of new ideas and information	Accepts and integrates new ideas and information on their merits, even if contrary to personal opinion or previous experiences	Consistently solicits and willingly accepts and integrates new ideas and information on their merits, even if contrary to existing knowledge or opinion
<b>C. Supports and complies with change initiatives</b>	Understands change initiatives and makes efforts to comply	Accepts, supports, and complies with change initiatives	Champions change initiatives, acting as a role model for others
<b>D. Works effectively when faced with ambiguity</b>	Addresses ambiguity by seeking clarification from others, which may at times slow down productivity	When faced with ambiguity, quickly seeks clarification or makes own decisions as appropriate while maintaining productivity	Uses ambiguity as an opportunity to make a greater impact by setting a new direction that is aligned with organizational, government, community, academic, or customer needs

## 17. Resilience

Behaviors	Proficiency Levels		
	Level I: Basic	Level II: Intermediate	Level III: Advanced
<b>A. Recognizes own emotions and regulates how they are expressed</b>	Recognizes own emotions and avoids overly emotional displays, but may exhibit impatience or frustration when under stress	Recognizes own emotions and generally projects a positive attitude; refrains from displaying emotions in a negative manner	Recognizes own emotions and consistently projects a positive attitude and expresses emotions appropriately, even under the most stressful circumstances
<b>B. Maintains focus and productivity under pressure</b>	Handles pressure with little loss of focus or productivity	Maintains focus and productivity levels when under pressure	Increases focus and productivity levels when under pressure and is resilient when faced with work problems
<b>C. Prioritizes personal well-being and work-life balance and diminishes the negative effects of stress</b>	Knows self-care is important and attempts to manage stress, but may not be able to prevent work pressures from impacting personal well-being at times	Finds appropriate ways to diminish work pressures and minimize the negative impact of stress on personal well-being and work-life balance	Makes personal well-being and work-life balance a priority, and successfully alleviates work pressures and stress through healthy outlets
<b>D. Develops and displays confidence in own capabilities despite obstacles or setbacks</b>	Develops and displays confidence in own capabilities despite minor obstacles or setbacks	Exhibits confidence in own capabilities when faced with ambiguous situations, obstacles, or setbacks	Consistently exhibits confidence in own capabilities when faced with complex, ambiguous situations or despite substantial setbacks or significant obstacles

## 18. Leading Others

Behaviors	Proficiency Levels		
	Level I: Basic	Level II: Intermediate	Level III: Advanced
<b>A. Provides guidance to others</b>	Provides informal guidance to team members when necessary or when requested	Provides guidance to others on tasks or projects within own area of expertise	Leads informal teams with clear and accomplished guidance in both own area and related areas of expertise
<b>B. Motivates and encourages others</b>	Encourages and offers support to team members when needed	Works to understand what drives others and tailors style to attempt to motivate individual team members	Is a role model for contributing to a positive work environment where individual motivations are understood and team members want to perform at their best
<b>C. Willingly shares information, trains, and mentors others on areas of expertise</b>	Shares relevant information, knowledge, and skills with others	Regularly shares information with others, and occasionally trains or mentors team members on areas of expertise	Proactively engages in opportunities to share information with others, and frequently trains or mentors team members on areas of expertise
<b>D. Develops and communicates a compelling vision that is aligned with the organizational strategy</b>	Develops a vision for own work and aligns the vision to the organization's overall strategy	Develops a vision aligned with the organization's strategy for own work area, and shares this vision with key stakeholders	Develops a compelling vision aligned with the organization's strategy for own unit or program, and explores future possibilities with appropriate stakeholders

## 19. Managing the Work of Others

Behaviors	Proficiency Levels		
	Level I: Basic	Level II: Intermediate	Level III: Advanced
<b>A. Delegates work tasks to others</b>	Delegates tasks to others to ensure all work is completed	Delegates work tasks based on the individual strengths of team members	Aligns delegated work tasks with the strengths, interests, and development needs of team members and the goals of the work unit
<b>B. Monitors performance of team members</b>	Monitors performance of team members to ensure work meets quality and timeliness standards	Sets clear performance expectations for team members and holds them accountable for performance	Identifies and tracks key metrics regarding group and individual performance as well as achievement of team goals
<b>C. Provides others with clear direction and expectations</b>	Provides direction and helps others to understand expectations	Communicates priorities and provides guidance to others, helping them to understand expectations	Consistently communicates clear priorities and objectives to help others to understand expectations, meet challenging goals, and maximize accountability and productivity
<b>D. Provides feedback and coaching to others</b>	Provides performance feedback to others	Provides timely feedback on performance and progress in light of expectations and goals, and coaches others to improve performance	Identifies needs for employee development and provides ongoing, constructive feedback and coaching to others, highlighting performance strengths and areas for improvement

## 20. Leveraging Technology

Behaviors	Proficiency Levels		
	Level I: Basic	Level II: Intermediate	Level III: Advanced
<b>A. Applies technology tools and techniques to gather and store information</b>	Applies basic technology tools and techniques to uncover new information, and effectively uses existing systems to retrieve and store data	Applies advanced technology tools and techniques as well as multiple sources to uncover new information; effectively uses a broad array of resources to retrieve and store data	Applies advanced technology tools and comprehensive sources and techniques to search for new information and retrieve and store data
<b>B. Uses technology and visual aids to facilitate and enhance communications</b>	Effectively uses common communication technologies and prepares basic visual aids to supplement written or verbal explanations	Effectively uses new or advanced communication technologies; uses appropriate communication medium for the audience and situation, and prepares visual aids that clearly communicate information without additional explanation	Effectively uses all available communication technologies, including advanced or novel applications, to enable new modes of sharing information and ideas; consistently chooses appropriate communication medium for the audience and situation, and prepares visual aids that clearly and succinctly communicate complex information without additional explanation
<b>C. Leverages standard technology and applications to complete work</b>	Has a basic knowledge of standard technology and applications, and uses these tools to perform work with minimal guidance	Has a broad knowledge of standard technology and applications and requires no guidance in using these tools	Has a comprehensive knowledge of standard technology and applications; is seen by others as an expert in their application and identifies new applications for enhancing own and others' productivity
<b>D. Applies profession-specific or other specialized applications to complete work</b>	Has a basic knowledge of relevant profession-specific or specialized applications and can use these tools to perform work with occasional guidance	Has a thorough knowledge of most relevant profession-specific or specialized applications and can use these tools to perform work with minimal guidance	Has a comprehensive knowledge of all relevant profession-specific or specialized applications; requires no guidance in using these tools and is seen by others as an expert in their application
<b>E. Stays up-to-date on technological changes</b>	Stays current on relevant technological changes that are needed on the job	Seeks out new and improved technologies to apply to present and future work	Anticipates future needs and identifies emerging tools, technologies, and methodologies that may assist with meeting work goals; develops or introduces new information technology applications to the organization