UA Behavioral Expectations and Indicators

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The behavioral indicators listed below are examples of an employee who has successfully demonstrated these behaviors which are needed to accomplish their job responsibilities at a high level of performance and the mission of the department and University.

A *stakeholder* includes employees, students, visitors, donors, vendors, customers, or others that may be affected by the service provided by The University of Alabama.

UA Behavioral Expectations and Indicators

Accountability/Dependability

Definition:

Achieves the right results in the necessary timeframe using work time and resources efficiently and effectively to manage the workload. Takes responsibility and ownership for own decisions, actions, and results.

Behavioral Indicators:

- Manages own performance to achieve expected results with the expected level of oversight or follow up
- Manages work time and resources efficiently
- Meets assigned deadlines without prompting by supervisor or others
- Arrives at work and meetings on time
- Meets department's attendance expectations
- Delivers high quality work product or meets commitments on time accounting for the time it may take to incorporate stakeholders, including supervisor feedback as appropriate
- Follows standards, instructions, and procedures
- Shows commitment to getting the job done
- Keeps supervisor appropriately informed of progress, issues, and potential problems
- Keeps confidential information confidential
- Acknowledges and corrects mistakes
- Takes the initiative to learn higher level skills to enhance the ability to contribute to the organization
- Gives honest and timely feedback
- Addresses difficult issues with others as they arise
- Engages with employees to be aware of their performance
- Uses annual and sick leave in accordance with University policy
- When on leave, arrangements are made for "current" work/responsibilities to continue, if needed
- Shows willingness to accept new work assignments while delivering quality and timely work products and services
- Shifts priorities and focuses on tasks outside normal responsibilities when needed
- Readily assists others when needed such as in response to high priority deadlines, fluctuations in workloads or staffing issues
- Asks for assistance, when necessary, in response to high priority deadlines, fluctuations in workloads or staffing issues.
- Strives to create a positive atmosphere in the workplace
- Conveys a positive and professional image of the department to others

UA Behavioral Expectations and Indicators

Collaboration

Definition:
Creates and maintains effective relationships with others to achieve outcomes which are beneficial to the University.

Behavioral Indicators:

- Establishes and maintains respectful, cooperative, and productive working relationships with those inside and outside of UA who can provide information, assistance and support to meet mutual goals and objectives
- Readily shares information, knowledge, best practices, and ideas accurately, completely and appropriately with individuals across various units
- Readily provides guidance and feedback to help others develop knowledge or skill areas to accomplish tasks or solve problems
- Keeps others informed and up to date as appropriate
- Values and listens to others
- Seeks and values the opinions and contributions of others
- Gives credit and recognition to others who have contributed
- Interacts effectively with a diverse workforce and stakeholder base
- Demonstrates concern for treating people fairly and equitably
- Manages interpersonal conflicts constructively using tact and diplomacy; addresses concerns directly with the individual(s) involved
- Promotes cooperation to ensure staff work as a team to meet deadlines
- Coaches staff to consult with others in solving problems and making decisions
- Shows a high level of team spirit by readily cooperating with team members in achieving shared objectives
- Brings innovative ideas and techniques to promote collaboration within the team
- Contributes to a positive work environment through interactions with others

UA Behavioral Expectations and Indicators

Continuous Improvement

Definition:
Seeks opportunities and actively participates in an ongoing effort for self-growth to improve various elements in the organization.

Behavioral Indicators:

- Routinely reviews how things are done and seeks new ways to improve quality and/or efficiency
- Actively gives or solicits ideas for improvement, encouraging and helping each other
- Willing to ask questions when reviewing both personal work processes and traditional or established processes in order to make improvements
- Demonstrates flexibility by adapting to changes in priorities and the work environment
- Accepts criticism, is open to new ideas, and handles conflict constructively and respectfully
- Works to eliminate unneeded activities and duplicated efforts
- Identifies opportunities to improve existing conditions or processes, implement solutions, and measure impact
- Accepts and examines new ideas and concepts
- Searches for innovative ideas and ways to improve efficiency
- Contributes well thought-out suggestions for improvements
- Finds ways to solve problems and improve processes
- Participates in implementing change and adjusts effectively to new work structures, processes, requirements, or cultures to meet changing institutional demands
- Recognizes when to make decisions independently and when to consult the supervisor, considering university and department mission and values
- Actively seeks opportunities for self-growth and then uses that knowledge to share with others, make process improvements that add value, and respond to changing responsibilities
- Helps to create and foster psychological safety
- Positively contributes to an environment where others' ideas on continuous improvement are welcome
- Inspires others to develop and implement new ideas and ways to approach work that benefits the organization

UA Behavioral Expectations and Indicators

Ethics/ Integrity

Definition:

Performs job duties/ responsibilities in a manner consistent with UA's values, policies, and Standards of Behavior. Sets an example by consistently modeling high standards of performance, fairness, honesty, inclusivity, and truthfulness.

Behavioral Indicators:

- Shows respect for the rights, differences, and dignity of others
- Promotes and treats others fairly, with respect and without prejudice or bias
- Accepts responsibility for own actions and conduct in the workplace
- Keeps promises and fulfills commitment to job expectations on a daily basis
- Acts to protect and does not violate or compromise the confidentiality of information
- Makes decisions that consistently reflect the highest ethical standards and a strong commitment to acting reputably both within and outside the University
- Demonstrates honesty, truthfulness, and integrity in all dealings
- Actively encourages and solicits feedback and participation from others
- Acknowledges ethical dilemmas or perceived or real conflicts of interest and takes action to avoid or properly manage them
- Appropriately addresses potential behavior inconsistent with UA values, policies, and Standards of Behavior
- Fosters a culture of trust and respect for others by acting in a fair and ethical manner towards others
- Demonstrates respect for open, constructive dialogue
- Approaches work related issues honestly, calmly, and respectfully
- Acts as a mentor and role model for employees relative to the highest standard of ethics and integrity
- Advocates for and sponsors systemic changes to promote ethics

UA Behavioral Expectations and Indicators

Effective Communication

Definition:

Conveys ideas, thoughts, knowledge, data, and other information to individuals and groups verbally and in writing, and also utilizes active listening skills so that the message is received and understood with clarity and purpose.

Behavioral Indicators:

- Demonstrates effective greeting and/or phone skills
- Responds in a prompt and friendly manner to requests and inquiries
- Asks appropriate questions to clarify information/needs
- Maintains confidentiality, and exercises good judgment about what to say and when to say it
- Maintains sensitivity to the feelings and efforts of others
- Uses appropriate communication channels
- Consults with supervisor about relevant information and potentially sensitive issues
- Presents information in an organized and concise manner that the audience can easily follow
- Expresses information using proper grammar, punctuation, and spelling
- Exhibits confidence, poise, and credibility when presenting information
- Communicates effectively adjusting communication styles to different situations, and audiences
- Provides accurate and timely information
- Works in an open manner, sharing information as appropriate with others to get the job done
- Ensures that regular consistent communication takes place within area of responsibility
- Engages routinely with others to exchange information and clarify expectations
- Listens and responds appropriately to information and feedback from others and encourages constructive interaction
- Actively listens to others, demonstrating a willingness to understand their comments, perspectives, and concerns
- Seeks and considers ideas from others on issues that affect them and the department
- Communicates clearly and tactfully
- Fosters and encourages an environment that accepts and supports constructive feedback
- Explains sensitive issues in a clear and respectful manner

UA Behavioral Expectations and Indicators

Service Excellence

Definition:

Provides exceptional service while exhibiting a positive, professional presence as a representative of the University.

Behavioral Indicators:

- Understands who the stakeholder is
- Actively seeks to understand the stakeholder's needs
- Actively listens and ask questions that identify stakeholder needs especially any special or unique needs
- Anticipates future needs/problems of stakeholders and takes action to meet these needs or solve problems
- Responds to an inquiry or problem in a timely and effective manner
- Willingly provides assistance and useful information to meet stakeholder needs
- Responds in a professional, courteous manner
- Shows respect by remaining patient, calm, and polite; treats everyone as a valued stakeholder, whether internal to the department or external such as students or other stakeholders
- Provide exceptional and responsive customer service to internal and external stakeholders
- Engages stakeholders in a personal manner that represents the University well
- Keeps stakeholders accurately informed
- Takes ownership and honors commitments to provide needed services and information
- Offers appropriate and innovative solutions to stakeholder problems and resolves issues in a timely manner
- Respectfully diffuses difficult situations
- Tactfully delivers difficult and/or sensitive information or resolutions to stakeholders
- Works to find the right approach with the stakeholder, even in challenging situations
- Actively seeks ways to improve service to stakeholders
- Fosters a culture of commitment to service excellence