CORE BEHAVIOR EXPECTATIONS FOR SUPERVISORS

DELIVERING RESULTS	
SUBCOMPETENCIES	**BEHAVIOR EXPECTATIONS**
❑ Productivity/ Efficiency ❑ Time Management ❑ Meeting Deadlines	a) **Time Management:** Manages workload; demonstrates ability to prioritize assignments by meeting routine and unexpected deadlines; handles multiple tasks and deadlines. b) **Productivity/Efficiency:** Uses work time effectively; avoids excessive talking, multiple personal phone calls, and internet surfing; keeps appointments on time; responds to external and internal customers (returns phone calls and emails) in a timely manner; uses and implements automation and re-engineering to improve efficiency and efficacy. c) **Meeting Deadlines:** Demonstrates ability to delegate effectively to meet deadlines and develop staff; creates control and follow-up procedures to see projects to completion; overcomes obstacles and roadblocks; commits fully to the job and deadlines; concentrates on outcomes; eliminates unnecessary work to achieve results.

PROBLEM SOLVING	
SUBCOMPETENCIES	**BEHAVIOR EXPECTATIONS**
❑ Flexibility and Adaptability ❑ Decision Making ❑ Innovation/ Future Oriented ❑ Critical Thinking ❑ Change Management	a) **Flexible and Adaptable:** Promotes need for change and adaptability; adapts to change quickly shortening response time of all processes and systems; leads team through changing institutional demands and transitions in new business processes; implements change and applies process improvement changes. b) **Decision Making:** Considers university and department mission and values when making decisions; encourages participative decision making; solicits input, ideas and expertise of others; explains reasoning behind decisions to staff; accurately determines appropriate level of authority for each decision/action. c) **Innovation/ Future Oriented:** Encourages innovation and technology; challenges conventional thinking; actively seeks, acquires and applies new knowledge, skills and use of technology; initiates actions to avoid potential problems before they occur. d) **Critical Thinking:** Identifies opportunities to reduce costs, improve customer service, increase productivity, and increase customer satisfaction; anticipates internal and external forces that will impact future effectiveness and efficiency of the unit and responds with needed change; mentors subordinates by providing feedback and insight on problem solving and offering potential solutions. e) **Change Management:** Manages effectively in a climate of uncertainty and ambiguity; operates with a clear sense of vision, mission and priorities; communicates needs for change and manages implementation process by obtaining buy-in from staff; communicates changes with openness and honesty.

COMMUNICATION	
SUBCOMPETENCIES	**BEHAVIOR EXPECTATIONS**
❑ Oral, Written, Non-Verbal Communication ❑ Interpersonal Skills ❑ Active Listening	a) **Oral, Written, Non-Verbal Communication:** Possesses a solid writing ability demonstrating attention to grammar and spelling; communicates clearly, tactfully, and in a concise manner both verbally and in writing including responding to e-mail, voicemail and in meetings; when assigning tasks, communicates relevant instructions and connects it to organizational goals. b) **Interpersonal Skills:** Maintains a credible image by displaying diplomacy and consistency; earns cooperation and respect from others; encourages positive interaction; demonstrates effective mediation and negotiation skills; appropriately handles own emotions; resolves conflict quickly to restore team effectiveness; steers conflict away from people and issues and towards agreement and solutions; demonstrates resilience, open mindedness and self-awareness.

	c) **Active Listening:** Listens to and considers the views of others; demonstrates appropriate empathy and understanding of message when listening; ability to paraphrase message to check for understanding; understands audience awareness and body language; avoids interrupting unnecessarily.

COLLABORATION

SUBCOMPETENCIES	BEHAVIOR EXPECTATIONS
❑ Team/ Network Building ❑ Managing Diversity ❑ Information Sharing	a) **Team/ Network Building:** Builds team spirit and promotes employee's accomplishments to others inside and outside the work group; works as a facilitator and coach, building cross-functional relationships and a shared sense of governance; works across departmental boundaries and avoids turf issues; exhibits brainstorming techniques and successfully collaborates in a team environment; builds internal and external partnerships to better accomplish goals; maintains good working relationships with co-workers, superiors and public; appreciates and leverages the skills and contributions of all employees; builds loyalty and commitment from team. b) **Diversity Management:** Demonstrates ability to collaborate, manage, and motivate a diverse workgroup; promotes and effectively manages diversity; creates and encourages a work culture that embraces diversity; recruits for a diverse workplace; develops, evaluates, and rewards employees consistent with the goal of creating a diverse workforce. c) **Information Sharing:** Shares information and keeps people up to date; willingness to share knowledge, experience, time and talents with others; disseminates needed information to staff in timely manner.

SERVICE TO CUSTOMER AND LSU

SUBCOMPETENCIES	BEHAVIOR EXPECTATIONS
❑ Customer Focus ❑ Institutional Focus	a) **Customer Focus:** Provides exceptional and responsive customer service to internal and external customers; resolves issues and assists employees and customers in timely, friendly and effective manner; assumes ownership of problems and avoids finger pointing allowing the customer to feel that their issue is understood and will be acted upon. b) **Institutional Focus:** Directs unit resources and activities towards high value work, contributing directly to institutional mission and goals; supports, embodies and communicates LSU's mission of achieving the highest level of intellectual and personal development, application of knowledge and cultivation of the arts; effectively responds to the University's evolving needs and expectations; represents the department and university in a professional manner to public (appropriate dress attire, respectful of others, maintains a positive attitude); understands how to balance needs and interests of one's own department with those interests of other departments and the University.

INTEGRITY

SUBCOMPETENCIES	BEHAVIOR EXPECTATIONS
❑ Ethics ❑ Compliance in Policies and Procedures ❑ Attendance	a) **Ethics:** Reaches decisions based on highest ethical standards; fosters a culture of trust and respect for others by behaving in a fair and ethical manner towards others; handles all sensitive issues ethically; avoids gossip. b) **Compliance:** Understands and complies with laws and regulations that impact employees; institutes discipline and grievance handling policies and procedures in a fair and equitable manner; follows generally accepted standards and guidelines for profession/area of work; adheres to university and state standards of ethics and compliance; performs job duties in accordance with University policies and procedures, professional standards and practices, and in accordance to relevant laws, regulations and practices.

	c) **Attendance:** Maintains appropriate office hours; keeps tardiness and unplanned absences to a minimum.

LEADING OTHERS	
SUBCOMPETENCIES	BEHAVIORAL EXPECTATIONS
❑ Managing Diversity ❑ Developing Others ❑ Managing Performance	a) **Developing Others:** Provides development opportunities to help employees diversify skills; identifies staff development needs and sets appropriate goals; formulates development plans; provides coaching, guidance, feedback and clarification of expectations; offers additional training to staff. b) **Managing Performance:** Ensures employees are trained, encouraged and held accountable for work performance; aligns performance goals to flagship agenda and department mission; analyzes length and difficulty of task/projects and establishes approach to achieving performance goals; assesses the impact of plans on performance results; plans and evaluates for performance in a timely manner; provides resources, incentives, and feedback; updates job descriptions regularly; recognizes and appreciates the contributions of effective staff performance.