

COMPETENCY	DEFINITION	EXAMPLES	ENTRY (TIER 1)	INTERMEDIATE (TIER 2)	ADVANCED (TIER 3)
<b>Practical Leadership &amp; Management Skill</b>	<p><b>Practical Leadership:</b> Pertaining to action taken in situations that are faced everyday; adapted or designed for actual use.</p> <p><b>Management Skill:</b> the practice of understanding, developing and deploying people and their skills; overseeing workplace issues, employees, teamwork and team development and communication; giving employees duties and monitoring their performance while reaching the goal/objective.</p>	Financial Education; Customer Service; Process Management; Project Management; Human Resource Management; Event Management; Crisis Management; Conflict Resolution; Assessment; Strategic Planning	1. Students will have an understanding of skills/basic requirements of role, policies and procedures associated with position.  2. Students will have an understanding of the department's mission and vision as it relates to the mission and vision of the division and their role.  3. Students will be able to selfidentify their strengths and weaknesses.  4. Students will identify personal role within the team.	1. Students will understand professional boundaries,roles, and hierarchy associated with their role.  2. Students will engage in process improvement to help improve upon existing procedures.  3. Students will demonstrate autonomous functioning in their role through actions such as time management and selfregulation.  4. Students will demonstrate ability to facilitate contribution from other members of the team.	1. Students will demonstrate the ability to delegate effectively, organize their work and priorities and manage their time.  2. Students will apply meeting facilitation and management skills.  3. Students will demonstrate team assessment and team building skills.  4. Students will demonstrate forward trajectory and visionary skills to help plan for the future of the role/organization.
<b>Civic Identity &amp; Commitment to Service</b>	<p><b>Civic Identity:</b> Responsible Citizenship, Comprised of actions and attitudes associated with democratic governance and social participation; a productive, caring and contributing member of society; have knowledge about their role in their communities, their country and their world. Participate in activities that make the world a better place.</p> <p><b>Commitment to Service:</b> The ability to bring people together, facilitate agreements and drive efforts in the same direction; to devote one's life and talents to improving society regardless of social standing, wealth or privilege.</p>	Service to Community; Impact change; Create personal vision; Empowering others; Democratic decision-making principles; articulating vision of others to others; ethics in decision making for the good of all; fairness & equity; role modeling; inspiration; emotional intelligence; understanding impact on others impact on others	1. Students will be able to identify resources to increase their knowledge of civic responsibility  2. Students will participate in organizations and activities that enhance the collegiate experience that foster a greater sense of community within UAB.  3. Student will be able to identify personal values.	1. Students will contribute to the larger community by leading and organizing events that foster servant leadership to UAB and the Birmingham area.  2. Students will create new ideas and become a catalyst for change surrounding a social issue.	1. Students will create and manage a service program that engages others in learning about and taking action on an issue they care about.  2. Students will take on a leadership role in an organization to bring about change in the awareness of a particular issue.  3. Students will be able to articulate factors associated with social responsibility to individuals of various racial and ethnic backgrounds.
<b>Critical Thinking &amp; Problem Solving</b>	<p><b>Problem Solving:</b> The process of finding solutions to difficult or complex issues; using generic or ad hoc methods in an orderly manner to find solutions to problems; process of working through details of a problem to reach a solution.</p> <p><b>Critical Thinking:</b> The objective analysis and evaluation of an issue in order to form a judgement; skillfully analyzing, assessing and reconstructing it. Self-directed, selfdiscipline, self-monitored and self-corrective thinking; intellectually disciplined process of actively and skillfully conceptualizing, applying analyzing, synthesizing and evaluating information.</p>	Resiliency; Understand Protocol and appropriate implementation; Developing options/potential solutions to concerns; Ability to weigh pros & cons of various potential solutions	1. Students will be able to identify a problem.  2. Students will understand protocol and procedures related to their role.  3. Students will be able to identify pertinent resources for appropriate solutions to the problem.  4. Students will understand their awareness of personal needs related to problemsolving.	1. Students will be able to articulate why a specific strategy is appropriate to use for a solution.  2. Students will be able to develop options or potential solutions to problem or concerns.  3. Students will be able to articulate why protocols and procedures are important within their position.  4. Students will know of their authority in the decision making process.	1. Students will be able to identify a problem and appropriately solve the problem after ascertaining pros/cons of each option.  2. Students will be able to articulate a specific rationale regarding decision making.  3. Students will be able to lead others within their quest for resiliency.
<b>Technology</b>	<p><b>Technology:</b> The application of scientific knowledge for practical purposes; the creation and use of technical means and their interrelation with life, society and the environment; methods, systems and devices which are the result of scientific knowledge being used for practical purposes.</p>	Mechanical technology - learning new equipment; Learning new software - hardware, software; digital; functions of use; ethics of use; social media campaign/presence	1. Students will be able demonstrate a basic knowledge of operation of equipment within the context of their professional role.  2. Students will be able to execute protocols to achieve desired results.  3. Students will able to explain currently trending social media platforms and their intended scope of use.  4. Students will be able to follow protocol.	1. Students will be able to communicate effective and responsible troubleshooting practices.  2. Students will be able to articulate how different technology may interact in order to achieve positive resolution.  3. Students will be able to resolve simple roubleshooting issues regarding intended use of software and web applications.  4. Students will be able to execute proper use of social media within its intended scope of use.  5. Students will be able to articulate why protocols are important and understand appropriate procedure to reporting inappropriate use.	1. Students will be able to express capacity to learn more about available and trending technologies within their functional area.  2. Students will be able to interpret analytics of usage and how those can in turn benefit digital presence.  3. Students will be able to execute proper processes to strengthen protocols when necessary.  4. Students will be able to effectively teach Tier I skills.
<b>Cultural Humility &amp; Global Fluency</b>	<p><b>Global Fluency:</b> The ability to understand and collaborate across the complexities of language, culture and multiple time zones.</p> <p><b>Cultural Humility:</b> The ability to maintain an interpersonal stance in relation to the aspect of cultural identity that are most important to the other person.</p>	Understand who you are as a person (bias, prejudice); Ability to be open to other viewpoint, belief system, culture, system; Understand cultural humility as a lifelong learning process; ability to understand difference between assessment and judgement of difference; comfort with conversations surrounding difference	1. Students will have understanding of self and values.  2. Students will understand Divisional Core Values.  3. Students will be able to identify personal biases.  4. Student will be engaged in activities that increase global perspective.	1. Students will exhibit respect and openness to work across differences.  2. Students will understand perspective of differences and will treat others fairly.  3. Students will demonstrate understanding of the intercultural dynamics of the workplace.	1. Students will seek to understand issues of difference through initiated dialogue.  2. Students will understand their own identities and how that influences the world around them.  3. Students will create opportunities to engage within a global environment.
<b>Professionalism</b>	<p><b>Professionalism:</b> The conduct, aims or qualities that characterize or mark a professional person; describes a type of behavior; the skill, good judgement and polite behavior that is expected from a person who is trained to do a job.</p>	Communication, Collaboration, Resiliency, Customer Service; Digital Professional Presence; Conflict Resolution; Written and verbal communication; Deescalating difficult situations; Appropriate assertiveness skills; Giving and receiving feedback; Phone etiquette; managing multiple priorities; Accountability	1. Students will be able to deduce and paraphrase cultural norms within their functional area.  2. Students will be able to define the basic functions of their role in relation to their functional area.  3. Students will be able to proficiently execute the expected duties related to their functional role.  4. Student will arrive on time to your functional area, prepared to work.  5. Students will be able to discern proper medium of communication to relay intended message.  6. Students will be able to refer to code of ethics related to functional role including all applicable laws.  7. Students will be able to outline unbiased facts related to mission, vision, and strategic priorities of their functional role in search of positive resolutions to problems.	1. Students will be able to interpret potential perceived messages articulated through chosen attire and appearance.  2. Students will be able to consistently exceed outlined duties to their functional role.  3. Students will be able to contribute to a positive sense of community within their functional area.  4. Students will be able to illustrate correlation between their presence and the continued functionality of their space.  5. Students will be able to effectively communicate relevant ideas through different mediums without undermining the mission or vision of your functional area.  6. Students will be able to define the importance in timely responses and perceived urgencies.  7. Students will be able to compare/contrast expected outcomes in relation to established ethical standards.	1. Students will be able to negotiate protocol when wanting to introduce transformative ideas.  2. Students will be able to proactively work to resolve hurdles to effective time management and punctuality.  3. Students will be able to successfully deescalate perceived misunderstanding when communicating through different mediums  4. Students will be able to generate/evaluate potential course of action in seeking positive resolution that takes into account all available resources.

All positions within Student Affairs may enter at different tiers. As well, students may vacillate between tiers of multiple competencies.