Oregon Institute of Technology
Defining Competencies

For Employees in Classified Information Technology Positions
Represented by the SEIU/OPEU

The new classifications for Information Technology workers reflect today's business needs and the changing environment of work. We are moving away from discrete, narrowly focused "jobs" and into an environment where the complexities of work require broader skills and flexibility. Work assignments may even change on a daily basis.

In order to respond to this cultural change, the new job classifications encompass a broad array of duties and responsibilities. We use competence factors to distinguish among the various levels of work within the new classifications.

Competencies represent the knowledge and skills required for performing and supporting the business processes. They represent the basis for creating value in an organization. Competence factors are observable and measurable. The following competencies are critical to achieving organizational and individual success in the field of information technology.

Technical Knowledge encompasses those skills and abilities within a specialty area(s) of Information Technology required to deliver products and services that support business processes.

Work Coordination encompasses those skills and abilities required to organize and prioritize work, respond to conflicting business needs, and work collaboratively with a group of people to produce a product or service.

Problem Solving and Prevention encompasses those skills and abilities required to analyze issues within a specialty area(s) and evaluate alternatives to achieve quality and technical solutions that support the long and short-term goals of the users and departments, and the mission of the university.

Communication and Service encompasses those skills and abilities required to effectively exchange information in order to interpret the needs of our customers, respond to their needs, achieve user satisfaction, and teach varying levels of information technology tools to groups or individuals.

Accountability encompasses those skills and abilities required to make decisions and take responsibility for work.

COMPETENCY LEVELS

Level 1 is designed for those who apply general knowledge to address common problems of a limited scope and/or contribute to group tasks. Typically works under direct supervision.

Level 2 includes those positions requiring proficiency to work somewhat independently. They apply broad knowledge to standard and nonstandard technical applications to solve a wide range of problems and accomplish tasks. This is a journey level position.

Level 3 requires more in-depth and comprehensive knowledge in their field(s). They work independently and may consistently resolve the most complex work assignments or problems. They may use advanced communication and leadership skills to coordinate and plan projects. They are distinguished from Level 2 by the broadest possible scope of work and impact of their decisions.

The tables below provide *examples* of typical skills and behaviors that characterize three levels of competence. Users of the system should view the levels as additive. That is, level two is also expected to demonstrate the skill set profile of level one; level three is also expected to have the skill sets of levels one and two.

Areas of Competence	**Level 1**	**Level 2**	**Level 3**
Technical Knowledge *Encompasses those skills and abilities within a specialty area(s) of Information Technology required to deliver products and services that support business processes.*	a. Uses general knowledge of technology and standard principles within work specialty area(s) to work on a limited number of platforms or systems. b. Competent with standard tools c. Supports and operates technology at a basic level	a. Uses broad knowledge of technology, including areas beyond basic technology b. Is likely to work on multiple platforms/net works c. Serves as a technical resource d. Familiar with appropriate technology standards and rules	a. Uses in-depth/comprehensive knowledge of specialty area(s) to assume responsibility for a large complex system. b. Uses knowledge of new technology to estimate and advise concerning the impact of new services c. May serve as system architect

Areas of Competence	**Level 1**	**Level 2**	**Level 3**
Word Coordination *Encompasses those skills and abilities required to organize and prioritize work, respond to conflicting business needs, and work collaboratively with a group of people to produce a product or service*	a. Tasks are typically assigned by a supervisor and/or follow standard work procedures b. May prioritize own work c. Performs routine or scheduled maintenance d. Contributes as a team-player to accomplish work applications	a. Organizes and executes multiple projects/tasks b. Re-prioritizes when new issues arise, to ensure a timely response c. Organizes work flow processes to achieve efficiency d. Coordinates with others on shared projects e. May fulfill different roles within a team f. May participate in multiple teams	a. Initiates, manages and/or coordinates major or complex projects b. Designs systems to work together – integration strategies and methods c. Engineers work processes d. Develops maintenance plans for specialty area(s) e. Gives direction to team members f. Leads multiple team efforts g. Trains team members in specialty area(s)

Areas of Competence	**Level 1**	**Level 2**	**Level 3**
Problem Solving and Prevention *Encompasses those skills and abilities required to analyze issues within a specialty area(s), evaluate alternatives to achieve quality and technical solutions that support the long and short-term needs of users and departments and the mission of the university*	a. Recognizes, tracks, and reports problems b. Performs basic diagnostic work c. Resolves problems that are narrow in scope or related to simple, routine occurrences d. Resolves problems by explaining how to use product e. Resolves problems with guidance and direction f. Knows where/when to request technical assistance	a. Evaluates products new to campus/department/unit b. Assesses performance issues of current systems or products c. Assesses user requirements and determines best match with technology options d. Diagnoses complex problems e. Resolves non-routine problems that affect an entire work unit or department f. Serves as a resource to others g. Demonstrates strong analytical skill. h. Works effectively under pressure i. Finds solutions within limited resources j. Serves as project leader for crises of moderate proportion k. Finds, obtains, and uses resources to solve problems l. Works independently and is self-directed	a. Analyzes performance issues at a campus or department or other large scale b. Assesses business needs, conducts feasibility studies and develops formal cost-benefit analysis for new acquisitions c. Responsible for developing proactive approaches d. Anticipates problems e. Resolves the most difficult problems or those that affect the entire campus system f. Serves as a resource for problems affecting multiple systems/large scale projects g. Serves as project leader for system crises of significant proportions h. Introduces new/creative solutions i. Understands the bigger

			picture and identifies cross-functional integration and system impacts

Areas of Competence	**Level 1**	**Level 2**	**Level 3**
Communication & Service *Encompasses those skills and abilities required to effectively exchange information in order to interpret the needs of our customers, respond to their needs, achieve user satisfaction, and teach varying levels of information technology to groups or individuals*	a. Communicates predominately with individual customers and/or within own work unit. b. Asks questions or requests more information for further understanding c. Routinely interacts with vendors, outside agencies d. Demonstrates patience and respect with user e. Establishes effective working relationship with user f. Follows up to make sure that customer expectations have been met g. Writes documentation of programs h. Provides basic instruction to individual users or small groups	a. Communicates more broadly across disciplines and outside of work unit b. Defuse difficult or complex situations c. Coordinates problems and solutions with vendors, outside agencies d. Assesses users skill level and communicates appropriately to users level of understanding e. Translates technical information to non-technical people f. Writes reports and documentation g. Interprets user needs; guides customer to become self-reliant h. Conducts formal training sessions for small or large groups of	a. Communicates regularly technical issues with administrators, outside agencies and across departments and organizations b. Functions as a consultant to administrators c. Makes formal presentations to large groups d. Represents department / business unit in external meetings e. Anticipates customer needs and develops technical services to meet their needs f. Establishes standard for customer service or system reliability g. Analyzes customer satisfaction h. Formulates

		users or IT staff i. Develops and/or adapts standard material for training	strategies to increase customer satisfaction i. Designs training curriculum for new services j. Conducts advanced training for industry recognized certification for users or IT staff

Areas of Competence	**Level 1**	**Level 2**	**Level 3**
Accountability *Encompasses those skills and abilities required to make decisions and take responsibility for work*	a. Makes decisions within established guidelines b. Decisions affect a limited area c. Exercies personal "ownership" in using resources in the most efficient manner d. Makes decisions regarding what needs to be done by recognizing the existence of, and difference among, a few easily recognizable situations	a. Makes decisions within broad parameters b. Understands costs and benefits associated with various options for work processes c. Decides what tools to use d. Resourceful, works with limited resources e. Makes decisions regarding what needs to be done by assessing unusual circumstance variations I approach, and	a. Recommends guidelines for technical resource allocations b. Reconciles competing demands between conflicting interests c. Makes decisions concerning such things as the interpreting of considerable data, planning of the work, or refining the methods and techniques to be used after extensive probing and analysis d. Typical end of technical

		incomplete or conflicting data f. Selects from many alternatives to choose a course of action	problem escalation chain e. Accountable for resolution of system-wide outages f. Responsible for data integrity