

Valuing Work @ Wellesley Role Documentation Completion Guide

Thank you for taking the needed time to review this guide!

This Completion Guide should answer many of your questions about the *Role Documentation Questionnaire*. Please read it carefully before you proceed with the questions following each explanation. Should you have additional questions, please direct them to your supervisor/manager or Human Resources.

Please complete all sections of the *Role Documentation Questionnaire* as fully as possible. It should take you approximately one and one half to two hours to finish. We strongly encourage you to complete this questionnaire with another person (your manager, or a peer in the same or different role.) When you have completed the questionnaire, pass it along to your direct supervisor for his/her review and signature.

The *Role Documentation Questionnaire* provides a tool for describing your present *role* at Wellesley College.

The questionnaire is comprised of both open-ended (you supply the response) and multiple choice questions. The open-ended questions comprise the first part of the questionnaire and collect information about position responsibilities, performance measures/standards, how the position provides service to others, and skill requirements. The remaining pages are comprised of multiple choice questions and should be fairly simple to complete.

Have fun!

General Information

This section gathers certain basic information about the role.

Example:

Job Title: Financial Analyst

Completed by: (Name)

Department: Finance

Reports To: (Name & Position Title)

Reviewed/Approved by: (Name & Title)

Date: September 9, 1999

Senior Staff Review: (Name & Position Title)

Date: September 10, 1999

General Summary

This section gathers summary information about your role and should provide a brief description of how that role fits into Wellesley College. Please include the following in your summary:

- the department you work in and its general purpose,
- how your job fits within the structure of your department
- 2-3 major end results expected from your role

Your description should be no longer than two paragraphs. **Hint: How would you briefly describe the role to a new employee assigned to a different Wellesley College position, or to a prospective job candidate in a newspaper ad?**

Example: Financial Analyst

General Summary

Provide a brief overview of the position and how it relates to the work unit or department that it is part of. Describe the major outcomes that this position contributes to and how it contributes to these outcomes.

Assists the Chief Financial Officer and Controller of the Finance department by conducting relevant financial analysis and gathering data. Prepares financial analyses and special studies as requested. Prepares analysis of overall and departmental financial performance. Ensures that the financial information needs of various departments are met.

Example: Admissions Counselor

General Summary

Provide a brief overview of the position and how it relates to the work unit or department that it is part of. Describe the major outcomes that this position contributes to and how it contributes to these outcomes.

Overall responsibility for recruiting high caliber students to ABC College. Works with Head of Admissions to develop college-recruiting strategy for assigned area. Attends college recruiting conferences and represents ABC College to prospective students. Interviews prospective students and provides campus tours and college information to prospective students and parents. Makes recommendations to grant admission to appropriate students with the educational background and interests that suit ABC's culture.

Primary Position Responsibilities

This section gathers information about the primary responsibilities or major activities that the position performs. This section is *not* intended to gather information about specific tasks or procedures that the position follows to fulfill responsibilities. The intent is to gather information regarding the broad responsibilities associated with the role. Most positions have five to six primary responsibilities. **Try to identify 5 to 7 major responsibilities. A longer list of responsibilities likely means that you are listing smaller tasks, rather than major responsibilities.** Hint: If you only do something once a year and it doesn't take very long, it's not a primary responsibility! If you wish, you may note certain activities in the comments section at the end of the questionnaire.

In addition to describing your primary responsibilities, please indicate the frequency and relative importance of each by entering the appropriate number in the chart. (See example below.)

Frequency: (1) Almost Never (2) Occasionally (3) Regularly (4) Continually

Importance: (1) Minor Importance (2) Somewhat Important (3) Important (4) Very Important (5) Critical

Primary Position Responsibilities

Describe the primary responsibilities (major activities) that the position performs. Most positions have five to six primary responsibilities – please do not list responsibilities that represent 5% or less of your time. Next to each of these primary responsibilities, in the **Frequency** column, please enter the appropriate number to indicate the frequency –(1) **Almost Never** (2) **Occasionally** (3) **Regularly** (4) **Continually** - with which each responsibility is performed. In the **Importance** column, enter the appropriate number to indicate the relative importance –(1) **Minor Importance** (2) **Somewhat Important** (3) **Important** (4) **Critical** - of each responsibility

Example: Financial Analyst*

Primary Responsibility	Frequency (1,2,3,4)	Importance (1,2,3,4, 5)
<i>Develops annual college-wide budget</i>	(2)	(3)
<i>Monitors departmental budgets</i>	(4)	(4)
<i>Provides accurate accounting information</i>	(3)	(3)

*Please note that responsibilities on this page are intended for illustrative purposes only.

Performance Profile

This section gathers information about the measures that are used to evaluate individual performance. Although most positions have 3 to 4 performance measures associated with the role, some may have more or less. Don't be concerned if you don't have a performance measure for each responsibility.

Performance Profile

*Performance measures help a job holder and his/her supervisor determine successful performance. Primary measures of performance may include such dimensions as **accuracy, reliability, timeliness, turnaround time, program effectiveness, high levels of service, etc.** Please try to identify 3-4 standards or measures that would help assess your success in the job.*

Don't worry if you don't have specific quantifiable measures associated with your job. Simply describe how things are being done when they are done well.

Here are some examples:*

- *Staff in the registrar's office need to process student registrations in a timely manner and in accordance with department standards.*
- *An Accounting Clerk may have a performance standard of processing all entries with a high level of accuracy (98%) and turnaround time of 2 days.*
- *Library staff need to respond promptly and thoroughly to requests from students and faculty, according to department standards.*
- *The Human Resources Director is successful if all benefit programs are implemented in compliance with federal and state regulations*

****Please note that all performance standards on this page are intended for illustrative purposes only.***

Service to Others

This section challenges you to consider your role in terms of its relationship to the individuals or groups that you serve. Many positions serve both internal and external individuals/groups who have needs and expectations. For a more complete definition of Service to Constituents please refer to the definitions page at the end of this guide.

- The first step is to identify the individuals and groups that your position serves. Simply state who they are (listing titles, not individuals' names). Don't be concerned if your position does not serve both internal and external parties – this will vary throughout the college. **NOTE: Please do not list your "boss" as an individual to whom you provide service. Although most people work at the direction of their supervisor, the most important role of your supervisor/manager is to ensure you are meeting the needs of the parties you serve.**
- The second step is to describe how the position provides service to or collaborates with the specified Individuals/Groups. In this section, please indicate the type of information or service(s) your position provides to others and how you interact with those to whom you provide information or service .

Service to Others (Individuals or Groups)

Please indicate below the individuals or groups that you serve, and then describe how you provide service to or collaborate with the specified Individuals/Groups. Please refer to individuals by title, not name:

Example: Financial Analyst*

<i>Individuals/Groups that are served by the position:</i>	<i>How the position provides service to/collaborates with the Individuals/Groups:</i>
<i>Human Resources</i>	<i>Work with members of Human Resources to develop and monitor compensation budget</i>
<i>Department Heads</i>	<i>Work with department heads to identify needed information and then provide accurate budget information</i>
<i>Alumnae Giving</i>	<i>Prepares financial models and forecasts for Alumnae Giving office</i>

**Please note that all examples on this page are intended for illustrative purposes only.*

Expertise

This section gathers information regarding position requirements, which may encompass knowledge, skills, years of experience, professional degrees or certifications. It is important to understand the difference between the skills and education you have, versus what is **required** to be able to perform your job. For example, a person may have a Master's Degree and 20 years of experience but that does not mean that it is necessary to successfully perform the job. For a more complete definition of Expertise, please refer to the definitions page at the end of this guide.

The first step is to identify the specific knowledge, skills, education and experience requirements of your position. The second step is to describe how the requirement is used to perform the role expectations of your position. ***This is very important - if you are unable to describe how a potential requirement is used to perform the role, it is probably not required. Please note that individuals' level of expertise is often greater than the position requirement. HINT: Think about what the minimum requirements would be if you were recruiting for the position.***

Expertise – Knowledge, Skill, Educational and Experience Requirements

Are there any specific skills or educational requirements required to perform position responsibilities? If so, please complete the chart below. If not, please leave the chart blank. If there are unique skills that a specific incumbent utilizes that others do not, this is not a position requirement. Please note any such instances in the comments section.

Example: Financial Analyst*

<i>Specific Knowledge or Skill Requirements for the position:</i>	<i>Experience and/or Degree/Certification Requirements:</i>	<i>Reason requirement is needed (how the requirement is used to perform role):</i>
<i>Experience in Financial Modeling</i>	<i>Bachelor's degree</i>	<i>Financial modeling experience and Bachelor's degree needed to conduct complex financial analysis.</i>
<i>Experience with Financial software</i>		<i>Necessary to conduct analysis in a timely fashion</i>

Please note that all examples on this page are intended for illustrative purposes only.

Leadership

This section lists a number of statements regarding different types of leadership roles. As you review each statement, be sure to focus on the **typical expectations** of your job, rather than individual performance. Check **all applicable** statements that are representative of your job and then indicate the frequency with which you are expected to perform each descriptive statement. **NOTE: We have provided an explanation for our illustrative selections, entitled Reasoning, after the Leadership section. This is for your instruction only – you do not need to provide reasoning for any of your selections on the questionnaire. For a more complete definition of Leadership, please refer to the definitions page at the end of this guide.**

Leadership

Please place an “x” next to the statements that best represent the expectations of the position, in the **Typical Expectation** column. Next, under the **Frequency** column, indicate the frequency with which you are expected to perform each responsibility by entering one of the following numbers: (1)Almost Never; (2)Occasionally; (3)Regularly; (4)Continually

Example: Financial Analyst

<i>Descriptive Statement</i>	<u>Typical Expectation</u>	<u>Frequency(1,2,3,4)</u>
<i>Responsible for own work</i>	x	(4)
<i>Informally coaches others/models standards of conduct</i>	x	(2)
<i>Coordinates work with other employees or outside contractors</i>	x	(3)
<i>Supervises students to achieve desired results</i>	_____	_____
<i>Leads project teams, other employees or outside contractors</i>	_____	_____
<i>Coaches employees and manages performance to achieve desired results</i>	_____	_____
<i>Holds direct reports accountable for performance management</i>	_____	_____
<i>Interprets and translates strategic direction for others</i>	_____	_____
<i>Inspires others to achieve their highest potential</i>	_____	_____

Reasoning: A financial analyst works with others both internal and external to his/her department, but does not have responsibility for supervising students or others. Please note that all examples on this page are intended for illustrative purposes only

Accountability/Responsibility

This section lists a number of statements regarding the way you use processes and procedures to perform your job and the typical degree of supervision or review of your work by others. As you review each statement, be sure to focus on the **typical expectations** of your job, rather than individual performance. For a more complete definition of Accountability/Responsibility, please refer to the definitions page at the end of this guide.

Accountability/Responsibility Example: Financial Analyst*

Use of Processes and Procedures

Please place an “x” next to the statements that best represent the typical expectations of the position, in the **Typical Expectations** column. Next, under the **Importance** column, indicate the importance of this item to your overall role, by entering the corresponding number for one of the following statements: (1) **Minor Importance** (2) **Somewhat Important** (3) **Important** (4) **Very Important** (5) **Critical**. Place an “x” next to as many statements as are applicable. Next, under the **Frequency** column, indicate the frequency with which you are expected to perform each responsibility by entering one of the following numbers: (1) **Almost Never**; (2) **Occasionally**; (3) **Regularly**; (4) **Continually**

NOTE: We have provided an explanation for our illustrative selections, entitled *Reasoning*. This is for your instruction only – you do not need to provide reasoning for any of your selections on the questionnaire.

<i>Descriptive Statement</i>	<i>Typical Expectations</i>	<i>Importance (1, 2, 3,4, 5)</i>	<i>Frequency (1, 2, 3, 4)</i>
<i>Follows established guidelines and procedures</i>	_____	_____	_____
<i>Exercises limited discretion within established guidelines</i>	<u> x </u>	<u> 1 </u>	<u> 3 </u>
<i>Provides input into decision-making</i>	<u> x </u>	<u> 3 </u>	<u> 3 </u>
<i>Makes independent decisions within accepted policies/regulations</i>	<u> x </u>	<u> 3 </u>	<u> 2 </u>
<i>Drives decision-making for major department/division</i>	_____	_____	_____
<i>Makes decisions with significant internal and external impact</i>	<u> x </u>	<u> 1 </u>	<u> 1 </u>

Reasoning: A financial analyst makes some independent decisions regarding financial modeling, analysis, and budget development, but does not drive decisions on how to use these models.

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Accountability/Responsibility (continued)

Degree of Supervision/Level of Review

Please place an “x” next to the statements that best represent the typical expectations of the position, in the **Typical Expectation** column. Next, under the **Importance** column, indicate the importance of this item to your overall role, by entering the corresponding number for one of the following statements: (1) **Minor Importance** (2) **Somewhat Important** (3) **Important** (4) **Very Important** (4) **Critical**. Check as many statements as are applicable.

NOTE: We have provided an explanation for our illustrative selections, entitled Reasoning. This is for your instruction only – you do not need to provide reasoning for any of your selections on the questionnaire

<i>Descriptive Statement</i>	<i>Typical Expectation</i>	<i>Importance (1,2,3,4, 5)</i>
Work reviewed regularly by others	_____	_____
Work is reviewed at key stages	<u> x </u>	<u> 4 </u>
Work results reviewed on standard assignments; in-process review of complex work	<u> x </u>	<u> 3 </u>
Helps to develop department/divisional goals and manages staff to achieve them	_____	_____
Develops department/divisional goals and reviews progress of others against goals	_____	_____

Reasoning: Ongoing financial analysis is reviewed upon completion of analysis or at key stages on large projects; special analyses are discussed with supervisor/manager as they are developed.

**Please note that all examples on this page are intended for illustrative purposes only.*

Collaboration

This section lists a number of statements regarding the way you collaborate with others as you do your job. As you review each statement, be sure to focus on the **typical expectations** of your job, rather than individual performance. For a more complete definition of collaboration, please refer to the definitions page at the end of this guide. For a more complete definition of collaboration, please refer to the definitions page at the end of this guide.

Collaboration Example: Financial Analyst*

Please place an “x” next to the statements that best represent the typical expectations of the position, in the **Typical Expectation** column. Next, under the **Importance** column, indicate the importance of this item to your overall role, by entering the corresponding number for one of the following statements: (1) **Minor Importance** (2) **Somewhat Important** (3) **Important** (4) **Very Important** (5) **Critical**. Check as many statements as are applicable.

NOTE: We have provided an explanation for our illustrative selections, entitled **Reasoning**. This is for your instruction only – you do not need to provide reasoning for any of your selections on the questionnaire.

<i>Descriptive Statement</i>	<i>Typical Expectation</i>	<i>Importance (1,2,3,4, 5)</i>
<i>Shares relevant information within and across work group* (work group defined as those in your immediate area that are in close proximity to you and with whom you interact closely with throughout each day)</i>	<u> x </u>	<u> 3 </u>
<i>Promotes/communicates group purpose and progress on an ongoing basis</i>	<u> x </u>	<u> 2 </u>
<i>Rewards and recognizes collaborative efforts of all participants/addresses undesirable actions</i>	<u> x </u>	<u> 1 </u>
<i>Creates and implements development plans to help employees/groups work collaboratively</i>	<u> </u>	<u> </u>
<i>Creates widespread ownership and commitment to group purpose and project</i>	<u> </u>	<u> </u>

Reasoning: A financial analyst communicates information regarding specific projects/processes, but does not have responsibility to recognize/reward collaborative efforts only on an informal basis.

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Communication

This section lists a number of statements regarding the way you communicate with others as you do your job. As you review each statement, be sure to focus on the **typical expectations** of your job, rather than individual performance. For a more complete definition of communication, please refer to the definitions page at the end of this guide.

Communication Example: Financial Analyst*

Please place an “x” next to the statements that best represent the typical expectations of the position, in the **Typical Expectation** column. Next, under the **Importance** column, indicate the importance of this item to your overall role, by entering the corresponding number for one of the following statements: (1) **Minor Importance** (2) **Somewhat Important** (3) **Important** (4) **Very Important** (5) **Critical**. Check as many statements as are applicable.

NOTE: We have provided an explanation for our illustrative selections, entitled **Reasoning**. This is for your instruction only – you do not need to provide reasoning for any of your selections on the questionnaire

<i>Descriptive Statement</i>	<i>Typical Expectation</i>	<i>Importance (1,2,3,4, 5)</i>
<i>Clearly communicates in written and verbal form</i>	<u> x </u>	<u> 3 </u>
<i>Organizes and structures information from various sources to develop narrative, analytical and verbal reports</i>	<u> x </u>	<u> 3 </u>
<i>Presents information to educate and inform others</i>	<u> x </u>	<u> 4 </u>
<i>Often adapts content and presentation to suit a variety of audiences and styles</i>	<u> x </u>	<u> 2 </u>
<i>Creates presentations/reports that persuade and influence others</i>	_____	_____
<i>Addresses broad and complex issues with the highest level audiences</i>	_____	_____
<i>Creates an environment comprised of constructive interpersonal communication</i>	_____	_____

Reasoning: A financial analyst handles complex financial analysis and data, and therefore must be able to prepare information to present to a variety of audiences with varying levels of expertise (Senior Staff, Directors, Managers) in a manner that is easy to comprehend.

***Please note that all examples on this page are intended for illustrative purposes only.**

Problem-Solving

This section lists a number of statements regarding the way you identify and solve problems as you do your job. As you review each statement, be sure to focus on the **typical expectations** of your job, rather than individual performance. For a more complete definition of problem solving, please refer to the definitions page at the end of this guide.

Problem-Solving Example: Financial Analyst*

Please place an “x” next to the statements that best represent the typical expectations of the position, in the **Typical Expectation** column. Next, under the **Importance** column, indicate the importance of this item to your overall role, by entering the corresponding number for one of the following statements: (1) **Minor Importance** (2) **Somewhat Important** (3) **Important** (4) **Very Important** (5) **Critical**. Check as many statements as are applicable.

NOTE: We have provided an explanation for our illustrative selections, entitled Reasoning. This is for your instruction only – you do not need to provide reasoning for any of your selections on the questionnaire.

<i>Descriptive Statement</i>	<i>Typical Expectation</i>	<i>Importance (1,2,3,4, 5)</i>
<i>Identifies and solves routine problems</i>	<u> x </u>	<u> 4 </u>
<i>Proactively identifies recurrent problems and offers input to complex problems</i>	<u> x </u>	<u> 3 </u>
<i>Anticipates complex problems and takes steps to prevent them</i>	<u> </u>	<u> </u>
<i>Develops approaches to understanding and solving problems and implements recommendations</i>	<u> x </u>	<u> 2 </u>
<i>Allocates resources for implementing solutions</i>	<u> </u>	<u> </u>

Reasoning: A financial analyst must be able to anticipate and prevent complex problems that may occur in his/her area. In addition, he/she must also be able to provide recommendations for preventing/solving those problems(i.e. recommending a new software package for financial modeling).

***Please note that all examples on this page are intended for illustrative purposes only**

Innovation

This section lists a number of statements regarding the way you improve efficiency and contribute to innovation efforts. As you review each statement, be sure to focus on the **typical expectations** of your job, rather than individual performance. For a more complete definition of innovation, please refer to the definitions page at the end of this guide.

Innovation Example: Financial Analyst*

Please place an “x” next to the statements that best represent the typical expectations of the position, in the **Typical Expectation** column. Next, under the **Importance** column, indicate the importance of this item to your overall role, by entering the corresponding number for one of the following statements: (1) **Minor Importance** (2) **Somewhat Important** (3) **Important** (4) **Very Important** (5) **Critical**. Check as many statements as are applicable.

NOTE: We have provided an explanation for our illustrative selections, entitled **Reasoning**. This is for your instruction only – you do not need to provide reasoning for any of your selections on the questionnaire

<i>Descriptive Statement</i>	<i>Typical Expectation</i>	<i>Importance (1,2,3,4, 5)</i>
<i>Suggests ways to improve efficiency of own work</i>	<u> x </u>	<u> 4 </u>
<i>Supports the need for process and/or technology change and demonstrates advantages to others</i>	<u> x </u>	<u> 2 </u>
<i>Identifies potential obstacles for process and/or technology change and ensures that they are overcome</i>	<u> x </u>	<u> 3 </u>
<i>Accountable for implementation of process improvement in department/division</i>	<u> </u>	<u> </u>
<i>Builds and creates an environment in which constructive changes becomes the norm</i>	<u> </u>	<u> </u>

Reasoning: A financial analyst is expected to proactively identify obstacles for change in their department by having an in-depth understanding of departmental processes and how those processes may or may not be improved. He/she is not, however, ultimately accountable for implementing changes within the finance department or other areas.

*Please note that all examples on this page are intended for illustrative purposes only

Development of Self and Others

This section lists a number of statements regarding the way you are expected to participate in career development activities and diversity initiatives as you do your job. As you review each statement, be sure to focus on the **typical expectations** of your job, rather than individual performance. For a more complete definition of Development of Self and Others, please refer to the definitions page at the end of this guide.

Development of Self and Others Example: Financial Analyst*

Please place an “x” next to the statements that best represent the typical expectations of the position, in the **Typical Expectation** column. Next, under the **Importance** column, indicate the importance of this item to your overall role, by entering the corresponding number for one of the following statements: (1) **Minor Importance** (2) **Somewhat Important** (3) **Important** (4) **Very Important** (5) **Critical**. Check as many statements as are applicable.

NOTE: We have provided an explanation for our illustrative selections, entitled Reasoning. This is for your instruction only – you do not need to provide reasoning for any of your selections on the questionnaire

<i>Descriptive Statement</i>	<i>Typical Expectation</i>	<i>Importance (1,2,3,4, 5)</i>
<i>Takes responsibility for one’s own self-development</i>	<u> x </u>	<u> 4 </u>
<i>May mentor others</i>	<u> x </u>	<u> 2 </u>
<i>Identifies development needs for the work unit</i>	<u> </u>	<u> </u>
<i>Responsible for cross-training within the work unit</i>	<u> x </u>	<u> 2 </u>
<i>Identifies training opportunities; encourages direct reports to take advantage of them</i>	<u> </u>	<u> </u>
<i>Evaluates effectiveness of college-wide training programs</i>	<u> </u>	<u> </u>
<i>Identifies critical development needs for the College and allocates needed resources</i>	<u> </u>	<u> </u>

Reasoning: A financial analyst helps to cross-train other employees in his/her department on Wellesley procedures, financial analysis and modeling techniques. He/she does not have direct reports. *Please note that all examples on this page are intended for illustrative purposes only

Development of Self and Others (continued)

Development of Self and Others Example: Financial Analyst*

Please place an “x” next to the statements that best represent the typical expectations of the position, in the **Typical Expectation** column. Next, under the **Importance** column, indicate the importance of this item to your overall role, by entering the corresponding number for one of the following statements: (1) **Minor Importance** (2) **Somewhat Important** (3) **Important** (4) **Very Important** (5) **Critical**. Check as many statements as are applicable.

NOTE: We have provided an explanation for our illustrative selections, entitled Reasoning. This is for your instruction only – you do not need to provide reasoning for any of your selections on the questionnaire

<i>Descriptive Statement</i>	<i>Typical Expectation</i>	<i>Importance (1,2,3,4, 5)</i>
<i>Actively supports diversity initiatives and awareness</i>	<u> x </u>	<u> 4 </u>
<i>Actively seeks ways to recruit, hire, retain and manage a diverse workforce</i>	<u> </u>	<u> </u>
<i>Promotes a diverse work environment through education, training and professional development</i>	<u> </u>	<u> </u>
<i>Monitors and ensures compliance with the College’s diversity expectations</i>	<u> </u>	<u> </u>
<i>Accountable for ensuring the College’s commitment to diversity by setting policy, creating initiatives, and allocating resources to achieve diversity goals</i>	<u> </u>	<u> </u>

Reasoning: A financial analyst supports diversity in everyday interactions and relationships, but he/she does not have further responsibility in this area.

. *Please note that all examples on this page are intended for illustrative purposes only

Other Comments

This section is optional and is entirely for your benefit. If there is anything about your role that has not been described above that you would like to add, please do so.

Other Comments

Are there any additional comments you would like to include regarding this position? Please provide below any additional comments that are important in understanding this position's role and its impact on Wellesley College.

Thank you!

We understand that this questionnaire is not easy to complete. It asks thought-provoking questions. You are encouraged to review the information with other incumbents and your supervisor before completing and **submitting it to your supervisor for review and sign-off.**

Definitions of Factors or “Areas of Skill” for Wellesley’s Classification Model

Service to Constituents (e.g., students, faculty, community, etc.): The ability to identify, understand, build relationships with and respond to the needs of internal and external constituents in an appropriate manner, reflecting the goals and values of the College and demonstrating fiscal responsibility. Is knowledgeable of and responsive to the needs and expectations of constituents, focusing on the quality and timeliness of constituent programs and services.

Expertise: The ability to draw upon and utilize specific knowledge, skills and experiences that are needed to perform various Wellesley College roles. Functional knowledge encompasses both the specialized knowledge pertaining to a specific profession or specialty and knowledge pertaining to general College operations. Skills include the ability to utilize technology in response to the changing environment.

Accountability/Responsibility: The degree to which one is responsible for one’s own work, the work of others, and/or delivering services to the Wellesley community; the impact of a position’s end results on the work unit, function or College as a whole and those it serves; degree of autonomy in decision making required for success; level of review generally given to work process and results; scope of work unit or organization involved.

Collaboration: The ability to produce successful outcomes by working cooperatively with others. Shares relevant information and solicits input and assistance of others. Integrates input and seeks consensus to reach goals. Has understanding of team process and problem solving techniques.

Communication: The ability to effectively interact and exchange information with other members of the Wellesley community and external constituencies; to develop factual and logical presentations of one’s ideas and opinions using written and verbal skills; and to demonstrate effective listening skills by shaping and adapting one’s own responses to address the issues and styles of others. Demonstrates courtesy and respect and handles confidential information appropriately

Innovation & Problem Solving; Critical Thinking: Continuously seeks to identify, define, critically analyze and resolve work problems through research and testing alternative ideas and approaches. Thinks outside the traditional parameters, using innovative and creative ideas and actions to improve work processes and service to constituents. Seldom settles for a service or process that is “good enough” – adds value and takes measured risks to enhance achievement of the College’s mission.

Development of Self and Others: The practice of providing a strong sense of purpose and mission for the professional development of oneself and others. Develops a structure and work process that promotes successful outcomes; serves as an example to others by setting expectations for work, helping others think through alternatives; valuing diversity; manages own development and mentors and coaches others. Seeks appropriate opportunities to expand work-related knowledge, skills and experiences.