Purpose

The purpose of this document is to act as a reference for the Biological Sciences Division’s (BSD) HR Leadership Model and to identify examples of specific behaviors Human Resources Professionals (HRP) in the BSD should demonstrate in support of this model. Each of the dimensions and competencies that comprise the model are defined and supported with positive behavioral examples.

BSD Mission Statement

The mission of the BSD is to discover and create new knowledge of living systems, to preserve and communicate knowledge through education, and to nurture and sustain a community of scholars. These scholars pursue this mission through research, the education of basic scientists, physicians, and others interested in living things, and through enlightened and compassionate care of patients in a humane, academic environment.

BSD HR Mission Statement

The mission of human resources within the Biological Sciences Division is to provide leadership and oversight in all aspects of staff human resources for the Biological Sciences Division (BSD) by partnering with leaders and individuals at all levels to align and implement HR strategies with divisional priorities. We support and influence the strategic direction of the BSD by providing managers and employees with innovative solutions to organizational and human resource issues. We provide services which help the division attract, retain, and reward competent and dedicated staff who share a commitment to the values of excellence and innovation in teaching, research and patient care.

Key Concepts

Competencies and behaviors are different concepts, yet commonly used interchangeably. It’s important to understand that one can influence the other and vice-versa.

A competency is comprised of three main dimensions: knowledge, skills and abilities (KSAs).

Knowledge: Through knowledge, employees assimilate and understand all the theoretical information related to performing a certain task or activity. Knowledge can be a dimension previously developed through formal or self-directed study.

Skills: Relate on the employee’s developed dexterity to perform and accomplish an activity or a task, at a certain level with a certain speed. Skills can be developed in time, through exercises and practice.
Abilities: An employee’s internal potential to accomplish one or more activities in a certain manner and at a certain level of quality. Also identifiable under the name of aptitude.

Behaviors are also built on three main dimensions: beliefs, attitudes and actions.

The first dimension, beliefs, are more than opinions; they represent certitudes developed in time. Belief systems are built and developed upon the existing culture and core values. Employees with personal values similar to the institution’s find it easier to integrate themselves within the organization and behave according to organizational culture.

Beliefs determine attitudes, which represent the second dimension that leads to developing a certain behavior. An attitude is an indirect form of manifestation, which implies adopting a position towards something or someone without an explicit expression. Employees with good emotional management can maintain or modify their attitudes, without them becoming a hindrance for their organizational conduct.

Action represents the third behavioral dimension through which employees will manifest themselves, displaying both beliefs and attitudes. In particular cases, like intense experiences, actions can be entirely dictated by a momentary belief. In order to predict employee behavior it is necessary for the institution to have good knowledge of their beliefs and reactions to extreme situations.

The following model demonstrates the relationship between competencies and behaviors.
Examples of Specific Behaviors for HRPs

The following leadership dimensions and corresponding competencies and behaviors should be demonstrated by all employees performing Human Resources functions within the BSD. These standards support our goal of serving as a model of excellence by defining specific desirable behaviors to ensure excellence in the workplace.

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Exemplary Leadership

- Individual Excellence
  - Demonstrate Emotional Intelligence
  - Embrace Change
  - Act with Courage and Integrity
  - Communicate with Impact

- Operational Excellence
  - Create Clinical, Research and Educational Value
  - Promote Innovation
  - Make Thoughtful Decisions
  - Deliver Results

- Organizational Excellence
  - Strengthen Collaboration
  - Develop Trust
  - Accelerate Change

World Class

Research, Education and Clinical Care

Operational Excellence

- Individual Excellence
  - Demonstrate Emotional Intelligence
  - Embrace Change
  - Act with Courage and Integrity
  - Communicate with Impact

- Operational Excellence
  - Create Clinical, Research and Educational Value
  - Promote Innovation
  - Make Thoughtful Decisions
  - Deliver Results

- Organizational Excellence
  - Strengthen Collaboration
  - Develop Trust
  - Accelerate Change
**Demonstrate Emotional Intelligence**

Recognizes how their performance affects overall goals and objectives.

Establishes priorities appropriately, demonstrating an understanding of the urgency of tasks and the impact of tasks on the department/division/university.

Plans effectively: anticipating issues, taking the initiative to address issues, and developing innovative approaches to resolving issues.

**Embrace Change**

Demonstrates flexibility in response to changing demands.

Counted on to be where needed, when needed and readily adjusts to shifting priorities and changes in work.

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*If you are going to achieve excellence in big things, you develop the habit in little matters. Excellence is not an exception, it is a prevailing attitude.*

~ Colin Powell, Former United States Secretary of State ~

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**Act with Courage and Integrity**

Acts in a fair manner; operates ethically; adheres to confidentiality laws; and, follows policies and procedural guidelines.

Demonstrates integrity, honesty, a sense of responsibility and loyalty in the performance of all tasks.

Conducts themselves with honesty and integrity in communications with others, within and outside the University community.

**Communicate with Impact**

Conveys information, as appropriate, and in a timely manner, to all individuals, including his or her supervisor and colleagues.

Uses clear, concise language to provide timely and accurate written and oral communication.

Develops clear, concise, and targeted creative communication strategies, materials and programs.
The difference between offering an opinion and making a decision is the difference between working for the leader and being the leader.

~ Bill Walsh, Former Coach of the San Francisco 49ers (1979-1988) ~
Organizational Excellence

Exemplify BSD’s Mission

Identifies and articulates the BSD’s mission and values.

Participates fully in achieving annual department and divisional goals.

Initiates and/or leads projects, and develops ideas that advance departmental and divisional mission and values.

Develop Trust

Earns the trust of colleagues and clients.

Functions as a trusted source of clear and accurate information to the university community and beyond.

Actively builds an environment of collaboration, partnership and trust.

Accelerate Change

Demonstrates customer service skills by anticipating, understanding and addressing stakeholder needs.

Identifies and champions new initiatives and leads by example.

Utilizes effective methods to implement change and overcomes resistance to change.

Strengthen Collaboration

Demonstrates commitment to colleagues’ success by sharing information and offering assistance as appropriate.

Displays a team-based approach to work, including participating in BSD HR workgroups.

Maintains a high level of respect for the diversity of each client and colleague, and treats each person as an individual.

An organization’s ability to learn, and translate that learning into action rapidly, is the ultimate competitive advantage.

~ Jack Welch, Former Chairman and CEO of General Electric ~