

## Department Head Core Competencies and Performance Measures

Introduction: As a team, the Department Head Accountability group reviewed the charge of the committee and identified core competencies and potential metrics by which each competency could be evaluated. The key competencies are written in bold. The numbered items are performance measures. The bulleted items are indicators.

**Leadership Key Competency: *As a leader, the department head is responsible for helping to create a positive and effective work environment, team building, communications, programming support and professional development***

1. Take appropriate steps to create work environments marked by high levels of trust, which in turn, foster creativity, innovation, excellence, team work, inclusiveness, scholarship, shared leadership, collegiality, personal responsibility for outcomes and a sense of enthusiasm for achieving Cooperative Extension's purpose.
  - Accurate organizational information is disseminated to office colleagues in a straightforward, clear and timely manner through regularly scheduled office meetings and other appropriate means such as newsletters, e-mail correspondence, conversations etc.
  - Facilitate departmental sessions on building trust, political effectiveness, interdisciplinary programming
  - Communicate in an open, authentic, and straight-forward manner. Avoids, and holds others accountable for, disrespectful or damaging communication.
  - Demonstrate respect and concern for all county department staff members.
  - Provide written and verbal feedback to individuals and the office team regarding performance, professional development, and expectations
  - Demonstrate engaged behavior in conversation
  - Resolves conflict in an objective and respectful manner demonstrating high levels of emotional intelligence.
  
2. Model behaviors that encourage colleagues to demonstrate honesty and behavior that builds trust.
  - Seeks out the advice and support of an administrative colleague to serve as a mentor
  - Solicits and is receptive to professional feedback
  - Communicate expectations clearly and regularly checks for understanding of expectations
  - Understands and provides appropriate recognition regarding individual and team accomplishments
  - Demonstrate the extension of trust to colleagues based on situation, risk, character and competence through sharing responsibilities
  - Acknowledge mistakes and actively seeks input or corrective measures
  - Communicate availability to all office staff by completing an accurate and current work schedule

3. Create an office environment which encourages colleagues to listen and receive/give feedback.
  - Regularly meets with WNEP Program Coordinator to discuss program, staff and community needs, clarifies this local relationship through WNEP Roles and Responsibilities Form
  - Office colleagues know the best methods and appropriate times to share feedback and concerns
  - Implements opportunities for program sharing and goal setting
4. Model accountability and, with colleagues, co-creates office systems and structures which hold the team accountable for expectations.
  - Develop, implement and review office plans for civil rights outreach, political effectiveness, marketing, etc.
  - Share latest developments in reporting system-wide impact (i.e. Recording Results, Statement of Intent, Civil Rights Charts) according to UW-Extension deadlines
  - Complete time and leave reporting for colleagues by deadline

**Administration Key Competency: *As an administrator, the department head is responsible for key roles related to hiring, orientation, performance support, evaluation and budgeting.***

1. Work collaboratively to seek support for all office colleagues with regard to the office space, fiscal and human resources necessary to be successful in their positions.
  - Collaborate with individual staff members to assign them a desk, computer, telephone and internet access.
  - Clearly communicate availability to county support staff and provide leadership for a budget to implement educational programming
2. In cooperation with the regional director and relevant university partners, seek to ensure local coordination is provided for recruitment, hiring, orientation, and support of new colleagues.
  - Work with the Regional Director, Program Leadership, Academic Departments to determine how to fill vacant positions including:
    - Engaging Human Resources
    - Assessing local levels of support
    - Determining appropriateness and leadership of visioning session
    - Reviewing position descriptions
    - Providing position vacancy listing recommendations
    - Participating in screening, preliminary and final interview of applicants
  - Lead orientation of new colleagues using New Colleague Orientation Checklist <http://www.uwex.edu/ces/employeeresources/pdf/checklist.pdf>
  - County and University Policies <http://www.uwex.edu/ces/employeeresources/policies.cfm> are accessible and office colleagues know where to find most recent updates

3. Seek to ensure the local office budget is created through an inclusive process and is advocated for by the department head who provides oversight.
  - Review professional development plans in order to assist in colleague development and to adequately prepare financially.
  - Provide direction for local staff to work together in advocacy for budget.
  - Work with staff to seek diverse funding sources that leverages county budget funds.
  - Inform county/tribal partner of potential and realized budget changes at state and federal levels.
  - Review budget twice a year with staff through established local procedures and solicit input on priorities.
  - Determine if county budget has financial resources for professional development, supplies or needs and communicate with staff.
  - Keep staff informed as budget moves through the county budget process.
  - Share county budget outline with Cooperative Extension's Office of Budget & Fiscal Operations Resources available at:  
<http://www.uwex.edu/ces/employeeresources/#budgetandfinance>
4. Provide ongoing feedback for office colleagues in accordance with Cooperative Extension and local performance review processes.
  - Conduct annual performance review conferences with faculty, academic staff and other staff according to county/tribal governing and faculty governance structures (WNEP Program Coordinator review WNEP Educators)
  - Annually provide the regional office with signed copies of the performance summary document by deadline established.
  - Provide informal quarterly performance feedback.
  - Maintain a Management File documenting both positive and negative performance.
  - Conduct new colleague orientation and Great Start follow up procedures throughout the first year of a new colleague's appointment
  - Review plans of work and statements of intent in order to support a well rounded county program.
  - Provide leadership for an annual and ongoing civil rights initiative and hold an annual plan review.

**Relationship Building Key Competency: *As a relationship builder, the department head is responsible for ensuring that political effectiveness, positive working relationships and communication between the local office, Cooperative Extension, and various partners occurs.***

1. Take steps to build and maintain positive working relationships and open communication with county/tribal departments, elected officials, local administrative staff, regional directors, and other critical stakeholders.

- Attend regular oversight committee meetings, finance committee, full county board or other meetings that correspond to the form of county or tribal government that directly pertains to the interest of the cooperative extension office.
  - Build and sustain relationships with county/tribal, state and federal elected officials.
  - Creates linkages between local oversight committees and state representatives (i.e. WACEC Legislative Visits).
  - Informs county/tribal partners of how local Extension programming adds value to the other governmental units. Communicates partnership expectations between Extension and local partners.
  - Maintain and improve effective, on-going relationships with the UW-Extension Program Areas, Academic Departments, and Administration
2. In communication with external stakeholders, convey the breadth of the local office's programming and shares the impacts of colleagues' programs. Supports and represents all program areas to external stakeholders.
- Provides leadership in building familiarity of the value of extension through marketing efforts and media appearances/relations.
  - Provides leadership in representing the county office in meetings or functions of Chambers of Commerce, community groups, school districts, tourism/economic development, non-profits, transportation, hunger task forces, etc.
  - Works with county office staff to identify potential members for the Resource Advocacy Network.
  - Creates opportunities for all office colleagues to have a basic understanding of the work of all colleagues in order to be able to fully represent their value to all stakeholders
  - Provide leadership in building awareness and capacity of colleagues related to political effectiveness responsibilities

**Annual review of Department Head(s) by the Regional Director would document strengths, weaknesses, and opportunities for development. Evidence of an on-going pattern of ineffectiveness or disruption as indicated by some of the behaviors listed below would lead to a transition in DH models and/or leadership at the direction of the Regional Director.**

#### **Ineffective Behaviors**

- Demonstrated ineffectiveness in Conflict Resolution
- Negligent in creating opportunities for open communication
- Does not provide leadership in meeting civil rights obligations.
- Failure to perform annual performance reviews
  - lacks first-hand experience with educator's programming
  - does not include specific examples regarding performance
- Does not provide responsible fiscal leadership

- Unwillingness to support and motivate staff to meet performance or team goals
- Failure to resolve disruptive behaviors or poor performance issues
- Unrealistic perception of their strengths and role
- Does not accept performance feedback

**Disruptive Behaviors**

- Micro-management of colleagues
- Overbearing and prescriptive program direction (stifles scholarly efforts)
- Create an environment of mistrust/bullying
- Provoke conflict within office, among/between local stakeholders
- Divisive or differential treatment of colleagues (fiscal allotment, accountability of time, transparent communication)