

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.

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

Areas of

Areas of Competence	Level 1	Level 2	Level 3
<p>Problem Solving and Prevention</p> <p><i>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</i></p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> a. Evaluates products new to campus/department/unit b. Assesses performance issues of current systems or products c. Assesses user requirements 	

			picture and identifies cross-functional integration and system impacts
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Areas of Competence	Level 1	Level 2	Level 3
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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

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

