

Georgia's Behavioral Competency Framework

SPA 2008

Overview

Note. This is a draft of the new competency framework. If you have any questions or feedback, contact Janet Hecht, Ph.D.
 HR Projects Coordinator
 State Personnel Administration
 404-463-3534
janet.hecht@spa.ga.gov

The behavioral competency framework is designed to be used by multiple Human Resource functions including performance management, workforce planning, succession planning, training and development, and recruitment. The competencies and their “behavioral indicators” define what each employee needs to do to be successful and to contribute to the State of Georgia’s mission, vision, and values.

A competency is an attribute, knowledge, skill, ability or other characteristic that contributes to successful job performance. Behavioral competencies are observable and measurable behaviors, knowledge, skills, abilities, and other characteristics that contribute to individual success in the organization (e.g., teamwork and cooperation, communication). Behavioral competencies can apply to all (or most) jobs in an organization or be specific to a job family, position, or career level. Behavioral competencies describe what is required to be successful in an organization outside of a specific job. As such, behavioral competencies are specific to a person rather than to a job.

The state of Georgia’s behavioral competency framework consists of 18 competencies: 5 statewide core competencies which are required by all state employees, 2 leadership competencies which are required by all people managers and other leaders, and 11 additional behavioral competencies.

Statewide Core Competencies		Leadership Competencies
<ul style="list-style-type: none"> ▪ Customer Service Orientation ▪ Teamwork and Cooperation ▪ Results Orientation 	<ul style="list-style-type: none"> ▪ Accountability ▪ Judgment and Decision Making 	<ul style="list-style-type: none"> ▪ Talent Management ▪ Transformers of Government
Behavioral Competencies (Additional)		
<ul style="list-style-type: none"> ▪ Communication ▪ Conflict Management ▪ Creativity and Innovation ▪ Cultural Awareness 	<ul style="list-style-type: none"> ▪ Flexibility ▪ Initiative ▪ Negotiation and Influence ▪ Professional Development 	<ul style="list-style-type: none"> ▪ Project Management ▪ Teaching Others ▪ Team Leadership

The core and leadership competencies are used in the performance management system. The behavioral competencies can also be used in the performance management system. The competencies will also be used in additional HR functions such as succession planning and selection.

Rating Scale

At the end of the performance year (and at other times) employees will be rated on their performance against the relevant competencies. All ratings will be made using the following scale:

Label	Description
Exceptional Performer	Frequently exceeded expectations. Employee was an exceptional contributor to the success of his/her department and the State of Georgia. He/she demonstrated role model behaviors
Successful Performer – Plus	Consistently met expectations and occasional exceeded expectations
Successful Performer	Consistently met expectations. Employee was a solid contributor to the success of his/her department and the State of Georgia
Successful Performer – Minus	Typically met expectations; however, occasionally failed to meet expectations. Employee needs further development in one or more areas of expected job results or behavioral competencies
Unsatisfactory Performance	Consistently failed to meet expectations. Employee needs significant improvement in critical areas of expected job results or behavioral competencies
Not Rated	<i>New hire or transfer within five months of end of performance period</i>

Behavioral Indicators

This document provides behavioral indicators (examples) of the competencies:

- Behavioral examples of the competencies are provided using 3-key anchor points on the State's 5-point performance rating scale (Unsatisfactory Performer, Successful Performer, Exceptional Performer).
- These are examples of what behaviors could look like and are not inclusive of all behaviors that demonstrate each level of performance for the competency. Rather, this is a tool to help guide evaluations of employee performance and should not be used as a checklist for employees' behaviors.
- Use this tool to help form an image of employee performance compared to the State and the agency's expectation

Proficiency Levels

While behavioral indicators are used to help in evaluate performance, proficiency levels describe the levels of a competency required to perform a specific job successfully; these levels relate to the work required for a specific job. Different jobs require different levels of proficiency for successful performance. Not all jobs will require the highest level of proficiency and some may not require certain competencies at all. *For example:*

The proficiency levels help to identify those competencies that are most important for a given position. For example, they are used in succession planning to help identify proficiency levels of indicators compared to the proficiency needed for the job for which they are being considered.

Proficiency Level	Description
Limited	<ul style="list-style-type: none"> ▪ Limited or no use of competency required for the job ▪ Competency has been minimally demonstrated ▪ May have had limited opportunity to apply the competency ▪ May have limited understanding of the competency
Basic	<ul style="list-style-type: none"> ▪ Basic understanding or knowledge needed for the job ▪ Basic understanding and knowledge sufficient enough to handle routine tasks ▪ Requires some guidance or supervision when applying the competency ▪ Understands and can discuss terminology and concepts related to the competency
Proficient	<ul style="list-style-type: none"> ▪ Detailed knowledge, understanding, and application of the competency required to be successful in the job ▪ Ability to handle non-routine problems and situations ▪ Requires minimal guidance or supervision / works independently ▪ Consistently demonstrates success in the competency ▪ Capable of assisting others in the application of the competency
Advanced	<ul style="list-style-type: none"> ▪ Highly developed knowledge, understanding, and application of the competency required to be successful in the job and organization (total mastery) ▪ Can apply knowledge outside the scope of one's position ▪ Is able to coach or teach others on the competency ▪ Has a long-term perspective ▪ Helps develop materials and resources in the competency
Expert	<ul style="list-style-type: none"> ▪ Specialist/Authority level knowledge, understanding, and application of the competency required to be successful in the job. ▪ Recognized by others as an expert in the competency and is sought out by others throughout the organization (expert in the area) ▪ Works across team, department, and organizational functions ▪ Applies skill across multiple projects or functions ▪ Able to explain issues in relation to broader organizational issues ▪ Creates new applications or processes ▪ Has a strategic focus

Customer Service Orientation

Definition: Understands that all State employees have external and/or internal customers that they provide services and information to; honors all of the State’s commitments to customers by providing helpful, courteous, accessible, responsive, and knowledgeable customer service.

Unsatisfactory Performer	Successful Performer	Exceptional Performer
<ul style="list-style-type: none"> ▪ Helpful: Fails to consistently follow through on customer commitments ▪ Helpful: Uses common methods to solve the same or similar customer problems without incorporating learning from past mistakes ▪ Courteous: Develops “shallow” relationships that lack personal attention and focus, which result in low levels of customer satisfaction ▪ Courteous: Handles disgruntled customers in a similar manner to all other customers, or reacts inappropriately ▪ Accessible: Meets customer needs but is difficult to reach; takes an unreasonably long time in responding to customer requests and issues. ▪ Responsive: Does not seek new ways to enhance the customer relationship with new service offerings ▪ Responsive: Ignores customer requests, “passes the buck” to others, or is disrespectful in responding to customers’ needs ▪ Knowledgeable: Does not demonstrate a fundamental understanding of customer needs in his/her daily work; occasionally does not meet customer expectations ▪ Knowledgeable: Tries to meet customer needs but has difficulty identifying resources that could enhance the experience of each unique customer 	<ul style="list-style-type: none"> ▪ Helpful: Follows through on customer commitments despite time pressures or obstacles ▪ Helpful: Recognizes when work processes and/or outcomes are negatively impacting the customer; assumes ownership of the issue and takes appropriate steps to eliminate problems ▪ Courteous: Develops relationships with customers that are marked by attention and customer satisfaction ▪ Courteous: Addresses disgruntled customer problems by remaining calm and professional; personally follows through to resolve issue(s) ▪ Accessible: Responds promptly to customer requests; is easy to reach and work with during work hours; willingly works with customers to meet their needs. ▪ Responsive: Seeks out customer input to better understand their needs; develops ideas for how to meet those needs ▪ Responsive: Listens for and responds to customer requests or problems in a timely manner ▪ Knowledgeable: Demonstrates a solid understanding of customer needs by consistently meeting their expectations ▪ Knowledgeable: Meets customer needs by acting professionally and applying a good working knowledge of the services and information provided by the agency/State. 	<ul style="list-style-type: none"> ▪ Helpful: Takes extraordinary action to meet customer needs when required ▪ Helpful: Recognizes that work processes and/or outcomes are negatively impacting the customer; owns the issue and takes action to address deficiencies by identifying resolutions and notifying the appropriate State/agency leader ▪ Courteous: Maintains positive, long-term working relationships with clients; is adept at focusing individualized attention resulting in consistent, high-level customer satisfaction ▪ Courteous: Addresses disgruntled customers appropriately and takes action to resolve problems; can defuse even the most upset customer situations with ease ▪ Accessible: Makes self fully available to the customer by being flexible with time and schedule in order to provide services and information; identifies ways to make services more accessible for customers to access. ▪ Responsive: Regularly updates understanding of customers’ needs and quickly adapts solutions, as needed, to changing customer demands ▪ Responsive: Anticipates customer needs and responds before the situation requires action ▪ Knowledgeable: Consistently exceeds customer expectations by applying a solid understanding of what customers need and value ▪ Knowledgeable: Helps others navigate the State’s system with greater ease by explaining the services offered and how to make contact with the appropriate agency/department

Teamwork and Cooperation

Definition: Cooperates with others to accomplish common goals; works with employees within and across his/her department to achieve shared goals; treats others with dignity and respect and maintains a friendly demeanor; values the contributions of others

Unsatisfactory Performer	Successful Performer	Exceptional Performer
<ul style="list-style-type: none"> ■ Tends to isolate oneself from others while working toward team goals and objectives ■ Sometimes treats other team members with hostility or indifference ■ Talks about commitment to teamwork but does not always demonstrate it in his/her actions ■ Works well with some people but not others; is not generally regarded as a “team player” ■ Waits for others to solve interpersonal/team conflicts and problems ■ Inconsistently participates in State, Agency, and Department meetings, activities, and events ■ Provides inconsistent feedback with different members of the team 	<ul style="list-style-type: none"> ■ Consistently works with others to accomplish goals and tasks ■ Treats all team members with a respectful, courteous, and professional manner; supports team despite different points of view or setbacks ■ Considers the views of other people (and departments, if relevant) when analyzing a situation or developing a solution ■ Consistently works well with a variety of different people; rarely encounters someone he/she cannot work effectively with on a task/project ■ Regularly initiates communication to help solve interpersonal/team conflicts and problems ■ Consistently attends and actively participates in State, Agency, and Department meetings, activities, and events when asked or required ■ Provides balanced feedback to improve team collaboration and functioning on a continuous basis 	<ul style="list-style-type: none"> ■ Frequently uses opportunities to work with others as a teaching tool to impart organizational knowledge and help others succeed ■ Actively seeks to eliminate “cliques” and assists in problem solving so that all team members can be included in work processes ■ Builds loyalty among other team members (and departments, if relevant) across the State; promotes the State as a team ■ Provides guidance to others as they work through conflicts and disagreements so they can become better “team players” ■ Facilitates communication between people experiencing conflict who have previously been unable to solve problems ■ Volunteers on committees that are outside typical job responsibilities; exceeds the expectations of his/her job in participating in State initiatives and programs ■ Proactively works with team members to improve team collaboration and functioning on a continuous basis

Results Orientation

Definition: Consistently delivers required business results; sets and achieves achievable, yet aggressive, goals; consistently complies with quality standards and meets deadlines; maintains focus on Agency and State goals

Unsatisfactory Performer	Successful Performer	Exceptional Performer
<ul style="list-style-type: none"> ▪ Sets unrealistic goals - goals that are either too easy or too difficult to achieve ▪ Focuses time, energy, and other resources on activities that are not aligned with the team's objectives ▪ Occasionally becomes sidetracked on less important matters when obstacles present themselves ▪ Completes tasks late or with poor quality due to lack of planning or balancing of commitments ▪ Tends to secure and/or use more resources than are needed to complete a task, which sometimes results in costs that exceed budget ▪ Loses energy or interest before difficult problems can be solved 	<ul style="list-style-type: none"> ▪ Establishes clear, specific performance goals, expectations, and priorities ▪ Aligns the efforts of him/herself and the team to the team's objectives ▪ Works around typical problems and obstacles to get results ▪ Manages own time well in order to complete allocated tasks on time and with high quality ▪ Uses resources as expected, resulting in quality work that stays within established budgets ▪ Takes responsibility and stays focused on problems until an effective solution can be found 	<ul style="list-style-type: none"> ▪ Identifies "vital few" goals and allocates time and resources accordingly to achieve those goals when faced with competing priorities ▪ Recognizes when others have set goals that are misaligned with the State's objectives and provides guidance/coaching to team members to better meet the needs of the team and its customers ▪ Navigates quickly and effectively to resolve problems and obstacles, even when complex and unique circumstances occur ▪ Manages own time exceptionally well and frequently completes tasks early and with higher-than-expected quality ▪ Frequently uses fewer than expected resources while still delivering high-quality work on time, resulting in cost savings or improved efficiencies ▪ Takes responsibility for more complex problems and maintains focus until a viable solution can be found

Accountability

Definition: Accepts full responsibility for self and contribution as a team member; displays honesty and truthfulness; confronts problems quickly; displays a strong commitment to organizational success and inspires others to commit to goals; demonstrates a commitment to delivering on his/her public duty and presenting oneself as a credible representative of the Agency and State to maintain the public's trust

Unsatisfactory Performer	Successful Performer	Exceptional Performer
<ul style="list-style-type: none"> ▪ Inconsistently meets commitments to others or delivers on commitments late ▪ Occasionally “bends the rules” when faced with pressure from customers or other State stakeholders ▪ Fails to take ownership of personal or team performance; refrains from coaching team members to improve performance ▪ Dismisses the importance of his/her responsibilities and the connection between his/her job and public perceptions ▪ Occasionally presents oneself in a way that is inconsistent with the image the State wants to portray ▪ For Leaders: Sometimes over-utilizes resources (i.e., people, time, money) ▪ For Leaders: Gains support for some, but not all, key State and Agency objectives 	<ul style="list-style-type: none"> ▪ Follows through and meets personal commitments to others on time ▪ Holds self and others accountable for making principled decisions; addresses unethical behaviors head-on ▪ Commits to the State's goals and finds ways to get team members more involved toward accomplishing State objectives ▪ Takes his/her responsibilities seriously and consistently meets the public's expectations for quality, service, and professionalism ▪ Consistently presents a calm, competent, and professional image to the public and other State employees ▪ For Leaders: Demonstrates good stewardship of the State's resources (i.e., people, time, money) by using an acceptable amount of resources to accomplish goals/tasks ▪ For Leaders: Consistently inspires others to commit to the goals of the State and Agency 	<ul style="list-style-type: none"> ▪ Exceeds his or her commitment to others by frequently delivering work early ▪ Lives the State's values and maintains his/her ethical principles even in the most challenging circumstances ▪ Generates enthusiasm among team members for accomplishing shared goals that elevates the team and ensures the State's success ▪ Holds a strong commitment to exceeding the public's expectations for how the State should provide service to its customers ▪ Presents oneself as a polished professional who exemplifies success and credibility; inspires others to be more professional ▪ For Leaders: Recognizes when resources (i.e., people, time, money) are being utilized inappropriately and takes steps to ensure other leaders are practicing good stewardship across the State ▪ For Leaders: Coaches other leaders on how to gain commitment and buy-in to accomplish State and Agency objectives

Judgment and Decision Making

Definition: Analyzes problems by evaluating available information and resources; develops effective, viable solutions to problems which can help drive the effectiveness of the department and/or State of Georgia

Unsatisfactory Performer	Successful Performer	Exceptional Performer
<ul style="list-style-type: none"> ▪ Spends a long time reviewing information which results in delays ▪ Does not proactively move forward to take action on team and personal responsibilities; typically needs more direction or information than other team members ▪ Tends to jump to solutions without fully analyzing and understanding problems ▪ Typically follows the judgments of others without independent thought and analysis ▪ Inconsistently predicts consequences, implications, and feasibility of alternative solutions for problems ▪ Shows inflexibility when facing obstacles; “gets stuck” in frustration and is not open to new ideas or ways to solve problems ▪ For Leaders: Tends to make decisions about the day-to-day operations of the organization that could be handled at a lower organizational level 	<ul style="list-style-type: none"> ▪ Analyzes problems effectively and makes appropriate decisions without missing deadlines or causing delays in service ▪ Is able to cope with uncertainty and an incomplete set of facts to develop a feasible and effective solution ▪ Uses established standards/methods to solve common problems; responds to recurring problems by investigating the underlying causes and taking steps to eliminate them ▪ Independently analyzes issues and problems and expresses his/her opinion to others ▪ Accurately predicts the outcomes of a variety of alternatives to problems ▪ Tries different approaches when initial efforts to solve problems fail; anticipates possible problems and develops alternatives ▪ For Leaders: Delegates decision-making responsibilities to the appropriate organizational level and holds decision makers accountable for the results of their decisions 	<ul style="list-style-type: none"> ▪ Demonstrates an ability to make effective decisions within limited time ▪ Develops highly creative and effective solutions despite the absence of information and short time-frames ▪ Focuses on continuous improvement by exploring opportunities for enhancing, revising or modifying existing standards/methods and developing proposals for implementing changes ▪ Is persistent in his/her analysis of issues and problems to find solutions that best serve the State ▪ Accurately predicts the outcomes of alternatives to solve problems; appropriately addresses the inter-relationships between issues ▪ Teaches others how to anticipate possible problems and develop contingency plans to avoid or go around them ▪ For Leaders: Has an established reputation for being an innovative and creative problem solver and is willing to help others solve problems that are not necessarily linked to his/her own department/area

Talent Management (for Leaders)

Definition: Clearly establishes and communicates expectations and accountabilities; monitors and evaluates performance; provides effective feedback and coaching; identifies development needs and helps employees address them to achieve optimal performance and gain valuable skills that will translate into strong performance in future roles

Unsatisfactory Performer	Successful Performer	Exceptional Performer
<ul style="list-style-type: none"> ■ Establishes departmental goals but does not establish or communicate individual accountabilities toward reaching those goals ■ Does not consistently provide employees with the resources they need to accomplish their goals ■ Does not monitor the “right” performance results on a regular basis and is slow to confront or address under-performers ■ Fails to take responsibility for coaching and developing others ■ Leaves the responsibility for identifying development opportunities (i.e., training, mentor relationships, etc.) to employees without taking an active role ■ Fails to recognize positive contributions ■ Hires individuals who have the skills to meet the demands of the current position opening but ignores factors that will lead to success at higher levels within the State or long-term department goals 	<ul style="list-style-type: none"> ■ Establishes departmental and individual goals; Clearly communicates departmental and individual goals and accountabilities ■ Provides adequate resources for employees to accomplish their goals up front and upon request of employees; removes barriers as needed to help accomplish team goals ■ Monitors the “right” performance measures; Gives frequent and candid performance feedback on how employees are doing their jobs ■ Actively coaches individuals and teams to strengthen their performance ■ Takes responsibility for identifying individual employee development needs and finding ways to address them ■ Notices and shows appreciation when expected results and behaviors are realized; Retains high performers through recognition of accomplishments and development/career opportunities ■ Focuses on the skills needed for the current position opening as well as the qualities needed to be successful in future roles within the State when hiring 	<ul style="list-style-type: none"> ■ Establishes departmental and individual goals; Directs individuals to focus on the most vital departmental goals to maximize personal success within the department ■ Monitors employee progress and proactively makes adjustments in resource allocations; proactively removes barriers to help accomplish team goals ■ Monitors the “right” performance measures; Gives frequent and candid performance feedback; demonstrates courage by taking resolute action against weak performers ■ Inspires others to strengthen their coaching skills to drive overall organization objectives ■ Identifies patterns in employee behavior that indicate development needs across the organization and identifies ways to systemically enhance the skills of State employees ■ Celebrates expected results and behaviors through creative and spontaneous means; Retains high performers through recognition of accomplishments and development/career opportunities ■ Consistently selects individuals with the highest potential for long-term success within the State; has a keen ability to attract talented individuals

Transformers of Government (for Leaders)

Definition: Develops innovative approaches to address problems and drive continuous improvement in State programs and processes; drives effective and smooth change initiatives across the State by communicating, confirming understanding, and actively working with stakeholders to overcome resistance

Unsatisfactory Performer	Successful Performer	Exceptional Performer
<ul style="list-style-type: none"> ▪ Maintains the status quo by accepting current practices even when he/she has information that demonstrates current practices are inefficient/ineffective; Resistant to smart risk taking or change ▪ Fails to generate new and creative approaches or identify new approaches that are ineffective or unfeasible ▪ Moves forward in implementing ideas without involving appropriate stakeholders ▪ Verbalizes support for a change initiative but does not show enthusiasm, confidence, and belief in the change through actions ▪ Generates support among others only when his/her position is of little consequence ▪ Fails to successfully implement change initiatives on time or sacrifices progress toward other objectives to ensure changes are implemented on time ▪ Successfully implements changes within his/her organization but does not adequately track the effects of the change 	<ul style="list-style-type: none"> ▪ Continuously looks for ways to improve the efficiency or the quality of work/service provided by the State; Exhibits courage by taking smart risks ▪ Effectively applies existing practices or processes to new work situations that result in higher quality work products or enhanced efficiency ▪ Introduces new ideas to relevant stakeholders and gathers feedback to refine his/her ideas to ensure their effectiveness ▪ Shows enthusiasm and confidence in new ideas, generating support for change initiatives among co-workers ▪ Is able to generate support for moderately controversial ideas and concepts ▪ Implements changes successfully within established timeframes without disrupting progress toward other objectives ▪ Establishes metrics for success and tracks those metrics over time, making adjustments as needed to ensure change initiatives are effective long-term 	<ul style="list-style-type: none"> ▪ Persistently challenges the status quo to identify areas for improvement others have overlooked; Exhibits courage in smart risk taking even when his/her position is unpopular ▪ Develops creative and highly effective ways of doing work to enhance efficiency and quality of work/services provided by the State ▪ Consistently gains active involvement of relevant stakeholders to ensure ideas are refined and fully adoptable by the State ▪ Energizes others to generate support within the workforce for changes that enhance efficiency or the quality of work products ▪ Generates support among co-workers for even the most controversial ideas and concepts ▪ Manages change exceptionally well, exceeding implementation requirements and providing the opportunity to exceed expectations on other objectives ▪ Coaches others in techniques for evaluating change initiatives within the State; helps other define and track success

Communication

Definition: Respectfully listens to others to gain a full understanding of issues; comprehends written material; presents information in a clear and concise manner orally and in writing to ensure others understand his/her ideas; appropriately adapts his/her message, style, and tone to accommodate a variety of audiences

Unsatisfactory Performer	Successful Performer	Exceptional Performer
<ul style="list-style-type: none"> ■ Talks over others; demonstrates an unwillingness to listen to others and is “stubborn” in holding on to his/her own perspective without considering other people’s views and insights ■ Takes inappropriate action because he/she misinterprets written and/or oral information and directions ■ Tends to conceal information or “hold ideas close to the chest” ■ Develops written and/or oral communications that are confusing, void of critical messages, and/or misrepresent the facts ■ Assumes others understand what he/she is trying to communicate and moves forward in his/her communications without confirming others in understanding ■ Tends to use a similar communication style regardless of audience and/or situation (e.g., senior leader, peer co-worker, internal/external stakeholder) ■ For Leaders: Does not obtain necessary buy-in from those affected by decisions ■ For Leaders: Fails to communicate the agency’s/state’s vision and/or fails to explain the broader business purpose to team 	<ul style="list-style-type: none"> ■ Actively listens to co-workers and customers to put him/herself in other people’s shoes to gain a better understanding of what they are saying ■ Comprehends written and oral information and direction and takes appropriate action ■ Communicates intentions, ideas and feelings openly and directly ■ Consistently delivers accurate, clear, and concise messages orally and/or in writing to effectively inform an audience ■ Listens attentively to the speaker and actively asks questions to confirm understanding and avoid miscommunications ■ Adapts to the needs of most audiences to ensure his/her message is understood ■ For Leaders: Discusses the impact of change efforts honestly and directly with those affected ■ For Leaders: Ensures direct reports understand the agency’s/state’s vision and goals by translating those goals into day-to-day practices; explains the business purpose behind assignments and shifts in priorities so direct reports can understand the “big picture” 	<ul style="list-style-type: none"> ■ Presents an open and accepting persona that allows even the most reluctant person to express his/her views ■ Assists others in comprehending written and oral information and directions so they can take appropriate action ■ Encourages an open exchange of ideas and different points of view; tells the truth even when it is unwelcome ■ Delivers accurate, clear, and concise messages that inform and frequently persuade audiences to take action ■ Demonstrates a keen ability to recognize when others are having difficulty understanding his/her messages and adapts style appropriately (e.g., provides examples) ■ Adapts to the needs of diverse audiences and/or complex situations ■ For Leaders: Gains strong support from key players to mobilize team to champion and implement agency/State change ■ For Leaders: Communicates the strategic direction in such a way that employees, at all levels, fully understand their role in achieving agency/state goals; engages direct reports regularly about customers so they understand their importance to the agency/state and their

Conflict Management

Definition: Addresses conflicts by focusing on the issues at hand to develop effective solutions when disputes or disagreements occur; helps others resolve conflicts by providing impartial mediation when needed

Unsatisfactory Performer	Successful Performer	Exceptional Performer
<ul style="list-style-type: none"> ■ Waits for conflicts to blow over; allows conflicts to build, ultimately hampering productivity or damaging relationships ■ Blames others for mistakes and/or setbacks that negatively affect team results ■ Tends to have difficulty interpreting the “unspoken” agendas of stakeholders (e.g., customers, peers, supervisor) ■ Sometimes creates disruptions by confronting others over non-critical issues that do not impact project, process, or team success ■ Frequently becomes distracted by secondary or unrelated issues when trying to resolve conflicts ■ Demonstrates an inability to develop alternative solutions that meet the needs of parties; resists accommodating others ■ Sometimes agrees to a solution that will not meet his/her personal or department needs long-term, creating the potential for further conflict 	<ul style="list-style-type: none"> ■ Openly addresses conflicts as they arise to ensure other team members are able to meet commitments successfully and maintain strong relationships ■ Communicates openly and respectfully when addressing problems with other team members ■ Recognizes the underlying agendas and needs of others and finds solutions that are mutually beneficial ■ Focuses attention on the issues that affect project, process, or team success; avoids bringing up topics that do not directly contribute to the success of the team/department ■ Consistently focuses on the issues at hand and avoids letting secondary or unrelated issues interfere with resolving conflicts ■ Takes a problem-solving approach to conflict and generates multiple practical solutions to problems; focuses on the needs of all parties and generally reaches agreements with win-win outcomes ■ Avoids accepting solutions that do not meet his/her current personal or department needs; does not compromise prematurely to move past a conflict 	<ul style="list-style-type: none"> ■ Effectively identifies and manages potential conflicts within relationships to prevent disagreements from arising ■ Works to resolve conflict among team members by showing respect for others’ opinions and working toward mutually agreeable solutions ■ Anticipates stakeholder (e.g., customers, peers, supervisor) agendas; finds and presents solutions that prove to be effective ■ Demonstrates a keen ability to distinguish between critical and non-critical conflicts; avoids nearly all unnecessary or unproductive confrontations ■ Successfully redirects others when they begin to lose focus on the critical issues that need to be resolved ■ Develops highly creative and effective solutions to problems and uses solid negotiation skills to arrive at win-win solutions even in the most difficult circumstances ■ Anticipates his/her personal, team and department future needs and focuses on solutions that will meet his/her needs now and in the future

Creativity and Innovation

Definition: Applies creative problem-solving skills to his/her work to develop solutions to problems; recognizes and demonstrates the value in taking “smart” risks and learning from mistakes; develops multiple alternatives and understands the feasibility of each; effectively shares and implements his/her ideas

Unsatisfactory Performer	Successful Performer	Exceptional Performer
<ul style="list-style-type: none"> ▪ Shows rigidity in approach to work and avoids taking “smart” risks ▪ Accepts the status quo and adheres to conventional methods of working ▪ Fails to generate and implement new and creative approaches ▪ Resists change and often openly discusses his/her unwillingness to adopt new practices, even in the face of compelling evidence for a new course of action ▪ For Leaders: Blocks new ideas from others by not being receptive, sharing information, and/or exploring opportunities ▪ For Leaders: Creates and implements processes and procedures without exploring potential opportunities for a “best fit” with the agency/State ▪ For Leaders: Does not act on information pertaining to the interdependencies between issues and processes in his/her functional area of expertise/department or agency ▪ For Leaders: Insists on implementing new approaches/programs that are ineffective or unreasonable 	<ul style="list-style-type: none"> ▪ Takes “smart” risks including trying new and different ways to get the job done ▪ Challenges the status quo by continuously reviewing personal work processes and questioning traditional or established processes to make improvements ▪ Effectively applies existing practices or processes to new work situations to benefit the State and its customers ▪ Takes appropriate action to address inefficiencies in work processes and establishes improved ways of getting the job done ▪ For Leaders: Integrates input and ideas from different sources to share information and/or explore opportunities ▪ For Leaders: Creates and implements processes and procedures by exploring and selecting opportunities that have a “best fit” with the agency/State ▪ For Leaders: Identifies and acts upon the underlying connections of potential conflicts between new ideas, pieces of data or aspects of a situation ▪ For Leaders: Implements new approaches/programs that prove to be effective 	<ul style="list-style-type: none"> ▪ Encourages others to take “smart” risks; maintains an entrepreneurial spirit that breaks down barriers to promote new and creative ways to meet goals ▪ Relentlessly challenges the status quo to ensure areas for improvement are identified and addressed ▪ Inspires others to develop and implement new ideas and ways to approach work that benefit the State and its customers ▪ Champions innovative approaches within the department or across the agency by acting as an opinion leader whom others emulate ▪ For Leaders: Encourages new ideas, and motivates others to be proactive, resourceful, and know the customer ▪ For Leaders: Creates and implements customized processes and practices that demonstrate “best practices” for the agency/State ▪ For Leaders: Identifies and visualizes options and formulates innovative approaches ▪ For Leaders: Fosters an environment that supports the smooth implementation of new approaches/programs

Cultural Awareness

Definition: Demonstrates an open-minded approach to understanding people regardless of their gender, age, race, national origin, religion, ethnicity, disability status, or other characteristics; treats all people fairly and consistently; effectively works with people from diverse backgrounds by treating them with dignity and respect

Unsatisfactory Performer	Successful Performer	Exceptional Performer
<ul style="list-style-type: none"> ■ Does not recognize cultural differences; may use unfounded stereotypes to develop an understanding of others ■ Occasionally treats people differently depending on culture, gender, race, socioeconomic, or other factor(s) ■ Works well with people who are similar to him/her but has difficulty working with people who have different backgrounds ■ Sometimes makes statements that are offensive or insensitive ■ Criticizes or disregards different opinions, styles, or ways of working ■ Tolerates comments and actions of others that reflect stereotypical views of people that are different from one's self 	<ul style="list-style-type: none"> ■ Recognizes cultural differences among people and effectively works to bridge cultural gaps ■ Treats all people with dignity and respect regardless of cultural or socioeconomic background ■ Effectively works with people of diverse backgrounds regardless of personal differences that may exist ■ Avoids making statements that may offend or hurt others from different cultural or socioeconomic backgrounds ■ Considers and honors different opinions, styles, and ways of working ■ Responds to and directly addresses comments and actions of others that reflect stereotypical views of people that are different from one's self 	<ul style="list-style-type: none"> ■ Develops strategies for overcoming even the most challenging cultural differences to achieve common goals ■ Actively seeks to eliminate "out groups" so that all people feel included and are free to be themselves ■ Thrives within the context of diverse teams; capitalizes on diversity to find creative solutions and encourages other team members to leverage the diverse talents of agency/state staff ■ Consistently communicates even the most difficult messages in a sensitive and supportive manner without compromising on the meaning of the message ■ Helps other team members embrace the value of considering and honoring different opinions, styles, and ways of working ■ Proactively works to change views of those that are intolerant of different people

Flexibility

Definition: Adapts to change and different ways of doing things quickly and positively; does not shy away from addressing setbacks or ambiguity; deals effectively with a variety of people and situations; appropriately adapts one’s thinking or approach as the situation changes

Unsatisfactory Performer	Successful Performer	Exceptional Performer
<ul style="list-style-type: none"> ▪ Responds slowly to changing priorities ▪ Continues to do his/her work the same way regardless of changes in customer requirements or organizational norms ▪ Waits until told to adopt change or talks about commitment to change initiatives but does not demonstrate it in his/her behaviors ▪ Adjusts ineffectively to different situations; conveys a rigid demeanor when under stress or pressure ▪ Tends to become overwhelmed when faced with situations or issues involving ambiguity and/or setbacks ▪ Does not adapt approach to delivering results when circumstances change ▪ May understand the requirements of a situation but has difficulty modifying his/her behavior to meet the needs of more stressful or complex situations ▪ Resists new technology and clings to current tools at his/her disposal 	<ul style="list-style-type: none"> ▪ Adjusts schedules, tasks, and priorities when necessary ▪ Recognizes when changing customer or organizational expectations require new approaches and takes the necessary steps to meet new standards ▪ Adapts effectively to change by accepting changes in work processes readily and with an optimistic perspective of the resulting benefits ▪ Adapts effectively to different situations even when under stress or pressure ▪ Works through situations or issues involving ambiguity or setbacks by systematically evaluating options and establishing appropriate action plans ▪ Maintains flexibility in involving others in delivering customer-focused results ▪ Understands the requirements of different situations and effectively adapts his/her behavior even when under stress and pressure ▪ Readily accepts new technology as part of his/her job and uses it to continually improve efficiency or the quality of his/her work products 	<ul style="list-style-type: none"> ▪ Anticipates and changes strategy before the current method proves to be ineffective ▪ Helps others recognize when their current way of working is no longer effective ▪ Encourages others to commit to change initiatives by sharing the expected benefits and how he/she can make modifications to work processes ▪ Helps others work through how to effectively adapt to different situations when under stress or pressure ▪ Encourages others to work through situations or issues involving ambiguity or setbacks by systematically evaluating options and establishing appropriate action plans ▪ Adapts tactics or breaks down barriers to achieve optimal, timely results ▪ Helps others effectively adapt to different situations when under stress and pressure ▪ Helps others learn how to apply new technology to their work to improve efficiency or quality of work products

Initiative

Definition: Proactively identifies ways to contribute to the State’s goals and missions; achieves results without needing reminders from others; identifies and takes action to address problems and opportunities

Unsatisfactory Performer	Successful Performer	Exceptional Performer
<ul style="list-style-type: none"> ▪ Occasionally needs reminders to complete work assignments ▪ Waits until his/her manager provides a complete set of information before proceeding with assigned tasks ▪ Demonstrates a lack of confidence and ability to deal with challenges and obstacles; often relies on assistance to work through issues ▪ Tends to unnecessarily involve others in his/her work or not involve others when it is appropriate ▪ Identifies tasks that he/she can perform but does not create meaningful results through his/her expanded efforts ▪ Proceeds on initiatives even when he/she is told they are ineffective, or when directed not to by management 	<ul style="list-style-type: none"> ▪ Completes assignments without the need for prompting from his/her supervisor or others ▪ Seeks out information on his/her own initiative; may need to follow up with his/her supervisor for guidance or direction ▪ Demonstrates resilience against challenges and obstacles ▪ Successfully completes most tasks independently but asks for additional support, as appropriate, when faced with unfamiliar tasks or situations ▪ Focuses on achieving results, rather than activities that may not add value ▪ Recognizes and takes appropriate action to effectively address problems and opportunities 	<ul style="list-style-type: none"> ▪ Takes the initiative to complete assignments early; consistently exceeds expectations regarding the timing of deliverables ▪ Successfully completes tasks with minimal guidance from his/her supervisor; rarely needs assistance from others ▪ Generates commitment and enthusiasm from others to set and achieve challenging objectives ▪ Demonstrates the ability to complete even unfamiliar tasks independently by adapting his/her previously gained knowledge ▪ Coaches others on how to focus their energy on achieving results without creating more work than necessary ▪ Provides advice and direction to others on how to recognize and take appropriate action on problems and opportunities

Negotiation and Influence

Definition: Effectively represents his/her position on issues to gain support and buy-in from others; generates multiple alternatives to a problem to meet the needs of other stakeholders; works to achieve win-win outcomes that others can accept; appropriately utilizes settlement strategies, such as compromise

Unsatisfactory Performer	Successful Performer	Exceptional Performer
<ul style="list-style-type: none"> ■ Has difficulty conveying his/her position to others, particularly when faced with opposition ■ Convinces others of his/her position when an issue is of minimal importance ■ Sees situations in isolation and ignores solutions that are not immediately obvious ■ Requires more time than others to get input and develop action plans and approaches that reflect key stakeholder (e.g., customers, peers, supervisor) insights ■ Uses inappropriate words and/or actions given the sensitivity of the issue/problem and/or the reaction of the other party ■ Pushes others to accept his/her terms without regard to their needs or perspectives ■ Inappropriately applies different settlement strategies, such as compromise; fails to realize when win-win outcomes are not possible 	<ul style="list-style-type: none"> ■ Effectively articulates his/her position and helps others understand the underlying issues and concerns ■ Generates support among team members for ideas of controversy and importance to the agency/State ■ Thinks “outside of the box” to identify alternative solutions that meet the needs of all stakeholders (e.g., customers, peers, supervisor) ■ Involves key stakeholders (e.g., customers, peers, supervisor) in the development of processes and action plans to ensure the final approach reflects their insights and has their commitment ■ Keeps others informed of issues that affect them; displays a sensitivity to time and confidentiality of information ■ Considers the needs and perspectives of others and avoids applying pressure so that win-win outcomes can be realized whenever possible ■ Recognizes when a win-win outcome is not possible and appropriately applies settlement strategies to achieve his/her goals 	<ul style="list-style-type: none"> ■ Conveys his/her position well even when faced with an engaged audience with a high degree of opposition ■ Applies influence skills to gain support for even the most controversial issues ■ Helps others create creative solutions to reach win-win settlements ■ Involves key stakeholders (e.g., customers, peers, supervisor) in the planning and development of action plans/processes to gain their commitment ■ Develops and uses subtle strategies to persuade others, particularly in sensitive or high pressure situations ■ Helps the other side see the potential in alternative solutions to ensure they understand the full impact of their decisions ■ Helps others determine how to settle disagreements when win-win outcomes cannot be achieved

Professional Development

Definition: Demonstrates a commitment to professional development by proactively seeking opportunities to develop new capabilities, skills, and knowledge; acquires the skills needed to continually enhance his/her contribution to the State and to his/her respective profession

Unsatisfactory Performer	Successful Performer	Exceptional Performer
<ul style="list-style-type: none"> ▪ Takes advantage of learning opportunities only when they are presented to him/her or needs encouragement to take action ▪ Ignores feedback from co-workers and customers or becomes defensive; does not use feedback to improve performance ▪ Fails to recognize his/her own strengths and development needs or does not seek ways to address those needs ▪ Does not maintain ties with other professionals in his/her field ▪ Allows professional knowledge to become antiquated; does not keep up with trends in his/her field of expertise ▪ Recognizes industry and government trends but does not take action ▪ Follows the steps in the State's performance management program but is not committed to making the process work for himself/herself (e.g., linking performance to learning and development) 	<ul style="list-style-type: none"> ▪ Engages in continuous learning opportunities to further develop skills and capabilities in technical and functional areas ▪ Uses feedback from co-workers and customers to find ways of enhancing his/her performance ▪ Accurately identifies his/her own strengths and development needs, leverages strengths, and takes action to develop areas that can be improved ▪ Takes part in professional associations to maintain a current knowledge base and relationships with others in his/her field ▪ Updates professional knowledge and skills on a regular basis to stay current and apply new trends or best practices to his/her work at the State ▪ Incorporates industry and government trends in planning and decision making ▪ Actively participates in the State's performance management program, including focusing on improving performance through learning and development opportunities 	<ul style="list-style-type: none"> ▪ Seeks out continuous learning opportunities that develop self and expands organizational intellectual capital ▪ Proactively requests feedback from co-workers and customers and uses it to enhance personal and team performance ▪ Provides coaching to others to help them leverage their strengths and effectively develop in areas where improvement is needed ▪ Participates in professional associations to ensure he/she is visible to others in his/her field of expertise ▪ Shares new knowledge regarding professional standards with others to ensure they are able to contribute new ideas to the State ▪ Anticipates customer needs; stays abreast of changes in the external environment and anticipates how they will impact his/her department and/or agency ▪ Helps others enhance their experience with the State's performance management program by mentoring and coaching them through the process

Project Management

Definition: Effectively manages project(s) by appropriately focusing attention on the critical few priorities; effectively creates and executes against project timelines based on priorities, resource availability, and other project requirements (i.e., budget); effectively evaluates planned approaches, determines feasibility, and makes adjustments when needed

Unsatisfactory Performer	Successful Performer	Exceptional Performer
<ul style="list-style-type: none"> ■ Gets distracted by less important issues; does not adequately focus on the most critical priorities ■ Anticipates resource requirements for projects of minimal complexity; tends to over or underestimate resource requirements for more complex projects ■ Does not take adequate time or consideration prior to the execution of a project to plan an approach ■ Inconsistently communicates information to team members regarding project milestones, resource requirements, timelines, and measures of success ■ Does not establish intermediate goals throughout the project (milestones); does not adequately track progress toward the project goal, allowing the team to fall behind schedule ■ Fails to recognize and/or take action when a project plan needs to be revised given changing or unexpected circumstances ■ Provides on-going project updates infrequently and less effectively than others 	<ul style="list-style-type: none"> ■ Consistently focuses on the critical few priorities and manages those to achieve expected results ■ Accurately anticipates resource requirements (i.e., time, budget, and personnel) on projects of moderately complex scope ■ Spends time up front planning an approach and develops reasoned and feasible work plans given the resources available ■ Establishes and builds agreement among project team members for project milestones, resource requirements, timelines and measures of success ■ Establishes key milestones, adequately monitors progress toward milestones, and takes action to ensure timelines are met or exceeded ■ Modifies project work plans as appropriate and communicates those changes to the team to ensure the project is not derailed ■ Provides on-going project updates regarding progress to keep others informed of status and outstanding issues 	<ul style="list-style-type: none"> ■ Provides direction to other team members on how to successfully manage multiple priorities ■ Accurately anticipates resource requirements even when faced with the most complex projects ■ Possesses exceptional planning skills and helps others in project planning to ensure they are able to develop feasible work plans ■ Energizes and creates commitment among team members regarding project milestones, resource requirements, timelines and measures of success ■ Consistently drives the project team toward exceeding expectations on the completion of project milestones and ultimately the overarching project timeline ■ Develops contingency plans during the planning phase of a project by anticipating the most likely risks to the project work plan; implements those contingency plans quickly when the need arises ■ Teaches others on how to provide effective on-going project updates

Teaching Others

Definition: Enhances the capabilities of the organization by openly and effectively sharing his/her subject matter expertise with others; supports a continuous learning environment by preserving and compiling intellectual capital which can be used by others within his/her work group, department and State entities, as appropriate

Unsatisfactory Performer	Successful Performer	Exceptional Performer
<ul style="list-style-type: none"> ■ Fails to take responsibility for providing direction and coaching to lower-level or new employees ■ Does not recognize the value in and avoids sharing relevant information that would benefit co-workers ■ Talks down to co-workers who need help learning a new aspect of their jobs or further refining a current skill ■ Requires more senior leaders' encouragement to provide information/knowledge on a topic that would be of interest to the broader functional group ■ Discards valuable information/knowledge materials (i.e., books, documents, lecture notes, etc.) or files them in personal records where others will not have access to them ■ Fails to take responsibility for providing direction and coaching to lower-level or new employees ■ For Leaders: Fails to provide resources and support for others to learn and develop 	<ul style="list-style-type: none"> ■ Provides feedback to lower-level team members on tasks he/she can do well to improve overall team performance ■ Openly shares his/her knowledge with co-workers when asked or when the need to share becomes obvious ■ Coaches others in a constructive and positive way so that they can absorb information and learn quickly ■ Continuously seeks out opportunities to learn and share new information/knowledge on topics that would be of interest to the broader functional group and contribute to business success ■ Recognizes information/knowledge and proactively shares materials that may be helpful to others ■ Provides feedback to lower-level or new team members on areas they need to improve upon ■ For Leaders: Expects and encourages individual and group learning that crosses departmental and agency boundaries 	<ul style="list-style-type: none"> ■ Provides feedback to team members, even peers and more senior co-workers, on tasks he/she can do well to improve overall team performance ■ Takes every available opportunity to transfer his/her knowledge to co-workers ■ Demonstrates an ability to connect with others to better engage them in the learning process ■ Holds informal learning sessions with co-workers when he/she has gained new information/ knowledge on a topic that would be of interest to the broader functional group ■ Collects information/knowledge and maintains a "library" of materials for others to use; consistently reviews and enhances materials to ensure they are up-to-date and user-friendly ■ Provides feedback to all team members, even peers and more senior co-workers, on areas they need to improve upon ■ For Leaders: Continually strives to bring out the best in people by removing barriers to learning and finding creative ways to encourage skill development

Team Leadership

Definition: Effectively manages and guides group efforts; tracks team progress, adequately anticipates roadblocks, and changes course as needed to achieve team goals; provides appropriate feedback concerning group and individual performance, including areas for improvement

Unsatisfactory Performer	Successful Performer	Exceptional Performer
<ul style="list-style-type: none"> ■ Fails to involve his/her team in defining goals and planning the ways to achieve team success ■ Sets goals for the team but does not adequately communicate those goals to get everyone “on board” ■ Does not maintain an understanding of where the team is toward reaching its goals; therefore, is unable to provide updates to other stakeholders (e.g., customers, peers, supervisor) when asked ■ Inconsistently provides feedback to team members; avoids presenting feedback that will not be well-received ■ Provides unbalanced feedback to team members; may present messages that are overly harsh or critical ■ Anticipates only the most obvious potential problems and/or fails to help team members overcome roadblocks as they occur 	<ul style="list-style-type: none"> ■ Involves team members in defining ways to achieve desired results and defining expectations about how team members will work together ■ Sets and communicates clear goals for the team up front ■ Monitors team performance continuously and provides “real time” project updates to stakeholders (e.g., customers, peers, supervisor) on a regular basis and/or when asked ■ Provides meaningful feedback to team members to keep them on track toward common goals ■ Provides feedback regarding both strengths and development needs on a regular basis; appropriately balances positive and negative messages ■ Uses past experience to anticipate possible problems and coach team members on how to successfully navigate around them 	<ul style="list-style-type: none"> ■ Encourages a sense of mutual accountability in team settings that motivates individuals to do his/her best for each other and exceed goals ■ Identifies the most important priorities for the team and focuses attention effectively ■ Provides direction to less experienced team leaders on how to monitor the team without interfering with progress ■ Demonstrates an ability to identify underlying performance issues among team members and deliver highly insightful feedback ■ Effectively gives constructive feedback even when the message is extremely difficult to deliver ■ Helps team members develop their ability to anticipate problems by leveraging their past experiences so that they can work more independently