# Georgia's Competency Dictionary



Department of Administrative Services

# DOAS Human Resources Administration

# Overview

Georgia performance management process focuses on "what" the employee does – objectives and job responsibilities – as well as "how" the employee does it – competencies.

Competencies are attributes, knowledge, skills, abilities, and other characteristics that contribute to individual success in the organization; they focus on "how" things get done.  Competencies help drive individual and organizational performance.

As part of the performance management process all employees are evaluated on five core competencies: Customer Service, Teamwork and Cooperation, Accountability, Results Orientation, and Judgment & Decision making. These have been identified as critical to the State as a whole. In addition, people managers (those who supervise others) will be evaluated on two additional leadership competencies: Talent Management and Transformers of Government.

If needed, there are eleven additional competencies that can be used in an employee's performance management plan. A table listing the competencies is below.

| Statewide Core Competencies | | Leadership Competencies |
|---|---|---|
| ▪ Customer Service | ▪ Accountability | ▪ Talent Management |
| ▪ Teamwork and Cooperation | ▪ Judgment and Decision Making | ▪ Transformers of Government |
| ▪ Results Orientation | | |
| **Additional Behavioral Competencies** | | |
| ▪ Communication | ▪ Flexibility | ▪ Project Management |
| ▪ Conflict Management | ▪ Initiative | ▪ Teaching Others |
| ▪ Creativity and Innovation | ▪ Negotiation and Influence | ▪ Team Leadership |
| ▪ Cultural Awareness | ▪ Professional Development | |

# 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 performance expectations. Employee was an exceptional contributor to the success of his/her department and the State of Georgia. Employee demonstrated role model behaviors |
| **Successful Performer – Plus** | Met all and exceeded most of the established performance expectations |
| **Successful Performer** | Met all performance expectations and may have exceeded some. Employee was a solid contributor to the success of the department and the State of Georgia |
| **Successful Performer – Minus** | Met most, but failed to meet some performance expectations. Employee needs to further improve in one or more areas of expected job results or behavioral competencies |
| **Unsatisfactory Performer** | Did not meet all or most of the established performance expectations.  Employee needs significant improvement in critical areas of expected job results or behavioral competencies |
| *Not Rated* | *New hire or transfer within five months of end of performance period* |

# Behavioral Anchors

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

- Behavioral examples of the competencies are provided using the State's 5-point performance rating scale.

- 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

# Customer Service

**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 service.

| Unsatisfactory Performer | Successful Performer - Minus | Successful Performer | Successful Performer - Plus | Exceptional Performer |
|---|---|---|---|---|
| ▪ **Helpful:** Consistently fails to provide assistance and information to customers or begrudgingly provides minimal service; fails to identify or solve customer service issues; does not incorporate learning from past mistakes. | ▪ **Helpful:** Sometimes has difficulty assisting others and providing needed information in a timely manner; doesn't consistently initiate follow up; sometimes has difficulty resolving customer issues. | ▪ **Helpful:** Willingly provides assistance and useful information to meet customer needs; takes appropriate actions to provide accurate information to customers; assumes ownership of customer issues and takes appropriate steps to correct problems. | ▪ **Helpful:** Provides assistance to customers; frequently goes "the extra mile" to provide service; often demonstrates considerable knowledge of services provided; demonstrates expertise in correcting problems; listens to customer needs, confirms issues and delivers appropriate results. | ▪ **Helpful:** Anticipates customer needs and regularly goes "the extra mile" to provide service; takes ownership of customer issues, actively seeks ways to improve customer service; makes useful improvement suggestions to the appropriate manager or leader. |
| ▪ **Courteous:** Consistently fails to greet customers promptly and be polite in interactions; is not attentive to the customer or considerate of his/her needs; fails to leave a positive impression with customers; inappropriately reacts to situations rather than being empathic to the needs of the customer. | ▪ **Courteous:** Usually greets customers promptly; sometimes has to be reminded to be more attentive to the customer; generally has positive relationships with customers; is occasionally indifferent to customer concerns; can sometimes be impatient and lacking in understanding of the needs of the customer. | ▪ **Courteous:** Greets customers promptly and respectfully face-to-face or over the phone; listens attentively to verify understanding of customers needs; quickly establishes and maintains positive relationships with customers; takes an interest in customers and understands their needs; shows respect by remaining patient, calm and polite. | • **Courteous:** Demonstrates a high level of respect and professionalism when serving customers; listens and engages customers to understand needs and delivers consistent results; shows interest in, anticipates, and responds to customer needs in a timely manner; remains respectful, calm and patient in all situations when assisting customers. | ▪ **Courteous:** Maintains a professional and respectful demeanor at all times when serving customers; is attentive to customers' needs, even during busy periods; continually improves relationships with customers by focusing individualized attention; empathizes with a variety of customers and helps them feel understood; acts respectfully and diplomatically to diffuse even the most difficult situations. |

| Unsatisfactory Performer | Successful Performer - Minus | Successful Performer | Successful Performer - Plus | Exceptional Performer |
|---|---|---|---|---|
| ■ **Accessible:** Is difficult to contact in person or over the phone; takes an unreasonably long time to respond to customer requests and issues; fails to address unreasonable customer wait times; fails to make information about services or the agency available to the customer when it is in their power to do so. | ■ **Accessible:** Is occasionally difficult to contact in person or over-the-phone; is sometimes slow in responding to customer requests and issues; may keep customers waiting longer than appropriate; doesn't always advise customers of services provided by the agency that are available to the customer. | ■ **Accessible:** Is easy for the customer to contact in person or over the phone; responds promptly and courteously to customer requests and issues; ensures that customer wait times are reasonable; makes helpful information about services or their agency available to the customer. | ■ **Accessible:** Always available to address customer needs in person or by phone; consistently responds in a prompt manner to customers issues and requests; ensures that customer wait times are reasonable; proactively engages customers and seeks to improve access of information and services. | ■ **Accessible:** Makes self fully available to the customer in person and over the phone by being flexible with time and schedule in order to provide services and information; finds ways to reduce customer wait times; identifies ways to improve the accessibility of information and services for the customer. |
| ■ **Responsive:** Consistently fails to confirm or understand customer needs; does not respond to customer needs or provide satisfactory answers to questions; ignores customer requests, "passes the buck" to others, or fails to honor commitments to customers in a timely manner. | ■ **Responsive:** Occasionally fails to understand the needs of the customer; doesn't always respond to the thoughts and concerns of the customer in a timely manner; sometimes provides customers with incomplete answers or information; occasionally fails to meet customer commitments and services needed. | ■ **Responsive:** Seeks out, confirms and understands customer needs and/or problems then responds to customer thoughts and concerns; answers questions as completely as possible; honors commitments to provide needed services and information and resolve customer issues in a timely manner. | ■ **Responsive:** Anticipates and understands customer needs and/or problems and resolves issues in a timely manner; consistently provides customers with complete and accurate answers to questions and information; ensures customer commitments are met on time and with quality. | ■ **Responsive:** Regularly updates understanding of customers' needs and quickly adapts solutions to changing customer demands; provides information that a customer needs even if the customer does not know exactly what to ask for; anticipates customer needs and resolves issues before situations require action. |
| ■ **Knowledgeable:** Consistently demonstrates insufficient understanding of customer needs; does not answer questions in an understandable way; has difficulty identifying resources that could enhance customers' experiences. | ■ **Knowledgeable:** Sometimes fails to demonstrate an understanding of the needs of the customer; answers provided to customers may be confusing or incomplete; occasionally fails to identify additional resources to help customers; sometimes fails to demonstrate working knowledge of services. | ■ **Knowledgeable:** Seeks to be trained and informed in order to clearly understand the customers' needs, problems and issues; answers questions in an easy to understand way or identifies a resource that can help the customer; meets customer needs by acting professionally and applying a good working knowledge of available services and information. | ■ **Knowledgeable:** Demonstrates comprehensible knowledge of information and services provided to customers; provides superior service in understanding and resolving issues; proactively identifies additional resources in satisfying customer needs. | ■ **Knowledgeable:** Exceeds customer expectations by developing knowledge of how to satisfy a variety of customer needs and resolve customer issues; adds to the customer service knowledge of others in the agency; shows others how to easily navigate the State's available services and information. |

# 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-Minus | Successful Performer | Successful Performer - Plus | Exceptional Performer |
|---|---|---|---|---|
| ▪ Tends to isolate him/herself from others while working toward team goals and objectives | ▪ Occasionally works with others to accomplish goals and tasks, although tends to complete projects individually | ▪ Consistently works with others to accomplish goals and tasks | ▪ Proactively works with members of the team to complete goals | ▪ Frequently uses opportunities to work with others as a teaching tool to impart organizational knowledge and help others succeed |
| ▪ Treats other team members with hostility or indifference | ▪ Occasionally demonstrates lack of interest and respect towards other members of the team | ▪ Treats all team members with a respectful, courteous, and professional manner; supports team despite different points of view or setbacks | ▪ Demonstrates respect, professionalism and courtesy to team members and values the input of others | ▪ Actively seeks to eliminate "cliques" and assists in problem solving so that all team members can be included in work processes |
| ▪ Talks about commitment to teamwork but rarely demonstrates it in his/her actions | ▪ Is occasionally resistant to others' viewpoints when analyzing a situation or developing a solution | ▪ Considers the views of other people (and departments, if relevant) when analyzing a situation or developing a solution | ▪ Honors commitment to teammates and is open to incorporating others' views to resolve a situation | ▪ Builds loyalty among other team members (and departments, if relevant) across the State; promotes the State as a team; incorporates the viewpoints of team members to the same degree as their own |
| ▪ Works well with some people but not others; is not generally regarded as a "team player" | ▪ Sometimes has difficulty working well with others who have different viewpoints or perspectives | ▪ Consistently works well with a variety of different people; rarely encounters someone he/she cannot work effectively with on a task/project | ▪ Initiates interaction with teammates and others; generally works well with all people | ▪ On a continuous basis, provides guidance to others as they work through conflicts and disagreements so they can become better "team players" |

| Unsatisfactory Performer | Successful Performer-Minus | Successful Performer | Successful Performer - Plus | Exceptional Performer |
|---|---|---|---|---|
| ▪ Usually waits for others to solve interpersonal/team conflicts and problems | ▪ Occasionally initiates communication to resolve problems within the team | ▪ Regularly initiates communication to help solve interpersonal/team conflicts and problems | ▪ Communicates in a manner that helps resolve interpersonal/team conflicts and problems | ▪ Facilitates communication between people experiencing conflict who have previously been unable to solve problems |
| ▪ Rarely participates in State, Agency, and Department meetings, activities, and events | ▪ Occasionally attends and participates in meetings, activities and events within State, Agency or Department | ▪ Consistently attends and actively participates in State, Agency, and Department meetings, activities, and events when asked or required | ▪ Frequently attends State, Agency and department meeting, activities and events based on their own initiative; encourages others to attend | ▪ Volunteers on committees that are outside typical job responsibilities; exceeds the expectations of his/her job in participating in State initiatives and programs |
| ▪ Provides inconsistent feedback with different members of the team | ▪ Sometimes is unwilling to provide feedback to team members | ▪ Provides balanced feedback to improve team collaboration and functioning on a continuous basis | ▪ Provides feedback focused on improving the working relationship of the team | ▪ 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 - Minus | Successful Performer | Successful Performer - Plus | Exceptional Performer |
|---|---|---|---|---|
| ■ Sets unrealistic goals - goals that are either too easy or too difficult to achieve; does not achieve established goals on a consistent basis | ■ Usually sets realistic goals; occasionally does not achieve established goals | ■ Establishes and achieves clear, specific performance goals, expectations, and priorities | ■ Consistently sets and achieves performance goals, expectations and priorities | ■ Identifies "vital few" goals and allocates time and resources accordingly to achieve those goals when faced with competing priorities |
| ■ Focuses time, energy, and other resources on activities that are not aligned with the team's objectives | ■ Occasionally focuses time, energy, and other resources on activities that are not aligned with the team's objectives | ■ Aligns the efforts of him/herself and the team to the team's objectives | ■ Consistently aligns individual goals with the team's, agency's and State's objectives | ■ 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; always aligns individual goals with the team's, agency's and State's objectives |
| ■ Easily becomes sidetracked on less important matters when obstacles present themselves | ■ Occasionally becomes sidetracked resolving problems and obstacles | ■ Works around typical problems and obstacles to get results | ■ Identifies issues early on; Initiates alternatives to problems and obstacles to deliver consistent results | ■ Navigates quickly and effectively to resolve problems and obstacles, even when complex and unique circumstances occur |
| ■ Completes tasks late or with poor quality due to lack of planning or balancing of commitments | ■ Occasionally demonstrates a lack of planning and completes tasks late | ■ Manages own time well in order to complete allocated tasks on time and with high quality | ■ Consistently practices time management in planning and balancing tasks to meet or exceed deadlines with high-quality | ■ Manages own time exceptionally well and frequently completes tasks early and with higher-than-expected quality |

| Unsatisfactory Performer | Successful Performer - Minus | Successful Performer | Successful Performer - Plus | Exceptional Performer |
|---|---|---|---|---|
| ■ Produces work results that "miss the mark", failing to meet stated needs, or that are incomplete, inaccurate or of poor quality | ■ Occasionally produces work results that "miss the mark", failing to meet stated needs, or that are incomplete, inaccurate or of poor quality | ■ Work results delivered meets stated needs and are complete, accurate and of good quality | ■ Work results delivered go beyond the stated needs to address anticipated needs and/or best practices and are consistently complete, accurate and of good quality. | ■ Delivers work results of the highest quality that address both stated and anticipated needs as well as best practices; works with team members to help ensure that all work produced by the team meets those same standards |
| ■ Tends to secure and/or use more resources than are needed to complete a task, which often results in costs that exceed budget | ■ Sometimes utilizes unnecessary resources to complete tasks exceeding budget guidelines | ■ Uses resources as expected, resulting in quality work that stays within established budgets | ■ Maximizes available resources while maintaining quality and established budget; occasionally comes in under budget | ■ Frequently uses fewer than expected resources while still delivering high-quality work on time, resulting in cost savings or improved efficiencies |
| ■ Loses energy or interest before difficult problems can be solved | ■ Occasionally loses energy or interest before resolving difficult problems | ■ Takes responsibility and stays focused on problems until an effective solution can be found | ■ Consistently focuses on problems until a viable resolution is achieved | ■ Responsible for more complex problems and always 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 - Minus | Successful Performer | Successful Performer - Plus | Exceptional Performer |
|---|---|---|---|---|
| ▪ Does not meet commitments to others or delivers on commitments late | ▪ Occasionally does not meet commitments to others or delivers on commitments late | ▪ Follows through and meets personal commitments to others on time | ▪ Consistently meets personal time commitments to others | ▪ Exceeds his or her commitment to others by frequently delivering work early |
| ▪ "Bends the rules" when faced with pressure from customers or other State stakeholders | ▪ Occasionally demonstrates a lack of accountability in making decisions; is uncomfortable addressing unethical behavior | ▪ Holds self and others accountable for making principled decisions; addresses unethical behaviors head-on | ▪ Consistently holds self accountable for making decisions and addressing unethical behavior; stands behind his/her ethical principles in the face of conflict | ▪ Lives the State's values and maintains his/her ethical principles even in the most challenging circumstances |
| ▪ Fails to take ownership of personal or team performance; refrains from coaching team members to improve performance | ▪ Is reluctant to take ownership of team performance; provides limited coaching to team members to improve performance | ▪ Commits to the State's goals and finds ways to get team members more involved toward accomplishing State objectives | ▪ Consistently commits to goals and encourages team members to become involved in achieving State objectives | ▪ Generates enthusiasm among team members for accomplishing shared goals that elevates the team and ensures the State's success |
| ▪ Dismisses the importance of his/her responsibilities and the connection between his/her job and public perceptions | ▪ Is not always aware of the importance of his/her responsibilities and the connection between the job and public expectations | ▪ Takes his/her responsibilities seriously and consistently meets the public's expectations for quality, service, and professionalism | ▪ Initiates responsibility and demonstrates consistency in meeting job and public expectations | ▪ Holds a strong commitment to exceeding the public's expectations for how the State should provide service to its customers |
| ▪ Fails to present him/herself in a way that is consistent with the image the State wants to portray | ▪ Usually presents a professional image to the public and other State employees | ▪ Almost always displays calm, competent and professional image to the public and other State employees | ▪ Consistently presents a calm, competent, and professional image to the public and other State employees | ▪ Consistently presents him/herself as a polished professional who exemplifies success and credibility; inspires others to be more professional |

| Unsatisfactory Performer | Successful Performer - Minus | Successful Performer | Successful Performer - Plus | Exceptional Performer |
|---|---|---|---|---|
| ■ **For Leaders:** Over-utilizes resources (i.e., people, time, money) | ■ **For Leaders:** Not always as vigilant as possible in demonstrating appropriate use of resources (i.e., people, time, money) to accomplish goals/tasks | ■ **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:** Initiates appropriate use of resources (i.e. people, time, money) to accomplish goals/tasks; encourages others to do so | ■ **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:** Gains very little support for key State and Agency objectives | ■ **For Leaders:** Gains some support for key enterprise objectives | ■ **For Leaders:** Consistently encourages others to commit to State and Agency goals | ■ **For Leaders:** Inspires others to commit to the goals of the State and Agency | ■ **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 - Minus | Successful Performer | Successful Performer - Plus | Exceptional Performer |
|---|---|---|---|---|
| ▪ Spends a long time reviewing information which results in delays | ▪ Occasionally takes a long time reviewing information which results in delays or missed deadlines | ▪ Analyzes problems effectively and makes appropriate decisions without missing deadlines or causing delays in service | ▪ Consistently analyzes information and makes effective decisions within the deadline | ▪ Demonstrates an ability to make effective decisions within a limited time |
| ▪ Unable or unwilling to develop solutions with incomplete information; typically needs more direction or information than other team members | ▪ Struggles with uncertainty and incomplete information when developing solutions; needs significant direction | ▪ Is able to cope with uncertainty and an incomplete set of facts to develop a feasible and effective solution | ▪ Is comfortable with uncertainty and is able to use incomplete information to develop a viable and effective solution | ▪ Develops highly creative and effective solutions despite the absence of information and short time-frames |
| ▪ Tends to jump to solutions without fully analyzing and understanding problems | ▪ Occasionally resolves problems without fully analyzing and understanding the underlying situation | ▪ Uses established standards/methods to solve common problems; responds to recurring problems by investigating the underlying causes and taking steps to eliminate them | ▪ Consistently responds to problems utilizing established standards/methods in solving problems; proactively works to identify and resolve recurring problems | ▪ Focuses on continuous improvement by exploring opportunities for enhancing, revising or modifying existing standards/methods and developing proposals for implementing changes |
| ▪ Follows the judgments of others without independent thought and analysis | ▪ Occasionally follows others judgment without independent thought or analysis | ▪ Independently analyzes issues and problems and expresses his/her opinion to others | ▪ Initiates analysis of issues and problems; comfortable expressing his/her opinion | ▪ Is persistent in his/her analysis of issues and problems to find solutions that best serve the State; stands up for his/her opinions |
| ▪ Fails to predict consequences, implications, and feasibility of alternative solutions for problems | ▪ Doesn't consistently predict consequences, implications, and feasibility of alternative solutions for problems | ▪ Predicts the outcomes of a variety of alternatives to problems | ▪ Accurately and effectively predicts the outcomes of various alternatives to problems | ▪ Accurately and effectively predicts the outcomes of alternatives to solve problems; appropriately addresses the inter-relationships between issues |

| Unsatisfactory Performer | Successful Performer - Minus | Successful Performer | Successful Performer - Plus | Exceptional Performer |
|---|---|---|---|---|
| ▪ Shows inflexibility when facing obstacles; "gets stuck" in frustration and is not open to new ideas or ways to solve problems | ▪ Occasionally lacks flexibility when facing obstacles; sometimes gets frustrated; occasionally resistant to new ideas or ways to solve problems | ▪ Tries different approaches when initial efforts to solve problems fail; anticipates possible problems and develops alternatives | ▪ Demonstrates flexibility in solving problems; frequently uses multiple approaches | ▪ Teaches others how to anticipate possible problems and develop contingency plans to avoid or go around them |
| ▪ **For Leaders:** Tends to make decisions about the day-to-day operations of the organization that could be handled at a lower organizational level | ▪ **For Leaders:** Sometimes makes decisions regarding daily operations that could be delegated to a lower level | ▪ **For Leaders:** Delegates decision-making responsibilities to the appropriate organizational level and holds decision makers accountable for the results of their decisions | ▪ **For Leaders:** Proactively looks for opportunities to delegate decision-making responsibilities to others as development opportunities; holds decision makers accountable for the results of their decisions | ▪ **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 - Minus | Successful Performer | Successful Performer - Plus | Exceptional Performer |
|---|---|---|---|---|
| ■ Establishes departmental goals but does not establish or communicate individual accountabilities toward reaching those goals | ■ Establishes departmental and individual goals, but doesn't consistently communicate individual accountabilities toward reaching those goals | ■ Establishes departmental and individual goals; clearly communicates departmental and individual goals and accountabilities | ■ Establishes departmental and individual goals; anticipates issues and concerns associated with individual accountabilities for goals and proactively addresses those | ■ Establishes departmental and individual goals; directs individuals to focus on the most vital departmental goals to maximize personal success within the department |
| ■ Does not consistently provide employees with the resources they need to accomplish their goals | ■ May need reminders or assistance to provide employees with the resources needed to accomplish their goals; doesn't consistently recognize barriers to goal accomplishment | ■ Provides adequate resources for employees to accomplish their goals up front and upon request of employees; attempts to remove barriers as needed to help accomplish team goals | ■ Monitors employee progress and makes adjustments in resource allocations as needed; removes barriers to help accomplish team goals | ■ Monitors employee progress and proactively makes adjustments in resource allocations; proactively removes barriers to help accomplish team goals |
| ■ Does not monitor performance measures on a regular basis and is slow to confront or address under-performers | ■ Monitors performance results, although may have difficulty identifying the "right" measures to monitor; gives infrequent performance feedback to employees; occasionally fails to take action on under-performers | ■ Monitors the "right" performance measures; gives frequent performance feedback on how employees are doing their jobs; takes appropriate action on under-performers | ■ Monitors the "right" performance measures; gives frequent and candid performance feedback on how employees are doing their jobs; consistently takes action on under-performers | ■ Monitors the "right" performance measures and provides updates to management; gives frequent and candid performance feedback; demonstrates courage by taking resolute action against under- performers |
| ■ Fails to take responsibility for coaching and developing others | ■ Occasionally coaches individuals and teams to strengthen their performance | ■ Coaches individuals and teams to strengthen their performance | ■ Consistently coaches individuals and teams to strengthen their performance | ■ Inspires others to strengthen their coaching skills to drive overall organization objectives |

| Unsatisfactory Performer | Successful Performer - Minus | Successful Performer | Successful Performer - Plus | Exceptional Performer |
|---|---|---|---|---|
| ▪ Leaves the responsibility for identifying development opportunities (i.e., training, mentor relationships, etc.) to employees without taking an active role | ▪ Makes resources available to employees to support their individual development needs, but doesn't consistently take an active role in the process | ▪ Takes an active role in identifying individual employee development needs and finding ways to address them | ▪ Encourages employees to identify their individual development needs with input from manager and others and partners with them to find ways to address identified needs | ▪ Identifies patterns in employee behavior that indicate development needs across the organization and identifies ways to systemically enhance the skills of State employees |
| ▪ Fails to recognize positive contributions | ▪ Usually notices and shows appropriate appreciation when expected results and behaviors are realized; is able to retain most high performers | ▪ Notices and shows appreciation when expected results and behaviors are realized; retains high performers through recognition of accomplishments and development/career opportunities | ▪ Acknowledges and celebrates employee's accomplishments in a manner consistent with employee preferences; retains high performers through recognition of accomplishments and development/career opportunities | ▪ Celebrates expected results and behaviors through creative and spontaneous means; consistently retains high performers through recognition of accomplishments and development/career opportunities |
| ▪ Hires individuals who have the technical skills needed for the job, but may not focus on interpersonal skills that will lead to success at higher levels within the State | ▪ Hires individuals who have the skills to meet the demands of the current position opening but occasionally ignores factors that will prevent success at higher levels within the State | ▪ When hiring, focuses on selecting the best person for the job including job and interpersonal skills; considers candidates' potential for long-terms success within the State | ▪ When hiring, 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 | ▪ 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 - Minus | Successful Performer | Successful Performer - Plus | Exceptional Performer |
|---|---|---|---|---|
| ■ 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 | ■ Reluctant to change current practices; more comfortable with the status quo; sometimes resists smart risk taking and/or change | ■ Continuously looks for ways to improve the efficiency or the quality of work/service provided by the State; Exhibits courage by taking smart risks | ■ Proactively identifies ways to improve efficiency and quality of work/service provided by the State; encourages self and others to take smart risks | ■ 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 |
| ■ Fails to generate new and creative approaches or identifies new approaches that are ineffective or unfeasible | ■ Occasionally generates new and creative approaches; sometimes identifies approaches that are ineffective or unfeasible | ■ Effectively applies existing practices or processes to new work situations that result in higher quality work products or enhanced efficiency | ■ Identifies new ways of doing work to enhance efficiency and quality of work/services provided by the State | ■ Develops creative and highly effective ways of doing work to enhance efficiency and quality of work/services provided by the State |
| ■ Implements ideas without involving appropriate stakeholders | ■ Occasionally implements ideas without involving stakeholders | ■ Introduces new ideas to relevant stakeholders and gathers feedback to refine his/her ideas to ensure their effectiveness | ■ Solicits ideas from relevant stakeholders and initiates their involvement to gather feedback | ■ Gains active involvement of relevant stakeholders to ensure ideas are refined and fully adoptable by the State |
| ■ Fails to verbalize support for change initiatives | ■ Verbalizes support for change initiatives, but does not show enthusiasm, confidence, and belief in the change through actions | ■ Shows enthusiasm and confidence in new ideas, generating support for change initiatives among co-workers | ■ Enthusiastically supports new ideas; consistently generates support for change initiatives among co-workers, team members, management and customers | ■ Energizes others to generate support within the workforce for changes that enhance efficiency or the quality of work products |
| ■ Generates support among others only when his/her position is of little consequence | ■ Is usually able to generate support among others for somewhat controversial ideas and concepts | ■ Is consistently able to generate support for moderately controversial ideas and concepts | ■ Proactively and effectively generates support for highly controversial ideas and concepts | ■ Generates support among co-workers for even the most controversial ideas and concepts |

| Unsatisfactory Performer | Successful Performer - Minus | Successful Performer | Successful Performer - Plus | Exceptional Performer |
|---|---|---|---|---|
| ▪ Fails to successfully implement change initiatives on time or sacrifices progress toward other objectives to ensure changes are implemented on time | ▪ Is usually able to implement changes successfully, but may miss established deadlines or disrupt progress toward other objectives | ▪ Implements changes successfully within established timeframes without disrupting progress toward other objectives | ▪ Manages change well, implementing changes effectively and within established timeframes without impeding the progress of other objectives | ▪ Manages change exceptionally well, exceeding implementation requirements and providing the opportunity to exceed expectations on other objectives |
| ▪ Implements changes within his/her organization but does not adequately track the effects of the change | ▪ Occasionally does not track the effects of changes implemented within the organization | ▪ Establishes metrics for success and tracks those metrics over time, making adjustments as needed to ensure change initiatives are effective long-term | ▪ Identifies new metrics to measure success; may have to overcome barriers to obtain metric information; tracks metrics over time to ensure change initiatives are effective | ▪ 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 - Minus | Successful Performer | Successful Performer - Plus | Exceptional Performer |
|---|---|---|---|---|
| ▪ 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 | ▪ Occasionally talks over others; has difficulty in putting him/herself in other people's shoes; may be unwilling to consider the views and insights others | ▪ 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 | ▪ Effectively listens and empathizes with others; respectful of others views and insights | ▪ Presents an open and accepting persona that allows even the most reluctant person to express his/her views |
| ▪ Takes inappropriate action because he/she misinterprets written and/or oral information and directions | ▪ Occasionally misinterprets written and/or oral information which may lead to inappropriate action | ▪ Comprehends written and oral information and direction and takes appropriate action | ▪ Effectively and consistently comprehends written and oral information and direction; helps others to do the same | ▪ Assists others in comprehending written and oral information and directions so they can take appropriate action |
| ▪ Tends to conceal information or "hold ideas close to the chest" | ▪ Inconsistently communicates intentions, ideas and feelings | ▪ Communicates intentions, ideas and feelings openly and directly | ▪ Proactively initiates consistent and direct communication and an exchange of ideas and points of view | ▪ Encourages an open exchange of ideas and different points of view; communicates honestly and truthfully, in a non-threatening manner, regardless of how unwelcome or uncomfortable it is |
| ▪ Develops written and/or oral communications that are confusing, void of critical messages, and/or misrepresent the facts | ▪ Communications, both written and/or oral, are sometimes unclear or confusing | ▪ Delivers accurate and clear messages orally and/or in writing to effectively inform others | ▪ Consistently delivers accurate, clear and concise messages orally and/or in writing to effectively inform others | ▪ Delivers accurate, clear, and concise messages that inform and frequently persuade others to take action |

| Unsatisfactory Performer | Successful Performer - Minus | Successful Performer | Successful Performer - Plus | Exceptional Performer |
|---|---|---|---|---|
| ■ Assumes others understand what he/she is trying to communicate and moves forward in his/her communications without confirming understanding | ■ Doesn't consistently listen attentively to others or use questions to confirm understanding | ■ Listens attentively to others and actively asks questions to confirm understanding and avoid miscommunications | ■ Actively listens and ensures others understand his/her message; engages others to confirm understanding | ■ Demonstrates a keen ability to recognize when others are having difficulty understanding his/her messages and adapts style appropriately (e.g., provides examples) |
| ■ Uses a similar communication style regardless of audience and/or situation (e.g., senior leader, peer co-worker, internal/external stakeholder) | ■ Often has difficulty adjusting communication style to the audience or situation | ■ Adapts to the needs of most audiences and situations to ensure his/her message is understood | ■ Consistently adapts to the needs of the audience and situation to ensure his/her message is understood | ■ Anticipates the needs of diverse audiences and/or complex situations; adjusts own communication style accordingly |
| ■ **For Leaders:** Does not obtain necessary buy-in from those affected by decisions or change | ■ **For Leaders:** Sometimes obtains necessary buy-in from those affected by decisions or change | ■ **For Leaders:** Discusses the impact of decisions and change efforts honestly and directly with those affected | ■ **For Leaders:** Consistently involves team members in conversations around decisions or change that will affect them | ■ **For Leaders:** Gains strong support from key players to mobilize team to champion and implement agency/State change |
| ■ **For Leaders:** Fails to communicate the Agency's/State's vision and/or fails to explain the broader business purpose to team | ■ **For Leaders:** Communicates the Agency's/State's vision and goals and the business purpose of assignments to direct reports only when asked | ■ **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 | ■ **For Leaders:** Engages direct reports in conversations about the Agency's/State's vision and goals ensuring their understanding; explains the business purpose behind assignments and shifts in priorities so direct reports can understand the "big picture" | ■ **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 potential to contribute |

# 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 - Minus | Successful Performer | Successful Performer - Plus | Exceptional Performer |
|---|---|---|---|---|
| ■ Waits for conflicts to blow over; allows conflicts to build, ultimately hampering productivity or damaging relationships | ■ Sometimes lacks initiative in addressing conflict; occasionally avoids issues allowing them to hamper productivity | ■ Openly addresses conflicts as they arise to ensure other team members are able to meet commitments successfully and maintain strong relationships | ■ Openly and effectively addresses conflicts in a focused effort to maintain strong relationships and remove barriers to meeting commitments | ■ Proactively identifies and manages potential conflicts within relationships to prevent disagreements from arising |
| ■ Doesn't communicate with team members to address conflict; blames others for mistakes and/or setbacks that negatively affect team results | ■ Frequently fails to communicate in an open manner when addressing issues with team members; sometimes has difficulty communicating respectfully | ■ Communicates openly and respectfully when addressing problems with other team members | ■ Resolves conflicts with team members through open communication and inclusiveness; works towards win/win solutions | ■ Proactively works to resolve conflict among team members by showing respect for others' opinions and working toward mutually agreeable solutions |
| ■ Tends to have difficulty interpreting the "unspoken" agendas of stakeholders (e.g., customers, peers, supervisor) | ■ Sometimes demonstrates difficulty in understanding the underlying agendas of others | ■ Recognizes the underlying agendas and needs of others and finds solutions that are mutually beneficial | ■ Understands and acts on both the stated and the unstated agendas and needs of others; provides viable solutions that address both | ■ Anticipates stakeholder (e.g., customers, peers, supervisor) agendas; finds and presents solutions that prove to be effective |
| ■ Creates disruptions by confronting others over non-critical issues that do not impact project, process, or team success | ■ Occasionally confronts others over non-critical issues that do not impact projects or team success | ■ 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 issues that affect projects; effective in not allowing non-critical conflicts to disrupt the contributions of the team/department | ■ Demonstrates a keen ability to distinguish between critical and non-critical conflicts; avoids unnecessary or unproductive confrontations |
| ■ Distracted by secondary or unrelated issues when trying to resolve conflicts | ■ Frequently distracted by secondary issues when resolving conflicts causing a loss of focus | ■ Focuses on the issues at hand and avoids letting secondary or unrelated issues interfere with resolving conflicts | ■ Consistently and effectively focuses on critical issues and is able to resolve them without disruption | ■ Successfully redirects others when they begin to lose focus on the critical issues that need to be resolved |

| Unsatisfactory Performer | Successful Performer - Minus | Successful Performer | Successful Performer - Plus | Exceptional Performer |
|---|---|---|---|---|
| ▪ Demonstrates an inability to develop alternative solutions that meet the needs of parties; resists accommodating others | ▪ Lacks ability to generate multiple viable solutions; sometimes has difficulty in focusing on the needs of all parties | ▪ 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 | ▪ Initiates problem solving approach and develops effective solutions to problems; consistently focuses on the needs of all parties involved and reaches a successful consensus | ▪ 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 |
| ▪ Agrees to a solution that will not meet his/her personal or department needs long-term, creating the potential for further conflict | ▪ Occasionally agrees to solutions that do not meet personal or departmental goals; compromises prematurely | ▪ Avoids accepting solutions that do not meet his/her current personal or department needs; does not compromise prematurely to move past a conflict | ▪ Implements effective solutions without compromising personal and departmental needs/goals; suggests compromises that benefit all impacted parties | ▪ 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 - Minus | Successful Performer | Successful Performer - Plus | Exceptional Performer |
|---|---|---|---|---|
| ▪ Shows rigidity in approach to work and avoids taking "smart" risks | ▪ Sometimes takes smart risks in using new and different approaches to get the job done | ▪ Takes "smart" risks including trying new and different ways to get the job done | ▪ Consistently takes smart risks including trying new and different approaches to get the job done | ▪ Encourages others to take "smart" risks; maintains an entrepreneurial spirit that breaks down barriers to promote new and creative ways to meet goals |
| ▪ Accepts the status quo and adheres to conventional methods of working | ▪ Occasionally challenges the status quo by reviewing personal work processes and questioning traditional processes | ▪ Challenges the status quo by continuously reviewing personal work processes and questioning traditional or established processes to make improvements | ▪ Successfully and proactively challenges the status quo by consistently reviewing personal work processes and identifying established processes needing improvements | ▪ Relentlessly challenges the status quo to ensure areas for improvement are identified and addressed; encourages others to do the same |
| ▪ Fails to apply existing practices or processes to new work situations to benefit the State and its customers | ▪ Occasionally applies existing practices or processes to new work situations to benefit the State and its customers | ▪ Effectively applies existing practices or processes to new work situations to benefit the State and its customers | ▪ Identifies new practices, ideas, and ways to approach work that benefits the State and customers | ▪ Inspires others to develop and implement new ideas and ways to approach work that benefit the State and its customers |
| ▪ 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 | ▪ Sometimes resists changes; occasionally demonstrates unwillingness to adopt improved methods of getting the job done | ▪ Takes appropriate action to address inefficiencies in work processes and establishes improved ways of getting the job done | ▪ Proactively takes appropriate action to address inefficiencies within the department or across the agency | ▪ Champions innovative approaches within the department or across the agency by acting as an opinion leader whom others emulate |
| ▪ **For Leaders:** Blocks new ideas from others by not being receptive, sharing information, and/or exploring opportunities | ▪ **For Leaders:** Doesn't consistently integrate input or ideas from others or share information on a consistent basis | ▪ **For Leaders:** Integrates input and ideas from different sources to share information and/or explore opportunities | ▪ **For Leaders:** Successfully integrates ideas from different sources and shares information with others | ▪ **For Leaders:** Encourages new ideas, and motivates others to be proactive, resourceful, and know the customer |

# Additional Behavioral Competencies

| Unsatisfactory Performer | Successful Performer - Minus | Successful Performer | Successful Performer - Plus | Exceptional Performer |
|---|---|---|---|---|
| ■ **For Leaders:** Creates and implements processes and procedures without exploring potential opportunities for a "best fit" with the agency/State | ■ **For Leaders:** Occasionally creates and implements process and procedures without exploring "best fit" opportunities with the agency/state. | ■ **For Leaders:** Creates and implements processes and procedures by exploring and selecting opportunities that have a "best fit" with the agency/State | ■ **For Leaders:** Proactively and consistently **c**reates and implements processes and procedures by exploring and selecting opportunities that demonstrate "best practices" for the agency/State | ■ **For Leaders:** Creates and implements customized processes and practices that demonstrate "best practices" for 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:** Occasionally does not act upon underlying connections of conflicts between new ideas, data or aspects of a situation | ■ **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:** Successfully identifies and acts upon options, new ideas and innovative approaches, understanding potential conflicts between new ideas, pieces of data or aspects of a situation | ■ **For Leaders:** Identifies and visualizes options and formulates innovative approaches; proactively addresses potential conflicts between new ideas, pieces of data or aspects of a situation |
| ■ **For Leaders:** Insists on implementing new approaches/programs that are ineffective or unreasonable | ■ **For Leaders:** Occasionally implements new approaches/programs that may be ineffective | ■ **For Leaders:** Implements new approaches/ programs that prove to be effective | ■ **For Leaders:** Proactively initiates new approaches /programs that improve effectiveness | ■ **For Leaders:** Fosters an environment that supports the smooth implementation of new approaches/ programs to improve effectiveness |

  
# 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 - Minus | Successful Performer | Successful Performer - Plus | Exceptional Performer |
|---|---|---|---|---|
| ▪ Does not recognize cultural differences; may use unfounded stereotypes to develop an understanding of others | ▪ Occasionally recognizes cultural differences among people and tries to bridge cultural gaps | ▪ Recognizes cultural differences among people and effectively works to bridge cultural gaps | ▪ Initiates strategies for overcoming cultural differences to achieve common goals | ▪ Develops strategies for overcoming even the most challenging cultural differences to achieve common goals |
| ▪ Treats people differently depending on culture, gender, race, socioeconomic, or other factor(s) | ▪ Occasionally treats people differently depending on culture, gender, race, socioeconomic, or other factor(s) | ▪ Treats all people with dignity and respect regardless of cultural or socioeconomic background | ▪ Consistently treats all people with dignity and respect allowing them to feel included and free to be themselves | ▪ Actively seeks to eliminate "out groups" so that all people feel included and are free to be themselves |
| ▪ Works well with people who are similar to him/her but has difficulty working with people who have different backgrounds | ▪ Sometimes struggles to works effectively with people of diverse backgrounds and personal differences | ▪ Works effectively with people of diverse backgrounds regardless of personal differences that may exist | ▪ Seeks out people of diverse backgrounds; finds creative solutions to leverage the talents of others | ▪ 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 |
| ▪ Frequently makes statements that are offensive or insensitive | ▪ Occasionally makes statements that may offend others from different cultural or socioeconomic backgrounds | ▪ Avoids making statements that may offend or hurt others from different cultural or socioeconomic backgrounds | ▪ Consistently communicates messages in a supportive manner without compromising the meaning of the message | ▪ Communicates even the most difficult messages in a sensitive and supportive manner without compromising on the meaning of the message |
| ▪ Criticizes or disregards different opinions, styles, or ways of working | ▪ Occasionally criticizes or disregards different opinions, styles, or ways of working | ▪ Considers and honors different opinions, styles, and ways of working | ▪ Proactively and consistently embraces and considers different opinions, styles and ways of working | ▪ Encourages team members to embrace and consider different opinions, styles and ways of working |

| Unsatisfactory Performer | Successful Performer - Minus | Successful Performer | Successful Performer - Plus | Exceptional Performer |
|---|---|---|---|---|
| ■ Tolerates comments and actions of others that reflect stereotypical views of people | ■ Occasionally responds to and addresses comments and actions of others that reflect stereotypical views of people | ■ Responds to and directly addresses comments and actions of others that reflect stereotypical views of people | ■ Proactively and effectively responds to and directly addresses comments of others that reflect stereotypical views of people; honors views of others | ■ 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 - Minus | Successful Performer | Successful Performer - Plus | Exceptional Performer |
|---|---|---|---|---|
| ▪ Responds slowly to changing priorities | ▪ Occasionally slow to respond to changing priorities | ▪ Adjusts schedules, tasks, and priorities when necessary | ▪ Responds quickly to changing priorities, adjusting schedules, tasks, and priorities with ease | ▪ Anticipates and changes strategy before the current method proves to be ineffective |
| ▪ Continues to do his/her work the same way regardless of changes in customer requirements or organizational norms | ▪ Usually recognizes when changing customer or organizational expectations require new approaches and takes steps to meet new standards | ▪ Recognizes when changing customer or organizational expectations require new approaches and takes the steps to meet new standards | ▪ Proactively searches for better ways to do things; consistently recognizes when the current way is no longer effective; initiates the necessary steps to meet new standards | ▪ Helps others recognize when their current way of working is no longer effective |
| ▪ Waits until told to adopt change or talks about commitment to change initiatives but does not demonstrate it in his/her behaviors | ▪ Is sometimes able to adapt to change by accepting changes in processes with an optimistic perspective | ▪ Adapts to change by accepting changes in work processes readily and with an optimistic perspective of the resulting benefits | ▪ Proactively seeks out change; accepts changes in work processes readily and with optimistic perspective of the expected benefits | ▪ Encourages others to commit to change initiatives by sharing the expected benefits and how he/she can make modifications to work processes |
| ▪ Adjusts ineffectively to different situations; conveys a rigid demeanor when under stress or pressure | ▪ Has difficulty adapting to different situations especially when under stress or pressure | ▪ Adapts to different situations even when under stress or pressure | ▪ Remains effective even when faced with ongoing change and under very stressful conditions | ▪ Helps others work through how to effectively adapt to different situations when under stress or pressure |
| ▪ Tends to become overwhelmed when faced with situations or issues involving ambiguity and/or setbacks | ▪ Is usually able to work through situations or issues involving ambiguity or setbacks by evaluating options and establishing action plans | ▪ Works through situations or issues involving ambiguity or setbacks by systematically evaluating options and establishing appropriate action plans | ▪ Proactively and effectively works through situations or issues involving ambiguity or setbacks by systematically evaluating options and establishing appropriate action plans | ▪ Encourages others to work through situations or issues involving ambiguity or setbacks by systematically evaluating options and establishing appropriate action plans |

| Unsatisfactory Performer | Successful Performer - Minus | Successful Performer | Successful Performer - Plus | Exceptional Performer |
|---|---|---|---|---|
| ■ Does not adapt approach to delivering results when circumstances change | ■ Is usually able to maintain flexibility in delivering customer focused results | ■ Maintains flexibility in delivering customer-focused results | ■ Consistently maintains flexibility by adapting tactics or breaking down barriers to achieve optimal, timely results | ■ Adapts tactics or breaks down barriers to achieve optimal, timely results |
| ■ Fails to understand the requirements of a situation; has difficulty modifying his/her behavior to meet the needs of more stressful or complex situations | ■ Occasionally fails to understand the requirements of different situations; is usually able to adapt his/her behavior under pressure | ■ Understands the requirements of different situations and effectively adapts his/her behavior even when under stress and pressure | ■ Effectively understands requirements of different situations and adapts his/her behavior even when under extreme stress and pressure | ■ Helps others effectively adapt to different situations when under stress and pressure |
| ■ Resists new technology and clings to current tools at his/her disposal | ■ Usually accepts new technology as part of his/her job and uses it to improve efficiency or quality of his/her work products | ■ 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 | ■ Proactively seeks out new technology as part of his/her job and uses it to effectively improve efficiency or quality or work products | ■ 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 - Minus | Successful Performer | Successful Performer - Plus | Exceptional Performer |
|---|---|---|---|---|
| ■ Frequently needs reminders to complete work assignments | ■ Usually completes assignments without prompting from his/her supervisor | ■ Completes assignments without the need for prompting from his/her supervisor or others | ■ Consistently completes assignments early; meets expectations regarding the timing of deliverables | ■ Takes the initiative to complete assignments early; exceeds expectations regarding the timing of deliverables |
| ■ Waits until his/her manager provides a complete set of information before proceeding with assigned tasks | ■ Sometimes seeks information on his/her own initiative; follows up with his/her supervisor for guidance | ■ Seeks out information on his/her own initiative; occasionally needs to follow up with his/her supervisor for guidance or direction | ■ Consistently seeks out information on his/her own initiative; completes tasks with minimal guidance from his/her supervisor or others | ■ Successfully completes tasks with minimal guidance or assistance from others; often provides guidance to other co-workers |
| ■ Demonstrates a lack of confidence and ability to deal with challenges and obstacles; often relies on assistance to work through issues | ■ Usually resilient against challenges and obstacles; occasionally needs assistance to work through issues | ■ Demonstrates resilience against challenges and obstacles; able to work through issues on his/her own | ■ Consistently demonstrates resilience and encourages commitment and enthusiasm from others to address challenges and obstacles | ■ Generates commitment and enthusiasm from others to set and achieve challenging objectives |
| ■ Tends to unnecessarily involve others in his/her work or not involve others when it is appropriate | ■ Usually completes most tasks independently but needs additional support with unfamiliar tasks or situations | ■ Completes most tasks independently but asks for additional support, as appropriate, when faced with unfamiliar tasks or situations | ■ Successfully completes tasks with minimal support even when faced with unfamiliar tasks or situations | ■ Proactively approaches unfamiliar tasks and situations; demonstrates the ability to complete even unfamiliar tasks independently by adapting his/her previously gained knowledge |
| ■ Identifies tasks that can be performed but does not create meaningful results through his/her efforts | ■ Usually focused on completing activities; not as focused on the overall results achieved | ■ Focuses on achieving results, rather than activities that may not add value | ■ Proactively and consistently focuses energy on achieving results; focused on minimizing unnecessary activities | ■ Coaches others on how to focus their energy on achieving results without creating more work than necessary |

| Unsatisfactory Performer | Successful Performer - Minus | Successful Performer | Successful Performer - Plus | Exceptional Performer |
|---|---|---|---|---|
| ▪ Does not recognize or take action to address problems and opportunities that exist | ▪ Occasionally recognizes and takes action to address problems and opportunities | ▪ Recognizes and takes appropriate action to effectively address problems and opportunities | ▪ Proactively takes action to effectively address problems and opportunities | ▪ 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 - Minus | Successful Performer | Successful Performer - Plus | Exceptional Performer |
|---|---|---|---|---|
| ▪ Has difficulty conveying his/her position to others, particularly when faced with opposition | ▪ Can convey his/her position to others, but has difficulty in helping others understand the underlying issues and concerns | ▪ Effectively articulates his/her position and helps others understand the underlying issues and concerns | ▪ Proactively reaches out to others to educate them on his/her position and to help them understand the underlying issues and concerns | ▪ Conveys his/her position well even when faced with an engaged audience with a high degree of opposition |
| ▪ Attempts to convince others of his/her position when an issue is of minimal importance | ▪ Is sometimes able to generate support among team members for ideas of controversy and importance to the agency/State | ▪ Generates support among team members for ideas of controversy and importance to the agency/State | ▪ Applies influence skills to gain support for even the most controversial issues | ▪ Coaches others on how to apply influence to gain support for controversial issues |
| ▪ Sees situations in isolation and ignores solutions that are not immediately obvious | ▪ Lacks ability to generate multiple viable solutions; sometimes has difficulty in focusing on the "big picture" | ▪ Thinks "outside of the box" to identify alternative solutions that meet the needs of all stakeholders (e.g., customers, peers, supervisor) | ▪ Initiates problem solving approaches and develops effective solutions to problems; consistently focuses on the needs of all parties involved and reaches a successful consensus | ▪ Helps others identify creative solutions to reach win-win settlements |
| ▪ Fails to get input and develop action plans and approaches that reflect key stakeholder (e.g., customers, peers, supervisor) insights | ▪ Occasionally involves key stakeholders (e.g., customers, peers, supervisor) in the development of processes and action plans to drive commitment | ▪ 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 | ▪ Consistently involves key stakeholders (e.g., customers, peers, supervisor) in the planning and development of action plans/processes to gain their commitment | ▪ Gains active involvement of relevant stakeholders to ensure their ideas are refined and fully adoptable by the State |

| Unsatisfactory Performer | Successful Performer - Minus | Successful Performer | Successful Performer - Plus | Exceptional Performer |
|---|---|---|---|---|
| ▪ Pushes others to accept his/her terms without regard to their needs or perspectives | ▪ Occasionally neglects to present a logical and compelling case for his/her ideas or connect them to greater business needs | ▪ Considers the needs and perspectives of others and avoids applying pressure so that win-win outcomes can be realized whenever possible | ▪ Persuasively promotes ideas with enthusiasm, conviction and assertiveness while remaining open to others' needs and perspectives | ▪ Helps the other side see the potential in alternative solutions to ensure they understand the full impact of their decisions |
| ▪ Inappropriately applies different settlement strategies, such as compromise; fails to realize when win-win outcomes are not possible | ▪ Is slow to identify when a win-win outcome is not possible; has difficulty applying settlement strategies to achieve stated goals | ▪ Recognizes when a win-win outcome is not possible and appropriately applies settlement strategies to achieve his/her goals | ▪ Implements effective solutions without compromising personal and departmental needs/goals; applies settlement strategies that benefit all impacted parties | ▪ 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 - Minus | Successful Performer | Successful Performer - Plus | Exceptional Performer |
|---|---|---|---|---|
| ■ Rarely takes advantage of learning opportunities to further develop skills and capabilities; needs encouragement to take action | ■ Occasionally engages in learning opportunities to further develop skills and capabilities in technical and functional areas | ■ Engages in continuous learning opportunities to further develop skills and capabilities in technical and functional areas | ■ Seeks out continuous learning opportunities that develop self and expands organizational intellectual capital | ■ Encourages others to seek out continuous learning opportunities; shares information and skills gained from own efforts with others |
| ■ Ignores feedback from co-workers and customers or becomes defensive; does not use feedback to improve performance | ■ Attempts to use feedback from co-workers and customers to enhance his/her performance | ■ Uses feedback from co-workers and customers to find ways to enhance his/her performance | ■ Proactively requests feedback from co-workers and customers and uses it to enhance personal and team performance | ■ Encourages others to incorporate feedback from co-workers and customers to enhance their performance |
| ■ Fails to recognize his/her own strengths and development needs or does not seek ways to address those needs | ■ Is hesitant to identify his/her strengths and development needs; once identified is reluctant to address them | ■ Accurately identifies his/her own strengths and development needs, leverages strengths, and takes action to develop areas that can be improved | ■ Proactively asks for feedback from others and incorporates feedback into his/her assessment of strengths and development needs; builds on strengths and addresses critical deficiencies | ■ Provides coaching to others to help them leverage their strengths and effectively develop in areas where improvement is needed |
| ■ Does not maintain ties with other professionals in his/her field | ■ Occasionally takes part in professional associations to maintain a current knowledge base and relationships with others in his/her field | ■ Takes part in professional associations to maintain a current knowledge base and relationships with others in his/her field | ■ Participates in professional associations to ensure he/she is visible to others in his/her field of expertise | ■ Assumes leadership roles in professional associations; encourages others to participate |

| Unsatisfactory Performer | Successful Performer - Minus | Successful Performer | Successful Performer - Plus | Exceptional Performer |
|---|---|---|---|---|
| ▪ Allows professional knowledge to become antiquated; does not keep up with trends in his/her field of expertise | ▪ Occasionally updates professional knowledge; is sometimes behind on trends in his/her field of expertise | ▪ 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 | ▪ Proactively looks for ways to update his/her professional knowledge and to stay current on best practices; eager to apply new trends to his/her work at the State | ▪ Shares new knowledge regarding professional standards with others to ensure they are able to contribute new ideas to the State |
| ▪ Recognizes industry and government trends but does not take action | ▪ Occasionally incorporates industry and government trends into his/her work at the State | ▪ Incorporates industry and government trends in planning and decision making | ▪ Anticipates customer needs; stays abreast of changes in the external environment and anticipates how they will impact his/her department and/or agency | ▪ Educates others on ways to incorporate industry and government trends into their work at the State |
| ▪ Doesn't follow the steps in the State's performance management process | ▪ Follows the steps in the State's performance management process but is not committed to making the process work for himself/herself (e.g., linking performance to learning and development) | ▪ Actively participates in the State's performance management process, including focusing on improving performance through learning and development opportunities | ▪ Voices on-going support for the State's performance management process; proactively looks for opportunities to improve performance through learning and development | ▪ Helps others enhance their experience with the State's performance management process 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 - Minus | Successful Performer | Successful Performer - Plus | Exceptional Performer |
|---|---|---|---|---|
| ▪ Gets distracted by less important issues; does not adequately focus on the most critical priorities | ▪ Is occasionally distracted by less important issues which takes away focus from more critical priorities | ▪ Consistently focuses on the critical few priorities and manages those to achieve expected results | ▪ Maintains laser focus on critical priorities; able to manage multiple priorities successfully | ▪ Provides direction to other team members on how to successfully manage multiple priorities |
| ▪ Anticipates resource requirements for projects of minimal complexity; tends to over or underestimate resource requirements for more complex projects | ▪ Needs assistance to accurately anticipate resource requirements (i.e., time, budget, and personnel) for projects of moderately complex scope | ▪ Accurately anticipates resource requirements (i.e., time, budget, and personnel) on projects of moderately complex scope | ▪ Accurately anticipates resource requirements (i.e., time, budget, and personnel) even when faced with the most complex projects | ▪ Coaches other team members on how to accurately anticipate resource requirements for complex projects |
| ▪ Does not take adequate time or consideration to plan an approach prior to the execution of a project | ▪ Needs assistance to plan an approach and create project plans taking into account the resources available | ▪ Spends time up front planning an approach and develops reasoned and feasible work plans given the resources available | ▪ Considers resources available, possible barriers, and potential risks; creates detailed project plans to address all known factors | ▪ Possesses exceptional planning skills and helps others in project planning to ensure they are able to develop feasible work plans |
| ▪ Inconsistently communicates information to team members regarding project milestones, resource requirements, timelines, and measures of success | ▪ Usually communicates information to team members regarding project milestones, resource requirements, timelines, and measures of success | ▪ Establishes and builds agreement among project team members for project milestones, resource requirements, timelines and measures of success | ▪ Proactively includes project team and other stakeholders in developing project milestones, resource requirements, timelines and measures of success | ▪ Energizes and creates commitment among 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 | ▪ Monitors project performance, but doesn't adjust plans as necessary to ensure timelines are met or exceeded | ▪ Establishes key milestones, adequately monitors progress toward milestones, and takes action to ensure timelines are met or exceeded | ▪ Consistently drives the project team toward exceeding expectations on the completion of project milestones and ultimately the overarching project timeline | ▪ Coaches others in creating detailed project plans and monitoring performance to ensure completion of project milestones and ultimately the overarching project timeline |

| Unsatisfactory Performer | Successful Performer - Minus | Successful Performer | Successful Performer - Plus | Exceptional Performer |
|---|---|---|---|---|
| ▪ Fails to recognize and/or take action when a project plan needs to be revised given changing or unexpected circumstances | ▪ Is slow to take action when a project plan needs to be revised given changing or unexpected circumstances; is inconsistent in communicating changes in project plan and timeline to others | ▪ Modifies project work plans as appropriate and communicates those changes to the team to ensure the project is not derailed | ▪ Proactively monitors progress and modifies project work plans as needed to keep the project on track; communicates changes in project plans and timelines to key stakeholders | ▪ 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 |
| ▪ Provides on-going project updates infrequently and/or ineffectively | ▪ Provides project updates to others only when asked | ▪ Provides on-going project updates regarding progress to keep others informed of status and outstanding issues | ▪ Involves team in monitoring their own performance and in providing project updates to stakeholders on a regular basis and/or when asked | ▪ 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 - Minus | Successful Performer | Successful Performer - Plus | Exceptional Performer |
|---|---|---|---|---|
| ▪ Fails to take responsibility for providing direction and coaching to lower-level or new employees | ▪ Is reluctant to take responsibility for providing direction and coaching to lower-level or new employees | ▪ Provides feedback to lower-level team members on tasks he/she can do well to improve overall team performance | ▪ Looks for opportunities to provide feedback to lower-level team members on tasks he/she can do well with a strong focus on improving overall team performance | ▪ Provides feedback to team members, even peers and more senior co-workers, on tasks he/she can do well to improve overall team performance |
| ▪ Does not recognize the value in and avoids sharing relevant information that would benefit co-workers | ▪ Shares his/her knowledge with co-workers when asked | ▪ Openly shares his/her knowledge with co-workers when the need to share becomes obvious | ▪ Proactively shares his/her knowledge with co-workers on an ongoing basis | ▪ Takes every available opportunity to transfer his/her knowledge to co-workers |
| ▪ Talks down to co-workers who need help learning a new aspect of their jobs or further refining a current skill | ▪ Is willing to help co-workers learn a new skill or refine an existing one when asked | ▪ Coaches others in a constructive and positive way so that they can absorb information and learn quickly | ▪ Proactively and effectively coaches others in a constructive and positive way so that they can absorb information and learn quickly | ▪ Demonstrates an ability to connect with others to better engage them in the learning process |
| ▪ Requires more senior leaders' encouragement to provide information/knowledge on a topic that would be of interest to the broader functional group | ▪ Is willing to share information/knowledge on a topic that would be of interest to the broader functional group when asked | ▪ 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 | ▪ Identifies areas of interest to the broader functional group and proactively searches for and shares relevant information that would contribute to business success | ▪ 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 |

| Unsatisfactory Performer | Successful Performer - Minus | Successful Performer | Successful Performer - Plus | Exceptional Performer |
|---|---|---|---|---|
| ▪ 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 | ▪ Is focused on own personal development; doesn't recognize information or knowledge that should be shared with others | ▪ Recognizes information/knowledge and shares materials that may be helpful to others | ▪ Proactively identifies information/knowledge materials that would be helpful to others and shares them | ▪ 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 |
| ▪ **For Leaders:** Fails to provide resources and support for others to learn and develop | ▪ **For Leaders:** Inconsistent in providing resources and support for others to learn and develop | ▪ **For Leaders:** Expects and encourages individual and group learning | ▪ **For Leaders:** Expects and encourages individual and group learning that crosses departmental and agency boundaries | ▪ **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 - Minus | Successful Performer | Successful Performer - Plus | Exceptional Performer |
|---|---|---|---|---|
| ▪ Fails to involve his/her team in defining goals and planning the ways to achieve team success | ▪ Usually involves team members in defining goals and planning ways to achieve desired results | ▪ Involves team members in defining ways to achieve desired results and defining expectations about how team members will work together | ▪ Supports team members' efforts to define goals, plan ways to achieve desired results, and outline expectations for how team members will work together | ▪ Encourages a sense of mutual accountability in team settings that motivates individuals to do his/her best for each other and exceed goals |
| ▪ Sets goals for the team but does not adequately communicate those goals to get everyone "on board" | ▪ Sets goals for the team, but doesn't consistently communicate individual accountabilities toward reaching those goals | ▪ Sets and communicates clear goals for the team up front; clearly communicates departmental and individual goals and accountabilities | ▪ Sets goals for the team; anticipates issues and concerns associated with individual accountabilities for goals and proactively addresses those | ▪ Identifies the most important priorities for the team and focuses attention effectively; effectively communicates individual accountabilities |
| ▪ Doesn't monitor team performance toward reaching its goals; is unable to provide updates to other stakeholders (e.g., customers, peers, supervisor) when asked | ▪ Monitors team performance, but doesn't consistently provide project updates to stakeholders (e.g., customers, peers, supervisor) | ▪ 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 | ▪ Involves team in monitoring their own performance and in providing project updates to stakeholders (e.g., customers, peers, supervisor) on a regular basis and/or when asked | ▪ Provides direction to less experienced team leaders on how to monitor the team without interfering with progress |
| ▪ Inconsistently provides feedback to team members; avoids presenting feedback that will not be well-received | ▪ Gives infrequent performance feedback to employees; uncomfortable presenting feedback that will not be well-received | ▪ Provides meaningful feedback to team members to keep them on track toward common goals | ▪ Provides frequent and candid performance feedback to team members; is effective in presenting feedback that will not be well-received | ▪ Identifies underlying performance issues among team members and deliver highly insightful feedback; provides frequent and candid performance feedback |

| Unsatisfactory Performer | Successful Performer - Minus | Successful Performer | Successful Performer - Plus | Exceptional Performer |
|---|---|---|---|---|
| ■ Provides unbalanced feedback to team members; may present messages that are overly harsh or critical | ■ Occasionally provides feedback to employees on strengths and development needs; provides a balance of positive and negative messages | ■ Provides feedback regarding both strengths and development needs on a regular basis; appropriately balances positive and negative messages | ■ Involves team members in identifying their strengths and development needs on a regular basis; helps employees focus on building on their strengths | ■ Effectively gives constructive feedback even when the message is extremely difficult to deliver |
| ■ Anticipates only the most obvious potential problems and/or fails to help team members overcome roadblocks as they occur | ■ Anticipates most potential problems and is sometimes successful in navigating around them | ■ Uses past experience to anticipate possible problems and coach team members on how to successfully navigate around them | ■ Involves team members in identifying possible problems and barriers and possible ways to successfully navigate around them | ■ Encourages team members to develop their ability to anticipate problems by leveraging their past experiences so that they can work more independently |