Georgia’s Competency Dictionary



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

**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.
 |
| * **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”
 |
| * 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
 |
| * 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
 |
| * **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
 |
| * 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
 |
| * 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 theefficiency 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
 |
| * 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
 |
| * 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
 |
| * 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
 |
| * **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
 |
| * 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
 |
| * 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
 |
| * 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
 |
| * 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
 |
| * 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
 |
| * 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
 | * Proactivelyshares 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
 |
| * 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
 |
| * 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
 |