Bassett Unified School District

Behavioral Competency Dictionary

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First Edition

BEHAVIORAL COMPETENCY DICTIONARY

READING COMPREHENSION
WRITTEN COMMUNICATION
ORAL COMMUNICATION

DECISION MAKING & PROBLEM SOLVING
RESEARCH & ANALYSIS
ORGANIZATION AND ATTENTION TO DETAIL
PROCESS IMPROVEMENT & INNOVATION
TECHNICAL KNOWLEDGE & APPLICATION

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ACCOUNTABILITY (DEPENDABILITY)
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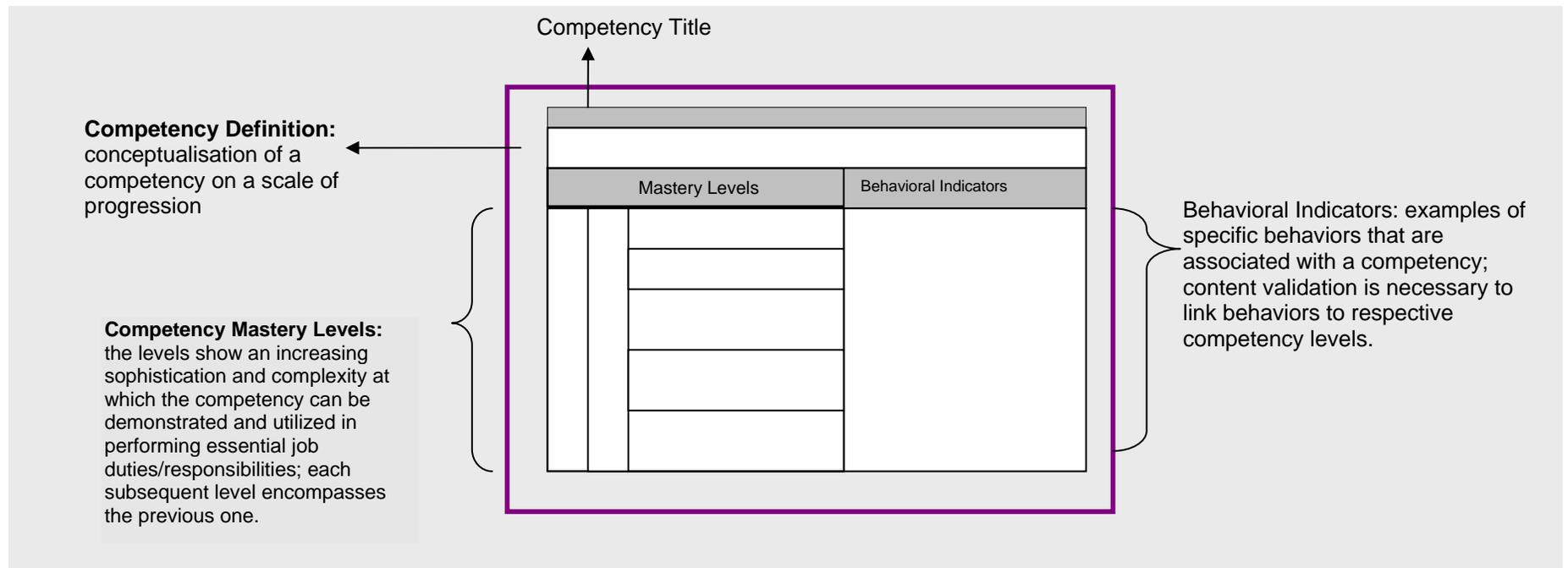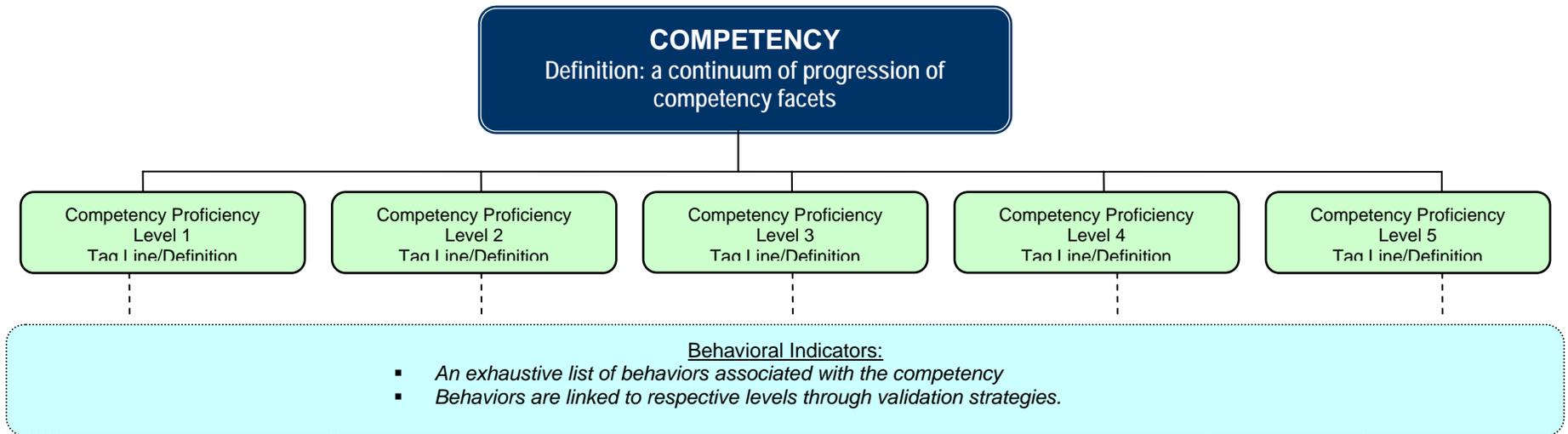HEALTH AND SAFETY AWARENESS
ORGANIZATIONAL AWARENESS

CONFLICT MANAGEMENT
RELATIONSHIP MANAGEMENT & NETWORKING
TEAMWORK & TEAM BUILDING
NEGOTIATION & INFLUENCE
INITIATIVE & RISK TAKING/MANAGEMENT

DELEGATING TO/DIRECTING OTHERS
DEVELOPING & EMPOWERING OTHERS
PLANNING & PROJECT MANAGEMENT

FISCAL RESOURCE MANAGEMENT
MANAGING CHANGE
STRATEGIC ORIENTATION & VISIONING

BEHAVIORAL COMPETENCY FRAMEWORK

COMPETENCY
Definition: a continuum of progression of competency facets

Competency Proficiency Level 1 Tag Line/Definition	Competency Proficiency Level 2 Tag Line/Definition	Competency Proficiency Level 3 Tag Line/Definition	Competency Proficiency Level 4 Tag Line/Definition	Competency Proficiency Level 5 Tag Line/Definition

Behavioral Indicators:
- *An exhaustive list of behaviors associated with the competency*
- *Behaviors are linked to respective levels through validation strategies.*

Competency Title

Competency Definition: conceptualisation of a competency on a scale of progression

Mastery Levels	Behavioral Indicators

Competency Mastery Levels: the levels show an increasing sophistication and complexity at which the competency can be demonstrated and utilized in performing essential job duties/responsibilities; each subsequent level encompasses the previous one.

Behavioral Indicators: examples of specific behaviors that are associated with a competency; content validation is necessary to link behaviors to respective competency levels.

OPERATIONALIZATION OF COMPETENCY MASTERY LEVELS

Each competency in the Behavioral Competency Dictionary is conceptualized with respect to progression in scope, work context, complexity of duties/responsibilities and work autonomy.

Scope	The range of responsibilities, from narrow, similarly related responsibilities to broad variety of responsibilities. The degree to which variability of task assignments is present, ranging from similar tasks in a narrow environment to great variability in a broad work environment.
Context	The environment in which the job responsibilities are completed and addressed, from a wide variety of environments to narrowly defined work context.
Complexity	The type of job responsibilities that are being completed, ranging from simple routine tasks to highly intricate and advanced operations
Autonomy	The degree to which you are supervised or not; the amount of decision making power

Level Concept	Level 1	Level 2	Level 3	Level 4	Level 5
Scope/ Context	Competency is developed only to the extent that one can apply it in performing one's own essential tasks; subject to extensive training to develop further competency; able to utilize competency under very specific, routine circumstances.	Applies competency to perform a broader scope of work activities in a known context, with periodic work activities being complex and non-routine.	Applies competency in performing a full scope of unit/department function that may or may not be occurring in a known context; work activities are generally complex and not routine like.	Applies competency in a broad scope of professional and/or technically complex work activities, carried out in varying contexts.	Applies competency across organizational operations across a wide and often unpredictable variety of contexts.
Complexity	Applies competency in performing **basic** and **routine** tasks	Applies competency in performing tasks at **relatively advanced** level *periodically*.	Applies competency in performing **significantly advanced** tasks on a *frequent* basis.	Applies competency in performing tasks/projects of **great technical complexity** on *daily* basis.	Applies competency in managing **complex, multifaceted** operations.
Autonomy/ Responsibility	**Little or no** decision-making responsibility.	**Some** individual responsibility or autonomy; may seldom involve the need to gain cooperation of team members to achieve work group outcomes.	**Significant** responsibility Autonomy in performing job duties and responsibilities; job role requires directing the work activities of a small work group/team.	**Substantial** personal autonomy, often requiring formal accountability for work of others and the distribution of unit/department resources.	**High degree** of personal autonomy; outmost responsibility for the work of others and the distribution of substantial resources.

ACCOUNTABILITY (DEPENDABILITY)

The extent to which one internalizes and outwardly expresses responsibility for timeliness, commitment to task, adherence to performance standards, and conformity with the rules and policies of an organization.

Mastery Level – *the level of competency proficiency one must command to successfully perform essential job functions*			BEHAVIORAL SELECTION & DEVELOPMENTAL INDICATORS
Level 1	*Adheres to basic instructions*	Follows rules and expectations for work attendance and performance as defined, written, and implemented by an organization.	✓ Provides advance notice of intended absence and/or tardiness ✓ Reports to work consistently on designated days and times ✓ Follow set procedures and rules
Level 2	*Independently completes routine tasks*	Works independently with limited direction in carrying out routine assigned tasks and projects; presents frequent oral and written reports on project or task status, issues, and potential problems.	✓ Perseveres through various working conditions to complete tasks and projects ✓ Shows willingness to work overtime in order to meet set deadlines
Level 3	*Functions under limited supervision*	Functions under minimal supervision in completing complex, sensitive assignments and projects; holds accountability for team outcomes; identifies and assists in addressing areas of weakness that may affect a unit's or department's performance.	✓ Takes appropriate measures to address group/team shortcomings ✓ Provides work direction and appropriate feedback through multiple communication channels as deemed appropriate
Level 4	*Accounts for unit/department outcomes*	Holds self and others accountable for appointed responsibilities; takes a primary role for completing and resolving the more technically advanced, complex and politically sensitive assignments, projects and issues; employs performance management strategies to promote and ensure staff accountability.	✓ Facilitates face-to-face meetings with unit/department members to communicate short and long-term goals and agenda, ✓ Solicits workload reports and status updates ✓ Capitalizes on the performance management process: ✓ Takes appropriate measures to address performance shortcomings ✓ Clearly states performance expectations, provides opportunity for improvement and enforces performance consequences ✓ Challenges individuals openly and constructively about performance problems, adapting a firm but fair stance
Level 5	*Accounts for organizational outcomes*	Holds ultimate responsibility for department and/or organizational performance and overall effectiveness; defines objectives and strategies to meet stakeholder requirements and needs, and ensure the organization is operationally compliant with federal, state and organizational standards.	✓ Maintains a cost-effective balance of controls and risk-taking to ensure effective and efficient operation within budget. ✓ Addressing gaps in resources that may affect organizational performance. ✓ Accounts, reports, and explains the use of resources to achieve organizational or departmental performance targets, goals and objectives

ADAPTABILITY/FLEXIBILITY

The willingness and capacity to simultaneously accept and adapt to change, as well as, remain effective and task focused in a fast passed and constantly changing workplace environment.

Mastery Level – *the level of competency proficiency one must command to successfully perform essential job functions*			BEHAVIORAL SELECTION & DEVELOPMENTAL INDICATORS
Level 1	*Adapts to minor/indirect changes*	Follows through on assigned tasks in spite of minor/indirect changes in a job; finds common ground with different types of people in one's own work group.	✓ Demonstrates willingness to change ideas or perceptions based on new information or contrary evidence ✓ Respects other's point of view
Level 2	*Adapts one's work method to a situation*	Demonstrates openness to new department and organizational structures, procedures, and technology; works through tasks requiring different approaches, knowledge, and skills; prioritizes tasks to accommodate both internal and external demands.	✓ Remaining effective in dealing with a diverse public ✓ Quickly sorts through the impact of changes on one's own job duties and work processes ✓ Develops personal strategies for juggling competing demands.
Level 3	*Adapts to a variety of changes*	Exercise independent judgment in assessing the need to make minor, reasonable adjustments in assignment execution, procedures, and work timelines to ensure maximum effectiveness and motivation for self and a small group of others; anticipates changes and adjusts priorities and plans as dictated by anticipated internal and external demands.	✓ Examines the impact of current and/or upcoming changes on the work group processes and provides direction to others on adjusting accordingly ✓ Remains focused when faced with competing demands and deadline pressures
Level 4	*Adapts to large, complex and/or frequent changes*	Adapts to and integrates significant changes in organizational policy, procedure and objectives midstream into department's work processes and outputs as necessary; provides guidance and support to enable others to adapt quickly and easily to new organizational structures, procedures, and technology.	✓ May implement temporary changes in unit/departmental policies and/or programs to accommodate sensitive, unique circumstances. ✓ Evaluates the preparedness of a unit/department to adapt to rapid, far-reaching organizational change.
Level 5	*Adapts organizational strategies*	Remains vigilant and advances an organization's mission and long-term organizational objectives and goals in the midst of major changes in responsibility, stakeholder demands, resource constraints, and/or varied organizational upheaval; anticipates, adapts to and capitalizes on emerging industry trends, opportunities and risks.	✓ Assesses external to internal demands/expectations and takes appropriate action, involving upper management and affected staff. ✓ Seeks and obtains buy-in from a variety of external/internal sources, with regard to changing and/or shifting priorities, demands, and requirements.

CONFLICT MANAGEMENT

The extent to which one can avert, manage, and resolve conflicts of varying magnitudes among individuals and groups.

Mastery Level – *the level of competency proficiency one must command to successfully perform essential job functions*			BEHAVIORAL SELECTION & DEVELOPMENTAL INDICATORS
Level 1	*Attentive to impending conflict*	Recognizes the existence of basic conflict among work group members that may or may not involve personal interests; brings conflict to the attention of the appropriate individual(s) and/or supervising authority, and offers a statement of personal intent to open communication channels.	✓ Remains calm when faced with an escalating conflict ✓ Listens to concerns, opinions and objections of others ✓ Participates in conversations and or meetings intended to resolve conflict once aware or alerted to such situations ✓ Encourages calm dialogue between others when faced with differing point of views ✓ Considers concerns, issues and objections of others ✓ Remains calm when faced with an escalating conflict ✓ Listens to differing points of view and promotes mutual understanding ✓ Refocuses the attention of individuals in conflict on work activities and mutual-goals, and away from personality issues. ✓ Demonstrate knowledge of ethics of collaborative conflict resolution including: neutrality, confidentiality, objectivity, respect for differences, and honesty ✓ Takes immediate action to resolve escalating conflict. ✓ Uses appropriate interpersonal styles and communication strategies in facilitating group discussion, and communicating with others. ✓ Approaches conflict situations with objectivity and outmost fairness ✓ Employs multiple monitors individual/group dynamics to prevent conflict from escalating; ✓ Works to instill individual and group values and attitudes that diminish common workplace conflicts ✓ Approaches conflict situations most diplomatically ✓ Confirms agreement on the facts. ✓ Confirms understanding of others' perspectives and wants. ✓ Achieves "win-win" outcomes by identifying common interests, clarifying differences, and achieving consensus or compromise.
Level 2	*Addresses existing conflict*	Makes basic diagnosis with regard to conflict provoking issues among work group members and identifies shared areas of interest among involved parties, while maintaining objectivity in situations that involve personal conflict of interest; takes a lead role in motivating work group members to resolve existing conflict and works to resolve personal issues and/or conflicts effectively with or without interference from others.	
Level 3	*Addresses potential conflict*	Anticipates and takes action to avoid/reduce potential conflict; facilitates formal discussion between work group members to address ongoing workplace tension and/or persistent conflict; identifies and offers one or two solution alternatives to resolve conflict.	
Level 4	*Introduces strategies for resolving conflict*	Mediates in a variety of conflict ensuing among unit/department members; recognizes conflict-provoking issues before onset of conflict; commands the use of multiple strategies (e.g. mediation, collaboration, etc) that are critical to facilitating effective communication between the involved parties, with or without mutual interests, for the purpose of achieving and/or restoring constructive professional relationships.	
Level 5	*Fosters culture for conflict resolution*	Mediates in sensitive, escalated conflicts with issues commonly latent in organizational politics; identifies and commands the use of conflict resolution strategies that best target core issues of the emerging or present conflict and acts strategically to find win-win solutions; evaluates and implements alternatives for diminishing hostile relations among individual employees, multiple units/departments and/or the public to facilitate constructive professional relationships in order to achieve optimal organizational effectiveness.	

CONTINUOUS LEARNING

The extent to which one is able to independently determine the need for personal and professional growth, appropriately identify relevant learning opportunities, and willingly participate in such developmental opportunities.

Mastery Level – *the level of competency proficiency one must command to successfully perform essential job functions*		BEHAVIORAL SELECTION & DEVELOPMENTAL INDICATORS
Level 1	*Monitors oneself to maintain assigned standards of personal effectiveness*	Learning opportunities are willingly undertaken following direction from a supervisor regarding the need to develop job knowledge and skills to effectively perform on the job; seeks out and willingly participates in on-the-job training to enhance understanding of the job responsibilities and execute job tasks in an efficient and correct manner.	✓ Seeks information from immediate co-workers and supervisor on best approaches, tools, methods, and technologies for effective job completion ✓ Seeks feedback from others to identify strengths and weaknesses and ways of improving ✓ Values and welcomes training opportunities and consistently is willing to apply acquired knowledge and skills to relevant job tasks
Level 2	*Seeks to improve current levels of personal effectiveness*	Learning opportunities are willingly undertaken following direction from a supervisor and/or at one's own request to participate in training that is directly or closely related to performed job functions; independently identifies readily available relevant and appropriate training resources and/or seeks information on such available training opportunities; receives extensive direction and feedback in the transfer of the more complex theoretical knowledge to the job.	✓ Participates in workshops, seminars and conferences related to field of professional career interest ✓ Actively integrates and seeks out opportunities to integrate acquired expertise with on the job assignments on a measurable and observable level ✓ Sets challenging goals and standards of excellence for self in view of growth beyond current job.
Level 3	*Seeks learning opportunities beyond current requirements*	Receives limited direction/instruction to undertake general developmental training related to job function; direction is given to undertake specific technical training in a context of recent and/or upcoming changes in federal and state legislation and/or technical advances impacting unit/department function; independently identifies locally available, relevant and appropriate training resources; receives limited direction in the transfer of learning to the job.	✓ Demonstrates a pattern of participating in increasing involved developmental opportunities on an ongoing basis ✓ Develops developmental plans and routinely evaluates personal strengths and weaknesses, and follows through on meeting objectives ✓ Independently transfers learning to the job by demonstrating effective grasp on the essence of new information ✓ Proactively determines changes that may impact the unit/department and assesses the approaches, tools, methods, and technologies required to stay current in a demanding and changing environment.
Level 4	*Aligns personal development with organizational objectives*	Direction to undertake professional development is self-initiated on the basis of self-identified learning objectives that align with the needs of short and long term unit/department activities; identifies training opportunities locally and remotely that are relevant and appropriate to meet the learning needs; directs the transfer of personal learning to one's own job function and that of unit/department members.	✓ Pursues assignments designed to challenge current abilities ✓ Places urgency on developing new knowledge, skills and abilities; ✓ Designs personal learning objectives based on evolving needs of the portfolio or business unit ✓ Fosters a culture that values, promotes, and engages others in professional development activities
Level 5	*Aligns personal learning with anticipated future direction in organizational strategy and professional field*	Subject to scanning the environment to keep abreast of emerging developments in the broader organizational context and overall professional field, necessitating maintaining a broad learning perspective to anticipate and promptly undertake frequently entirely novel learning domains, as a means of aligning personal learning with the strategic needs of the organization.	✓ Links knowledge of current or emerging approaches, tools, methods, and technologies to the emerging needs of the department and clients ✓ Places highest value on the acquisition of new knowledge, skills and abilities for self and others ✓ Advances opportunities for professional development and training.

DECISION MAKING & PROBLEM SOLVING

The extent to which an individual is able to recognize and analyze a problem and/or a difficult situation and develop an appropriate and results-oriented course of action in alignment with legal constituents and requirements.

Mastery Level – *the level of competency proficiency one must command to successfully perform essential job functions*			BEHAVIORAL SELECTION & DEVELOPMENTAL INDICATORS
Level 1	*Applies Basic Rules In Decision-Making*	Identifies and solves basic, commonly occurring problems when relevant information is readily available; applies explicit guidelines and procedures in decision-making, confers with others when working to solve problems deviating from known content areas or situational context; decision-making impact carries little or no consequence of error.	✓ Able to evaluate exceptions based on clearly specified rules ✓ Considers the components of a problem or issue as they pertain to one's own work and/or area of responsibility ✓ Refers issues/problems that are outside of one's scope of decision-making
Level 2	*Sees basic relationships*	Evaluates explicit guidelines to determine exceptions to rules when solving commonly occurring and at times unique problems; identifies and/or solicits a limited range of alternatives in the decision-making process; takes action to solve problems by gathering and applying information from known and readily accessible sources; decision-making impact may carry minor consequence of error.	✓ Seeks additional information about a situation other than what has been given and consults available resources. ✓ Demonstrates ability to break down problems into simple lists of tasks or activities
Level 3	*Synthesis of complex relationships*	Identifies and addresses a range of problems and issues that require applying guidelines and procedures that are subject to considerable personal discretion and interpretation; evaluates multiple strategies when developing problem-solution alternatives, uses cost/benefit analyses to make well-informed decisions, draws inferences on the basis of information located from both available and newly identified sources; independently implements solutions to commonly occurring problems and addresses complex, unique problems as directed; decision-making impact may involve relatively significant consequence of error.	✓ Balances the need to be thorough with the demands of making timely decisions ✓ Observes conditions and recognizes patterns
Level 4	*Conceptualizes multi-dimensional problems*	Systematically identifies and addresses problems for which there is frequently no set guidelines or procedure; identifies dimensions and the overall scope of complex current and/or anticipated problem areas, collects information from multiple sources pertaining to the assumed cause of the problem, and evaluates information accuracy and relevancy to determine the underlying cause of a problem and trouble spots; generates and closely evaluates a significant number of problem-solution alternatives when selecting and implementing action response plans; information is commonly not readily accessible and/or may be incomplete; decision-making impact carries significant consequences of error.	✓ Recognizes symptoms that indicate more significant problems ✓ Anticipates obstacles, considers the impact/consequence of decisions ✓ Puts a problem in context, recognizes risks, understands situational variables ✓ Identifies critical information necessary to analyze problems ✓ Balances competing priorities in reaching decisions
Level 5	*Strategic Decision-Making In The Face Of Ambiguity*	Systematically identifies, investigates and implements refined action plans in solving complex, deep-rooted problems and issues, having far-reaching organizational impact; identifies and examines multiple relevant information sources that are not readily accessible that are critical for effective decision-making; decision-making is frequently subject to deadline pressures and is frequently in the context of limited and/or ambiguous information.	✓ Reconciles the conflicts between short term requirements and long term objectives ✓ Displays sound investigative skills to draw out relevant information ✓ Capitalizes on personal networks as a resource for information gathering

DELEGATING TO/DIRECTING OTHERS

The degree to which one is willing to share unilateral power as demonstrated by the extent to which one entrusts and assigns responsibility and delegates authority to others for a work task and/or function to maximize individual and collective utility of human resources.

Mastery Level – *the level of competency proficiency one must command to successfully perform essential job functions*		BEHAVIORAL SELECTION & DEVELOPMENTAL INDICATORS
Level 1	*Delegates Routine Work Assignments At The Direction Of A Supervisor*	Delegates responsibility and provides work direction for basic, routine tasks at any one given time to staff of the same level, lower-level staff and/or substitute/contract workers, at the direction of a high-level employee or supervisor ; the scope of tasks that are delegated or directed are within the immediate range of one's work role; the impact over tasks delegated carries little or no consequence to overall individual performance; may be asked by superior to provide feedback on performance of such others.	✓ Works within supervisory set parameters of decision-making authority for one's own position. ✓ Delegates and directs same level or lower level staff as outlined by and only at the direction of a supervisor.
Level 2	*Delegates And Monitors Work Progress At The Direction Of A Supervisor*	Provides work direction to a small number of individuals or to small teams of three or less and may delegate responsibility for a series of tasks on a single multi-faceted work assignments of limited complexity; authority for decision-making parameters for self and others being delegated to are set by a supervisor; informally monitors performance of others.	✓ Offers guidance and instruction based on each team member's needs based on the scope of the task or project ✓ Monitors completion progress in accordance with a prescribed timeline to ensure timely task/project completion ✓ Reports feedback and progress back to a supervisor
Level 3	*Initiates Task Delegation And Monitors Work Progress For Large Groups*	Delegates responsibility for work assignments to a team and/or work group; develops and communicates the parameters of decision-making authority to team/work group members; monitors progress and impact of potential outcomes, and may revise action planning or project direction to achieve optimal work unit/department results.	✓ Distributes workload according to known and determined capabilities of team/work group members ✓ Monitors individual progress and measures results ✓ Delegates responsibility and grants decision authority on the basis of past performance ✓ Provides structure, sets goals, and acts as a resource
Level 4	*Delegates And Monitors Extensive Departmental Projects In A Multi-Leveled Manner*	Directs the work activities of a single large unit/department or multiple small units/departments; determines criteria on the basis of which task responsibility and decision-making authority are granted; allocates responsibility for major unit/department functions and/or complex multi-faceted projects to a small number of subordinates, who are bestowed with decision-making authority to further delegate responsibility to achieve maximum results under time constraints.	✓ Gains employees' commitment to new responsibilities through delegation discussions ✓ Promptly identifies tasks and responsibilities that can and should be delegated ✓ Assess the scope of delegated tasks and identify the appropriate level of authority and support to give the people doing the work. ✓ Determine methods for monitoring the progress of delegations ✓ Provides feedback on use of delegating/directing skills
Level 5	*Strategically Develops And Implements An Organizational/Departmental Framework For Delegating Work*	Directs the overall human capital of an organization; collaborates with organization's top management to develop a framework for decision-making hierarchy; communicates a framework for establishing a system for delegating responsibility and authority, and establishing, implementing, evaluating, and monitoring systems to measure and assess results of delegation on unit/department and overall organizational effectiveness.	✓ Identify barriers to delegation and tactics for overcoming them. ✓ Works within the framework that work autonomy and task ownership are critical factors in employee job satisfaction and sustaining employee commitment.

DEVELOPING & EMPOWERING OTHERS

The extent to which one is able and willing to provide coaching, direction and feedback to enhance performance, motivation and the overall development to foster the long-term capability of others.

Mastery Level – *the level of competency proficiency one must command to successfully perform essential job functions*			BEHAVIORAL SELECTION & DEVELOPMENTAL INDICATORS
Level 1	*Provides Basic Support*	Provides limited direction and support to new personnel that are undertaking a similar work role, as related to carrying-out tasks that are routine and limited in scope.	✓ Aware of training activities available for staff ✓ Takes time to clearly respond to questions when asked ✓ Provides on-the-job task training when requested and outlined
Level 2	*Provides on-the-job training*	Provides step-by-step direction, on individual basis, in support of on-the-job training; demonstrates proper task procedure and provides information on availability and accessibility of common resources related to carrying out routine, technical job tasks; serves as a resource to staff members performing the less technical duties within the realm of one's own job duties/responsibilities.	✓ Prepares job aids to support on-the-job training ✓ Provides informal feedback and support to others ✓ Makes information available to others on a timely basis
Level 3	*Assesses Group Needs*	Identifies immediate training needs for a group of individuals performing duties requiring varying technical savvy, within a single job domain; formulates and implements individualized on-the-job training plans; monitors day-to-day performance and provides on-going feedback.	✓ Assigns work tasks/projects on the basis of ones' ability to complete progressively more advanced projects. ✓ Tailors on-the-job training to meet individual development pace ✓ Allocates time to works with team members to define realistic yet challenging work goals. ✓ Makes time available for training ✓ Provides timely feedback ✓ Allows individuals the freedom to make and learn from mistakes
Level 4	*Empowers groups*	Conducts needs analysis to identify gaps in knowledge, skills, and abilities for multiple, cross-functional work teams under one's management; determines appropriate training and cross-training opportunities to broaden the personal and professional growth of others; capitalizes on the formal and informal performance management process to provide feedback and set developmental objectives.	✓ Expresses positive expectations of others even in difficult cases ✓ Readily identifies training or developmental needs. ✓ Gives negative feedback in behavioral rather than personal terms ✓ Takes on a role of a mentor ✓ Initiates dialogue with unit/department employees to develop learning and career plans ✓ Provides professional development opportunities on timely basis
Level 5	*Organization-wide succession planning*	Creates and fosters a departmental/organizational culture that values and fosters the implementation of progressive initiatives to develop the long-term potential of the workforce; works to establish new programs to enable cross-functional training opportunities, and secure human resource capital to meet organizational workforce needs for the span of 5-10 years into the future.	✓ Advocates for measures and reward systems based on team development and succession planning ✓ Identifies training needs on the basis of organization-wide SWOT (strengths, weakness, opportunities, threats) analysis ✓ Delegates significantly complex assignments and creates opportunities for development and learning ✓ Identifies inequalities of opportunity within the workplace and takes active steps to address them

FISCAL RESOURCE MANAGEMENT

The extent to which one carries responsibility for planning, allocating, spending and managing monetary resources to complete individual, group, unit/department, or organization-wide operational work activities.

Mastery Level – *the level of competency proficiency one must command to successfully perform essential job functions*			BEHAVIORAL SELECTION & DEVELOPMENTAL INDICATORS
Level 1	*Accounts for individuals expenditures*	Subject to utilizing appropriated work activity funds as directed by supervising authority, where monetary expenditures are routine in nature and subject to prior approval; budgetary knowledge is limited to individual expenditures and subject to frequent cross-reference with unit/department budget guidelines.	✓ Consistently seeks advance approval for any and all expenditures ✓ Formally reports any incurred expenditures ✓ Uses appropriate tools to track monetary expenditures.
Level 2	*Tracks team expenditures*	Subject to exercising spending discretion over small, routine expenditures; holding fundamental knowledge with regard to unit/department budget guidelines, and experience utilizing appropriate tools to track and/or report individual expenditures related to work activities; understanding the legal consequences of misusing resources, and keeping informed on spending criteria standards.	✓ Keeps detailed records to track expenditures and receipts and is proficient in using appropriate tools to track or report work expenses; ✓ Follows purchasing and procurement guidelines.
Level 3	*Appropriates project funds*	Subject to exercising spending discretion over expenditures that vary in amount, but individually are of no significant weight to the unit/department budget; coordinating the use of allocated fiscal resources among a team or multiple teams/work groups; holding selective in-depth knowledge and limited applied experience in planning, allocating and managing the use of fiscal funds to develop informal work group budget, and formally account for and report work team(s) expenditures.	✓ Demonstrates an understanding of the budget process ✓ Communicates budget allocations to staff ✓ Explains or justifies budget requests ✓ Responds and meets requests for budget information within time frames
Level 4	*Directs unit/department fiscal planning*	Subject to planning, developing and administering the budget and resource plans for unit/department operation; holding advanced knowledge and applied experience in planning, allocating and managing fiscal resources in public sector, including standards for compliance with administrative controls for expenditures, contracts, and procurement standards; understanding and executes the fundamentals of cost effectiveness and operating efficiency and directing staff granted with spending discretion authority.	✓ Systematically complies with administrative controls over funds, contracts, and procurements, ✓ Monitors and verifies ongoing cost effectiveness. ✓ Monitors expenditures and resources to ensure spending is within allotments, and makes appropriate modifications when necessary ✓ Analyzes fiscal/budget reports
Level 5	*Administers organization's fiscal resources*	Subject to planning and developing program resource plans and budgets for multiple departments and/or operations within the organization on the basis of organization's strategic vision; holding expert knowledge and extensive applied experience in requesting state and/or federal funds vital to sustaining organization's long-term fiscal stability, and developing framework for implementing organization-wide internal control environment to ensure compliance with legal policies, laws, regulations, and rules.	✓ Provides rationale to management for budget allotments adjusts budgets as appropriate or directed; ✓ Applies financial planning strategies to develop budgets ✓ Re-allocates resources and resets priorities in response to unexpected events and/or demands

HEALTH & SAFETY AWARENESS

The extent of one's knowledge, understanding, adherence to and implementation of health and safety laws, regulations, and other occupational standards for the purpose of establishing, promoting, and maintaining a safe work environment for oneself and others.

Mastery Levels -			BEHAVIORAL SELECTION/DEVELOPMENTAL INDICATORS	
Level 1	*Attentive To Basic Health And Safety Practices*	Subject to recognizing basic, core health and safety procedures related to routinely assigned and performed work activities; Receives detailed procedural instructions to carry out work activities safely; errors stemming from failure to understand and adhere to safety standards generally have individual consequences only.	✓ Carefully organizes the personal workspace/assigned work environment to minimize the likelihood of an accident or other unsafe incidents. ✓ Consistently adheres to detailed procedural instructions to carry out work activities safely ✓ Swiftly reports readily observable hazards in the workplace or in the field.	
Level 2	*Learns Of Basic Health And Safety Requirements*	Subject to independently referencing readily available health and safety laws and regulations pertinent to one's job domain, and making initial generalization of the application of safety guidelines in performing job functions in novel context; errors stemming from failure to understand and adhere to safety standards generally have individual consequences, but may result in minimal hazards for and/or have an impact on work group members.	✓ Incorporates accident prevention measures in all activities. ✓ Informs others of basic safety and health information	
Level 3	*Researches And Communicates General Health And Safety Requirements*	Subject to holding general knowledge of job specific health and safety laws, regulations, and application requirements; subject to researching, interpreting, communicating and providing basic instruction on the application of job domain-specific, general Federal and State health and safety laws, regulations, and policies to an assigned work group; general direction is received on the application of the multi-faceted health and safety requirements, laws and regulations in novel contexts; cognizant of causes, relative costs and general impact of workplace injuries.	✓ Reinforces safety guidelines by exemplifying the use of best safety practices in carrying out a job ✓ Promotes injury prevention by continuous monitoring of work processes ✓ Attends safety training on a regular basis if working in an inherently hazardous environment.	
Level 4	*Directs Department-Wide Health And Safety Awareness*	Subject to holding detailed knowledge of job domain-specific, health and safety laws, regulations, and application requirements; subject to researching, interpreting, communicating and directing the application of multi-faceted, newly adopted Federal, State, and organization-wide health and safety laws, regulations and policies; analyzes the causes of common workplace injuries, and directs department-wide implementation of appropriate safety procedures and practices to prevent on the job injuries and maintain a safe work environment.	✓ Design effective and efficient safety programs, policies, or procedures used in multiple locations to minimize and prevent accidents ✓ Systematically analyzes and evaluates workplace hazards endemic to the department operation ✓ Develops methods to encourage continual attention to safe practices by the work unit or team.	
Level 5	*Ensures Total Organization-Wide Legal Compliance*	Subject to holding extensive knowledge and application experience of industry-related health and safety requirements; subject to evaluating the financial costs and overall impact associated with workplace injuries on organizational effectiveness; seeks collaboration of organization's top management to identify and direct the implementation of vital organization-wide health and safety initiatives to diminish the incident rate of injuries at the workplace and achieve total legal compliance.	✓ Systematically evaluates effectiveness of organization-wide health and safety practices using a variety of analyses, such as a comprehensive safety survey after the programs have been conducted for at least two years, comparative reports, and financial audits. ✓ Systematically reviews injury incident data for all organization's operations and directs modification to injury prevention programs.	

INDUSTRY KNOWLEDGE & APPLICATION

The extent of job-related industry and professional knowledge base translatable to practicable, applied experience, necessary to execute essential job functions successfully.

Mastery Level – *the level of competency proficiency one must command to successfully perform essential job functions*		BEHAVIORAL SELECTION & DEVELOPMENTAL INDICATORS
Level 1	*Holds a cursory level of job-related knowledge*	Subject to holding very limited knowledge and/or prior practical experience related to the field when performing essential job duties; extensive on-the-job training is provided to obtain elementary knowledge and skill to carry out job tasks of basic, routine nature.	✓ Seeks extensive direction in completing work assignments in accordance with professional standards ✓ Participates in on-the-job training programs to gain industry knowledge and to learn to execute work assignment correctly ✓ Demonstrates in work assignments the correct application of knowledge learned in training programs
Level 2	*Holds narrowly targeted industry knowledge*	Subject to holding necessary industry knowledge to carry out a narrow array of job-related activities independently; receives initial on-the-job training to expand job-related knowledge and application domain to enable performance of a wider array of job-related activities independently, with general direction from supervising authority.	✓ Works within available guidelines or approaches as provided by a supervisor ✓ Understands when provided guidelines are not appropriate to a specific assignment or scenario and is able to consider alternatives ✓ Utilizes the mostly commonly known informational resources in the field ✓ Applies what was learned at school/seminars/trainings on the job
Level 3	*Holds in-depth industry knowledge*	Subject to holding in-depth knowledge within a specific job domain, such that possession of a specialization certification, licensure and/or a higher education level must be obtained to achieve such knowledge; applies current industry knowledge in performing a wide array of job-related activities, and serves as a point of reference for others; the extent of required prior practical application experience is job dependent, and a minimum of required full-time work experience necessary to perform job duties successfully may vary substantially.	✓ Maintains current industry knowledge by participating in meetings, training programs, and reading relevant publications as applicable ✓ Demonstrates an awareness of new practices, approaches, technology and theories through application and information sharing ✓ Keeps up to date with industry trends through specialist magazines/books, industry web-sites and conferences ✓ Applies current industry practices to job assignments ✓ Seeks out opportunities to participate in projects outside of the immediate area of expertise and responsibility
Level 4	*Serves as a Subject-Matter-Expert*	Subject to holding advanced professional expertise within multiple areas within a single domain, such that in order to hold such a level of expertise possession of a specialization certification, licensure and/or a higher education level are necessary; applies technical knowledge and application experience to evaluate unit/department operational effectiveness and to develop, implement, and evaluate new systems, services, processes and/or procedures, to achieve optimal unit/department effectiveness; serves as a department subject matter expert.	✓ Maintains a network of professional contacts by actively participating in informational exchange groups, conferences and other industry associations ✓ Incorporates new learning by modifying existing work plans and unit/department work activities going forward ✓ Provides information that is credible, current and relevant regarding industry trends and apply them to their work ✓ Leverages current knowledge to obtain new knowledge ✓ Researches and assesses the accuracy and credibility of information sources with regard to subject-matter expertise
Level 5	*Industry Expert*	Subject to holding expert knowledge of multiple functional areas within multiple domains, such that extensive applied full-time industry work experience is necessary to achieve such expertise; the breadth of expertise, experience and specialized training is critical in the evaluation of organization-wide operations and in working on a system-wide level to develop systems and processes to enhance overall organizational performance; serves as an organization-wide subject matter expert.	✓ Provides consulting services internally and outside of the organization ✓ Extrapolates and forecasts directions in industry trends ✓ Leverages career knowledge and experience to influence new ideas and understanding

INITIATIVE & RISK TAKING/MANAGEMENT

The extent to which one independently anticipates and identifies problems, obstacles and opportunities and takes action to address impediments and capitalize on opportunities to achieve performance targets, while identifying, assessing and managing associated risks.

Mastery Level – *the level of competency proficiency one must command to successfully perform essential job functions*			**BEHAVIORAL SELECTION & DEVELOPMENTAL INDICATORS**
Level 1	*Works Autonomously: A Self-Starter*	Takes timely, basic steps to integrate and apply newly recommended methods and approaches to carrying out day-to-day routine duties to achieve a level of efficiency and work effectiveness as specified by immediate supervisor and/or management.	✓ Handles multiple demands and competing priorities as directed ✓ Stays focused on what is most critical to achieve personal and project ✓ Holds self accountable to designated work goals and motivated to work ✓ Enlists and accepts support and direction of others to achieve personal/group work objectives ✓ Requests feedback
Level 2	*Takes Risks Impacting Individual Performance*	Anticipates and recognizes recurring problems and readily available opportunities for improvement in day-to-day and monthly tasks/projects; takes action to address impediments with some minor risk to individual short-term work performance; consequences in error are generally minor, but may be non-trivial on occasion.	✓ Independently conducts cost-benefit analysis ✓ Actively participates in team and committee meetings (i.e., is able to take the lead in presenting ideas in meetings) ✓ Finds or creates ways to measure performance against set goals ✓ Seeks information from many different sources before deciding on own approach.
Level 3	*Takes Risks Impacting Team And/Or Multiple Unit Performance*	Anticipates potential problems, obstacles, and opportunities related to a single work team and/or a localized work function; takes calculated risks with the potential to significantly impact multiple work units and/or departments, cognizant of present and anticipated contingent liabilities and opportunities; consequences due to error in action plans can be commonly rectified with minor adjustments or adverse costs.	✓ Motivates others to translate ideas into actions and results ✓ Employs formal/informal channels to secure the resources and/or staff to achieve immediate team and/or unit/department objectives/goals ✓ Takes the lead in group initiatives ✓ Takes independent action to positively affect the direction of events ✓ Solicits others for ideas and incorporates viable ones
Level 4	*Directs High-Risk Department-Wide Initiatives*	Anticipates potential problems, obstacles and opportunities related to multiple and/or cross-functional work teams/units under one's management; takes action to implement novel initiatives with a high potential for far-reaching departmental strides; the scope and magnitude of initiatives that are commonly undertaken may result in significant organizational costs if error(s) occurs in any stage of the action plan.	✓ Recognizes and employs varied incentives to reward individual and team achievements/performance ✓ Nurtures risk taking attitudes in others by encouraging them to take on projects of a nature different than what they might currently be accustomed to ✓ Seeks appropriate counsel when creating action plans to achieve outmost desired impact
Level 5	*Pioneers High-Risk Organization-wide Initiatives*	Anticipates and takes action to create strategic opportunities for an organization and enables an organizational culture and climate for initiating and following through on high-risk initiatives; pioneers innovative initiatives in sensitive political internal/external organizational context, where the scope and magnitude of initiatives may have an organizational impact up to 10 years into the future.	✓ Makes formal presentations to advocate for organization-wide initiative of complex and/or controversial nature ✓ Continuously reassesses return on investment of far-reaching organizational initiatives and modifies organizational strategy.

LEVERAGING TECHNOLOGY

The extent to which one recognizes the impact of technological advances and is willing to integrate technology in performing job tasks to achieve efficiency, quality and productivity.

Mastery Levels - *the complexity of the overall position function and the level of work autonomy require one to function at the following level of competency to perform job duties/responsibilities successfully:*			BEHAVIORAL SELECTION/DEVELOPMENTAL INDICATORS
Level 1	*Engages In Basic Computer Operation*	Understands the need for and uses basic technology as a tool to communicate with others and accomplish routinely assigned tasks as appropriate.	✓ Demonstrates knowledge of basic computer operation ✓ Works to learn how to use new technology when assigned ✓ Readily accepts changes in technology
Level 2	*Diverse Personal Application*	Uses technology to communicate, research, input, and analyze data; understands the impact of new technology on operations; monopolizes the use of available computer applications to achieve greater efficiency and productivity in daily assignments.	✓ Learns how to use new versions and advanced features of application software. ✓ Readily integrates technology into job tasks
Level 3	*Shares Technology Expertise with Work Group*	Assists in identifying technology advances for a single team/unit; differentiates and makes recommendations to team members on the use of appropriate software applications in performing varying work activities.	✓ Proficient in using a wide range of software applications specific to one's job domain ✓ Seeks opportunities to further proficiency in various new and existing software applications
Level 4	*Advances The Use Of Technology Across A Department*	Initiates studies exploring technological advancement opportunities and implementation feasibility in a single program's/unit's/department's operations.	✓ Encourages staff development and training in new IT applications. ✓ Develops strategies using new technology to enhance decision making
Level 5	*Strategically Leverages Technology*	Monopolizes the use of technology in achieving strategic goals and is creative and visionary in the application of technology to improve services and productivity; capitalizes on own diverse proficiency in technological equipments by identifying efficient and cost-effective technological applications to be integrated into the workplace.	✓ Keeps current with industry related technological trends ✓ Requests organization-wide surveys to evaluate technological needs of departments and individuals ✓ Involves key stakeholders to initiate progressive technological advancement

MANAGING CHANGE

The extent to which one is capable of managing organizational change of varying magnitude to achieve desired organizational outcomes.

Mastery Level – *the level of competency proficiency one must command to successfully perform essential job functions*			BEHAVIORAL SELECTION & DEVELOPMENTAL INDICATORS
Level 1	*Manages individual work tasks during transitional periods*	Subject to sustaining productive levels of individual performance during periods of transitions in work group personnel, management and/or minor shifts in work assignments or expectations; work tasks and processes are generally stable over time.	✓ Continuously maintains a positive work ethic ✓ Identifies and accepts and integrates the need and processes for change. ✓ Explains the process, ramifications and rationale for change to those affected by it. ✓ Invites discussion of views on the change.
Level 2	*Manages individual work during significant transitions*	Subject to sustaining productive levels of individual performance during periods of change in job duties due to structural re-organizations, technological changes directly impacting job processes, job re-design and/or changes in organization's mission, goals and operational strategies.	✓ Provides personal insight to work group members on adapting to change in the workplace. ✓ Promotes the advantages of change. ✓ Seeks clarification on the potential opportunities and consequences of proposed changes.
Level 3	*Manages the day-to-day change process*	Subject to clearly understanding the potential impact and consequences of change initiatives on the day-to-day operations of a work group/unit/department; at the direction of supervising authority providing assistance to reinforce change initiatives and expectations and sustain individual and team/work group performance; independently managing change directives of minimal magnitude, with limited significant consequences to overall departmental/organizational operational effectiveness.	✓ Provide direction and steering for successful performance during the transition and in the new environment ✓ collects and analyzes feedback on impact of change on day-to-day operation, ✓ Performs early stage diagnoses of resistance to change
Level 4	*Directs unit/department change processes*	Subject to managing change initiatives of various magnitudes with respect to the operation of multiple work units and/or a single large department, with a potential for short-term consequences to the effectiveness of organization's multiple operations; assisting in developing and implementing organizational wide change management strategy, independently developing change management plans specific to the assigned operation and directing the implementation of department and/or organization-wide change initiatives.	✓ Articulates positive values about change and provides coaching to employees to overcome fear of, or resistance to change ✓ Develops processes for staff and/or customer input into proposed changes as appropriate; ✓ Understands and applies strategies for handling negative responses to change. ✓ Involves staff in planning and implementing change; ✓ Keeps staff and customers informed of progress on proposed changes; ✓ Communicates change in a manner that invites support
Level 5	*Champions change*	Subject to preparing for and managing a multitude of change initiatives throughout multiple departments/operations and/or an entire organization that have far-reaching impact on overall organizational effectiveness, with a potential implementation span of up to 10 years; fostering an organizational culture that embraces and easily adapts to change, defining change management strategies, assembling change management team(s) and developing a change sponsorship model to ensure business changes are implemented and realized to their full potential.	✓ Defines and instills new values, attitudes, norms, and behaviors within an organization that support change initiatives ✓ Employs multiple strategies to overcoming resistance to change ✓ Clearly defines change management strategy ✓ Identifies multiple strategies to overcoming resistance to change ✓ Remains active and visible throughout all stages of change management

NEGOTIATION & INFLUENCE

The capacity to persuade, convince, influence others for the purpose of achieving desired results.

Mastery Level – *the level of competency proficiency one must command to successfully perform essential job functions*			BEHAVIORAL SELECTION & DEVELOPMENTAL INDICATORS
Level 1	*Takes a Single Action to Persuade*	Uses basic persuasion and negotiation techniques in informal discussion or presentation with immediate work group members; takes a single action to persuade using a single resource (e.g. examples, data, visual aids) to substantiate one's argument and/or position.	✓ Uses concrete examples, data, visual aids to demonstrate and/or make a point ✓ Provides credible information to establish rapport
Level 2	*Takes Multiple Actions to Persuade*	Uses targeted persuasion and negotiation techniques in informal and/or formal meetings with immediate work group members and supervisor(s) to achieve individual and team-oriented desired results; commands the use of persuasion techniques consisting of a combination of two or more resources (e.g. two different arguments, examples or data) to offer basic alternatives intended for improvements in the workplace.	✓ Anticipates the effect of one's approach or chosen arguments on the emotions and sensitivities of others ✓ Adapts arguments to appeal to the needs or interests of others. ✓ Studies motivations of counterparts during negotiations ✓ Uses the process of give-and-take to gain support.
Level 3	*Pre-determines Impact of Actions or Words*	Facilitates communication between two or more groups/teams adapting a presentation or discussion to appeal to the interest and level of others; anticipates the effect of an action and/or information on others and skillfully redirects discussion to achieve desired results.	✓ Addresses questions and concerns of others when presenting information having a relatively long-lasting impact ✓ Builds on successful internal initiatives and best external to gain acceptance for ideas. ✓ Employs cost-benefit analyses to emphasize the value of an idea
Level 4	*Takes Multiple Actions to Persuade*	Initiates and facilitates communication between multiple cross-functional units/departments and/or secondary stakeholder groups when buy-in is necessary to achieve results in one's own unit and/or department and improve coordination and process across departments; takes multiple actions to influence, with each action adapted to the specific audience.	✓ Identifies and targets efforts to influence the real decision makers and those who can influence them. ✓ Chooses the appropriate approach and time to influence others. ✓ Influences others without using direct authority. (e.g. uses different examples to demonstrate point with different stakeholder groups).
Level 5	*Influences Strategically*	Assembles key stakeholders, and strategically utilizes existing personnel and professional networks to publicize, align and gain support for one's agenda to impact organizational processes and business strategy prospected for long-lasting organizational outcomes; anticipates reactions of affected parties and adapts relationship building strategies and proposals accordingly to achieve desired results	✓ Offers tradeoffs or exchanges to gain commitment ✓ Structures situations (e.g., the setting, persons present, sequence of events) to create a desired impact and to maximize the chances of a favorable outcome. ✓ Accommodates stakeholders to the extent possible without undermining other involved parties ✓ Uses experts or other third parties testimony to influence

ORAL COMMUNICATION

The extent to which one composes and verbally delivers information of varying levels of technical complexity and speech formality, using appropriate grammar, tone, inflection and non-verbal cues (e.g. eye contact, facial expressions, etc..) to achieve desired communication results, while listening to and correctly deciphering verbal communication delivered by others.

Mastery Level			BEHAVIORAL SELECTION/DEVELOPMENTAL INDICATORS
Level 1	*Employs basic communication means*	Communication is subject to receiving and understanding detailed and straight-forward work directions and composing basic, short verbal messages that are grammatically sound and are easily understood by others; the scope of communication includes, but is not limited to, formulating coherent responses to simple requests, requesting information needed to complete individual job tasks effectively, and providing daily work status updates.	✓ Minimal use of non-verbal cues ✓ Asks one to two follow-up questions if lacks clarity in work direction ✓ Readily receives open and consistent communication with others ✓ Sentences are simply worded and short, but understandable
Level 2	*Utilizes Various Communication Mediums*	Communication is subject to a known context and content area of minimal technical complexity; consistently delivering verbal messages using connected discourse of paragraph length and maintaining proper semantic and syntactic sentence structure; utilizing varying communication mediums, and expanding and organizing content as necessary, with some use of non-verbal communication cues to achieve optimal communication results; the scope of communication includes, but is not limited to, verbally summarizing results of routine technical reports, providing work status updates, and other information pertinent to individual and/or work group activities, unit operation rules, procedures and services.	✓ Occasional reduction in breadth and appropriateness of vocabulary throughout the more complex communication ✓ Asks multiple follow-up questions ✓ Displays consistency between verbal and non-verbal cues ✓ Demonstrates a noticeable increase in vocabulary depth and breadth when communicating within an area of specialization or interest ✓ Verbal discourse is consistently sufficiently accurate, clear and precise
Level 3	*Adapts communication to others*	Communication most frequently occurs in a known context requiring conveying lengthy, relatively technically complex information within and outside of one's direct area of specialization; skillfully tailoring levels of speech formality as necessitated by situational context; the scope of communication may include, but is not limited to, summarizing findings of technical reports pertinent to activities of an overall function of a single unit/department, providing interpretation and direction on the application of legal statues, department and/or organization policies and procedures that are core to the position and/or a unit function.	✓ Employs a variety of non-verbal cues to increase communication clarity ✓ Facilitates mutual understanding by probing for additional information, rephrasing, and summarizing. ✓ Attentive to receiver's verbal and non-verbal cues: adapts content, style, tone and medium of communication to suit the target audience's language and level of understanding. ✓ Takes others' perspectives into account when communicating, negotiating or presenting arguments
Level 4	*Communicates complex information*	Communication is subject to varied contexts requiring conveying lengthy, sensitive and technically complex information on activities pertinent to the function of multiple unit/department functions; the scope of communication may include, but is not limited to, presenting department policies, procedures and regulations, unit/section goals, objectives, and results of significantly complex technical reports and unit/department work load analysis; communicating with staff and senior management to address issues, concerns and objectives concerning frequently complex/non-routine issues/circumstances.	✓ Consistently uses precise vocabulary and intonation in personal communication ✓ Communicates complex issues clearly and credibly with widely varied audiences. ✓ Consistently cognizant of public interest, political ramifications and departmental constraints when dealing with sensitive issues ✓ Models all attributes of effective interpersonal communication ✓ Defines the framework for organizations' communication mediums
Level 5	Communicates Strategically	Communication is subject to varied contexts and setting, requiring communicating with a level of accuracy and fluency that enables communication on a variety of topics from both concrete and abstract perspectives; constructing and developing hypotheses to explore and persuade of alternative possibilities using extended discourse, without unnaturally lengthy hesitation to convey information with the most far reaching impact on organization-wide processes and outcomes; the scope of communication may involve, but is not limited to, presenting organizational, state and federal laws and regulations, long-term department/organization objectives, strategies and goals to senior management administrators, organization's stakeholders, outside organizations and the public.	✓ Establishes and implements guidelines and standards for organization's communication network ✓ Maintains composure in difficult and/or volatile communication situations, such as cross-examination, public hearings, and media interaction ✓ Most cognizant of ensuing impact due to appropriateness of message content, timing and forum of communication ✓ Uses varied communication vehicles and opportunities to promote dialogue, shared understanding and consensus.

ORGANIZATION AND ATTENTION TO DETAIL

The extent to which one systematically employs a standard system of organization in work process and related resources and an overall concern for integrating all aspects of the task, situation and/or work-related problem as a means of achieving optimal efficiency and effectiveness in performing job-related duties/responsibilities.

Mastery Level – *the level of competency proficiency one must command to successfully perform essential job functions*		BEHAVIORAL SELECTION & DEVELOPMENTAL INDICATORS
Level 1	*Attentive In Basic, Routine, Repetitive Tasks*	Performs basic, routine and/or repetitive tasks with care and attention; follows comprehensive written and/or verbally given instructions on setting up and maintaining a system of organization in executing assigned tasks and managing work-related resources.	✓ Keeps a provided task/project checklist readily accessible ✓ Seeks clarification when necessary ✓ Uses one's time and resources productively to complete assigned tasks
Level 2	*Independently Determines Efficient Task Sequence*	Methodically identifies logical sequences of activity to accomplish assigned tasks and prioritizes key tasks that need to be achieved each day/week within a prescribed timeline; employs and assists in implementing and maintaining a systematic organizational process for managing group resources and succinctly executing a group function.	✓ Creates personal task/project checklists based on set requirements and standards for assigned tasks/projects. ✓ Reviews one's own work carefully for completeness and accuracy against a set criteria and/or checklist prior to submitting for final review.
Level 3	*Assists In Developing An Organizational System*	Assists in developing and implementing an organizational system for a small work group that promotes the security, reliability and accessibility of work-related documents, data, materials and equipment; position autonomy commends significant responsibility for personal work quality and that of a supervised work group.	✓ Utilizes multiple communication channels to ensure assignment instructions a clear and sufficient detail is provided to others ✓ Maintains focus and quality under distracting working conditions and high workload
Level 4	*Directs Unit/Department Organizational Systems*	Initiates new and/or builds on existing organizational policies and guidelines in developing a system of organization in a single work unit/department that meets required state and federal compliance standards and promotes achieving optimal unit/department efficiency and effectiveness	✓ Solicits recommendations for best processes from other organizations providing the same/similar services and/or products ✓ Analyzes current practices in a continuous manner for efficiency improvements
Level 5	*Eradicates Inefficiency In Process & Service Throughout An Organization*	Internalizes federal, state, and organizational laws, policies, and procedures related to organization-wide services and products, to develop strategies and establish instruments and processes for conducting day-to-day transactions and large-scale far-reaching organizational operations with optimal efficiency and effectiveness as a means of achieving long-term organizational success.	✓ References a multitude of legal resources to keep current with state and federal laws and regulations as they pertain to the organizational functions. ✓ Requires the implementation of ample control systems that would meet legally mandated standards for information security, accessibility and accuracy ✓ Ensures that all standard departmental/organizational practices are being correctly implemented at all levels

ORGANIZATIONAL AWARENESS

The extent to which one understands and utilizes the knowledge of the hierarchical and vertical organizational structure, the organizational culture, role definitions, and position relationships, and factors in internal and external political, social and economic issues in carrying out work activities and achieving desired personal and organizational outcomes.

Mastery Level – *the level of competency proficiency one must command to successfully perform essential job functions*			BEHAVIORAL SELECTION & DEVELOPMENTAL INDICATORS
Level 1	*Understands Formal Work-Group Structure*	Subject to extensive on-the-job training to address awareness and integration of formal work group structure for completion of daily tasks, rules, policies, processes, and procedures in completing daily work activities; cognizant of the basic accountabilities within an assigned work group, the impact of individual contribution to achieving work unit objectives and results, and the basics of public service context in the day-to-day work activities.	✓ Understands duties and purpose of an assigned position. ✓ Recognize how work units work together on a basic level. ✓ Understands how primary duties/purpose of the position contributes to accomplishing the goals of the work unit. ✓ Recognizes the customer and understands his/her role in meeting their needs.
Level 2	*Understands Informal Structure, Climate and Culture:*	Subject to being cognizant of formal and informal work group/unit structure, rules, practices, and the climate surrounding specific work unit operations and integrating this awareness into completion of job tasks; understanding the primary duties/purpose of the work unit and how the unit contributes to accomplishing the goals of the department and/or organization, understanding the roles of others within the work unit and how one's own work impacts others.	✓ Capitalizes on an informal internal structure of the work unit to achieve work efficiency and effectiveness ✓ Takes action having considered the impact on the publics' view of the organization.
Level 3	***Operates in external environments***	Subject to being cognizant of organizational and political reality outside one's own work unit/department; understanding the interplay between an organization's vision, mission, and short-term strategic orientation; working to align individual and work group activities with short and long-term department objectives and related organizational objectives.	✓ Utilizes formal and informal communication channels and networks to achieve desired individual and team outcomes ✓ Evaluates group/unit structures, processes and inherent limitations and capabilities in decision making ✓ Demonstrates initiative in identifying relevant stakeholders and seeks their input
Level 4	***Cognizant of organizational intricate politics, issues and external influences***	Subject to keeping current with the organization's formal and informal structure, internal and external politics, culture and climates; understanding the impact and implications of unit/department decisions on other departments, the organization, and the community; using political networks to initiate and garner support for necessary department change(s).	✓ Keeps up-to-date with goals of other units and takes into account organizational goals in making decisions with far-reaching consequences. ✓ Proactively expands his/her knowledge of what is going on in other parts of the organization. ✓ Identifies potential stakeholders to involve in decision-making process ✓ Takes swift action to initiate department changes in climate and culture to achieve desired work place environment for department members
Level 5	***Operates in a broad spectrum of political, cultural and social context***	Subject to holding in-depth knowledge of all organizational systems and understanding the strategic implications of organization's mission, strategies, values, and culture; communicates goals, mission and priorities of the organization when interacting with the community and organizational stakeholders; maneuvering organizational resources and capitalizing on political networks and previously built alliances to solve complex and unique organizational problems and direct the implementation of organization-wide initiatives to maximize organizational effectiveness.	✓ Supports and provides input on the development of organizational objectives and plans. ✓ Builds on personal and professional networks in implementing new and existing strategic goals ✓ Identifies appropriate resources based on organizational strengths and weaknesses, and positions them to address specific, diagnosed problems. ✓ Assesses organizational readiness and capability for alignment ✓ Ensures the organization and resources are aligned with the broader organizational strategy.

PLANNING & PROJECT MANAGEMENT

The extent to which one is able to successfully address the scope of a project and integrate all aspects of project management, such as, time, cost, quality, personnel and stakeholder resources, communication systems, procurement of contracts, and anticipate and plan for outcome-associated risks in managing projects of varying complexity.

Mastery Level – *the level of competency proficiency one must command to successfully perform essential job functions*			BEHAVIORAL SELECTION & DEVELOPMENTAL INDICATORS
Level 1	*Addresses Day-To-Day Project Objectives*	Subject to: completing the day-to-day individual work tasks and goals to execute assigned basic, routine projects and/or project tasks, with well-defined specifications for task scope and completion timelines; generally all projects tasks are completed independently, but periodically tasks may be interdependent with those of a small work group/team members; project life-cycle may span up to 6 months.	✓ Uses basic time management techniques in completing work tasks within specific deadlines ✓ Coordinates the sharing of project resources with team members as necessary
Level 2	*Leads Routine Projects*	Subject to: functioning as a project lead in a team, managing multiple small or a single large projects that are routine, non-complex projects in nature, with a project life-cycle of up to 12 months; receives feedback and direction in developing project parameters and timelines, identifies the sequencing of project tasks and the dependencies that require accounting for in project tasks; reviewing authorized project budget and monitoring project expenditures throughout the life-cycle of the project, with no formal responsibility for project fiscal controls and/or cost management.	✓ Provides clear direction when assigning project tasks to team members ✓ Undertakes the review of project requirements and informs others of related demands ✓ Uses time management techniques for self monitoring and team member monitoring to ensure that project deadlines are met
Level 3	*Directs Complex Team Projects*	Subject to: holding informal and/or formal accountability for project results on multiple projects with a high degree of technical complexity and/or potentially long-lasting impact on the unit/department operation, with a project life-cycle of up to 2 years; developing and delivering project solutions/outcomes that may involve considerable customization, but generally are subject to known procedures and well-defined practices; holding in-depth knowledge of the unit/department strategies and priorities for the purpose of contributing to the project definition, and assisting in the development of project schedules, preliminary budgets, and quality control policies and procedures.	✓ Breaks project plans down into component activities ✓ Assists with removing barriers and/or resolves issues that are impeding the progress of project team members ✓ Communicates with group members on project guidelines and status as needed to ensure project success (this may vary from daily to month communications) ✓ Monitors incurred project costs and potential time constrains to inquires about availability of additional resources or timeline extensions
Level 4	*Participates In Strategic Planning Initiatives*	Subject to: holding formal accountability for managing multiple projects with an advanced degree of technical complexity that may frequently involve coordinating multiple project sub-teams, and have a life-cycle of up to 5 years; independently develops extensive action plans for complex projects that are generally subject to well-defined procedures and practices, but may seek direction in project management integration with regard to atypical, complex projects that may impact organizational operations outside of one's management; holding advanced knowledge of internal/external factors that may impede desired project outcomes to anticipate potential problems/obstacles and institute contingency plans to achieve desired results.	✓ Requests periodic reports on project status and individual employee performance ✓ Directs the distribution of resources to meet project allocated budget ✓ Organizes unit/department objectives and goals into discrete projects ✓ Tracks costs and other resource usage at the project level to make necessary adjustment
Level 5	*Directs Strategic Long-Term Planning*	Subject to: initiating the planning phases for highly complex, multi-faceted projects, involving extensive customization and/or complex platform architecture, spanning across multiple organizational operations, with project life-cycles reaching up to 10 years; holding extensive knowledge and applied expertise in all aspects of project management integration to give broad directives in scope, time, cost, quality, personnel, communications, procurement and risk management.	✓ Develops metrics, models, and tools for estimating the value to be derived from projects ✓ Identifies the best collection of projects to be conducted within the resources available. ✓ Directing project managers in re-aligning projects within the program, ✓ Review your project plan, charter, scope statement, and

PROCESS IMPROVEMENT & INNOVATION

The extent to which one searches for and generates novel, creative, and resourceful ideas and solutions to achieve outmost individual and personnel efficiency and effectiveness, and contribute to the overall organizational success.

Mastery Level – *the level of competency proficiency one must command to successfully perform essential job functions*			BEHAVIORAL SELECTION & DEVELOPMENTAL INDICATORS
Level 1	*Seeks to streamline one's own job process*	Recognizes rudimentary, commonly occurring problems within one's realm of responsibilities, adapts existing processes that are novel to current method of task completion and may make recommendations for a local job function.	✓ Offers rudimentary ideas on improving task process. ✓ Demonstrates openness to applying new ideas ✓ Questions the conventional approach in the effort to improve the current process
Level 2	*Identifies rudimentary cause and effect relationships*	Identifies and takes action to rectify shared causes of output and/or process deficiency within a single, small (2-5 person) work group; modifies and adapts existing process to new contexts through generalization of applicable past experiences; originates broad alternatives to conventional approaches.	✓ Offers broad ideas for improving work process, and the means for achieving desired performance targets. ✓ Examines strengths and weaknesses of current approaches on the basis of elementary evaluative criteria ✓ Seeks information from multiple sources to formulate alternatives to conventional approaches
Level 3	*Streamlines group work process*	Seeks out opportunities to create, streamline, and/or reinvent work processes, products, or services for a single and/or multiple work teams; formulates informal/formal proposals for change initiatives on behalf of a team; generally assists in formulating action plans for process-related changes, but may be entrusted to work independently in developing and implementing action plans that have fewer parameters and/or limited organizational consequences.	✓ Identifies relevant solutions that have been implemented in other departments, organizations and/or environments and applies them to the local function. ✓ Researches and capitalizes on solution shortcomings of others in formulating solutions in one's own work group and/or unit
Level 4	*Innovates department operations, process and service*	Creates new and/or integrates and synthesizes existing, relevant concepts to propose new solutions to address historically persistent problems and/or propose solutions to address novel, imminent functional and/or operational challenges facing a unit/department; thinks expansively, combines ideas in unique ways and/or makes connections between disparate ideas to formulate innovative models for process, product and service improvements impacting multiple functions, units, or departments in the organization.	✓ Provides opportunity for reflection ✓ Employs brainstorming techniques in groups to facilitate formation of diverse ideas ✓ Routinely examines workflow processes ✓ Identifies alternatives for process re-engineering
Level 5	*Engages in strategic, organization-wide process improvement*	Initiates organization-wide diagnosis of process improvement and innovation needs and opportunities; capitalizes on areas of opportunity by originating novel, creative, large-scale organizational initiatives for augmenting current organizational processes, services, and products that are critical to achieving long-term organizational success; fosters an organizational culture that promotes creativity and innovation in all areas of organizational development.	✓ Champions innovating thinking by communicating values and believes that encourage "out-of-the box" thinking and visioning ✓ Takes active measures to develop and promote an organizational culture that supports continuous innovation

READING COMPREHENSION

The extent to which one demonstrates the capacity to read, examine, and grasp the meaning, nature, and importance of written information at various levels of technical complexity.

Mastery Level – *the level of competency proficiency one must command to successfully perform essential job functions*			BEHAVIORAL SELECTION & DEVELOPMENTAL INDICATORS
Level 1	*Reads basic written materials*	Reads, comprehends, and applies basic, routine instructions and information presented in memos, procedural manuals, on signs and labels, to complete work activities accurately and thoroughly.	✓ Thoroughly reads information that is presented in writing ✓ Asks questions on the meaning of unknown vocabulary
Level 2	*Reads and evaluates routine reading material*	Reads and comprehends a variety of forms of written correspondence and communications specific to one's job duties; recognizes when comprehension is low and requests help with interpretation in these situations, and applies information to perform work activities.	✓ Asks questions on the meaning of relatively uncommon terminology and complex written information content ✓ Systematically inquires about specific application of information derived from written resources to work related activities.
Level 3	*Understands technical documents*	Reads and interprets written material of considerable complexity, including newly established, at times vague, policies, rules, regulations, and technical manuals and reports; readily recognizes and locates relevant details, facts, and specifications in written sources needed on the job, provides direction to others in interpreting information from written sources.	✓ Pays close attention to minor details of written content to ensure a thorough understanding is achieved ✓ Cross-references information against several informational sources to ensure accuracy and appropriateness.
Level 4	*Understands complex, technical written material*	Discerns accuracy, relevancy, and appropriateness of significantly complex written material, including advanced technical reports, state, federal laws, and regulations that an organization is subject to; deduces conclusions on the basis of information gathered from a wide range of written resources.	✓ Analyzes written documents to assess implications of subject matter to the intended or primary audience
Level 5	*Evaluates reading sources and materials*	Discerns accuracy, relevancy, appropriateness, style, and plausibility of highly technical and complex professional written material containing subject-matter content that may carry long lasting implications for organizational process, function, and/or stability; quickly and accurately deciphers the underlying application and the impact of sophisticated, lengthy and detailed written communication from multiple formal/informal written sources	✓ Sets standards for self and others for carrying out work activities on the basis of information derived from written resources

RELATIONSHIP MANAGEMENT & NETWORKING

The capacity to develop and maintain personal and working relationships with others that aid in completion of work assignments, information exchange, and foster an organizational culture that promotes optimal individual job performance and overall organizational effectiveness.

Mastery Level – *the level of competency proficiency one must command to successfully perform essential job functions*			BEHAVIORAL SELECTION & DEVELOPMENTAL INDICATORS
Level 1	*Forms personal relationships*	Forms and maintains personal relationships within the immediate work group by relating to others and responding appropriately to the needs, feelings and concerns of others.	✓ Demonstrates compassion, sensitivity and treats others with respect ✓ Actively seeks information from others to complete work activities ✓ Maintains personal list of contacts
Level 2	*Forms and fosters relationships*	Forms, maintains, and fosters relationships with organizational members in and out of one's working unit for the purpose of carrying out work activities.	✓ Engages in information exchange ✓ Creates and nurtures important work contacts ✓ Participates in networking and social events that are internal and external to the organization.
Level 3	*Forms relationships with cross-functional teams*	Initiates the development of relationships among cross-functional teams and maintains relationships with a broad range of organizational members as a means of achieving optimal effectiveness in interdependent and independent work processes.	✓ Seeks opportunities to partner and transfer knowledge on a group level ✓ Cultivates personal networks in different parts of the organization and effectively uses contacts to achieve results.
Level 4	*Forms relationships to learn of and implement innovative practices*	Identifies, develops and strengthens relationships, networks and partnerships that include management level organizational members and individuals within one's field of expertise for the purpose of informational exchange, mutual assistance, and learning of best practices.	✓ Builds networks with parties that can enable the achievement of the organization's strategy. ✓ Seeks out communication with technical experts as a means of securing information and skill vital to department and/or organizational results
Level 5	*Forms relationships strategically to achieve long term organizational outcomes*	Identifies, establishes and strengthens relationships, networks, and partnerships with senior managers of the organization, organization's stakeholders, general public, and outside organizations for the purpose of informational exchange, mutual assistance, uncovering of opportunities contributing to value-added services and outcomes, and resource maneuvering that enables achieving far-reaching organizational results.	✓ Uses tactful, diplomatic methods of interaction that are context appropriate ✓ Creates, participates, and facilitates forums to develop new alliances and formal networks. ✓ Identifies areas to build strategic relationships. ✓ Masterfully utilizes diplomacy for relationship building

RESEARCH & ANALYSIS (Analytical Thinking)

The extent to which an individual efficiently and accurately identifies and locates relevant sources of information followed by a capacity to synthesize and analyze data of various complexity and importance.

Mastery Level – *the level of competency proficiency one must command to successfully perform essential job functions*			BEHAVIORAL SELECTION & DEVELOPMENTAL INDICATORS
Level 1	*Understands Basic Relationships*	Locates required information from well-known and easily available resources typically soliciting advice form individuals with superior expertise; confers with others to address information relevancy and appropriateness, and identifies basic links between situations and gathered information and/or data.	✓ Breaks down concrete problems into parts and synthesizes succinctly. ✓ Gathers inputs from appropriate sources of information. ✓ Identifies the links between situations and information.
Level 2	*Identifies critical relationships*	Locates one or more sources with relevant information and applies basic, standard criteria to determine initial relevancy and credibility of gathered information; breaks down multifaceted information into component parts to expose easily identified causal relationships among factors and draw conclusions to form the basis of related recommendations and finding reports.	✓ Sees connections, patterns or trends in the information available. ✓ Identifies the potential effect of trends or events. ✓ Draws logical conclusions, providing options and recommendations.
Level 3	*Analyzes relationships and makes leaps*	Collects raw data from two or more sources of information; breaks down complex information into constituent parts, evaluates intricate cause and effect relationships by assessing several likely causal factors and ensuing consequences; determines overall relevancy, accuracy and appropriateness of information and makes significant leaps to address problems or issues in day-to-day operations.	✓ Recognizes and assesses several likely causal factors or ways of interpreting the information available. ✓ Identifies connections between situations that are not obviously related.
Level 4	*Performs Broad Analysis*	Collects raw data from multiple, diverse sources; breaks down, synthesizes and analyses complex, frequently ambiguous information into component parts, using established or newly proposed multifaceted criteria; organizes data in a cohesive and meaningful manner in making inferences and deductions; understands complex causal relationships among multiple factors and situations and anticipates likely outcomes.	✓ Integrates information from diverse sources, often involving large amounts of information. ✓ Thinks several steps ahead in deciding on best course of action, anticipating likely outcomes. ✓ Develops and recommends policy framework based on analysis of emerging trends.
Level 5	*Applies A Whole Systems Perspective*	Establishes and utilizes extensive criteria for thoroughly evaluating data in order to extract most meaningful information; synthesizes and organizes vast amounts of diverse data in a cohesive and meaningful manner; identifies time sequences, causality and varying contingencies of complex, far-reaching organization-wide situations, problems and issues; identifies and integrates critical elements and applies a whole systems perspective in making inferences/ deductions that form the basis for strategic, long-term planning.	✓ Identifies multiple relationships and disconnects in processes in order to identify options and reach conclusions. ✓ Assesses and balances vast amounts of diverse information on the varied systems and sub-systems that comprise and affect the working environment. ✓ Thinks beyond the organization and into the future, balancing multiple perspectives when setting direction or reaching conclusions

SERVICE ORIENTATION

The extent to which one actively works toward discovering and addressing the need for products and services among organizational members and stakeholders, client groups, and the general public.

Mastery Level – *the level of competency proficiency one must command to successfully perform essential job functions*			BEHAVIORAL SELECTION & DEVELOPMENTAL INDICATORS
Level 1	*Delivers Service*	Understands the need for and focuses individual effort on providing quality service to organizational members and the general public by attending to routine inquiries, demands, and requests on a timely basis; refers non-routine service problems and/or issues to respective authority within the organization.	✓ Presents a positive image of self and the organization by wearing a professional attire and adhering to professional communication standards ✓ Refers to known informational resources when seeking information on organizational policies and standards for customer service delivery and product availability ✓ Shows willingness to provide service through active information seeking on client issues
Level 2	*Coordinates Service Delivery Process*	Serves as a lead in providing direction on service delivery process to a small work group and/or localized service function; addresses inquiries, demands, and requests that are routine, but is subject to exercising moderate independent judgment to address non-routine, sensitive service problems and/or issues.	✓ Takes personal responsibility to address service needs and correct service errors in a timely fashion ✓ Ensures up-to-date information is provided to clients by informing others of any known changes in organizational policies and standards ✓ Ensures communication is clear through follow-up and alternative communication channels ✓ Refers client problems to higher authority only when one's own authority for adequately addressing a problem has been exhausted
Level 3	*Implements Service Delivery Standards*	Implements previously established systems for collecting service quality feedback; conducts analysis, prepares reports related to identified service problem areas, and provides short-range solutions; assists in re-engineering service delivery process; subject to exercising significant independent judgment when addressing and resolving a multitude client service needs; implements service methods and techniques among one or two work teams under one's supervision.	✓ Maintains a service focus by identifying service areas that add service value ✓ Prioritizes client needs on the basis of feedback reports ✓ Employs a variety of supervisory techniques to ensure the delivery of quality service on behalf of one's work group/team. ✓ Serves as a role model in service delivery by demonstrating behaviors and techniques in excellent service delivery.
Level 4	*Sets Service Delivery Action Plans*	Evaluates and analyzes the underlying needs of organizational members, stakeholders and the general public; assists in the development of organization-wide action plans to address service need areas; establishes systems to collect service feedback and implements control systems to ensure quality service is provided by individuals in a unit/department under one's management.	✓ Implements informal and formal unit/departmental training on provision of quality service delivery. ✓ Involves unit/department members in setting action plan for carrying-out strategic customer service agenda ✓ Looks for novel methods and opportunities to reach underserved client segments
Level 5	*Strategically Directs Service Delivery*	Evaluates short and long-term service delivery needs in light of anticipated organizational and market trends; develops, implements, and promotes organization-wide strategies, methods and techniques for offering, improving and maintaining service and product quality, as a means of achieving long-term organizational success; exercising the outmost authority in addressing the most far-reaching organizational service problems and needs.	✓ Allocates a significant amount of time to identify stakeholder needs for products and services ✓ Lobbies on behalf of clients at appropriate organizational levels and integrates the diverse interests into organization's strategic planning

STRESS MANAGEMENT

The extent to which one can function productively under varying degrees of pressure and frequency of recurring and newly arising stressors that impede completion of one's job duties/responsibilities.

Mastery Level – *the level of competency proficiency one must command to successfully perform essential job functions*			BEHAVIORAL SELECTION & DEVELOPMENTAL INDICATORS
Level 1	*Works In Low Level Stress Situations*	Works to achieve set performance targets under minor and typical day-to-day stressors.	✓ Completes work assignments during on-going low intensity stress inducing events
Level 2	*Adjusts To Temporary Fluctuations In Stress Levels*	Attunes to personal stressors and takes initiative to limit the impact of stress factors on job performance during short, but occasionally intense stress provoking situations; solicits expertise on appropriately handling stressful situations.	✓ Stays calm, patient and tactful during stressful events while in the work environment ✓ Examines stress provoking issues and situations and draws conclusions to appropriately handle the stressor and maintain productivity levels.
Level 3	*Adjusts To Varying Stress Levels*	Finds alternative methods to carry-out work assignments during prolonged exposure to one or more stressors; recognizes personal limits for workload and negotiates adjustments, while ensuring appropriate levels of personal and group productivity.	✓ Maintains work quality even when working under deadlines, fatigue, or opposition ✓ Stays on course even when policy or procedure changes suddenly ✓ Remains focused under pressure.
Level 4	*Employs Stress Management Strategies*	Functions under critical and tight deadlines, heavy workloads, and varying pressures that a unit/department are subject to; manages multiple work challenges simultaneously through strategic workload planning, and responds effectively to frequently novel and ambiguous situations.	✓ Remains productive in times of crisis and critical events ✓ Provides guidance and support to others in coping with competing work demands and examines strategies for diminishing stress effects ✓ Conducts workload analysis to diminish anticipated stressors
Level 5	*Anticipates Stress And Plans Strategically*	Remains strategically focused and functions optimally under conditions of on-going pressure, high stakes or opposition from multiple organizational stakeholders where one is subject to functioning in an environment where it is difficult to achieve work objectives and lead a department/organization.	✓ Quickly identifies stress factors and employs coping skills necessary to reduce anxiety from stress provoking situations, feelings or thoughts ✓ Anticipates stressful conflicts and plans ahead ✓ Provides guidance to others in achieving a healthy work-life balance

STRATEGIC ORIENTATION & VISIONING

The extent to which one demonstrates an overall concern for maximizing organizational resources and achieving organizational effectiveness and can envision an organization's future direction and mission and translate vision to action.

Mastery Level – *the level of competency proficiency one must command to successfully perform essential job functions*			BEHAVIORAL SELECTION & DEVELOPMENTAL INDICATORS
Level 1	*Aligns Individual Work Activities with Work Group*	Subject to holding a basic understanding of unit/department goals, objectives and strategies and setting individual work goals in line with operational objectives of one's immediate work group; executes tasks in a manner that supports the unit or departments' goals.	✓ Continually evaluates personal work progress and behavior to ensure alignment with unit/department values and operational goals. ✓ Confers with work group members to ensure individual work activities and processes are alignment with unit/department values, goals and objectives
Level 2	*Aligns Work Group/Team activities with Unit/Department Strategic Orientation*	Subject to holding a thorough understanding of the unit/department goals, objectives and strategies in relation to the current organizational mission, objectives and vision; contributing to the development of the unit/department vision, mandate, and long-term strategy, independently identifying potential future directions for assigned tasks in line with department vision, and communicating the strategic vision to work group/team members.	✓ Interprets the strategic vision to work group/team members under one's supervision, ✓ Coordinates and monitors the day-to-day work group/team activities to ensure alignment with strategic direction, vision and values of the unit/department ✓ Conducts research and gathers data in support of program planning and unit and/or departmental effectiveness tactics; ✓ Continuously contributes to the development of priorities and short-term strategy.
Level 3	*Aligns department operational strategy with organizational vision*	Subject to holding an in-depth understanding of the projected direction of organizational strategy and vision; working with multiple teams/work units or a single large department to set program/operation goals and plans in alignment with the organization's strategic direction.	✓ Defines the desired outcome for the group or department; ✓ Takes action based on one's beliefs or convictions; ✓ Sets and demonstrates personal values that are aligned with an organizational mission ✓ Systematically assesses the gaps between the current state and desired future direction of unit/department ✓ Clearly articulates and promotes the significance and impact of employee contributions to promoting and achieving organizational goals.
Level 4	*Influences strategic direction*	Subject to playing a key role in setting organizational mission, values and beliefs; assisting in defining an organizational vision compatible with the organization's mission, defining critical success factors for the organization, establishing critical processes in caring out the vision, and preparing, modifying and reviewing contingency strategies, engaging in communicating the organizational vision and values to primary and , secondary stakeholders.	✓ Identifies trends or connections between organizational issues and translates into priorities for the organization. ✓ Foresees obstacles and opportunities for the organization and acts accordingly. ✓ Seeks out and assesses information on potential future directions ✓ Provides direction to top management in aligning department operations with the organizational strategic orientation
Level 5	*Develops organizational vision and directs business strategy*	Subject to leading the development of a vision for the organization, examining radical strategic options and dramatic alternatives that have the potential to drive the organizational culture and achieve desired tangible organizational results; continuously advocating organizations' mission, goals and vision to organization's members, primary and secondary stakeholders, community organizations and the public.	✓ Evaluates research and conducts market data analysis to formulate and implement an organizational strategy that is achievable and cost-effective ✓ Identifies future market conditions and adjusts organization's mission, values and beliefs to foster efficient organizational functioning under uncertainty and risk ✓ Describes the vision and values in compelling terms to develop understanding and promote acceptance/ commitment among staff and stakeholders. ✓ Develops strategic contingency plans for anticipated problems and situations that may impede the restructuring and/or organizational development initiatives.

TEAMWORK & TEAM BUILDING

The extent to which one utilizes appropriate interpersonal styles and employs teambuilding strategies, for the purpose of enriching the development of a group of people, to become a well-functioning unit, which achieves desired goals and objectives.

Mastery Level – *the level of competency proficiency one must command to successfully perform essential job functions*			BEHAVIORAL SELECTION & DEVELOPMENTAL INDICATORS
Level 1	*Meets Expectations and Cooperates*	Works co-operatively with others and puts forth effort to assist group or team members in achieving mutual and independent goals.	✓ Accepts and completes team assignments ✓ Supports team decisions ✓ Exhibits flexibility and openness to others point of view
Level 2	*Informs Others*	Works with others who may differ in abilities, attitudes and personal characteristics and coordinates one's capabilities and effort with team members to reach mutual goals.	✓ Follows through on commitments to team members ✓ Shares critical information with team members on timely basis
Level 3	*Impacts Team Dynamics*	Facilitates group process and communication; suggest and/or develops methods for maximizing the input and involvement of team members; assesses team dynamics and takes subtle actions to impact team performance.	✓ Solicits ideas, thoughts and opinions from others in developing team action plans ✓ Promotes team cooperation ✓ Communicates expectations for teamwork and collaboration ✓ Tracks group progress ✓ Provides continuous and timely feedback on team dynamics
Level 4	*Builds Team Effectiveness and Fosters Team Success*	Evaluates group work process and communication; develops and directs implementation of team-building exercises to increase group cohesiveness and improve team productivity; works to cultivate unity and commitment among team members.	✓ Fosters commitment, pride, trust and group identity as a means of creating team cohesion ✓ Gives praise publicly to outstanding performers ✓ Mediates between team members to diminish negative effects on team productivity and work environment ✓ Promotes team reputation
Level 5	*Cross-Team Collaboration*	Creates new opportunities for individuals and groups to work together, breaking down barriers that may get in the way of effective team working; continuously develops and sustains cooperative working relationships among others; understands the potential gains of teamwork to the organization and provides opportunity and resources for team-based projects.	✓ Fosters a team-oriented organizational culture ✓ Advances team initiatives during stakeholder meetings ✓ Involves team members in diagnosis of problems and in developing solutions to effectively transfer knowledge within the organization.

VALUING AND LEVERAGING DIVERSITY

The extent to which one recognizes and respects individual differences, such as valuing differences in race, gender, religion, disability or lifestyle philosophy and takes actions to create or contribute to sustaining a diversified workforce.

Mastery Level – *the level of competency proficiency one must command to successfully perform essential job functions*			BEHAVIORAL SELECTION & DEVELOPMENTAL INDICATORS
Level 1	*Welcomes diversity*	Welcomes opportunities to work along side co-workers of diverse and different backgrounds to complete day-to-day, routine work activities with optimal results.	✓ Demonstrates receptiveness to diverse thoughts and alternative perspectives by valuing input from all equally ✓ Demonstrates sensitivity for cultural and religious differences when interacting with others ✓ Willingly works with individuals of all races, nationalities, cultures, disabilities, ages, and genders
Level 2	*Initiates diverse relationships*	Takes the initiative to approach and work with group members of diverse and different backgrounds; independently pursues the study of cultural differences to deepen understanding of different cultures, environments, and perspectives to achieve successful team performance and enable a positive work environment for self and others.	✓ Actively seeks and integrates diverse thoughts and perspectives in order to develop more robust plans and solutions
Level 3	*Leads diverse teams*	Leads an inclusive work group/team that maximizes the talents of a variety of personnel from different backgrounds to achieve sound organizational results, actively seeks out different viewpoints, leverages the benefits of different perspectives, and recognizes the benefits of diversity in the workplace and acts to promote a diverse workplace.	✓ Actively recruits people from diverse backgrounds to work together in groups ✓ Fosters a climate of inclusion in immediate work group
Level 4	*Fosters diversity through HR decisions*	Works at the frontline of creating and sustaining a diverse unit/department; exhibits the value of diversity in the workplace as demonstrated by hiring choices, assignment distribution, work team composition, and in promoting values that regard interface between diverse individuals and groups as the norm; holds self and others accountable for supporting workforce diversity.	✓ Integrates people of different backgrounds into teams in order to achieve business objectives ✓ Draws and accumulates lessons from different cultures, experiences and challenges to develop self-knowledge and insight ✓ Encourages cross-cultural interaction, both inside and outside the organization ✓ Develops and implements measures and rewards for promoting and achieving diversity;
Level 5	*Enables organization-wide workforce diversity*	Works strategically to set and promote attitudes, believes and values that enable an organizational culture and climate in which organizational members are willing and able to capitalize on diversity to achieve optimal organizational results; demonstrates commitment to promoting, valuing, and integrating diversity by implementing department and/or organization-wide strategies for recruitment, selection, professional development and retaining of a diverse, high quality workforce.	✓ Motivated to learn and use other languages where the work context presents the opportunity to do so ✓ Demonstrates the ability to use ideas and concepts from other cultures creatively and in a way that demonstrates understanding and empathy ✓ Provides programs to foster and enrich cultural understanding and enable cross-cultural interaction ✓ Incorporates consideration of all classes, races, nationalities, cultures, disabilities, and genders into organizational policy and promotions

WRITTEN COMMUNICATION

The capacity to communicate ideas, facts and quantitative data in writing using appropriate grammar, syntax, sentence and document structure.

Mastery Level – *the level of competency proficiency one must command to successfully perform essential job functions*			BEHAVIORAL SELECTION & DEVELOPMENTAL INDICATORS
Level 1	*Writes routine messages*	Creates routine, simple, and/or informal written messages to provide basic day-to-day work status updates and/or notifications pertaining to commonly arising issues.	✓ Provides appropriate amount of detail in communicating information to others ✓ Forms grammatically sound sentences
Level 2	*Writes formal/informal routine correspondence*	Creates written compositions including memos, formal/informal letters and technical reports to describe and report information that is routine, but may occasionally involve unique data and/or circumstances.	✓ Accurately quote, paraphrase and summarize resources when conveying information in writing ✓ Produces written documents and/or reports that are grammatically sound, using appropriate verbiage, syntax, and sentence structure ✓ Takes time to plan and organize content of written composition to ensure informational flow
Level 3	*Writes technical documents*	Creates grammatically and structurally proper and articulate written compositions, including formal letters and technical reports of considerable difficulty; reviews written compositions of lower-level personnel, provides feedback on composition quality against unit/department established standards.	✓ Creates written documents with logical and/or verbal transitions between major points ✓ Takes time to plan and organize content of written composition carefully to ensure increased informational flow, grammatical accuracy and verbiage appropriateness ✓ Provides supporting evidence for the basis of recommendations conveyed in composed documents and letters
Level 4	*Writes complex documents*	Creates compelling, complex and articulate written documents, adapting verbiage, tone, and style to the needs of the audience, including generating unit/section activity progress reports, unit procedures, and advanced technical reports, frequently containing sensitive data; formally evaluates written documents presented by lower-level personnel, provides extensive feedback to achieve high quality written documents in the final turnout.	✓ Articulate their central argument or purpose for communicating, and provide strongly related supporting points and appropriate evidence ✓ Write, proofread, and edit business documents in response to complex cases
Level 5	*Writes far-reaching documents*	Creates compelling, grammatically and structurally refined, and stylistically diverse written documents to convey policies, regulations and state/federal laws to personnel at all levels of organizational hierarchy, organization's stakeholders and the public, involving frequently unique, sensitive and complex contexts; exercises highest autonomy in composing and evaluating formal written documents against self developed or legally dictated standards.	✓ Uses written communication vehicles strategically to influence and/or gain support of the intended audience ✓ Conveys complex and critical information in high pressure situations ✓ Maintain bias-free language to avoid alienating audience members/readers. ✓ Creates written compositions that establish credibility and rapport with audience