



State of North Dakota
Competency Library

The State of North Dakota’s Competency Library for Talent Management is defined in the following document. It is composed of:

- A set of competencies that help to define what each employee needs to do to be successful and contribute to the State’s mission, vision, and values
 - Five “core” competencies
 - Two competencies specific to leadership roles
 - Fifteen more specialized competencies which may be used as appropriate for selected classifications
- A five level proficiency scale which relates the competencies to the level of work required for a distinct classification and helps to identify which competencies are most important for a given position
- Specific level definitions and behavior examples for each proficiency level of each competency

This competency model will be applied in the creation of both individual profiles and job classification profiles, which when used in conjunction will help to measure how well individuals match-up with job requirements. This can then be used in performance management, job selection and in determining appropriate development opportunities.

The application of this model to the job classification codes was completed as a joint project including the following agencies:

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| <ul style="list-style-type: none">• Attorney General, Office of the• Bank of North Dakota• Corrections and Rehabilitation, Department of• Central Services Division (OMB)• Fiscal Management (OMB)• Human Resources Management Services (OMB) | <ul style="list-style-type: none">• Human Services, Department of• Job Service North Dakota• Information Technology Department• Tax Commissioner, Office of the• Transportation, Department of• Workforce Safety and Insurance |
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North Dakota Human Resources Management Services is solely responsible for the content of this competency model. However, we would like to acknowledge that this model is based in large part on behavioral competency dictionaries developed by The State of Georgia and by Bassett Unified School District of California. We would like to thank those organizations for granting permission for us to borrow from their models.

OVERVIEW

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

A competency is an integration of knowledge, skills, abilities, behaviors, attitudes and personal characteristics that allow an individual to perform successfully on the job. Behavioral competencies are observable and measurable behaviors, knowledge, skills, abilities, and other characteristics that contribute to individual success in the organization (e.g., teamwork and cooperation, communication). Behavioral competencies can apply to all (or most) jobs in an organization or be specific to a job family, position, or career level.

The State of North Dakota’s behavioral competency framework consists of 22 competencies: 5 core competencies which are required by all state employees, 2 leadership competencies which are required by all people managers and other leaders, and 15 additional behavioral competencies.

Core Competencies	Leadership Competencies
Customer Service Teamwork and Cooperation Results Orientation Accountability Judgment and Decision Making	Talent Management Organizational Effectiveness
Additional Competencies	
Communication Conflict Management Creativity and Innovation Cultural Awareness Fiscal Resource Management Flexibility Initiative Job Knowledge & Application Leveraging Technology Negotiation and Influence Professional Development Project Management Research & Analysis (Analytical Thinking) Teaching Others Team Leadership	

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

Core Competencies

Customer Service

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

Teamwork and Cooperation

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

Results Orientation

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

Accountability

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

Judgment and Decision Making

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

Leadership Competencies

Talent Management (for Leaders)

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

Organizational Effectiveness (for Leaders)

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

Behavioral Competencies (Additional)

Communication

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

Conflict Management

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

Creativity and Innovation

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

Cultural Awareness

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

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.

Flexibility

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

Initiative

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

Job Knowledge & Application

Demonstrates an appropriate level of understanding of relevant job knowledge, skills and abilities. Consistently expands job knowledge and keeps abreast of new developments in the field.

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.

Negotiation and Influence

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

Professional Development

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

Project Management

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

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.

Teaching Others

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

Team Leadership

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

PROFICIENCY LEVELS

Proficiency levels describe the levels of a competency required to perform a specific job successfully; these levels relate to the work required for a specific job. Different jobs require different levels of proficiency for successful performance. Not all jobs will require the highest level of proficiency and some may not require certain competencies at all.

The proficiency levels help to identify those competencies that are most important for a given position. For example, they may be used in staff selection to help identify proficiency levels of individuals compared to the proficiency needed for the job for which they are being considered.

Proficiency Level	Description
Aware	<ul style="list-style-type: none"> • May have had limited opportunity to apply the competency, or limited applicability to the job • Aware of the primary concepts and techniques of the competency • Competency demonstrated under very specific, routine circumstances, with close supervision • Focus is on learning application of the competency
Basic	<ul style="list-style-type: none"> • Fundamental understanding or knowledge needed for the job • Understanding and knowledge sufficient to handle routine tasks, and occasional non-routine tasks • Requires some guidance or supervision when applying the competency • Understands and can discuss terminology and concepts related to the competency
Proficient	<ul style="list-style-type: none"> • Detailed knowledge, understanding, and application of the competency required to be successful in the job • Ability to handle non-routine problems and situations • Requires minimal guidance or supervision / works independently • Consistently demonstrates success in the competency • Capable of assisting others in the application of the competency
Advanced	<ul style="list-style-type: none"> • Highly developed knowledge, understanding, and application of the competency required to be successful in the job (total mastery) • Can apply knowledge outside the scope of one's position • Is able to coach or teach others on the competency • Has a long-term perspective • Helps develop materials and resources in the competency
Expert	<ul style="list-style-type: none"> • Specialist/Authority level knowledge, understanding, and application of the competency required to be successful in the job. • Recognized by others as an expert in the competency and is sought out by others throughout the organization (expert in the area) • Works across team, department, and organizational functions • Applies skill across multiple projects or functions • Able to explain issues in relation to broader organizational issues • Creates new applications or processes • Has a strategic focus

		PROFICIENCY				
Type	Competency	Level	Label	Level Definition	Behaviors (Results Writer)	
Core	Customer Service	Aware (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 others within the organization.	Presents a positive image of self and the organization by wearing 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		
		Basic (2)	Initiates Quality Service	Actively reaches out to customers to assess needs; makes suggestions to customers on possible improvements/to original requests; 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		
		Proficient (3)	Develops Strong Service Delivery Relationships	Anticipates customer needs and provides appropriate support and resource coordination; develops strong relationships with customers through consistent delivery of services/products; conducts analysis, prepares reports related to identified service problem areas, and provides short-range solutions; assists in re-engineering service delivery process; applies significant independent judgment when addressing and resolving a multitude of client service needs.	Maintains a service focus by identifying service areas that add service value	
						Prioritizes client needs on the basis of feedback reports
						Understands the customers' service needs and proactively develops solutions
		Advanced (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; coaches others within own team and department on customer relationship building; 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	
						Demonstrates excellent service delivery behaviors and techniques

		PROFICIENCY			
Type	Competency	Level	Label	Level Definition	Behaviors (Results Writer)
					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
					Recognizes and rewards employees who build strong customer relationships
		Expert (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
	Teamwork and Cooperation	Aware (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
		Basic (2)	Independently completes routine tasks	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
		Proficient (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
		Advanced (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

		PROFICIENCY			
Type	Competency	Level	Label	Level Definition	Behaviors (Results Writer)
		Expert (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.
	Results Orientation	Aware (1)	Strives to meet individual work expectations	Works to meet established expectations; maintains performance levels; pursues objectives with energy and persistence.	Sets high personal standards for performance
					Accepts ownership of and responsibility for own work
					Clearly understands and articulates day-to-day tasks
					Displays effort and commitment to achieve results in an efficient and effective manner
		Basic (2)	Monitors results and adjusts actions to meet expectations	Consistently achieves established expectations through personal commitment; makes adjustments to activities/processes based on feedback.	Anticipates potential problems and develops contingency plans to overcome them
					Adapts working methods in order to achieve objectives
					Considers diverse issues to achieve objectives
					Precisely estimates the time and resources required to achieve results on time, efficiently and accurately
		Proficient (3)	Strives to add value for improvement in methods and outcomes	Exceeds current expectations and pushes for improved results in own performance; takes on new roles and responsibilities when faced with unexpected changes.	Establishes and prioritizes critical and noncritical activities and goals and manages them appropriately
					Encourages others, including peers, when challenges and obstacles arise
					Promotes the importance of effort and commitment
					Clearly articulates complex tasks and objectives (planning and outlining)
					Holds self, as well as others, including peers, accountable for actions and decisions
					Ensures self and others are managing risks associated with achieving results

		PROFICIENCY			
Type	Competency	Level	Label	Level Definition	Behaviors (Results Writer)
		Advanced (4)	Seeks out significant challenges	Seeks significant challenges outside of current job scope; works on new projects or assignments that add value without compromising current accountabilities.	Holds self, peers, and subordinates accountable for realizing results
					Guides staff to achieve tasks, goals, processes and performance standards
					Recognizes and rewards employees who demonstrate results-oriented behaviors
					Manages risk involved with delivering results
		Expert (5)	Pursues excellence on an organizational level	Models excellence and motivates fellow organizational members to follow his/her example.	Encourages constructive questioning of policies and practices; sponsors experimentation and innovation
					Holds staff accountable for achieving standards of excellence and results for the organization
					Sets standards and requirements regarding results orientation
					Sets goals and objectives at organizational level to "raise the bar" each year
	Accountability	Aware (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
					Follows set procedures and rules
		Basic (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
		Proficient (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
		Advanced (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

		PROFICIENCY			
Type	Competency	Level	Label	Level Definition	Behaviors (Results Writer)
					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
		Expert (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 that 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.
	Judgment and Decision Making	Aware (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; decision-making impact carries little or no consequence of error.	Able to evaluate situations 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
		Basic (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
		Proficient (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

		PROFICIENCY			
Type	Competency	Level	Label	Level Definition	Behaviors (Results Writer)
		Advanced (4)	Conceptualizes multidimensional 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
		Expert (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
Leadership	Talent Management	Aware (1)	Leads a small team and shares expertise with others	Establishes the direction/goals for the team; ensures that team members have the necessary information to operate effectively; provides specific and timely constructive feedback; helps others learn from mistakes by debriefing experiences; informally mentors/coaches other staff.	Regularly shares expertise with team members to support continuous learning and improvement
					Advises, guides and coaches others by sharing experiences and discussing how to handle current or anticipated concerns.
					Freely exchanges relevant information with employees
					Aware of training activities available for staff
					Actively listens to and considers employees' ideas and suggestions

		PROFICIENCY			
Type	Competency	Level	Label	Level Definition	Behaviors (Results Writer)
		Basic (2)	Delegates and monitors work progress; supports individual development and improvement	Ensures that the team's tasks are completed; assists employees in understanding how their work fits in with broader goals; creates an environment which encourages all employees to take responsibility and ownership for their work/actions.	Makes decisions by taking into account the differences among team members and overall team objectives
					Models high-quality customer service and coaches employees on ways to increase levels of customer service
					Provides performance feedback and support, reinforcing strengths and identifying areas for improvement
					Encourages staff to develop and apply their skills
		Proficient (3)	Initiates task delegation and monitors work progress for large groups; assesses group needs	Works with employees and teams to define realistic yet challenging work goals; monitors progress and impact of potential outcomes, and may revise action planning or project direction to achieve optimal results; structures assignments and responsibilities to stretch staff capabilities and development.	Enforces consistent application of policies and procedures
					Encourages employees to work together to solve common problems
					Coaches and trains employees in new assignments to increase their likelihood of success
					Engages in development and career planning dialogues with employees
					Ensures the respective strengths of team members are used in order to achieve the team's overall objectives
					Builds cooperation, loyalty and helps achieve consensus
		Advanced (4)	Delegates and monitors extensive departmental projects; empowers groups	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; conducts needs analysis to identify gaps in knowledge, skills, and abilities for work teams under management; ensures that resources and time are available for development activities.	Promptly identifies tasks and responsibilities that can and should be delegated
					Gains employees' commitment to new responsibilities through delegation discussions
					Establishes the team's credibility with internal and external stakeholders
					Assesses the scope of delegated tasks and identifies the appropriate level of authority and support to give the people doing the work
					Readily identifies training or developmental needs

		PROFICIENCY			
Type	Competency	Level	Label	Level Definition	Behaviors (Results Writer)
					Provides opportunities for development through training, assignments, mentoring and coaching, etc.
		Expert (5)	Strategically develops and implements a framework for delegating work; creates a continuous learning and development environment	Directs the overall resources of an organization; aligns team objectives and priorities with the broader objectives of the organization; builds the commitment of the team to the organization's mission, goals and values; provides long-term direction regarding learning needs for staff and how to pursue the attainment of this learning.	Delegates significantly complex assignments and creates opportunities for development and learning
					Identifies barriers to delegation and tactics for overcoming them
					Ensures that appropriate linkages/partnerships between teams are maintained
					Creates an environment where team members consistently push to improve team performance and productivity
					Institutes organization-wide mechanisms and processes to promote and support continuous learning and improvement
					Manages the learning process to ensure it occurs by design rather than by chance
	Organizational Effectiveness	Aware (1)	Aligns individual work activities with work group	Has a basic understanding of unit goals, objectives and strategies; manages individual work tasks during transitional periods; executes tasks in a manner that supports the unit or departments' goals; recognizes commonly occurring problems and adapts existing processes to improve task completion.	Continually evaluates personal work progress and behavior to ensure alignment with unit values and operational goals
					Confers with work group members to ensure individual work activities and processes are in alignment with unit values, goals and objectives
					Demonstrates openness to applying new ideas
					Questions the conventional approach in the effort to improve the current process
		Basic (2)	Aligns work group/team activities with unit strategic orientation	Has a thorough understanding of the unit goals, objectives and strategies; manages individual work during significant transitions; independently identifies potential future directions for assigned tasks; maintains productivity levels during periods of significant change.	Coordinates and monitors the day-to-day work group activities to ensure alignment with strategic direction, vision and values of the unit
					Interprets the strategic vision to team members under supervision

		PROFICIENCY			
Type	Competency	Level	Label	Level Definition	Behaviors (Results Writer)
					Offers broad ideas for improving work process, and the means for achieving desired performance targets
					Readily changes work behaviors when greater efficiency and effectiveness is possible
					Provides support to work group members in adapting to change in the workplace
					Promotes the advantages of change
		Proficient (3)	Aligns unit operational strategy with organizational vision	Has an in-depth understanding of the projected direction of organizational strategy and vision; streamlines work processes and manages change process; works with multiple teams or a single large department to set program/operation goals and plans in alignment with the organization's strategic direction; seeks out opportunities to create, streamline, and/or reinvent work processes; clearly understands the potential impact and consequences of change initiatives on the day-to-day operations of a unit.	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
					Clearly articulates and promotes the significance and impact of employee contributions to promoting and achieving organizational goals
					Actively promotes the sharing of ideas and innovative and best practices
					Provides guidance to others on improving efficiency
					Provides direction and guidance for successful performance during organizational changes
		Advanced (4)	Influences strategic direction	Directs unit/department change processes; participates in defining critical success factors to the organization, establishing critical processes for achieving goals, and preparing, modifying and reviewing contingency strategies; formulates innovative models for process, product and service improvements impacting multiple units; participates in developing and implementing organizational wide change management strategy; independently develops change management plans specific to the assigned operation.	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
					Proposes solutions to address novel, imminent functional challenges facing a unit/department
					Involves staff in planning and implementing change
					Articulates positive values about change and provides coaching to employees to overcome fear of, or resistance to change

		PROFICIENCY			
Type	Competency	Level	Label	Level Definition	Behaviors (Results Writer)
		Expert (5)	Develops organizational vision and directs strategy	Champions process improvement and change; leads the development of a vision for the organization; initiates organization-wide diagnosis of process improvement and innovation needs and opportunities; fosters and organizational culture that promotes creativity and innovation in all areas of organizational development; prepares for and manages a multitude of change initiatives that have far-reaching impact; fosters and organizational culture that embraces and easily adapts to change.	Formulates and implements an organization strategy that is achievable and cost-effective
					Articulates the vision and values in compelling terms to develop understanding and promote acceptance/commitment among staff and other stakeholders
					Develops strategic contingency plans for anticipated problems and situations that may impede initiatives
					Takes active measures to develop and promote an organizational culture that supports continuous innovation
					Clearly defines change management strategy
					Remains active and visible throughout all stages of change management
Additional	Communication	Aware (1)	Employs basic communication means; writes routine messages	Communication is subject to receiving and understanding detailed and straightforward work directions and composing basic, short verbal messages that are grammatically sound and are easily understood by others; 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.	Initiates and receives open and consistent communication with others
					Provides appropriate amount of detail in communicating information to others
					Forms grammatically sound sentences
		Basic (2)	Utilizes various communication mediums; writes formal/informal routine correspondence	Communication is subject to a known context and content area of minimal technical complexity; 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 quotes, paraphrases and summarizes 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
					Ensures verbal discourse is consistently accurate, clear and precise

		PROFICIENCY			
Type	Competency	Level	Label	Level Definition	Behaviors (Results Writer)
		Proficient (3)	Adapts communication to others; writes technical documents	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; 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
					Takes others' perspectives into account when communicating, negotiating or presenting arguments
					Provides supporting evidence for the basis of recommendations conveyed verbally or in writing
		Advanced (4)	Communicates complex information; writes complex documents	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; 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.	Articulates a central argument or purpose for communicating, and provides strongly related supporting points and appropriate evidence
					Consistently uses precise vocabulary and intonation in personal communication
					Models all attributes of effective interpersonal communication
					Writes, proofreads, and edits business documents in response to complex cases
		Expert (5)	Communicates strategically; writes far-reaching documents	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; 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
					Maintains composure in difficult and/or volatile communication situations
					Is cognizant of ensuing impact due to appropriateness of message content, timing and forum of communication

		PROFICIENCY			
Type	Competency	Level	Label	Level Definition	Behaviors (Results Writer)
					Uses varied communication vehicles and opportunities to promote dialogue, shared understanding and consensus
					Maintains bias-free language to avoid alienating audience members/readers.
					Provides verbal communication and creates written compositions that establish credibility and rapport with audience
	Conflict Management	Aware (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
		Basic (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.	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
		Proficient (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.	Refocuses the attention of individuals in conflict on work activities and mutual-goals, and away from personality issues.
					Demonstrates knowledge of ethics of collaborative conflict resolution including: neutrality, confidentiality, objectivity, respect for differences, and honesty
		Advanced (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.	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				

		PROFICIENCY			
Type	Competency	Level	Label	Level Definition	Behaviors (Results Writer)
					Employs multiple monitors of individual/group dynamics to prevent conflict from escalating
					Works to instill individual and group values and attitudes that diminish common workplace conflicts
		Expert (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.	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
	Creativity & Innovation	Aware (1)	Seeks to streamline one's own job process	Recognizes basic, 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 basic ideas on improving task process.
					Demonstrates openness to applying new ideas
					Questions the conventional approach in the effort to improve the current process
		Basic (2)	Identifies simple 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
		Proficient (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.

		PROFICIENCY			
Type	Competency	Level	Label	Level Definition	Behaviors (Results Writer)
					Researches and capitalizes on solution shortcomings of others in formulating solutions in one's own work group and/or unit
		Advanced (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
		Expert (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
	Cultural Awareness	Aware (1)	Welcomes diversity	Welcomes opportunities to work alongside 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
		Basic (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
		Proficient (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

		PROFICIENCY			
Type	Competency	Level	Label	Level Definition	Behaviors (Results Writer)
		Advanced (4)	Fosters diversity through management 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
		Expert (5)	Enables organization wide workforce diversity	Works strategically to set and promote attitudes, beliefs 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 and retaining of a diverse, high quality workforce.	Is 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
	Fiscal Resource Management	Aware (1)	Accounts for individual's 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
					Contributes to organization cost savings by personally practicing cost control
		Basic (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

PROFICIENCY					
Type	Competency	Level	Label	Level Definition	Behaviors (Results Writer)
					Demonstrates a broad understanding of the principles of financial management
					Follows purchasing and procurement guidelines
		Proficient (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 a solid understanding of the principles of financial management and the budget process
					Communicates budget allocations to staff
					Explains or justifies budget requests
					Responds and meets requests for budget information within time frames
		Advanced (4)	Directs unit/department fiscal planning	Develops and enforces appropriate financial controls; 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.	Demonstrates in-depth knowledge of the principles of financial management
					Systematically complies with administrative controls over funds, contracts, and procurement.
					Monitors and verifies ongoing cost effectiveness
					Monitors expenditures and resources to ensure spending is within allotments, and makes appropriate modifications when necessary
		Expert (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.	Actively promotes an environment that encourages and rewards the practice of sound fiscal management by all employees
					Provides rationale to management for budget allotments adjusts budgets as appropriate or directed
					Re-allocates resources and resets priorities in response to unexpected events and/or demands
	Flexibility	Aware (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

		PROFICIENCY			
Type	Competency	Level	Label	Level Definition	Behaviors (Results Writer)
		Basic (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
		Proficient (3)	Adapts to a variety of changes	Exercises 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
		Advanced (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
		Expert (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
	Initiative	Aware (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

		PROFICIENCY			
Type	Competency	Level	Label	Level Definition	Behaviors (Results Writer)
		Basic (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.	Actively participates in team and committee meetings (i.e., is able to take the lead in presenting ideas in meetings)
					Independently conducts cost-benefit analysis
					Finds or creates ways to measure performance against set goals
					Seeks information from many different sources before deciding on own approach
		Proficient (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
		Advanced (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
					Seeks appropriate counsel when creating action plans to achieve outmost desired impact
		Expert (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

		PROFICIENCY						
Type	Competency	Level	Label	Level Definition	Behaviors (Results Writer)			
	Job Knowledge & Application	Aware (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			
		Basic (2)	Holds narrowly targeted job-related knowledge	Subject to holding necessary 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			
					Proficient (3)	Holds in-depth job-related 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 <input type="checkbox"/> Seeks out opportunities to participate in projects outside of the immediate area of expertise and responsibility			

		PROFICIENCY			
Type	Competency	Level	Label	Level Definition	Behaviors (Results Writer)
		Advanced (4)	Serves as an organizational 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
		Expert (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
	Leveraging Technology	Aware (1)	Basic 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
		Basic (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
		Proficient (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

		PROFICIENCY			
Type	Competency	Level	Label	Level Definition	Behaviors (Results Writer)
		Advanced (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
		Expert (5)	Strategically leverages technology	Optimizes 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
	Negotiation and Influence	Aware (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
		Basic (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
		Proficient (3)	Adapts rationale to influence others	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 resources to gain acceptance for ideas
					Employs cost-benefit analyses to emphasize the value of an idea
		Advanced (4)	Demonstrates the benefit of ideas to achieve cross-functional buy-in	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

		PROFICIENCY			
Type	Competency	Level	Label	Level Definition	Behaviors (Results Writer)
					Influences others without using direct authority. (e.g. uses different examples to demonstrate point with different stakeholder groups)
		Expert (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
	Professional Development	Aware (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
		Basic (2)	<i>Seeks to improve current levels of personal effectiveness</i>	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

		PROFICIENCY			
Type	Competency	Level	Label	Level Definition	Behaviors (Results Writer)
		Proficient (3)	<i>Seeks learning opportunities beyond current requirements</i>	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.
		Advanced (4)	<i>Aligns personal development with organizational objectives</i>	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
		Expert (5)	<i>Aligns personal learning with anticipated future direction in organizational strategy and professional field</i>	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

		PROFICIENCY			
Type	Competency	Level	Label	Level Definition	Behaviors (Results Writer)
	Project Management	Aware (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 lifecycle 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
		Basic (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
		Proficient (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 constraints to inquiries about availability of additional resources or timeline extensions

		PROFICIENCY			
Type	Competency	Level	Label	Level Definition	Behaviors (Results Writer)
		Advanced (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
		Expert (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,
					Develops project plan, charter, scope statement, etc.
	Research & Analysis (Analytical Thinking)	Aware (1)	Understands basic relationships	Locates required information from well-known and easily available resources typically soliciting advice from 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
		Basic (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

		PROFICIENCY			
Type	Competency	Level	Label	Level Definition	Behaviors (Results Writer)
					Draws logical conclusions, providing options and recommendations
		Proficient (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
		Advanced (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
		Expert (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
	Teaching Others	Aware (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

		PROFICIENCY			
Type	Competency	Level	Label	Level Definition	Behaviors (Results Writer)
		Basic (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
		Proficient (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 one's ability to complete progressively more advanced projects
					Tailors on-the-job training to meet individual development pace
					Allocates time to work 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
		Advanced (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
		Expert (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

		PROFICIENCY			
Type	Competency	Level	Label	Level Definition	Behaviors (Results Writer)
					Identifies inequalities of opportunity within the workplace and takes active steps to address them
	Team Leadership	Aware (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
		Basic (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
		Proficient (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
		Advanced (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
					Assesses the scope of delegated tasks and identifies the appropriate level of authority and support to give the people doing the work

		PROFICIENCY			
Type	Competency	Level	Label	Level Definition	Behaviors (Results Writer)
					Determines methods for monitoring the progress of delegations
					Provides feedback on use of delegating/directing skills
		Expert (5)	Strategically develops and implements an organizational/depart mental 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.	Identifies 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