STATE OF MICHIGAN

GROUP ONE COMPETENCIES

BEHAVIORALLY ANCHORED

RATING SCALES
ADAPTABILITY

Maintaining effectiveness when experiencing major changes in personal work tasks or the work environment; adjusting effectively to work within new work structures, processes, requirements or cultures.

Needs Improvement

- Procrastinates when there is needed change of adjustments.
- Consistently exhibits a negative attitude toward change.
- Challenges new work procedures.
- Avoids complying with new requirements or work situations.
- Exhibits aversion to change.
- Consistently complains about change.
- Fails or hesitates to implement change as required.
- Refuses to accommodate unexpected requests.
- Does not attempt to understand change.

Meets Expectations

- Approaches change with a positive attitude.
- Exhibits willingness to comply with change; takes change in stride.
- Quickly responds to change and determines need for additional adjustments.
- Copes with change without incident.
- Carries out instructions as given for implementing new tasks/procedures.
- Quickly modifies behavior to deal effectively with change.
- Understands that unforeseen changes occur and willingly incorporates them into personal work routine.
- Maintains quality of work when change occurs in the work environment.
High Performing

- Anticipates change and creates backup plans before change occurs.
- Consistently copes with change without incident.
- Understands the need for change and embraces new work procedures.
- Consistently exhibits optimism, enthusiasm for change.
- Consistently overcomes obstacles resulting from change.
- Promotes acceptance of change by showing empathy; creates “win-win” scenarios, giving examples and explanations.
- Consistently acknowledges possible outcomes of change and plans accordingly.
- Remains focused while experiencing change.
- Consistently able to adjust approach to accommodate unique situations.

APPLIED LEARNING

Assimilating and applying new job-related information in a timely manner.

Needs Improvement

- Fails to utilize new knowledge or information in own work.
- Frequently needs instruction/guidance.
- Unwilling to assimilate and apply new job-related information.
- Unwilling to comprehend training and information related to effective job performance.
- Fails to acknowledge and share new information and its impact on the work area.
- Does not seek answers or additional training when information is unclear.
- Waits for others to apply new skills, information, procedures.
- Does not participate in learning activities.
Meets Expectations

- Shares new information and ideas.
- Assimilates new information, knowledge, skill and ability, in relation to the work or work area.
- Applies new knowledge and information.
- Requests employer-sponsored training.
- Comprehends information gained from written and verbal sources and training.
- Seeks additional clarification if information is unclear.
- Furthers learning through trial and error.
- Shows interest in personal and professional development and utilizes available resources to expand abilities.

High Performing

- Rapidly absorbs and comprehends new information.
- Actively seeks out new knowledge to utilize in work processes.
- Adds to job knowledge through self-study.
- Works to eliminate barriers to new applications of knowledge, skill, and ability.
- Uses new information to develop procedures and formats to streamline tasks.
- Consistently seeks to learn and perform different tasks, new responsibilities.
- Regularly helps others by sharing information related to training.

BUILDING CUSTOMER LOYALTY

Effectively meeting customer needs; building productive customer relationships; taking responsibility for customer satisfaction and loyalty.
Needs Improvement

- Does not ask appropriate questions to determine customer needs.
- Offers “quick fixes” that fail to solve the problem or meet the need.
- Does not help the customer feel valued or appreciated.
- Provides misleading or incorrect information to customers.
- Shows disrespect through comments and actions.
- Fails to provide information in a timely manner; fails to follow up with customer concerns.
- Shows impatience in dealing with customers.
- Shows general disregard and apathy toward customers.
- Uses policy and procedures as a barrier.

Meets Expectations

- Validates customer concerns by using active listening.
- Consistently checks understanding and perception of problem from customer perspective.
- Exhibits understanding of the importance of customer relationships by expressing concern, following up, and resolving issues promptly.
- Is professional, polite and courteous.
- Provides accurate and timely responses to customers and resolves customer issues.
- Has a welcoming, helpful attitude.
- Takes personal responsibility for meeting needs.
- Displays authentic concern to and for the customer.
- Balances provision of information with customers’ capability to understand technical information.

High Performing

- Gives the customer extra information that can be helpful.
• Projects a highly energetic and enthusiastic attitude when interacting with customers.
• Places customer as high priority.
• Displays a “whatever it takes,” “above and beyond,” approach to satisfying the needs of the customer.
• Spends time listening to customer concerns to help customer feel valued.
• Takes a personal interest in the customer as appropriate.
• Is proactively providing information to customers when they don’t understand how to communicate their needs (or don’t know what they need.)
• Consistently checks for understanding and satisfaction.
• Places customer as a high priority, responding ahead of schedule or unexpectedly; seeking out customer needs before customer expresses them.

COMMUNICATION

Clearly conveying and receiving information and ideas through a variety of media to individuals or groups in a manner that engages the audience, helps them understand and retain the message, and permits response and feedback from the audience.

Needs Improvement

• Does not pass on information in a timely manner.
• Is reluctant to share ideas, participate in discussions, and give feedback.
• Exhibits unwillingness to listen.
• Fails to correctly convey meaning; fails to perceive receiver’s interpretation.
• Fails to correctly interpret communication from others.
• Uses state communication equipment for personal use.
• Fails to organize the communication.
• Does not seek clarification from others when message is unclear.
• Frequently uses incorrect grammar and spelling in work product or communications.
• Is often asked for clarification of written work and verbal communications.
• Avoids interaction/communication with others whenever possible.

Meets Expectations

• Correctly interprets messages as reflected in quality of work and interaction with others.
• Gives clear and concise directions.
• Correctly conveys information, both verbally and in written form.
• Responds to others; acknowledges receipt of communications.
• Keeps others’ attention using various methods of communication.
• Communicates verbally with appropriate tone and volume level; acknowledges effect of “tone” in written communication.
• Uses communication equipment appropriately.

High Performing

• Consistently checks for understanding by relating perception of message content back to communicator.
• Has exceptional verbal and written communication skills.
• Consistently clarifies purpose and importance of message.
• Finds new communication uses for systems; creates new methods of message delivery for correct interpretation.
• Effectively and consistently identifies understanding level of others and communicates at appropriate level.
• Able to relay complicated information to listeners so the listeners correctly interpret the message.
• Is unusually/highly skilled at using questions and comments to draw appropriate information from others on phone and in person.
• Drafts non-routine correspondence; is final reviewer of routine and non-routine correspondence and documents.

Contributing to Team Success

Actively participating as a member of a team to move the team toward the completion of goals.
Needs Improvement

- Tasks are often left for others to complete.
- Ignores team and organizational goals.
- Avoids project participation; volunteers only for “menial” project activities.
- Hoards knowledge of information that may assist team in reaching goals.
- Fails to volunteer skills and ability to contribute to goal attainment.
- Will not assist coworkers in the learning process.
- Does not support coworkers.
- Does not give input in meetings; avoids sharing thoughts/input.

Meets Expectations

- Completes fair share of responsibilities.
- Helps others perform tasks and reach goals.
- Shares knowledge and information in order to complete activities.
- Willingly acts as a back up to coworkers.
- Embraces the team concept and works to achieve team goals.
- Serves as an active member on project teams.
- Participates and contributes in team meetings.
- Fulfills individual responsibilities by meeting deadlines.
- Subordinates own personal goals for the good of the team.

High Performing

- Consistently uses skill and expertise to lead group initiatives and support work group efforts.
- Helps other achieve without expectation of recognition.
- Assists fellow team members and takes on added responsibility without being asked.
• Makes suggestions striving to improve team performance.
• Consistently provides positive reinforcement and encouragement to fellow team members.
• Consistently focuses on the team’s goals.
• Leads team using informal guidance; shares knowledge, experience and expertise.
• Consistently demonstrates personal commitment to the team.

**DECISION MAKING**

Identifying and understanding issues, problems, and opportunities; comparing data from different sources to draw conclusions; using effective approaches for choosing a course of action or developing appropriate solutions; taking action that is consistent with available facts, constraints, and probable consequences.

**Needs Improvement**

• Does not take responsibility for making even routine decisions; leaves decision making to others.
• Unable to make decisions on issues and problems related to work area.
• Makes decisions beyond scope of authority.
• Does not attempt to seek solutions.
• Fails to draw from past experience for problems solving.
• Ignores problems rather than making a decision on action required.
• Does not make decisions in a timely manner.
• Consistently needs more and more information before making a routine decision.

**Meets Expectations**

• Makes quality decisions within a reasonable timeframe.
• Uses resources and experiences to make a decision.
• Able to make decisions on issues and problems related to the work.
• Draws from experience, analyses, and/or reference to reach conclusions.
• Addresses problem areas and makes decisions for corrections.
• Brings complex problems to supervisor, but also brings ideas to resolve them.
• Promptly addresses new problems or opportunities encountered in work.
• Recognizes impact of decisions affecting work area.

High Performing
• Anticipates possible problems with decisions and develops solutions.
• Consistently makes decisions in a timely manner.
• Willing to accept responsibility for decisions even if results were less than optimal.
• Consistently solves issues using past experience and analyses to avoid potential problems.
• Consistently creates relevant options for addressing problems.
• Looks for opportunities to solve issues before they become problems.
• Looks for ways to improve decision-making processes.
• Anticipates consequences of actions before making decisions.

IMPACT

Creating a good first impression, commanding attention and respect, showing an air of confidence.

Needs Improvement
• Shows a lack of confidence or knowledge.
• Substandard grooming; is unkempt and not dressed properly for job activities.
• Exhibits meek, fearful or arrogant demeanor.
• Is aggressive, rather than assertive.
• Presents self in a non-professional manner.
• Does not speak with a self-assured tone of voice.

**Meets Expectations**

• Maintains a professional image.
• Dresses in a manner consistent with position and grooming is appropriate.
• Is decisive; takes charge of environment; is calm and in control.
• Is assertive and polite in answering difficult questions and giving bad news.
• Responds openly and warmly when appropriate.
• Speaks with a self-assured voice using appropriate language skills
• Calming and reassuring in tone and manner.
• Works toward commanding attention and respect.

**High Performing**

• Consistently dressed in a professional manner; grooming is impeccable.
• Perceived as a positive and informal leader.
• Rarely shows a sense of nervousness or being overly anxious.
• Listens to others’ concerns with interest.
• Consistently displays a professional demeanor.
• Consistently displays an air of confidence.
• Commands a high degree of respect.
• Has a high level of confidence and gains respect through daily interactions with others.
• Gains confidence of others.
**INITIATING ACTION**

Taking prompt action to accomplish objectives; taking action to achieve goals beyond what is required; being proactive.

**Needs Improvement**

- Does not take appropriate action to accomplish tasks.
- Is not proactive; but reactive; avoids work.
- Is content with status quo.
- Fails to take on work; tasks and deadlines must be assigned.
- Fails to follow through on projects/processes.
- Does not take action to meet job requirements and achieve objectives.
- Spends too much time “assessing” rather than solving.
- Takes action only as instructed.

**Meets Expectations**

- Takes appropriate action to accomplish tasks.
- Takes action when appropriate; does not wait for others to take action.
- Takes timely action to complete objectives and achieve goals.
- Takes independent action to implement new ideas.
- Takes action that goes beyond the requirements of the job.
- Performs daily tasks effectively and in a timely manner.
- Follows through on projects/processes.
- Takes immediate action when made aware of the problem.
High Performing

- Proactively takes action based on legitimate need.
- Anticipates situations and plan appropriate responses.
- Takes action to achieve goals ahead of schedule; anxious to complete high-quality and timely work.
- Anticipates setting new goals as experience and knowledge increases.
- Consistently seeks out new assignments or issues to resolve; starts new projects/processes independently.
- Completes complex assignments requiring interaction with other areas or resources.
- Able to find interim solutions quickly to meet an unusual or immediate need.
- Creatively identifies strategies for new action.

INNOVATION

Generating innovative solutions in work situations; trying different and novel ways to deal with work problems and opportunities.

Needs Improvement

- Unwilling to consider different methods of accomplishing work objectives.
- Avoids new and different solutions; does not value positive change.
- Fails to employ alternatives to complete job.
- Refuses to try new processes.
- Lacks creativity, inventiveness, originality.
- Does not view situations from multiple perspectives.
- Unable to generate creative, inventive, or imaginative ideas.
- Does not explore different areas of thought or approaches to solve problems.
Meets Expectations

- Considers and accepts alternative ways to view or define problems, or accomplish work objectives.
- Accepts new opportunities and activities, if offered.
- Considers alternative methods to complete work and/or resolve issues.
- Develops solutions that address meaningful work issues.
- Is creative, imaginative in crafting solutions.
- Explores new processes.
- Researches alternative solutions; purposely seeks out new resources, gadgets, solutions, etc.
- Uses a logical approach to problems or issues in order to think out impact of new resolutions.

High Performing

- Suggests new methods to complete work objectives; attempts to engage others using enthusiasm and data.
- Creates pioneering or inventive methods, ideas, and solutions.
- Is consistently receptive to trying different approaches to dealing with work-related problems.
- Employs creative alternatives, novel ways to resolve issues.
- Shares new alternatives with others.
- Generates new processes.
- Consistently explores new processes to better perform tasks.
- Demonstrates outstanding problem-solving skills

INTEGRITY/HONESTY

Contributing to maintaining the integrity of the organization; displaying high standards of ethical conduct and understanding the impact of violating these standards on the organization, self, and others; is trustworthy.
Needs Improvement

- Does not treat others fairly/equitably.
- Violates confidentiality standards.
- Attempts to conceal errors.
- Does not demonstrate honesty.
- Lies to avoid accountability.
- Evades answering questions and is secretive about rationale, position, etc.
- Exhibits deception.
- Does not give proper credit to others.
- Continually violates work rules.
- Does not keep promises or commitments.

Meets Expectations

- Treats others fairly/equitably and with dignity.
- Keeps commitments.
- Takes responsibility for one’s own actions.
- Treats others fairly/equitably.
- Is trustworthy with confidential information.
- Exhibits honest work ethics and fulfills expectations.
- Shares thoughts, feelings, and rationale so that others understand personal positions.
- Remains professional and impartial; displays objectivity.
- Abides by work rules.
- Does not spread gossip, but seeks to confirm work-related information, if applicable.
High Performing

- High level of integrity and ethical behavior serves as a model for others.
- Consistently demonstrates excellent work ethics.
- Consistently treats others with respect.
- Maintains a high level of confidentiality.
- Consistently shares thoughts, feelings, and rationale so that others understand personal positions.
- Anticipates ethical issues and their impact and works to avoid/correct.
- Gives proper credit to others.
- Gains a high level of respect from others based on integrity of past actions.

INTERPERSONAL SKILLS

Considering and responding appropriately to the needs, feelings, and capabilities of others; adjusting approaches to suit different people and situations; and representing the agency to the public and other agencies in a courteous and pleasant manner.

Needs Improvement

- Is inconsiderate to others and their feelings.
- All matters are dealt with in like manner.
- Shows no concern or acknowledgement of individuality of others or of situations.
- Does not try to build effective working relationships.
- Does not exhibit empathy.
- Incorrectly interprets emotions, actions or messages of others.
- Thinks only of self; shows disrespect for effects of own actions on others.
- Does not help people feel valued, appreciated, and included in discussions.
- Spends too much time socializing; participates in cliques, gossip, and whispering.
• Disrespects others.
• Responds inappropriately using tones suggesting disgust, anger, or lack of importance.

**Meets Expectations**
• Helps others to feel valued by showing empathy, respect, patience, and truthfulness.
• Aware of distinct personality types of others and is able to tailor interactions appropriately.
• Takes into consideration all aspects of a situation before responding to an individual.
• Helps people feel valued, appreciated, and included in discussions.
• Establishes positive relationships; values the contribution of differences.
• Collaborates well with others to work toward a common goal.
• Acknowledges needs, feelings, and capabilities of others.

**High Performing**
• Listens and asks questions to assure understanding and appropriate response.
• Fosters pleasant work environment by eliminating barriers to miscommunication and recognizing each person’s contribution to the team.
• Able to mediate disputes and diffuse tense situations.
• Actively seeks feedback from others to identify ways to improve.
• Anticipates actions, arguments from others’ perspective and responds appropriately.
• Consistently recognizes differences in skill levels and encourages others to improve, with appropriate suggestions on how to do so.
• Consistently treats others with courtesy and respect.
• When representing agency, shows agency in best possible light.
• Maintains courtesy to others in high stress/pressure situations.
**JOB KNOWLEDGE**

BARS are not available for this competency. Behaviors should be specific to the individual job.

**MANAGING WORK**

Effectively managing one’s time and resources to ensure that work is completed efficiently; makes timely requests for sick/annual leave time; utilizes sick leave appropriately; and reports for work and returns from breaks and lunch in a timely manner.

**Needs Improvement**

- Does not manage time well; is often late or absent; abuses break time.
- Takes excessive time off.
- Uses sick time in conjunction with regular days off.
- Does not take into account agency needs when requesting or using leave time.
- Work is not completed in a timely manner or at all; misses deadlines.
- Leaves task to others to complete.
- Does not allocate sufficient time to complete work tasks.
- Unwilling to stay late to accommodate rush requests.
- Lacks general knowledge of equipment, resulting in inefficiency.
- Starts job blindly rather than asking for assistance when clarification is needed.
- Attempts to get tasks reassigned to other employees.

**Meets Expectations**

- Prioritizes tasks; adjusts priorities when appropriate.
- Uses time effectively, rarely late for work, rarely unexpectedly absent.
• Completes work in a timely manner.
• Willing to work overtime, when necessary.
• Uses leave time appropriately.
• Meets project deadlines.
• Considers others when utilizing leave; plans ahead for absences.
• Meets organizational goals.
• Uses appropriate time constraints to complete all tasks, even the less desirable aspects.
• Uses time effectively and prevents irrelevant issues or distractions from interfering with work completion.
• Has good knowledge of work tools; uses appropriate work tools and methods for efficiency.
• Maintains steady productivity/concern for work rules even without direct supervision.

High Performing
• Has an excellent attendance record; is rarely absent.
• Consistently uses time effectively, completes work in a timely manner.
• Consistently accommodates rush requests with minimal interruption to work flow.
• Completes tasks well in advance of deadlines.
• Consistently takes advantage of available resources and tools to complete work efficiently.
• Uses time effectively to complete all tasks, even the less desirable aspects.
• Continually identifies more critical and less critical activities and tasks and adjusts appropriately.
• Willing to go above and beyond normal job expectations.

QUALITY ORIENTATION

Accomplishing tasks by considering all areas involved, no matter how small; showing concern for all aspects of the job; accurately checking processes and tasks, being watchful over a period of time.
Needs Improvement

- Work is not thorough and is inaccurate, continues to make the same mistakes.
- Does not act appropriately in situations affecting the quality of work.
- Shows little regard for accountability.
- Lacks attention to detail.
- Does not provide feedback to management when unable to meet time or quality expectations.
- Ignores small errors that occur at one’s stage of the process; shows disregard for effects on other parts of the process.
- Knowingly performs work with disregard for processes or procedures.
- Quality of work does not follow norm of work group; work is substandard given knowledge and experience.

Meets Expectations

- Follows established procedures for completing work tasks.
- Demonstrates a good balance of productivity and quality of work.
- Does not rely on others to check quality of work.
- Provides new ideas and input for improvements.
- Makes certain that work is done as accurately as possible.
- Tracks work to ensure quality.
- Displays positive attitude regardless of task “level.”
- Quality of work is equivalent to that of team members with similar level of knowledge and experience.
- Completes tasks with concern for the big picture.

High Performing

- Assures all processes and tasks are thoroughly checked and makes appropriate corrections when necessary.
- Follows work through entire process to ensure correct outcomes.
- Develops and proposes quality improvements.
• Works to eliminate barriers to quality.
• Ensures accuracy before passing along to the next person.
• Suggests correct or better ways to complete tasks if given inaccurate or incorrect procedures.
• Consistently makes sure all details are accurate and complete before considering a project complete.
• Always looking for ways to improve.
• Consistently follows work procedures accurately and carefully.
• Quality of work exceeds that of team members with similar level of knowledge and experience.
• Knows all aspects of the process, not just their own.

**SAFETY AWARENESS**

Being aware of conditions that affect employee safety.

**Needs Improvement**

• Not concerned with the safety of self or others.
• Fails to adhere to safety policies and procedures.
• Practices unsafe work habits.
• Ignores dangerous conditions.
• Unaware of and/or unconcerned about how mistakes affect others’ safety.
• Forgets/neglects to report safety problems.
• Lacks general knowledge of equipment and safe/appropriate operation of the same.
• Creates safety hazards.
• Takes short cuts to get the job done quicker, regardless of safety issues.

**Meets Expectations**
• Reports unsafe working conditions, safety issues, hazards.
• Routinely maintains materials and equipment.
• Practices safe work habits.
• Wears proper safety equipment (personal protective gear.)
• Follows safety/security/custody policy and procedures appropriate to work area.
• General safety knowledge of all equipment.
• General knowledge of all machines/equipment in work area and the hazards associated with them.
• Does not take short cuts that could compromise safety.

High Performing
• Makes appropriate recommendations for safety/security improvements.
• Promotes safety awareness; coaches others on safe practices.
• Plans and implements new safety programs or approaches.
• Seeks out and reports safety hazards and takes necessary actions to warn and protect others.
• Seeks to improve/aids in the development of safety procedures and practices.
• Tries to anticipate safety issues and correct before occurrence.
• Consistently checks work area for unsafe conditions.

STRESS TOLERANCE

Maintaining stable performance under pressure or opposition (such as time pressure or job ambiguity); handling stress in a manner that is acceptable to others and to the organization.

Needs Improvement
• Is unable to work well under pressure.
• Does not stay focused during times of stress.
• Loses temper and is outwardly angry or aggressive under stress.
• Needs to frequently remove oneself from stressful situations.
• Does not present a positive disposition; does not maintain constructive interpersonal relationships when under stress.
• Does not develop appropriate strategies needed to alter conditions that create stress and sustain physical and mental health.
• Uses unacceptable actions, gestures, or words in stressful situations.

Meets Expectations

• Stays focused on issues and facts when under stress.
• Adapts to stress; alters response based on situation.
• Steady performer; performance does not suffer when exposed to stress.
• Does not collapse under pressure.
• Presents a positive disposition and maintains constructive interpersonal relationships when under stress.
• Works well under pressure.
• Is courteous to others in high stress/pressure situations.

High Performing

• Does not let emotion affect judgment; relies on facts and data to form and carry out appropriate responses in stressful situations.
• Stays focused on issues and facts when under stress.
• Consistently remains calm in face of added stress.
• Takes an active role in eliminating stress in the workplace.
• Effectively adapts to stress; alters response based on situation.
• Consistently performs well under the most rigorous and changing of conditions.
• Responds appropriately to opposition; uses aggressive response only in the context of acceptable behavior within policies and procedures.
• Is able to think on one’s feet; able to evaluate situation and possible responses quickly and accurately.
- Demeanor and character diffuses situations; those dealing with stressful situations feel calmed by this employee becoming involved.
- Effectively diffuses hostile situations.

**Valuing Diversity and Inclusion**

Actively appreciating and including the diverse capabilities, insights, and ideas of others and working effectively and respectfully with individuals of diverse backgrounds, styles, abilities, and motivations.

**Needs Improvement**

- Is not able to articulate an understanding of the value of diversity and inclusion.
- Does not treat all people respectfully.
- Uses offensive or exclusionary communication.
- Does not work cooperatively and effectively with all people from different backgrounds or diversity.
- Does not understand how personal values and biases can impact behavior.
- Does not strive to understand others’ backgrounds, styles, abilities, and motivations.

**Meets Expectations**

- Able to articulate an understanding of the value of diversity and inclusion.
- Treats all people respectfully regardless of diversity.
- Communicates in positive non-offensive and inclusive terms with all people regardless of background or diversity.
- Works cooperatively with all people regardless of background or diversity.
- Understands how personal values and biases could impact behavior.
- Strives to understand others’ backgrounds, styles, abilities, and motivations.
High Performing

- Able to articulate an understanding of the value of diversity and inclusion and engages in behaviors that support diversity and inclusion.
- Models behaviors to consistently treat all people respectfully regardless of diversity and acknowledges others that do the same.
- Communicates in positive, non-offensive and inclusive terms with all people regardless of background or diversity, and appropriately expresses disapproval of offensive communications by others.
- Works cooperatively and effectively with all people regardless of background or diversity.
- Makes it a regular practice to examine personal values and biases to maximize inclusion of diverse perspectives.
- Strives to understand others’ backgrounds, styles, abilities, and motivations and encourages others to do the same.