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 then 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.