

STATE OF MICHIGAN

GROUP TWO 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

- Makes active attempts to delay or prevent change from occurring.
- Fails to implement change as required.
- Is vocally negative or exhibits negative attitude about change.
- Refuses to learn new concepts.
- Challenges new work methods/procedures.
- Avoids complying with new requirements or work situations.
- Dwells on how things were done in the past.
- Lingers in disoriented state when change occurs; has difficulty accomplishing routine tasks.

Meets Expectations

- Maintains quality of work when changes occur in the work environment.
- Addresses change with a positive attitude.
- Understands that changes occur and effectively and efficiently incorporates them into work routine.
- Exhibits willingness to comply with change.
- Quickly modifies behavior to deal with change.
- Focuses on beneficial aspects of change.
- Actively seeks information about new work situations.

High Performing

- Enjoys change and continually seeks better methods of accomplishing desired results.
- Develops innovative solutions to problems that might arise due to change.
- Consistently motivates others to accept and seek change.
- Promotes acceptance of change by showing empathy, giving positive examples, and providing explanation.
- Anticipates change and plans accordingly.
- Excels in an environment of frequently changing work structures and processes.

BUILDING STRATEGIC WORKING RELATIONSHIPS

Identifying opportunities and taking action to build strategic relationships between one's area and other areas, teams, departments, units, or organizations to help achieve business goals.

Needs Improvement

- Avoids or refuses to work with other workgroups.
- Avoids building job-related relationships.
- Fails to work cooperatively with others.
- Has a “we-they” or “not my job” perspective.
- Sabotages working relationships between others.
- Refuses to embrace the team concept.
- Fails to recognize opportunities or take action to build interpersonal relationships.

Meets Expectations

- Belongs to organization and/or groups for information sharing and networking.
- Willing to share expertise with other staff/workgroups.
- Successfully maintains a network of work relationships.
- Explores new opportunities in an effort to create new work relationships.
- Willingly participates with others to achieve business goals.
- Has a positive demeanor when dealing with others.
- Helps other areas to achieve their goals and/or complete tasks when possible.
- Actively cooperates with others to achieve organization goals.

High Performing

- Consistently volunteers to cross train in other areas to work towards a common goal.
- Consistently develops new and unique work relationships.
- Overcomes obstacles to develop and maintain work relationships.
- Consistently uses skills and knowledge to work with others.
- Continually exhibits positive outlook when dealing with others.
- Seeks out and initiates action to build strategic relationships when opportunities are present.
- Actively seeks out new working relationships.

BUILDING TRUST

Interacting with others in a way that gives them confidence in one's intentions and those of the organization.

Needs Improvement

- Does not communicate information to others.
- Refuses to take responsibility for actions.
- Fails to follow through on commitments.
- Fails to treat others in a fair and consistent manner.
- Does not keep confidential or personal information to self.
- Often reverses decisions.

Meets Expectations

- Treats others fairly and equitably.
- Is trustworthy with confidential information.
- Follows through with commitments.
- Accepts responsibility for one's actions, regardless of the outcome.
- Displays professionalism and impartiality.
- Communicates openly and honestly with others.

High Performing

- Displays honesty and integrity in all situations.
- Consistently treats others with respect and dignity.
- Openly accepts responsibility for setbacks and less successful endeavors by self and modifies actions for the future.
- Consistently maintains confidentiality when appropriate.
- Consistently follows through with commitments and avoids over-committing.

COACHING

Providing timely guidance and feedback to help staff strengthen specific knowledge and skill areas needed to accomplish a task or solve a problem.

Needs Improvement

- Avoids sharing expertise; withholds information.
- Demonstrates unwillingness to train/coach others.
- Does not provide feedback and/or assistance to the team.
- Is frustrated by questions from team members; doesn't want to provide answers/support.
- Does not offer encouragement to the team.
- Is not receptive to new ideas.
- Creates or contributes to obstacles to others' success.

Meets Expectations

- Provides feedback in a timely manner.
- Shares knowledge and expertise with others.
- Offers guidance at onset of and throughout projects.
- Assists staff members with the completion of tasks when asked.
- Seeks and gives information; checks for understanding.
- Provides instruction, demonstration and serves as a role model for others.
- Encourages questions and problem solving.
- Is receptive to new ideas.

High Performing

- Solicits, listens to, and acknowledges the ideas of others.
- Actively shares knowledge and expertise for the betterment of the work area.
- Enthusiastically serves as a mentor for the team.
- Consistently provides timely and appropriate feedback; checks for understanding.
- Assists others in the completion of tasks without prompting.
- Consistently coaches in a way that allows others to find the solution.

CONTINUOUS LEARNING

Actively identifying new areas for learning; regularly creating and taking advantage of learning opportunities; using newly gained knowledge and skill on the job and learning through their application.

Needs Improvement

- Is unwilling to attend training classes or participate in learning opportunities.
- Is ambivalent during training; is inactive learner in training.
- Exhibits resistance to training/learning; does not value training.
- Is complacent with current job duties; is not receptive to learning new work methods.
- Refuses to use learned methods when completing tasks.
- Refuses to utilize required information to improve work processes.

Meets Expectations

- Participates in and shares learning with others in order to benefit the work area.

- Actively participates in work-sponsored training programs and activities.
- Shows interest in personal and professional development activities.
- Uses learned skills to achieve goals.
- Considers/accepts alternatives to accomplish work objectives.
- Applies new alternatives on the job.
- Seeks out learning opportunities.
- Learns through trial and error; understands failure is necessary for development.
- Adds to current body of knowledge through self-study.

High Performing

- Researches training modes for the team to keep current in techniques and information.
- Volunteers to take training classes, attend seminars and meetings to gain more knowledge for development of the team and self.
- Introduces new techniques and processes from ideas learned.
- Stays current with technical knowledge in one's work.
- Looks into other avenues to broaden scope of knowledge to benefit the work area.
- Works to eliminate barriers to continuous learning.
- Develops and adapts learned skills as knowledge base grows.

CONTRIBUTING TO TEAM SUCCESS

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

Needs Improvement

- Does not support the team.
- Fails to volunteer skills and ability to contribute to goal attainment.
- Hoards information or knowledge that may assist team in reaching goals.
- Ignores team and organizational goals.
- Segregates self from group; works alone; avoids team participation.
- Undermines team and organizational goals.
- Does not complete tasks, leaves for others to finish.

Meets Expectations

- Participates in team activities.
- Open to the ideas of other team members.
- Shares knowledge and information in order to complete activities.
- Serves as an active member on project teams.
- Participates and contributes in team meetings.
- Makes suggestions for team goals, provides necessary resources.
- Removes obstacles; listens and is involved in team decisions and actions.

High Performing

- Assists team members and takes on added responsibility without hesitation.
- Encourages team participation; motivates other team members.
- Excels in leading teams.
- Helps others achieve without expectation of recognition.

- Voluntarily shares information and knowledge with other team members.
- Consistently focuses on team goals versus individual tasks.

CUSTOMER FOCUS

Making customers and their needs a primary focus of one's actions; developing and sustaining productive customer relationships.

Needs Improvement

- Does not listen to the customer to understand their needs.
- Unwilling to help customers.
- Fails to ask appropriate questions to determine customer needs.
- Exhibits a disinterest in customer or customer requests.
- Fails to follow up on customer concerns, questions, or requests.
- Does not treat the customer as valued or appreciated.
- Tends to avoid the customer.
- Subordinates customer's needs in favor of own.

Meets Expectations

- Acknowledges customer in a timely manner; meets or exceeds their expectations.
- Responds to inquiries in a thorough and professional manner.
- Willing to assist customers and acknowledges customer as valued.
- Acknowledges customer needs and requests.
- Shows an interest and interacts with customer.

- Validates customer and elicits their feedback.
- Actively listens to customer to determine their needs.
- Balances own needs with customer's.

High Performing

- “Goes the extra mile” to satisfy customer needs.
- Frequently exceeds customers' expectations.
- Cooperates with other departments to meet customer's needs.
- Is able to anticipate customer needs.
- Builds a positive relationship with customer.
- Actively seeks customer feedback.
- Consistently treats customer with courtesy and respect.
- Consistently checks for understanding and satisfaction.
- Subordinates own needs in favor of customer's.

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 seek clarification from others when the message is unclear.
- Does not pass on information in a timely manner.

- Exhibits an unwillingness to listen; is frequently interruptive in conversations.
- Fails to correctly interpret communication from others.
- Does not convey correct information to others.
- Uses incorrect grammar and/or spelling in work product and communication.

Meets Expectations

- Gives clear and concise directions – clarifies in terms understood by the receiver.
- Correctly interprets information from others.
- Seeks input from the audience; checks for understanding.
- Uses appropriate communication tools based on information to be conveyed.
- Uses appropriate tone, body language, grammar and spelling in communication.

High Performing

- Possesses excellent verbal and written communication skills.
- Consistently identifies understanding level of others and communicates appropriately.
- Presents information/message in different ways to enhance understanding.
- Is able to relay complicated information to others and have it interpreted correctly.
- Has a superior knowledge of the methods of communications and when to use them.

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

- Lacks confidence in decisions; procrastinates; refuses to make decisions individually; reverses decisions often.
- Does not make decisions in a timely manner.
- Makes decisions based on inadequate information.
- Acts without reviewing possible outcomes.
- Basis for making decisions is unclear; provides no rationale.
- Decisions lack sensitivity.
- Does not involve others in the decision making process.

Meets Expectations

- Makes quality decisions in a timely manner.
- Draws from experience and analysis when making decisions; exhibits confidence in decisions.
- Examines situation and compares data in order to act appropriately.
- Uses resources available to make decisions.
- Acknowledges limitations and seeks advice when unsure.
- Understands and considers impact of actions.
- Creates relevant options for addressing problem.

High Performing

- Consistently gathers all information including opinions, then makes an informed decision.
- Identifies and anticipates possible outcomes; creates positive solutions; reduces the impact of negative attitudes.
- Excels in researching information to resolve problems, make decisions.
- Involves others in the decision making process to obtain buy-in.
- Consistently makes decisions in a timely manner.
- Looks for opportunities to solve issues before they become problems.

FOLLOW-UP

Monitoring the results of delegations, assignments, or projects, considering the skills, knowledge, and expertise of the assigned individual and the characteristics of the assignment or project.

Needs Improvement

- Does not follow up in a timely manner or does so inconsistently.
- Procrastinates; expects others to follow up.
- Doesn't understand if, when, why follow-up is needed.
- Does not monitor/review at designated steps.
- Takes no action if task is not delegated.
- Fails to adjust monitoring schedule as needed for skill level of individual completing task.

Meets Expectations

- Follows up in a reasonable time frame.

- Understands that follow-up is a reflection of the department and employee.
- Follows up on action items and correspondence after meetings.
- Follow-up includes all entities involved.
- Knows parameters of group; follows up according to needs/characteristics of individuals.
- Determines extent of monitoring needed based on the task and the individual completing the task.
- Consistently takes appropriate action as needed to get task completed.

High Performing

- Is consistently proactive and anticipates the needs of others.
- Seeks to improve existing methods of follow-up.
- Ensures follow-up is thorough and complete.
- Develops methods to track follow-up.
- Follow-up includes alternatives to eliminate future problems.
- Is able to minimize need for follow-up by pre-planning and understanding the goal.

INITIATING ACTION

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

Needs Improvement

- Fails to take appropriate action to accomplish objectives and goals.
- Reactive rather than proactive; avoids work.
- Tasks and deadlines must be assigned.

- Fails to follow up or ask questions on projects and processes.
- Fails to meet job requirements and achieve objectives.
- Does not meet deadlines.
- Takes action only when directed to do so.
- Is content with status quo.

Meets Expectations

- Takes appropriate action in a timely manner to accomplish objectives and achieve goals.
- Self-motivated, completes tasks with little or no direction.
- Goes beyond status quo.
- Takes independent action when becomes aware of need.
- Follows through on projects.
- Applies new knowledge and skills to existing processes.
- Seeks opportunities to strengthen/add value to assigned tasks, responsibilities.

High Performing

- Actions exceed job requirements.
- Proactively takes action to accomplish objectives and goals.
- Achieves goals ahead of schedule, produces high quality work.
- Seeks new assignments to resolve problems, issues.
- Starts new projects/processes independently.
- Finds interim solutions quickly and identifies corrective action to meet/solve problems as necessary.
- Brings suggestions for improvements to attention of supervisor.

INNOVATION

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

Needs Improvement

- Lacks energy, creativity, inventiveness, originality.
- Unwilling to consider new ideas and practices.
- Unable to generate ideas, solutions.
- Avoids or puts off assignments that require innovation.
- Does not view situations from multiple perspectives.
- Does not attempt to understand new technology relevant to work needs.
- Does not value positive change.

Meets Expectations

- Willing to try new suggestions and ideas.
- Looks for new ways of completing tasks efficiently and effectively.
- Looks to integrate current methods with new ideas to increase efficiency.
- Is creative and imaginative in crafting solutions.
- Often has new ideas to solve problems.
- Recommends alternative solutions to problems.
- Maintains quality work while testing new approaches.

High Performing

- Actively develops and implements new strategies.
- Creates new ways of performing tasks.
- Makes suggestions, looks for different solutions.
- Contributes unique suggestions in brainstorm and problem-solving activities.
- Is able and willing to research possible solutions.
- Looks for new ways to improve processes.
- Consistently seeks optional approaches to work.
- Seeks out opportunities to use available new technology to meet work goals better, faster, cheaper.

PLANNING AND ORGANIZING WORK

Establishing courses of action for self and others to ensure that the work is completed efficiently.

Needs Improvement

- Has difficulty completing tasks on time.
- Work area is disorganized, preventing ready access to needed materials.
- Poor time management skills, unable to set priorities.
- Challenges use of planning tools.
- Unable to focus on multiple tasks/assignments.
- Refuses to adapt work schedule to accommodate others' needs.
- Fails to learn or use tools like flow charts, planning templates, etc.
- Consistently misses deadlines and benchmarks.

Meets Expectations

- Plans workload to ensure timely completion of tasks.
- Assists staff with time management when appropriate.
- Good attendance/starts work on time.
- Can recognize priorities and reorganize work tasks accordingly.
- Uses available organizing tools to plan work.
- Proposes timeline and benchmarks for new work assignments and modifies as needed.
- Maintains an organized work space that permits rearranging of work, files.
- Anticipates possible slow points in planning timelines.

High Performing

- Consistently prioritizes tasks so all work of group is completed efficiently.
- Performs multiple tasks in a timely and professional manner.
- Actively develops organizing strategies to benefit others.
- Understands sequential and/or interdependent nature of work and anticipates/plans for lags in response from others.
- Designs organizational tools as needed to organize and complete work assignments.
- Regularly improves and enhances processes.
- Models high functioning uses of appropriate organizing tools.
- Goes out of way to use new tools for planning and organizing work and shares with managers and teams.

TECHNICAL/PROFESSIONAL KNOWLEDGE AND SKILLS

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

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.

WORK STANDARDS

Setting high standards of performance for self and staff; assuming responsibility and accountability for successfully completing assignments or tasks; and self-imposing standards of excellence rather than having standards imposed.

Needs Improvement

- Standards must be imposed.
- Excessive absenteeism and lack of foresight contributes to incomplete work assignments.
- Fails to meet standards of performance.
- Does not assume responsibility and accountability for lack of performance.
- Makes excuses and blames others, often late with results.
- Performs at a minimal standard.
- Challenges benchmarks or performance measures.
- Encourages colleagues to ignore certain standards.

Meets Expectations

- Follows standards provided.
- Good attendance and planning skills contributes to completing work assignments in a timely manner.
- Maintains quality of performance.
- Takes responsibility and is accountable for completing assignments and tasks.
- Adequately meets self-imposed standards.
- Stays focused on standard of performance.
- Takes responsibility for performance; improves as needed when informed to do so.
- Sets new goals to meet deadlines and uses time appropriately.
- Carries out work to set standards and accepts modifications to work to meet standards.
- Uses leave time appropriately.

High Performing

- Creates new standards.
- Initiates update of work standards.
- Takes responsibility and is accountable for outcome of all assignments or tasks.
- Helps others to stay focused on standard of performance.
- Seeks feedback to ensure accuracy and completeness.
- Develops quality process beyond imposed standards.
- Consistently seeks avenues to improve work performance.