

STATE OF MICHIGAN

GROUP THREE

SUPERVISOR 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

- Displays resistance and is uncomfortable with change. Does not cope well with change. Continues to rely upon existing approaches and procedures.
- Portrays a negative attitude toward change as well as those implementing the changes. Does not see the benefit in change and anticipates the worst.
- Unnecessarily questions change.
- Does not accept or support the overall vision for the department.
- Does little or nothing to help subordinates to accept change.

Meets Expectations

- Attempts to understand changes in work tasks, situations, and environment as well as the logic or basis for change. Sets goals and priorities to accomplish change.
- Promotes and encourages change. Does what is necessary to adjust to change for self and others.
- Sees where change benefits the organization and the people in it.
- Deals effectively with changes in direction.
- Directs and assists subordinates through the change process.

High Performing

- Anticipates work changes and quickly adapts to the new situations and work requirements. Actively seeks information regarding new work situations.
- Approaches change in a positive manner. Handles change and new situations as opportunities for learning or growth and focuses on the beneficial aspects. Speaks positively regarding change to others. Sets a strong example for staff.

- Envisions the end results of change and follows through to ensure that changes are properly integrated and performed.
- Excels in an environment of frequently changing work structures and processes. Takes appropriate risks in order to implement change.
- Champions change. Supports subordinates' work as change agents.

ALIGNING PERFORMANCE FOR SUCCESS

Focusing and guiding others in accomplishing work objectives.

Needs Improvement

- Does not regularly provide feedback to staff on work performance; discusses performance primarily during the annual review.
- Does not set clear expectations for defining work success.
- Does not obtain or provide adequate training or experiences for staff to accomplish work objectives.
- Is not approachable to staff who have questions or seek advice on completing work effectively.
- Does not consistently emphasize the importance of high quality work; does not hold subordinates accountable for marginal quality work.
- Views performance appraisal/rating system as an obstacle to completing the work.
- Does not understand subordinates in a way that allows identification of performance motivators.

Meets Expectations

- Monitors performance and provides timely, objective, and insightful feedback in addition to the annual performance review.
- Sets performance objectives for the individual and/or the project; ensures that staff understand the assignment.
- Ensures that individuals have the proper training for the task at hand.
- Provides the necessary tools for staff to accomplish work objectives; helps to eliminate obstacles or problems.
- Holds team members accountable for achieving results.

- Works with subordinates to generate performance goals that are specific, measurable, and time-bound; establishes a mechanism for monitoring progress.
- Attends training courses and reviews materials that help identify staff motivators.

High Performing

- Consistently provides helpful feedback to maximize individual and team performance.
- Sets high performance expectations for the individual or team; creates high levels of commitment and buy-in for results; holds others accountable for achieving the results.
- Seeks out training opportunities for staff.
- Takes necessary risks and action to successfully find resources, training, tools, etc. to support staff needs; is creative with regard to obtaining additional resources. Is consistently accessible to and approachable by staff.
- Consistently emphasizes the importance of high quality work, holds subordinates accountable for marginal quality work.
- Actively coaches others and works with them to create developmental opportunities to expand their knowledge and skill level; provides positive or constructive feedback and guidance for career development.
- Finds ways to leverage strengths of team members and manage limitations in order to deliver strong team results.
- Identifies appropriate rewards and recognizes excellence in ways that motivate others.

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 treat others in a consistent and fair manner; reverses decisions often; "plays favorites" with some subordinates.
- Does not keep confidential information or personal information to self; shares inappropriate information.
- Does not timely communicate important information to employees and customers. Does not address problems and acts indirectly and passively with others.

- Does not take personal responsibility and places blame on others when things go wrong.
- Does not routinely follow through on commitments, if at all.

Meets Expectations

- Interacts effectively with others. Is fair and consistent with staff. Treats others with respect.
- Is trustworthy with confidential information.
- Follows through on commitments and promises.
- Provides accurate information. Communicates openly and honestly with employees, peers, and supervisor.
- Accepts responsibility for one's actions, regardless of the outcome.

High Performing

- Consistently treats people with respect and fairness. Instills good work ethics, provides guidance, and supports others.
- Always keeps confidential or personal information to self when appropriate.
- Clearly articulates directions to others and follows through at all times. Meets all commitments and avoids over-commitment.
- Consistently provides available information on a timely basis. Is open and honest in communications on difficult issues.
- Openly accepts responsibility for setbacks and less successful endeavors by self or team; discusses how to amend the situation in the future, including modification of own efforts or actions.

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

- Does not provide assistance and feedback to staff. Retains power by not sharing information.

- Is not open to new ideas and does not solicit them from others.
- Provides inadequate directions to staff, making the work difficult or impossible to complete.
- Is inaccessible to staff and does not create time or tolerate questions and/or concerns.
- Does not coach or provide coaching opportunities; does not look at team approach as a coaching and/or mentoring opportunity.

Meets Expectations

- Provides assistance and feedback to staff in a timely manner.
- Remains open and welcome to new ideas from others.
- Explains and demonstrates processes, procedures, and/or operations. Shares expectations with staff and provides clear directions.
- Always accessible to staff and encourages staff to ask questions and/or raise concerns.
- Acts as team player in accomplishing tasks and will involve less experienced staff to gain exposure to more difficult assignments.

High Performing

- Consistently furnishes timely and appropriate feedback for development and reinforcement. Provides credit to employees when appropriate.
- Solicits, listens to and acknowledges the ideas of others.
- Effectively coaches subordinates through processes by demonstration and discussion.
- Provides regular opportunities for staff to be involved in coaching and mentoring activities.
- Identifies and takes advantage of opportunities to build self-esteem of staff. Observes staff and creates coaching opportunities.
- Allows employees independence to complete work, only getting involved or intervening when absolutely necessary.

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 listener.

Needs Improvement

- Rarely disseminates information, if at all, or fails to transmit information in a timely manner.
- Frequently choose inappropriate communication method (e.g. uses email to avoid face-to-face contact).
- Does not listen to or is not receptive to the ideas of others. Does not encourage staff to create new ideas.
- Provides inaccurate, unorganized and/or incomplete information to staff.
- Does not seek answers when process, directions, information, or goals are unclear.
- Communications reflect insensitivity to the feelings or needs of others.
- Does not listen effectively; often misunderstands or forgets communication.

Meets Expectations

- Provides accurate, organized, timely, and complete information to staff.
- Utilizes appropriate communication tool based on information to be conveyed.
- Is receptive to the ideas of others. Encourages staff to create new ideas.
- Provides important information to employees in a timely manner.
- Seeks answers when does not understand process, directions, information, or goals.
- Uses appropriate tone, body language, correct spelling and grammar when interacting or corresponding with others.
- Listens effectively

High Performing

- Clearly conveys information, expectations, and background in a timely manner. Shares the big picture with staff to clarify purpose and importance; stresses major points; follows a logical sequence.
- Utilizes and encourages others to use a wide variety of communication tools to convey information effectively and gain buy-in.
- Effectively uses information from others to improve current processes.
- Seldom misunderstood when giving direction and/or assignment.
- Highly effective when gathering information to assist in clarification.

- Shows an understanding of and adjusts to different communication styles.
- Highly effective in active listening; can accurately restate the sender's message in different words and terms while also considering the recipient's preferences and communication style.

CUSTOMER FOCUS

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

Needs Improvement

- Inflexible or unwilling to take appropriate risks to meet the needs of the customer.
- Shows insensitivity and abruptness toward customers. Responds negatively and defensively to complaints.
- Provides incompetent answers or does not give any information at all.
- Does not accept responsibility for one's actions and tasks. Makes excuses or blames others when problems are not solved.
- Does not listen to input from others. Responds untimely to feedback or complaints, if at all. Tends to avoid the customers.
- Uses existing rules or procedures to justify avoiding service to customer groups.
- Considers customer feedback as negative.

Meets Expectations

- Openly receives feedback on customer service. Listens to customer needs and does what is required to service customers.
- Takes into consideration how actions or plans will affect the customers and accommodates as necessary. Offers alternatives to situations and changes direction to better meet customer needs.
- Meets or exceeds customer expectations by providing accurate, complete information.
- Accepts responsibility and takes action to address customer needs.
- Seeks to understand the reason for customer's needs. Adheres to time frames. Remains focused under pressure.
- Seeks out new customers and provides education on services provided.

- Openly accepts feedback.

High Performing

- Effectively prioritizes customer needs. Stays focused on customer's needs and offers alternatives as appropriate. Responds to feedback in a timely manner.
- Builds excellent rapport and cooperative relationship with the customer, general public, and/or client.
- Cooperates/coordinates with other departments to satisfy customer needs.
- "Goes the extra mile" to satisfy customer needs and frequently exceeds customer expectations.
- Works to eliminate barriers that interfere with providing outstanding customer service.
- Welcomes and solicits feedback and constructive criticism.

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

- Makes inappropriate or unauthorized decisions. Does not review appropriate information surrounding the decision making process, ignores the overall mission, and does not examine alternative solutions.
- Does not see the big picture.
- Seldom responds to problems, if at all; tends to avoid making decisions. Changes decisions frequently.
- Dictates decisions while neglecting to provide rationale for the decisions.
- Makes decisions based on inadequate information. Decisions are often not made in a timely manner.

Meets Expectations

- Makes independent decisions when appropriate. Consults with others prior to making final decisions when appropriate.
- Demonstrates an understanding of the big picture and involves others in the decision making process to obtain buy-in before making decisions.
- Makes decisions on a timely basis, commits to action, and follows up until decision is fully implemented.
- Provides the appropriate amount of information when informing others of a decision. Clearly explains the rationale behind the decisions.
- Analyzes problems, gathers applicable information and identifies issues relevant to problem areas before developing timely solutions.

High Performing

- Consistently generates alternative as well as creative solutions to solving problems.
- Consistently incorporates elements of the big picture when making decisions to ensure effective participation by others.
- Anticipates future problems and proactively responds.
- Highly effective in providing rationale and explaining the decision making process.
- Excels in organizing research surrounding a decision. Conducts or delegates appropriate investigative work before making decisions and responds in a timely manner.

DELEGATING RESPONSIBILITY

Allocating decision-making authority and/or task responsibility to appropriate others to maximize the organization's and individual's effectiveness.

Needs Improvement

- Micro-manages projects.
- Does not explain expected outcomes to staff when assigning work.

- Does not delegate authority for projects; delegates responsibility for tasks only.
- Does not consider staff workload and schedules in delegation of new assignments.
- Delegates repeatedly to particular staff, playing favorites; doesn't promote employee development in making work assignments.
- Typically delegates routine and undesirable tasks to staff, while keeping more interesting projects for self.
- Assigns work to employees who lack the necessary skills and expertise to do the job effectively without providing appropriate training or resources.
- Delegates all work to avoid responsibility for outcomes.

Meets Expectations

- Delegates activities to others to complete; monitors progress toward completion of the work.
- Explains expected results and monitors progress toward completion of the project.
- Provides necessary authority and support to complete tasks.
- Balances workloads and schedules when assigning tasks.
- Recognizes strengths and weaknesses of team and makes assignments accordingly.

High Performing

- Delegates authority as well as responsibility for projects; provides support; empowers staff to exercise own judgment and expertise to complete project.
- Will delegate tasks to ease the workload, yet does not over-delegate solely to relieve own responsibility.
- Delegates activities to improve and develop staff capabilities; knows which activities can be effectively delegated to which staff.
- Provides opportunities that allow staff to develop.
- Strategically delegates projects and tasks to staff members who have the skills necessary to complete the job.

DEVELOPING A SUCCESSFUL TEAM

Using appropriate methods and a flexible interpersonal style to help develop a cohesive team; facilitating the completion of team goals.

Needs Improvement

- Does not allow full involvement in decisions.
- Team members may generate ideas, but the leader makes all substantive decisions.
- Does not explain team goals and objectives and individual roles.
- Fails to provide the structure or support necessary for the team to function effectively.
- Allows one or more team members to unduly influence others.
- Does not allow team members to participate in the formulation of objectives.

Meets Expectations

- Provides opportunities for involvement of team members in all phases of the project.
- Listens and incorporates team members' ideas in decisions; actively involves team in decision making.
- Ensures that all team members understand their roles and how they relate to those of other team members.
- Shares recognition with team.
- Monitors team progress toward goals and regularly provides feedback to the team regarding their progress.
- Ensures that all members are part of the decision-making process.
- Formulates team objectives and defines expected outcomes.

High Performing

- Consistently incorporates shared information into the process; creates an environment of openness and honesty.
- Values opinions of team members and acts to promote success of team.

- Consistently models the visions and values of the organization; builds a team committed to the same.
- Highly skilled in ensuring that all members and partners understand roles and objectives.
- Demonstrates partnership building skills; gives credit where credit is due.
- Regularly seeks feedback and provides necessary feedback to staff.
- Builds pride in team work and inspires members to excel.
- Effective in pulling from all sources relevant information to formulate team goals and objectives.

MANAGING CONFLICT

Dealing effectively with others in antagonistic situations; using appropriate interpersonal styles and methods to reduce tension or conflict between two or more people.

Needs Improvement

- Avoids conflict inappropriately.
- Does not steer the conflict to solution when involvement does occur. Looks for someone to blame.
- Does not keep an open mind; inflexible attitude/approach toward conflict resolution.
- Does not effectively diffuse issues; fails to generate options to resolve conflict.
- Does not remain objective toward the conflict, taking sides.
- Creates a work environment of distrust.
- Does not recognize potentially harmful or illegal (violent, dangerous, harassment, etc.) situation and fails to take action.

Meets Expectations

- Allows those involved in the conflict to assist in developing a solution.
- Remains objective toward the conflict, listening to all sides.
- Works to resolve the conflict ensuring full understanding by all parties of the issues involved.

- Offers options to resolve conflict.
- Maintains an objective attitude/focus toward conflict resolution.
- Stresses respect and conflict resolution as expectations of staff.
- Recognizes potentially harmful or illegal (violent, dangerous, harassment, etc.) situations and takes appropriate actions.

High Performing

- Effectively resolves issues after collecting information from all relevant sources.
- Highly effective in generating win-win outcomes.
- Extremely adept and skilled at mediation of conflicts.
- Facilitates/assists in generating options to resolve conflict.
- Effective in pulling the positive from the conflict and using data to handle other problems.
- Anticipates potential conflicts and addresses issues before they escalate.
- Is skilled at recognizing and addressing potentially harmful or illegal (violent, dangerous, harassment, etc.) situations and taking appropriate action.

PLANNING AND ORGANIZING WORK

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

Needs Improvement

- Often does not seek the use of all resources to get the work done.
- Does not manage time well; fails to plan and allocate time and resources appropriately.
- Encounters an unusually high number of setbacks that delay work completion or project success.
- Has difficulty prioritizing actions; needs a great deal of direction.

Meets Expectations

- Identifies roadblocks to goal attainment and is able to adjust the plan to avoid them.
- Reorganizes work activities when setbacks or changing priorities are encountered.
- Follows up on progress toward plan of action in a timely manner. Completes tasks on time.
- Effectively prioritizes work activities of self and others.

High Performing

- Understands objectives of the organization and is able to leverage resources effectively.
- Effectively re-prioritizes tasks and projects as needed and ensures timely completion.
- Consistently completes tasks ahead of schedule.
- Anticipates the need for alternative courses of action and successfully implements contingencies in response to frequently changing demands; knows project status and risks at all times.

SAFETY AWARENESS

Being aware of conditions that affect employee safety.

Needs Improvement

- Complains about unsafe conditions or receives complaints but does not take action to address them.
- Does not personally follow safety procedures; sees them as a hindrance to getting the work done.
- Is ignorant of safety standards for self and staff.
- Ignores changes in employee behavior or demeanor that may affect safety.
- Does not ensure that safety standards are adhered to/enforced.
- Does not enforce safety procedures.

Meets Expectations

- Accepts responsibility for correcting safety hazards.
- Personally follows written and verbal safety standards/procedures.
- Committed to safety and well being of staff.
- Addresses changes in employee behavior, demeanor, or attitude that may affect safety.
- Makes safety awareness an expectation for self and staff.
- Enforces safety procedures and provides alternative safe methods for completing process.

High Performing

- Identifies potential safety and health hazards before staff is exposed.
- Consistently instills in staff an appreciation for the importance of adhering to safety procedures.
- Responds to change in employee behavior proactively. Listens to problems and recommends sources of assistance.
- Consistently includes staff in safety and health awareness issues.
- Develops and implements safety standards above departmental norm.

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

- Does not focus or think clearly under stress.
- Does not complete assignment due to stress.
- Is frequently absent when stressful assignments materialize.
- Unable to foresee and avoid stressful situations.

- Is not tolerant of staff or customer demands and/or equipment shortfalls.
- Does not maintain positive relationships under stress.

Meets Expectations

- Works effectively under stress.
- Maintains productivity during times of high stress.
- Is able to identify and provide alternatives to diminish stressful situations.
- Maintains a positive attitude toward staff and customers when under stress.
- Maintains positive and effective relationships under stress.

High Performing

- Explores options aside from policies and procedures to avoid stressful situations.
- Maintains high level of productivity and excellence during stressful times. Provides rational explanations to customers when deadlines are not met due to high workload.
- Effectively organizes activities to avoid situations that could cause stress.
- Maintains a positive attitude during times of high stress and influences negative attitude of others.
- Improves positive and effective relationships under stress.

TECHNICAL/PROFESSIONAL KNOWLEDGE & SKILLS

Possessing, acquiring, and maintaining the technical/professional expertise required to do the job effectively and to create customer solutions. Technical/professional expertise is demonstrated through problem solving, applying technical knowledge, and product and service management for the functional area in which one operates.

Needs Improvement

- Depth of expertise is not at the level required to consistently meet day-to-day needs.
- Provides information that is incorrect or incomplete; develops solutions that only partially meet business needs due to gaps in technical knowledge.
- Knowledge in the various areas of job activities is limited.
- Views the job function and work contributions through a narrow perspective that is not closely linked to the organization's goals.

Meets Expectations

- Knowledgeable of own technical area and service environment.
- Serves as a resource to others on technical/work issues and problems.
- Actively guides others in interpreting and solving work issues; accurately explains concepts so that the listener understands applying them effectively.
- Effectively applies technical concepts within the field of work.
- Actively supports continuous learning and keeps abreast of new developments within technical area.

High Performing

- Solves complex technical problems using advanced technical expertise.
- Identifies opportunities and generates recommendations for the development of new technical solutions, products, and services within the work area.
- Has in-depth understanding of the technical detail of one's field and continuously searches out best practices.
- Possesses deep knowledge of area of expertise and frequently applies this knowledge as a subject matter expert externally or for other areas of the organization.

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.
- Uses offensive or exclusionary communication.
- Fails to advocate the concept of diversity and inclusion.
- Does not motivate others to endorse and implement diversity and inclusion.
- Does not take action to evaluate and promote diversity and inclusion in the workplace.
- Does not support the progress and professional development of others.
- Does not treat all people respectfully.
- Does not understand how personal values and biases can impact behavior.
- Does not sufficiently strive to understand others' backgrounds, styles, abilities, and motivations.

Meets Expectations

- Able to articulate an understanding of the value of diversity and inclusion.
- Communicates in positive, non-offensive and inclusive terms with all people regardless of background or diversity.
- Advocates the concept of diversity and inclusion.
- Motivates others to endorse diversity and inclusion.
- Takes some action to evaluate and promote diversity and inclusion in the workplace.
- Supports the progress and professional development of others regardless of diversity.
- Treats all people respectfully regardless of 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 models behaviors that support diversity and inclusion.
- 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.
- Articulates and promotes the vision of diversity and inclusion.
- Motivates others to endorse and champion diversity and inclusion.
- Consistently takes actions to evaluate and promote diversity and inclusion in the workplace.
- Implements comprehensive approaches to promote the progress and professional development of others.
- Treats all people respectfully regardless of their diversity and promotes respect as an important component of diversity and inclusion.
- 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; self-imposing standards of excellence rather than having standards imposed.

Needs Improvement

- Does not model examples of high performance/quality.
- Does not encourage others to take responsibility for high quality.
- Does not require staff to accept responsibility for incomplete assignments.
- Disregards policies, procedures, and standards.

Meets Expectations

- Frequently models examples of high performance/quality.
- Encourages others to take responsibility for high quality.
- Requires staff to accept responsibility for completing assignments.
- Develops processes and procedures to improve performance of staff, strives for excellence; ensures that staff has the tools, resources, and training necessary to meet standards.

High Performing

- Consistently models examples of high performance/quality.
- Consistently recognizes and rewards staff who meet/exceed expectations.
- Highly effective in assisting and guiding staff to completion of assignments.
- Involves others in setting goals and objectives.
- Devises and maintains innovative tracking system for meeting quantifiable standards.
- Inspires staff to continuously improve on past performance.