MANAGER BEHAVIORAL INTERVIEW GUIDE

INTERVIEW GUIDE INSTRUCTIONS:

This Interview Guide is intended to help hiring managers and executives conduct behavioral interviews for managerial classifications covered by the State of California Leadership Competency Model (Leadership Competency Model). Before using this guide, you should contact your Human Resources Staff to ensure that you follow any internal procedures and formats required by your department. For more information and tips on the selection process, you can access the Virtual Help Desk for Supervisors and Managers at http://www.dpa.ca.gov/training/virtual-help-desk-for-supervisors-and-managers/main.htm. For an overview on the California Merit Principle, please access http://www.dpa.ca.gov/hr-modernization/competency-based-hr-tools/merit-system-principles.ppt.

Behavioral-based interviewing is based on the concept that the best predictor of a candidate's future performance is his or her past performance. Therefore, behavioral interview questions are built around specific incidents that have happened rather than hypothetical situations. The interviewer asks the candidate to describe what they have actually done rather than what they would do in a "what if" situation.

The Leadership Competency Model describes the general competencies and behaviors required for successful performance as a manager with the State of California. The behavioral interview questions included in this guide have been developed to elicit information about a candidate's past experiences that relate to the behaviors (described in the Leadership Competency Model) required to successfully perform as a manager in the State of California. Descriptions of successful and non-responsive behavioral indicators are included to help assess the candidate's responses. For more information on behavioral interviewing, please access http://www.dpa.ca.gov/hr-modernization/competency-based-hr-tools/behavioral-interviewing.ppt. For information on behavioral based reference checks, please access http://www.dpa.ca.gov/hr-modernization/competency-based-hr-tools/Reference-check-questions.doc.

Before the interview:

- ♦ Review the candidate's application and resume
- ♦ Review the critical job specific general competencies and the successful behavioral indicators that demonstrate each competency on the job
- ♦ Identify the general competencies that will be asked about as part of the interview. One way to decide which competencies to include in the interview is to consider the competencies that are required to successfully perform the most critical job duties as identified in the job description
- ♦ Identify the set of questions which will be asked during the interview process (The interviewers do not need to include all of the questions for each competency)
- ♦ Work with your Human Resources staff to identify any questions specifically related to the organization, the classification or the job specific technical competencies

Tips for customizing this Interview Guide for your interviews:

♦ To obtain a customizable version of this guide, please [contact us](#).
♦ Once you receive the copy, use the "File Save As" feature.
♦ Edit the document so that it includes only the job related general competencies that you have identified for inclusion in your interviews.
♦ Edit the document so that the set of behavioral interview questions provided for each general competency include only those questions that you have identified for inclusion in your interviews.
♦ Edit the document so that it includes only the successful and non-responsive behavioral indicators that you expect to be elicited based on the selected competency questions.
♦ Add any questions specifically related to the organization, the classification or the job specific technical competencies along with the expected successful and non-responsive behavioral indicators.
♦ Make a copy of the interview guide for each interviewer to use to take notes on each candidate to be interviewed.
♦ On the interview guide for each candidate each interviewer should fill in the following information:
   o The interview information (i.e. candidate name, interviewer name, interview date, position being filled)
   o The Education and Experience from the candidate's application (during the interview, notes can be added based on what the candidate shares about their education and experience)

Conducting the interview:

♦ Welcome the candidate and make them comfortable
♦ Provide the candidate with a copy of the questions that will be asked in the interview (optional)
♦ Begin the formal interview by briefly reviewing the candidate's education and experience
♦ Ask the same questions of each candidate being interviewed for the same position
♦ Tell the candidate about the job and the organization
♦ Clarify any questions about the candidates education and work experience that are necessary (i.e. fill in gaps)
♦ Ask questions and follow-up to probe for details and accomplishments—ideally at least 2–3 examples in each area. Get complete examples which include:
   The circumstances that the candidate encountered
   The actions that the candidate took
   The outcome of the actions taken
♦ Use this guide to take notes and assess the candidates – Exceptional performance in the interview or performance in the interview that does not meet expectations must be indicated in the notes section of the interview guide for a particular question and competency.
♦ Select the appropriate behavioral indicators based on the candidate's responses and summarize key observations and notes. Rate the candidate on each competency in the space provided at the bottom of each page.

After the interview:

- ♦ After completing each interview, interviewers should discuss the final ratings for each candidate and complete the Overall Candidate Rating.
- ♦ After all interviews are completed, check references, check personnel files; make hiring decision.

Candidate Name:	
Interviewer Name:	
Interview Date:	
Position Being Filled:	

EDUCATION AND EXPERIENCE

Education:

Experience:

Behavioral Interview Questions

FOSTERING A TEAM ENVIRONMENT CLUSTER

Communication Questions

- Describe a time when you realized you needed to make an improvement in your communication skills and how you managed it.
    - What did you do?
    - What was the outcome?
- Describe a situation in which you had to provide input to an organization-wide project.
    - What was the input?
    - Who did you provide input to?
    - What type of impact did the input have?
    - How was the input received?
    - What was the result?
- Describe a situation which demonstrated that listening is an important aspect of leadership.
    - What did you do?
    - What was the result?
    - Why was listening important in this situation?
- Give us an example of when your listening skills helped resolve a situation or issue.
    - How did you show you were listening?
    - What impact did your listening skills have on the outcome of the situation or issue and why?
- Describe a time when you were able to effectively communicate a difficult or unpleasant idea to staff, stakeholders or senior management.
    - What was the situation?
    - What was the outcome?
- Describe a situation where you successfully persuaded others to do something or to see your point of view.
    - What was the situation?
    - What did you do?
    - What was the result?

Communication Questions (Continued)

- Describe a situation when you had to present complex information which included technical concepts and terminology.
    - How did you ensure that the audience understood?
    - What was the result?
- Describe what you have done to ensure that there is a clear understanding of the importance of sharing and receiving information from others.
    - What did you do?
    - Why was this necessary?
    - What did this achieve?
- Describe what you have done to enhance the quality of written documents from your staff.
    - What did you do?
    - What challenges did you face?
    - What was the outcome?
- Describe the process you have used to review and approve written correspondence from your staff.
    - What steps did you take?
    - What did you look for before approving the correspondence?
- Conveying complex messages in writing may require the creative use of graphics and other visual aids. Provide us with an example of when you mentored staff on effectively conveying complex ideas in writing in an accurate, clear, and concise manner that could be easily understood by the audience.
    - What was the situation?
    - What did you do?
    - What was the outcome?

Competency: Communication	Successful Behavioral Indicators (Validated)	Non-Responsive Behavioral Indicators
• **Gives feedback and is receptive to feedback received** • **Knows that listening is essential** • **Keeps others informed and ensures is passed to others appropriately** • **Uses a variety of methods to ensure information is conveyed** • **Strives for error-free communications** • **Expresses clear and concise ideas in writing** • **Organizes written ideas** • **Uses graphics and other aids to clarify ideas**	❑ Has solicited regular input from a variety of sources ❑ Has provided regular feedback across the organization ❑ Has fostered a culture of active listening ❑ Has coached others on listening ❑ Has sought out and carefully listened to others and made decisions based on stated facts ❑ Has clearly communicated difficult messages ❑ Has influenced the opinions of teams, stakeholders, leaders and executives ❑ Has adapted the communication style to the various audiences ❑ Has championed information sharing by establishing, implementing and monitoring processes to disseminate and gather key information to and from all relevant stakeholders ❑ Has established, defined and ensured compliance with department writing style and standards ❑ Has set and communicated expectations for written expression and style to staff ❑ Has worked to raise expectations for written expression with staff ❑ Has managed staff performance against department writing style and standards ❑ Has approved and signed off on internal and external communications after ensuring document quality standards are met and ensuring compliance with regulations ❑ Has coached others on developing creative visual aids and graphics to simplify complex messages to stakeholders	❑ Did not indicate that they have solicited regular input from a variety of sources ❑ Did not indicate that they have provided regular feedback across the organization ❑ Did not indicate that they have fostered a culture of active listening ❑ Did not indicate that they have coached others on listening ❑ Did not indicate that they have sought out and carefully listened to others and made decisions based on stated facts ❑ Did not indicate that they have clearly communicated difficult messages ❑ Did not indicate that they have influenced the opinions of teams, stakeholders, leaders and executives ❑ Did not indicate that they have adapted the communication style to the various audiences ❑ Did not indicate that they have championed information sharing by establishing, implementing and monitoring processes to disseminate and gather key information to and from all relevant stakeholders ❑ Did not indicate that they have established, defined and ensured compliance with department writing style and standards ❑ Did not indicate that they have set and communicated expectations for written expression and style to staff ❑ Did not indicate that they have worked to raise expectations for written expression with staff ❑ Did not indicate that they have managed staff performance against department writing style and standards ❑ Did not indicate that they have approved and signed off on internal and external communications after ensuring document quality standards are met and ensuring compliance with regulations ❑ Did not indicate that they have coached others on developing creative visual aids and graphics to simplify complex messages to stakeholders

OVERALL RATING FOR COMMUNICATION

Did Not Meet (Notes Required)	Successful	Exceptional (Notes Required)
❑	❑	❑

Notes

Conflict Management Questions

- Describe a situation in which you identified a potential conflict in your organization.
  - How did you go about identifying the potential conflict?
  - What factors did you consider?
  - What actions did you take?
  - What was the outcome?
- Tell us about a time when you had to help other leaders resolve a conflict in your organization.
  - What did you do?
  - What was the result?
- Revolving conflicts expeditiously, effectively and at the lowest possible level is often the best approach. Tell us about a specific example of how you have ensured that conflicts are resolved expeditiously, effectively and at the lowest possible level in your branch or division.
  - What was the situation?
  - What did you do?
  - What was the result?

Competency: Conflict Management	Successful Behavioral Indicators (Validated)	Non-Responsive Behavioral Indicators
• **Recognizes differences in opinions and misunderstandings and encourages open discussion** • **Uses appropriate interpersonal styles** • **Finds agreement on issues** • **Deals effectively with others in antagonistic situations**	❑ Has provided conflict resolution guidance to other leaders ❑ Has developed innovative methods for conflict prevention ❑ Has led others in the use of different interaction methods for various interpersonal styles ❑ Has used knowledge of various interpersonal styles to further team's mission ❑ Has fostered an environment that promoted rapid identification and resolution of potential conflicts ❑ Has anticipated, diffused and mitigated potential conflicts ❑ Has monitored the work environment to avoid potential conflicts ❑ Has set expectations for handling conflicts ❑ Has mentored and coached others on conflict resolution management ❑ Has ensured that appropriate polices and expectations regarding conflict resolution exist ❑ Has verified compliance with laws, policies and established practices in regard to conflict resolution	❑ Did not indicate that they have provided conflict resolution guidance to other leaders ❑ Did not indicate that they have developed innovative methods for conflict prevention ❑ Did not indicate that they have led others in the use of different interaction methods for various interpersonal styles ❑ Did not indicate that they have used knowledge of various interpersonal styles to further team's mission ❑ Did not indicate that they have fostered an environment that promoted rapid identification and resolution of potential conflicts ❑ Did not indicate that they have anticipated, diffused and mitigated potential conflicts ❑ Did not indicate that they have monitored the work environment to avoid potential conflicts ❑ Did not indicate that they have set expectations for handling conflicts ❑ Did not indicate that they have mentored and coached others on conflict resolution management ❑ Did not indicate that they have ensured that appropriate polices and expectations regarding conflict resolution exist ❑ Did not indicate that they have verified compliance with laws, policies and established practices in regard to conflict resolution

OVERALL RATING FOR CONFLICT MANAGEMENT

Did Not Meet (Notes Required)	Successful	Exceptional (Notes Required)
❑	❑	❑

Notes

Interpersonal Skills Questions

- Tell us about a situation when you had to vary your communication approach according to the audience that you were addressing and the type of information you were sharing.
    - What was the situation?
    - What did you do?
    - What factors did you consider when developing your communication approach?
    - What was the result?
- Describe a situation in which you were able to effectively "read" others and guide your actions by your understanding of their non-verbal cues.
    - What did you do?
    - What was the outcome of the situation?
- Tell us about a time when you and your team members were dealing with a stressful work situation.
    - What was the situation?
    - How did you handle it?
    - What was the outcome?
    - Were you satisfied with the outcome, why or why not?
- Tell us about a time when you had to coach staff on presenting sensitive or complex information in a manner that could be easily understood.
    - What did you do?
    - What was the outcome?
    - What techniques did you teach staff to use to confirm that the audience understood the presentation?
- Tell us about a situation when you withheld your own opinion, and tried to obtain the opinion of others.
    - What did you do?
    - What was the outcome?
    - Why was this action important?

Interpersonal Skills Questions (Continued)

- Tell us about what you have done to improve the knowledge, skills and abilities of your staff.
  - What did you do?
  - What was the outcome?

- Tell us about a specific example of how you have helped create an environment where information can be shared in an appropriate and professional manner.
  - What was the situation?
  - What did you do?
  - What was the outcome?

Competency: Interpersonal Skills	Successful Behavioral Indicators (Validated)	Non-Responsive Behavioral Indicators
• **Effectively approaches others with sensitive information** • **Understands the unspoken meaning of a situation** • **Understands strengths and development areas of others** • **Makes others feel respected and heard**	❑ Has used a variety of strategies to communicate information to various audiences, particularly in sensitive situations, while maintaining a professional approach and positive image ❑ Has considered the organizational culture when developing and applying the appropriate communication style ❑ Has mentored others on adapting their personal style to fit the situation ❑ Has effectively assessed and responded to non-verbal cues and unspoken complex sub-messages ❑ Has led others in the development of their perception skills ❑ Has recognized one's own and staff's stressors ❑ Has led others in the use of appropriate tools and techniques to effectively address stressful situations ❑ Has matched others to jobs suited to their strengths and development needs ❑ Has built an environment that supports staff development ❑ Has modeled active listening skills ❑ Has ensured people feel they are heard and understood ❑ Has ensured a "safe" communication environment where information can be sought out and exchanged effectively	❑ Did not indicate that they have used a variety of strategies to communicate information to various audiences, particularly in sensitive situations, while maintaining a professional approach and positive image ❑ Did not indicate that they have considered the organizational culture when developing and applying the appropriate communication style ❑ Did not indicate that they have mentored others on adapting their personal style to fit the situation ❑ Did not indicate that they have effectively assessed and responded to non-verbal cues and unspoken complex sub-messages ❑ Did not indicate that they led others in the development of their perception skills ❑ Did not indicate that they have recognized one's own and staff's stressors ❑ Did not indicate that they have led others in the use of appropriate tools and techniques to effectively address stressful situations ❑ Did not indicate that they have matched others to jobs suited to their strengths and development needs ❑ Did not indicate that they have built an environment that supports staff development ❑ Did not indicate they have modeled active listening skills ❑ Did not indicate that they have ensured people feel they are heard and understood ❑ Did not indicate that they have ensured a "safe" communication environment where information can be sought out and exchanged effectively

OVERALL RATING FOR INTERPERSONAL SKILLS

Did Not Meet (Notes Required)	Successful	Exceptional (Notes Required)
❑	❑	❑

Notes

Team Leadership Questions

- Tell us about a time when you managed or guided a group or team effort.
  - What was the situation?
  - What actions did you take?
  - What were the biggest challenges and how did you overcome them?
  - What steps did you take to achieve a positive outcome?
  - How did the group or team effort ultimately turn out?

Competency: Team Leadership	Successful Behavioral Indicators (Validated)	Non-Responsive Behavioral Indicators
 - **Sets team structure** - **Organizes, leads, and facilitates team activities** - **Promotes team cooperation** - **Encourages participation**	❑ Has communicated progress to stakeholders ❑ Has communicated objectives to the team leader ❑ Has anticipated team and stakeholder challenges and planned contingencies ❑ Has engaged internal and external team members to manage conflicts effectively ❑ Has known when to escalate issues ❑ Has served as a role model in promoting team work and respect within both internal and external teams ❑ Has led teams in tackling the toughest challenges ❑ Has closely managed team performance ❑ Has celebrated team successful performance	❑ Did not indicate that they have communicated progress to stakeholders ❑ Did not indicate that they have communicated objectives to the team leader ❑ Did not indicate that they have anticipated team and stakeholder challenges and planned contingencies ❑ Did not indicate that they have engaged internal and external team members to manage conflicts effectively ❑ Did not indicate that they have known when to escalate issues ❑ Did not indicate that they have served as a role model in promoting team work and respect within both internal and external teams ❑ Did not indicate that they have led teams in tackling the toughest challenges ❑ Did not indicate that they have closely managed team performance ❑ Did not indicate that they have celebrated team successful performance
OVERALL RATING FOR TEAM LEADERSHIP		
Did Not Meet (Notes Required)	**Successful**	**Exceptional (Notes Required)**
❑	❑	❑
Notes		

CREATING ORGANIZATIONAL TRANSFORMATION CLUSTER

Change Leadership Questions

- Tell us about an experience you have had implementing change in an organization.
    - How did you do this?
    - What was the outcome?
    - What were the challenges and regrets?
- Tell us about a project or situation where you felt that the conventional approach would not be suitable.
    - How did you determine this?
    - How did you derive and manage a new approach?
    - What challenges did you face and how did you address them?
- Describe a situation where you fostered a highly motivated and productive work environment during times of change.
    - What did you do?
    - What was the result?
    - What challenges did you face?
- Describe a situation where you had to assist others in adapting to a change which was out of your control.
    - What did you do?
    - What challenges did you face?
    - How did you overcome these challenges?

Competency: Change Leadership	Successful Behavioral Indicators (Validated)	Non-Responsive Behavioral Indicators
Develops new approaches **Identifies better, faster or less expensive ways to do things** **Encourages others to value the potential benefits of change and to effectively adapt to change**	❑ Has successfully led difficult change efforts with broad impact ❑ Has worked with executive leaders and/or stakeholders to overcome obstacles ❑ Has generated innovative ideas that are strategically aligned with department goals ❑ Has served as a change agent ❑ Has created a positive environment of excitement around the potential benefits of change ❑ Has supported the management team's efforts to adapt to change by facilitating the flow of information	❑ Did not indicate that they have successfully led difficult change efforts with broad impact ❑ Did not indicate that they have worked with executive leaders and/or stakeholders to overcome obstacles ❑ Did not indicate that they have generated innovative ideas that are strategically aligned with department goals ❑ Did not indicate that they have served as a change agent ❑ Did not indicate that they have created a positive environment of excitement around the potential benefits of change ❑ Did not indicate that they have supported the management team's efforts to adapt to change by facilitating the flow of information

OVERALL RATING FOR CHANGE LEADERSHIP

Did Not Meet (Notes Required)	Successful	Exceptional (Notes Required)
❑	❑	❑

Notes

Vision and Strategic Thinking Questions

- Give us an example of when you had to communicate the organization's vision and strategic plan with conviction, translate the organization's strategy into meaningful plans for the future and connect them to the employee's daily work.
  - What was the situation?
  - What did you do?
  - How did you involve your staff or team?
  - What was the outcome?
- Describe a time when you had to significantly modify work policies to align them with new strategic directives.
  - What was the situation?
  - What did you do?
  - What was the outcome?

Competency: Vision and Strategic Thinking	Successful Behavioral Indicators (Validated)	Non-Responsive Behavioral Indicators
• **Communicates the big picture** • **Expresses vision to others** • **Influences others to translate vision into action**	❑ Has integrated the department's longer term vision into all aspects of the organization ❑ Has encouraged implementation of the department's vision through strategic goals and policies ❑ Has established an environment that supports the departmental vision through integration and coordination of significant team activities ❑ Has effectively communicated the strategic value of the departmental vision to stakeholders, staff and high-level audiences ❑ Has set goals to put the vision into action through policies and procedures	❑ Did not indicate that they have integrated the department's longer term vision into all aspects of the organization ❑ Did not indicate that they have encouraged implementation of the department's vision through strategic goals and policies ❑ Did not indicate that they have established an environment that supports the departmental vision through integration and coordination of significant team activities ❑ Did not indicate that they have effectively communicated the strategic value of the departmental vision to stakeholders, staff and high-level audiences ❑ Did not indicate that they have set goals to put the vision into action through policies and procedures

OVERALL RATING FOR VISION AND STRATEGIC THINKING

Did Not Meet (Notes Required)	Successful	Exceptional (Notes Required)
❑	❑	❑

Notes

MAXIMIZING PERFORMANCE RESULTS CLUSTER

Analytical Thinking Questions

- Describe a situation in which you were able to clearly frame a problem, identify and collect the necessary data, and make recommendations for solving the problem.
    - What was the problem?
    - Who was impacted by the problem?
    - What factors or variables did you consider?
    - What did you do?
    - How did you evaluate your options?
    - What was the outcome?
- Describe a time you had to delegate parts of a large project or assignment to some of your direct reports.
    - How did you decide what tasks to delegate to which people?
    - How did the project or assignment turn out?
- Give us an example of a time when you used your fact-finding skills to gain information needed to solve a problem.
    - How did you analyze the information you gathered?
    - How did you use the information to solve the problem?
- Describe a time when you anticipated potential problems that were significant to the organization and developed preventive measures.
    - What was the potential problem?
    - How did you identify the potential problem?
    - What was the potential impact on the organization?
    - What did you do?
    - What was the outcome?

Competency: Analytical Thinking	Successful Behavioral Indicators (Validated)	Non-Responsive Behavioral Indicators
Identifies causes for problems **Approaches problems by breaking them down** **Weighs priorities** **Recognizes actions and underlying issues**	❑ Has identified causes for problems related to policy or global issues ❑ Has broken down significantly complex problems that affected several teams ❑ Has delegated work to other supervisors ❑ Has developed findings, recommendations, and potential solutions for a variety of audiences that are supported by sound technical rationale ❑ Has asked effective probing questions ❑ Has exhibited the ability to synthesize information from supervisors and other relevant sources ❑ Has recognized and prioritized organizational key actions at the branch/division level ❑ Has anticipated significant organizational key actions and underlying issues at the branch/division or higher level	❑ Did not indicate that they have identified causes for problems related to policy or global issues ❑ Did not indicate that they have broken down significantly complex problems that affected several teams ❑ Did not indicate that they have delegated work to other supervisors ❑ Did not indicate that they have developed findings, recommendations, and potential solutions for a variety of audiences that are supported by sound technical rationale ❑ Did not indicate that they have asked effective probing questions ❑ Did not indicate that they have exhibited the ability to synthesize information from supervisors and other relevant sources ❑ Did not indicate that they have recognized and prioritized organizational key actions at the branch/division level ❑ Did not indicate that they have anticipated significant organizational key actions and underlying issues at the branch/division or higher level

OVERALL RATING FOR ANALYTICAL THINKING

Did Not Meet (Notes Required)	Successful	Exceptional (Notes Required)
❑	❑	❑

Notes

Customer Focus Questions

- Describe how you established a partnership with an internal and/or external customer to help you both achieve your strategic business goals.
  - o What did you do?
  - o What was the outcome?
- Tell us what you have done to establish a customer focused culture in your organization.
  - o What action did you take?
  - o What was the outcome?
- Describe a situation in which you had to address a highly sensitive and complex problem for a dissatisfied customer.
  - o What was the problem?
  - o What did you do?
  - o What was the outcome?
- Describe a situation in which you implemented changes to business processes to improve customer satisfaction.
  - o What did you do?
  - o Who did you involve in the business process reengineering?
  - o How did you secure and utilize organizational resources for this effort?
  - o What constraints did you have?
  - o What challenges did you face?
  - o What was the outcome?

Competency: Customer Focus	Successful Behavioral Indicators (Validated)	Non-Responsive Behavioral Indicators
• **Works with internal and external customers to identify their expectations and shared business objectives** • **Ensures the effective delivery of the products and services to the customer** • **Identifies and solves customer problems quickly and effectively** • **Develops and implements ways to measure, track and maintain a high level of customer satisfaction**	❑ Has communicated with customers on the most critical or sensitive issues related to their expectations or business objectives ❑ Has promoted joint strategic planning to define shared business objectives with the customer ❑ Has developed policy related to the effective delivery of products or services to the customer ❑ Has secured the necessary resources to maintain and improve the product or service to the customer ❑ Has resolved the most sensitive and complex customer problems which may have had major policy, political or organizational impacts ❑ Has established a culture that places a priority on customer satisfaction ❑ Has secured and maintained resources required to implement changes to business processes to increase customer satisfaction	❑ Did not indicate that they have communicated with customers on the most critical or sensitive issues related to their expectations or business objectives ❑ Did not indicate that they have promoted joint strategic planning to define shared business objectives with the customer ❑ Did not indicate that they have developed policy related to the effective delivery of products or services to the customer ❑ Did not indicate that they have secured the necessary resources to maintain and improve the product or service to the customer ❑ Did not indicate that they have resolved the most sensitive and complex customer problems which may have had major policy, political or organizational impacts ❑ Did not indicate that they have established a culture that places a priority on customer satisfaction ❑ Did not indicate that they have secured and maintained resources required to implement changes to business processes to increase customer satisfaction

OVERALL RATING FOR CUSTOMER FOCUS

Did Not Meet (Notes Required)	Successful	Exceptional (Notes Required)
❑	❑	❑

Notes

Decision Making Questions

- Tell us about an experience in which you had a limited amount of time to make a difficult decision with significant organizational impact.
    - What was the decision?
    - How did you go about making it?
    - What factors did you consider?
    - Who did the decision impact?
    - What was the outcome/result of your decision?
    - Were you satisfied with the result, why or why not?
- Give us an example of how you have involved team members, staff and stakeholders in the decision making process.
    - What was the situation?
    - Who did you involve and why?
    - What process did you use to gain input?
- Tell us about a time when you made a bad decision.
    - What was the situation?
    - What was the impact of the decision?
    - How did you determine the impact of the decision?
    - What did you do to correct or mitigate the impact of the bad decision?
- Sometimes it is essential that we break out of the routine standardized way of doing things in order to complete the task. Give us an example of when you were able to successfully develop such a new approach.
    - What was the situation?
    - What did you do?
    - What was the outcome?
- Tell us about a problem that you solved in a unique or unusual way.
    - What was the outcome?
    - Were you satisfied with it?
- Give us an example of a time when you received new information that made you reconsider a decision you had already made.
    - What was the situation?
    - What did you do?
    - What was the outcome?

Competency: Decision Making	Successful Behavioral Indicators (Validated)	Non-Responsive Behavioral Indicators
- **Makes critical and timely decisions** - **Takes charge** - **Supports appropriate risk** - **Makes tough and appropriate decisions**	❑ Has made effective critical decisions with limited information under tight deadlines ❑ Has made decisions by consensus, when appropriate ❑ Has followed-up to determine results of decisions ❑ Has kept well-informed of department policies, priorities and external factors that may impact the department policies and priorities ❑ Has made decisions that have significant organizational impact ❑ Has introduced new ways of thinking about problems ❑ Has encouraged non-traditional ideas from team members and stakeholders ❑ Has taken responsibility for decisions ❑ Has navigated expeditiously, effectively, and confidently to resolve problems and overcome obstacles ❑ Has displayed a willingness to change approach if facts dictated the need to change	❑ Did not indicate that they have made effective critical decisions with limited information under tight deadlines ❑ Did not indicate that they have made decisions by consensus, when appropriate ❑ Did not indicate that they have followed-up to determine results of decisions ❑ Did not indicate that they have kept well-informed of department policies, priorities and external factors that may impact the department policies and priorities ❑ Did not indicate that they have made decisions that have significant organizational impact ❑ Did not indicate that they have introduced new ways of thinking about problems ❑ Did not indicate that they have encouraged non-traditional ideas from team members and stakeholders ❑ Did not indicate that they have taken responsibility for decisions ❑ Did not indicate that they have navigated expeditiously, effectively, and confidently to resolve problems and overcome obstacles ❑ Did not indicate that they have displayed a willingness to change approach if facts dictated the need to change

OVERALL RATING FOR DECISION MAKING

Did Not Meet (Notes Required)	Successful	Exceptional (Notes Required)
❑	❑	❑

Notes

Planning and Organizing Questions

- Give us an example of when you used your organization skills in leading a major project to completion.
    - What was the project?
    - What did you do?
    - What was the outcome?
- Give us a specific example of a time when you effectively and efficiently used organizational resources to complete a project.
    - What was the project?
    - What did you do?
    - What were the challenges?
    - How did you overcome the challenges?
    - What was the outcome?
- Describe a time when you maintained focus and commitment to achieving important goals despite major obstacles and frustrations.
    - What was the situation?
    - What were the challenges?
    - What was the outcome?
    - Were you satisfied with the outcome, why or why not?
- Describe a time when you implemented a new or revised law, regulation, policy, standard or procedure.
    - What was the situation?
    - What did you do?
    - What factors did you consider?
    - What was the outcome?
    - What were the challenges?
- Describe a time when you had to build a collaborative relationship in order to deliver a project successfully.
    - What was the situation?
    - Who did you collaborate with and why?
    - What was the outcome?
    - What were the challenges?
- Give us an example of how you have developed a project team's goals and project plan.
    - What was the project?
    - What did you do?
    - What role did the team have?
    - What were the key elements of the project plan?
    - What was the outcome?
    - What were the challenges in developing the team's goals and the project plan?

Competency: Planning and Organizing	Successful Behavioral Indicators (Validated)	Non-Responsive Behavioral Indicators
• **Anticipates and prepares** • **Considers impact and makes changes** • **Logically approaches situations** • **Documents project progress**	❑ Has established priorities consistent with department strategic direction "big picture" by considering the impact and timing of internal and external events ❑ Has established and managed the overall budget, priorities and objectives of the team to focus time and resources in key areas ❑ Has effectively communicated the objectives to key stakeholders ❑ Has implemented new or revised laws, regulations, policies, standards or procedures ❑ Has considered the impact of internal and external constraints and the timing of external events (e.g. budget cycle, legislation, etc.) when creating a clear, logical and realistic plan ❑ Has translated goals into specific measurable outcomes, and articulated the approach necessary to achieve these outcomes to various stakeholders	❑ Did not indicate that they have established priorities consistent with department strategic direction "big picture" by considering the impact and timing of internal and external events ❑ Did not indicate that they have established and managed the overall budget, priorities and objectives of the team to focus time and resources in key areas ❑ Did not indicate that they have effectively communicated the objectives to key stakeholders ❑ Did not indicate that they have implemented new or revised laws, regulations, policies, standards or procedures ❑ Did not indicate that they have considered the impact of internal and external constraints and the timing of external events (e.g. budget cycle, legislation, etc.) when creating a clear, logical and realistic plan ❑ Did not indicate that they have translated goals into specific measurable outcomes, and articulated the approach necessary to achieve these outcomes to various stakeholders

OVERALL RATING FOR PLANNING AND ORGANIZING

Did Not Meet (Notes Required)	Successful	Exceptional (Notes Required)
❑	❑	❑

Notes

Thoroughness Questions

- Give us an example of a recent assignment or project that your staff accomplished and tell us the process you used to ensure it was aligned with the strategic goals of the organization.
    - o What was the assignment?
    - o What did you do?
    - o What was the outcome?
- Give us an example of a situation where there were competing priorities.
    - o What actions did you take?
    - o What were the results?
- Sometimes in order to meet organizational goals, you must be creative in securing resources or finding new or innovative methods of producing high quality work products or services. Tell us about a time that you were able to meet organizational goals by creatively securing resources or using innovative methods to produce high quality work products or services.
    - o What was the objective?
    - o What did you do?
    - o What was the outcome?
- Tell us about the methods you have used to ensure that your staff produces high quality work products and services.
    - o What did you do?
    - o What was the outcome?
    - o Were you satisfied with the results, why or why not?

Competency: Thoroughness	Successful Behavioral Indicators (Validated)	Non-Responsive Behavioral Indicators
Ensures that the finished product or service is high quality **Ensures assignment goals, objectives and completion dates are met**	❑ Has championed resources and systems to support producing high quality work products and services ❑ Has recognized and rewarded high quality work products and services ❑ Has set priorities when there were conflicting assignment goals or due dates ❑ Has ensured that assignments were in alignment with the strategic goals of the organization	❑ Did not indicate that they have championed resources and systems to support producing high quality work products and services ❑ Did not indicate that they have recognized and rewarded high quality work products and services ❑ Did not indicate that they have set priorities when there were conflicting assignment goals or due dates ❑ Did not indicate that they have ensured that assignments were in alignment with the strategic goals of the organization

OVERALL RATING FOR THOROUGHNESS

Did Not Meet (Notes Required)	Successful	Exceptional (Notes Required)
❑	❑	❑

Notes

BUILDING TRUST AND ACCOUNTABILITY CLUSTER

Ethics and Integrity Questions

- Tell us about a specific time when you identified and handled a sensitive or complex problem which challenged fairness or ethical issues.
    - What was the situation?
    - How did you identify the ethical or fairness issue?
    - What did you do?
    - What challenges did you encounter?
    - What was the outcome?
    - Were you satisfied with the outcome, why or why not?
    - What would you do differently if faced with a similar situation in the future?
- Tell us about how your organization has maintained compliance with relevant laws and ethical standards.
    - How have you contributed to this effort?
- Give us a specific example of how you have ensured that the confidentiality of information and records is maintained in your branch or division.
    - What did you do?
    - What was the outcome?
    - Were you satisfied with the outcome, why or why not?

Competency: Ethics and Integrity	Successful Behavioral Indicators (Validated)	Non-Responsive Behavioral Indicators
• **Treats others with respect** • **Takes responsibility** • **Uses applicable professional standards and establishes procedures** • **Identifies ethical dilemmas and takes action** • **Anticipates and prevents breaches in confidentiality and security**	❑ Has built strong teams by bringing together individuals with different styles and approaches ❑ Has fostered an environment that required team members to take responsibility ❑ Has held oneself and team members accountable for the appropriate use of positional authority ❑ Has identified and communicated conflicts of interest ❑ Has proposed improvement of professional standards, procedures and policies ❑ Has served as a role model by consistently emphasizing integrity and respect for people ❑ Has implemented confidentiality and security policies and guidelines ❑ Has held supervisory staff accountable for maintaining security and confidentiality	❑ Did not indicate that they have built strong teams by bringing together individuals with different styles and approaches ❑ Did not indicate that they have fostered an environment that required team members to take responsibility ❑ Did not indicate that they have held oneself and team members accountable for the appropriate use of positional authority ❑ Did not indicate that they have identified and communicated conflicts of interest ❑ Did not indicate that they have proposed improvement of professional standards, procedures and policies ❑ Did not indicate that they have served as a role model by consistently emphasizing integrity and respect for people ❑ Did not indicate that they have implemented confidentiality and security policies and guidelines ❑ Did not indicate that they have held supervisory staff accountable for maintaining security and confidentiality

OVERALL RATING FOR ETHICS AND INTEGRITY

Did Not Meet (Notes Required)	Successful	Exceptional (Notes Required)
❑	❑	❑

Notes

Personal Credibility Questions

- Describe a specific example when you took responsibility for an error that your staff made.
    - What did you do?
    - What was the outcome?
- Tell us about a time when you took responsibility for an error and were held personally accountable.
    - What was the situation?
    - What did you do?
    - What was the outcome?
- Tell us about a time when you had to give feedback to an employee who displayed a lack of respect or concern for others in their work relationships.
    - What did you say?
    - What standards did you set?
    - What was the outcome?
- Think back to a time when setting a positive example had the most beneficial impact on staff.
    - How did you determine that a strong example was needed?
    - What did you do?
    - What was the effect on the staff?
- Tell us about your most successful attempt to encourage others to take action and get the job done in order to meet a commitment to an internal or external customer.
    - What led you to take action?
    - Exactly how did you encourage others to take action or responsibility?
    - What was the result of your efforts?
- Describe an instance when you kept a commitment to others even to your own detriment.
    - What was the instance?
    - What did you do?
    - Do you feel you did the right thing, why or why not?

Competency: Personal Credibility	Successful Behavioral Indicators (Validated)	Non-Responsive Behavioral Indicators
Displays honesty and is forthright with people **Takes ownership** **Follows through on commitments** **Respects concerns shared by others**	❑ Has created an environment that encourages open and honest communication throughout the organization ❑ Has assumed responsibility for results, including issues and problems, whether one or one's team member was responsible ❑ Has delivered agreed upon results ❑ Has inspired others to exceed expectations ❑ Has supported supervisors' and staff's efforts to meet difficult commitments ❑ Has set and modeled the standard for respectful treatment of others ❑ Has coached others on addressing the concerns of other individuals	❑ Did not indicate that they have created an environment that encourages open and honest communication throughout the organization ❑ Did not indicate that they have assumed responsibility for results, including issues and problems, whether one or one's team member was responsible ❑ Did not indicate that they have delivered agreed upon results ❑ Did not indicate that they have inspired others to exceed expectations ❑ Did not indicate that they have supported supervisors' and staff's efforts to meet difficult commitments ❑ Did not indicate that they have set and modeled the standard for respectful treatment of others ❑ Did not indicate that they have coached others on addressing the concerns of other individuals

OVERALL RATING FOR PERSONAL CREDIBILITY

Did Not Meet (Notes Required)	Successful	Exceptional (Notes Required)
❑	❑	❑

Notes

PROMOTING A HIGH PERFORMANCE CULTURE CLUSTER

Developing Others Questions

- Tell us how you have encouraged and supported continuous professional development in your staff.
    - What have you done?
    - How did you secure and utilize necessary resources?
    - What was the end result?
- Give us a specific example of how you have empowered your staff to make independent decisions.
    - What did you do?
    - What was the outcome?
- Tell us about a specific development plan that you created with your staff.
    - What were the components of the development plan?
    - What was the timeframe?
    - What was the outcome?
- Describe the steps that you have taken to define and communicate performance expectations to your employees.
    - What were the steps?
    - What was the outcome?
- Tell us about the process you used to set goals and objectives for your staff and branch or division.
    - What was the process?
    - How did you ensure these goals and objectives were aligned with the organization's vision and mission?
- During tough economic times, we all know that training resources are difficult to secure and maintain. Tell us about a creative idea that you came up with that contributed to developing your staff.
    - What was the idea?
    - What did you do?
    - What was the outcome?

Competency: Developing Others	Successful Behavioral Indicators (Validated)	Non-Responsive Behavioral Indicators
Provides an environment where staff can learn from mistakes **Encourages staff to use all available resources to complete their work activities** **Ensures that staff understand their own role and the role of their organization** **Regularly assesses staff's skills and knowledge to determine training and development needs** **Uses innovative approaches to provide a variety of learning opportunities to develop critical skills in staff**	❑ Has served as a role model for encouraging growth and exploration ❑ Has ensured that mistakes are used as learning opportunities ❑ Has championed the resource needs of staff ❑ Has secured and maintained the necessary resources for staff ❑ Has rewarded improved efficiency achieved through the effective use of resources ❑ Has established and communicated unit and section roles and linked them to the organization's vision and mission ❑ Has identified what is good for the organization and proactively planned staff development to meet the needs of the organization ❑ Has set the expectation for a continuous learning environment ❑ Has sought collaborative opportunities and partnerships to promote learning and development	❑ Did not indicate that they have served as a role model for encouraging growth and exploration ❑ Did not indicate that they have ensured that mistakes are used as learning opportunities ❑ Did not indicate that they have championed the resource needs of staff ❑ Did not indicate that they have secured and maintained the necessary resources for staff ❑ Did not indicate that they have rewarded improved efficiency achieved through the effective use of resources ❑ Did not indicate that they have established and communicated unit and section roles and linked them to the organization's vision and mission ❑ Did not indicate that they have identified what is good for the organization and proactively planned staff development to meet the needs of the organization ❑ Did not indicate that they have set the expectation for a continuous learning environment ❑ Did not indicate that they have sought collaborative opportunities and partnerships to promote learning and development

OVERALL RATING FOR DEVELOPING OTHERS

Did Not Meet (Notes Required)	Successful	Exceptional (Notes Required)
❑	❑	❑

Notes

Fostering Diversity Questions

- Describe the measures you have taken to support diversity in your branch or division.
  - What did you do?
  - What was the outcome?
- Give us a specific example of how you have created a work environment where differences are valued, encouraged and supported.
  - What did you do?
  - What was the outcome?
- Give us a specific example of how you have created a work environment that is free of sexual harassment and discrimination.
  - What did you do?
  - What was the outcome?
- Describe a situation when you have actively confronted indications of discrimination or prejudicial behavior.
  - What did you do?
  - What was the outcome?

Competency: Fostering Diversity	Successful Behavioral Indicators (Validated)	Non-Responsive Behavioral Indicators
• **Fosters and values an environment in which people who are diverse can work together cooperatively and effectively in achieving organizational goals** • **Maintains a work environment that is free of sexual harassment and discrimination**	❑ Has implemented and promoted a diversity policy that developed and preserved a diverse workforce ❑ Has sought information from others who have different personalities, backgrounds, styles and skill sets and included them in decision-making and problem solving ❑ Has developed, implemented and promoted a policy that ensures a work environment that is free of sexual harassment and discrimination ❑ Has ensured that appropriate action is taken expeditiously when sexual harassment and/or discrimination occur	❑ Did not indicate that they have implemented and promoted a diversity policy that developed and preserved a diverse workforce ❑ Did not indicate that they have sought information from others who have different personalities, backgrounds, styles and skill sets and included them in decision-making and problem solving ❑ Did not indicate that they have developed, implemented and promoted a policy that ensures a work environment that is free of sexual harassment and discrimination ❑ Did not indicate that they have ensured that appropriate action is taken expeditiously when sexual harassment and/or discrimination occur

OVERALL RATING FOR FOSTERING DIVERSITY

Did Not Meet (Notes Required)	Successful	Exceptional (Notes Required)
❑	❑	❑

Notes

Workforce Management Questions

- Give us an example of your involvement in the workforce or succession planning efforts for your organization.
    - What was your role?
    - What was the outcome?
- One of the jobs of a manager is to manage performance and conduct periodic performance reviews.
    - How have you managed employee performance in the past?
    - What process have you used for performance feedback?
- Give us an example of how you have been successful at empowering staff to accomplish the goals of the branch or division.
    - What did you do?
    - What was the outcome?
- Give us an example of a time when you helped staff develop or improve their skills.
    - How did you determine the development need?
    - What did you do?
    - What was the outcome?
- Give us an example of how you have promoted and contributed to workplace health and safety in your branch or division.
    - What did you do?
    - What was the outcome?

Competency: Workforce Management	Successful Behavioral Indicators (Validated)	Non-Responsive Behavioral Indicators
Hires and retains appropriate staff, conducts workforce and succession planning **Provides feedback on performance** **Addresses employee problems** **Is a resource for career development** **Promotes health and safety in the workplace**	❑ Has actively managed performance gaps to ensure recruitment and retention of valuable talent ❑ Has significantly contributed to workforce and succession planning efforts from an organizational perspective ❑ Has conducted effective performance reviews ❑ Has empowered team members to develop "stretch" goals ❑ Has matched staff development needs and goals with development and training opportunities ❑ Has created training and development plans ❑ Has approved the training and development budget and assured funding allocation ❑ Has developed, implemented and promoted policies that ensured a safe work environment ❑ Has obtained resources required to control risk related to workplace health and safety	❑ Did not indicate that they have actively managed performance gaps to ensure recruitment and retention of valuable talent ❑ Did not indicate that they have significantly contributed to workforce and succession planning efforts from an organizational perspective ❑ Did not indicate that they have conducted effective performance reviews ❑ Did not indicate that they have empowered team members to develop "stretch" goals ❑ Did not indicate that they have matched staff development needs and goals with development and training opportunities ❑ Did not indicate that they have created training and development plans ❑ Did not indicate that they have approved the training and development budget and assured funding allocation ❑ Did not indicate that they have developed, implemented and promoted policies that ensured a safe work environment ❑ Did not indicate that they have obtained resources required to control risk related to workplace health and safety

OVERALL RATING FOR WORKFORCE MANAGEMENT

Did Not Meet (Notes Required)	Successful	Exceptional (Notes Required)
❑	❑	❑

Notes

ADDITIONAL JOB SPECIFIC COMPETENCIES (Add One Page per Competency)

Competency:

Questions:

Successful Behavioral Indicators	Non-Responsive Behavioral Indicators
❑	❑
❑	❑
❑	❑
❑	❑
❑	❑
❑	❑

OVERALL RATING FOR JOB SPECIFIC COMPETENCY		
Did Not Meet	**Successful**	**Exceptional (Notes Required)**
❑	❑	❑

Notes

OVERALL CANDIDATE RATING (Notes Required):

Did Not Meet Job Requirement	Successful	Exceptional
❑	❑	❑

Comments:

LEADERSHIP COMPETENCY MODEL

Manager Competencies and Successful Behaviors

FOSTERING A TEAM ENVIRONMENT CLUSTER

Communication: The ability to listen to others and communicate in an effective manner. The ability to communicate ideas, thoughts, and facts in writing. The ability/skill to use correct grammar, correct spelling, sentence and document structure, accepted document formatting, and special literary techniques to communicate a message in writing.

- Solicits regular input from a variety of sources and provides feedback across the organization
- Fosters a culture of active listening by seeking out and carefully listening to others, coaching others on listening, and making decisions based on stated facts
- Clearly communicates difficult messages and influences opinions of teams, stakeholders, leaders, and executives; adapts style to various audiences
- Champions information-sharing by establishing, implementing, and monitoring processes to disseminate and gather key information to and from all relevant stakeholders
- Establishes, defines and ensures compliance with department writing style and standards and manages team performance against standards
- Sets, communicates, and actively works to raise expectations for written expression and style with team
- Approves and signs off on internal and external communications after ensuring document quality standards are met and ensuring compliance with regulations
- Coaches others on developing creative visual aids and graphics that simplify complex messages to stakeholders

Conflict Management: The ability to prevent, manage, and/or resolve conflict.

- Provides conflict resolution guidance to other leaders and develops innovative methods for conflict prevention
- Leads others in the use of different interaction methods for various interpersonal styles and uses knowledge to further team's mission

- Fosters an environment that promotes rapid identification and resolution of potential conflicts; anticipates, diffuses and mitigates potential conflicts; monitors the work environment to avoid potential conflicts; sets expectations for handling conflicts
- Mentors and coaches others on conflict resolution management; ensures appropriate policies and expectations exist and verifies compliance with laws, policies and established practices

Interpersonal Skills: The ability to get along and interact positively with coworkers. The degree and style of understanding and relating to others.

- Uses a variety of strategies for communicating information to various audiences, particularly in sensitive situations, while maintaining a professional approach and positive image; considers the organizational culture when developing and applying the appropriate communication style; mentors team on adapting personal style to fit the situation
- Effectively assesses and responds to non-verbal cues and unspoken, complex sub-messages; leads others to develop perception skills; recognizes one's own and staff's stressors and leads others in the use of appropriate tools and techniques to effectively address stressful situations
- Matches team members to jobs suited to their strengths and development needs and builds an environment that supports employee development
- Models active listening for others; ensures people feel they are heard and understood; ensures a safe communication environment, and seeks and exchanges information effectively

Team Leadership: The ability to effectively manage and guide group efforts. This includes providing the appropriate level of feedback concerning group progress.

- Communicates progress to stakeholders; communicates objectives to the team leader; anticipates team and stakeholder challenges and plans contingencies
- Engages internal and external team members to manage conflicts effectively; knows when to escalate issues
- Serves as a role model in promoting teamwork and respect within both internal and external teams
- Leads teams in tackling the toughest challenges; closely manages performance, and celebrates successful performance

CREATING ORGANIZATIONAL TRANSFORMATION CLUSTER

Change Leadership: The ability to manage, lead, and enable the process of change and transition while helping others to deal with their effects.

- Successfully leads difficult change efforts with broad impact; works with executive leaders and/or stakeholders to overcome obstacles

- Generates innovative ideas that are strategically aligned with department goals
- Serves as a change agent; creates a positive environment of excitement around the potential benefits of change; supports the management team's efforts to adapt to change by facilitating the flow of information

Vision & Strategic Thinking: The ability to support, promote, and ensure alignment with the organization's vision and values. The ability to understand how an organization must change in light of internal and external trends and influences.

- Integrates longer term vision into all aspects of the organization; encourages implementation of vision through strategic goals and policies
- Establishes an environment that fully supports the vision through integration and coordination of significant team activities
- Effectively communicates strategic value of the vision to stakeholders, staff and high-level audiences; sets goals to put the vision into action through policies and procedures

MAXIMIZING PERFORMANCE RESULTS CLUSTER

Analytical Thinking: The ability to approach a problem by using a logical, systematic, sequential approach.

- Identifies causes for problems related to policy or more global issues that affect the organization
- Breaks down significantly complex problems that affect several teams and delegates work to other supervisors; develops findings, recommendations and potential solutions for a variety of audiences that are supported by sound technical rationale
- Exhibits ability to synthesize information provided by supervisors and other relevant sources, asks effective probing questions and recognizes and prioritizes organizational key actions at the branch/division level
- Anticipates significant organizational key actions and underlying issues at the branch/division or higher level

Customer Focus: The ability to identify and respond to current and future customer's needs. The ability to provide excellent service to internal and external customers.

- Communicates with customers on the most critical or sensitive issues related to their expectations or business objectives; promotes joint strategic planning to define shared business objectives with the customer
- Develops policy related to the effective delivery of products or services to the customer; secures resources required to maintain and improve the product or service to the customer
- Resolves the most sensitive and complex customer problems which may have major policy, political or organizational impacts
- Establishes a culture that places a priority on customer satisfaction; secures and maintains resources required to implement changes to business processes to increase customer satisfaction

Decision Making: The ability to make decisions and solve problems involving varied levels of complexity, ambiguity, and risk.

- Makes effective critical decisions with limited information under tight deadlines; makes decisions by consensus when appropriate; follows up to determine results of decisions
- Keeps well-informed of department policies and priorities, and of external factors that may impact department policies and priorities in order to make decisions that have significant organizational impact
- Introduces new ways of thinking about problems and encourages non-traditional ideas from team members and stakeholders; takes responsibility for decisions
- Navigates expeditiously, effectively and confidently to resolve problems and overcome obstacles; displays a willingness to change approach if facts dictate the need to change

Planning & Organizing: The ability to define tasks and milestones to achieve objectives, while ensuring the optimal use of resources to meet those objectives.

- Establishes and manages the overall budget, priorities and objectives of the team to focus time and resources in key areas
- Establishes priorities and understands the big-picture by considering the impact and timing of internal and external events; effectively communicates objectives to key stakeholders; implements new or revised laws, regulations, policies, standards, or procedures
- Creates a clear, logical, and realistic plan by considering the impact of internal and external constraints and the timing of external events (e.g. legislation, budget cycle)
- Translates goals into specific, measurable outcomes, and articulates the approach necessary to achieve these outcomes to various stakeholders

Thoroughness: The ability to ensure that one's own and other's work and information are complete and accurate. The ability to carefully prepare for meetings and presentations. The ability to follow up with others to ensure that agreements and commitments have been fulfilled.

- Champions resources and systems to support producing high quality work products and services; recognizes and rewards high quality work products and services
- Sets priorities when there are conflicting assignment goals or due dates; ensures assignments are in alignment with the strategic goals of the organization

BUILDING TRUST & ACCOUNTABILITY CLUSTER

Ethics & Integrity: The degree of trustworthiness and ethical behavior of an individual with consideration for the knowledge one has of the impact and consequences when making a decision or taking action.

- Looks for ways to build stronger teams by bringing together individuals with different styles and approaches
- Fosters an environment that requires team members to take responsibility; holds oneself and team members accountable for the appropriate use of positional authority
- Identifies and communicates conflicts of interest and proposes improvement of professional standards, procedures, and policies
- Serves as a role model in consistently emphasizing integrity and respect for people at the highest levels and across the organization
- Implements confidentiality and security policies and guidelines; holds supervisory staff accountable for maintaining security and confidentiality

Personal Credibility: Demonstrating concern that one be perceived as responsible, reliable, and trustworthy.

- Takes a leadership role in creating an environment that encourages open and honest communication throughout the organization
- Assumes responsibility for results, including issues or problems, whether one or one's team member was responsible
- Delivers agreed-upon results and inspires others to exceed expectations; supports supervisors' and staff's efforts to meet difficult commitments
- Sets and models the standard for respectful treatment and coaches others on addressing the concerns of others

PROMOTING A HIGH PERFORMANCE CULTURE CLUSTER

Developing Others: The ability and willingness to delegate responsibility, work with others, and coach them to develop their capabilities.

- Serves as a role model for encouraging growth and exploration; ensures that mistakes are used as learning opportunities
- Champions the resource needs of staff and secures and maintains necessary resources; rewards improved efficiency achieved through the effective use of resources
- Establishes and communicates unit and section roles and links them to the organization's vision and mission
- Identifies what is good for the organization and proactively plans staff development to meet the needs of the organization
- Sets the expectation for a continuous learning environment; seeks collaborative opportunities and partnerships to promote learning and development

Fostering Diversity: The ability to promote equal and fair treatment and opportunity for all. The ability to effectively promote equal opportunity in employment and maintain a work environment that is free of discrimination and harassment. The ability to demonstrate the knowledge of a supervisor's responsibility for promoting equal opportunity in hiring and employee development and promotion.

- Implements and promotes a diversity policy that develops and preserves a diverse workforce that strengthens service delivery for a diverse customer base and achieves organizational goals; seeks information from others who have different personalities, backgrounds, styles and skill sets and Includes them in decision-making and problem solving
- Develops, implements and promotes a policy that ensures a work environment that is free of sexual harassment and discrimination; ensures that appropriate action is taken expeditiously when issues occur

Workforce Management: The ability to effectively recruit, select, develop, and retain competent staff; includes making appropriate assignments and managing staff performance.

- Actively manages performance gaps to ensure recruitment and retention of valuable talent; significantly contributes to workforce and succession planning efforts from an organizational perspective
- Conducts effective performance reviews while empowering team members to develop "stretch" goals and improve performance
- Matches staff development needs and goals with development and training opportunities
- Develops training and development plans; approves training and development budget and assures funding allocation
- Develops, implements and promotes polices that ensure a safe work environment; obtains resources required to control risk