

SECOND-LEVEL SUPERVISOR BEHAVIORAL INTERVIEW GUIDE

INTERVIEW GUIDE INSTRUCTIONS:

This Interview Guide is intended to help hiring supervisors and managers conduct behavioral interviews for supervisory 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 supervisor 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 second-level supervisor 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:
 - The interview information (i.e. candidate name, interviewer name, interview date, position being filled)
 - 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 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 feedback to others on an assignment or project which impacted multiple units or sections.
 - What was the feedback?
 - Who did you provide feedback to?
 - What type of impact did the feedback have?
 - How was the feedback 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 with team members, supervisors and others when appropriate.
 - What was the situation?
 - What was the outcome?
 - What made the communication effective?

Communication Questions (Continued)

- Describe what you have done to demonstrate the importance of sharing and receiving accurate and timely information throughout the organization.
 - What did you do?
 - Why was this necessary?
 - What did this achieve?
- Describe what you have done to ensure that your staff or team have met the department-specific writing style and proper English writing conventions.
 - What did you do?
 - Why was it necessary?
 - What did it achieve?
 - Was it effective, why or why not?
- Describe the process you have used to review and approve written correspondence from others.
 - 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 provided feedback to your staff or team on their use of graphics or visual aids in order to effectively convey a written message.
 - What was the situation?
 - What did you do?
 - What was the outcome?

Competency: Communication	Successful Behavioral Indicators (Validated)	Non-Responsive Behavioral Indicators
<ul style="list-style-type: none"> • Gives feedback and is receptive to feedback • Knows that listening is essential • Keeps others informed and ensures feedback is passed to others appropriately • Uses a variety of methods to convey information • Strives for error-free communications • Expresses clear and concise ideas in writing • Organizes written ideas • Uses graphics and other aids to clarify ideas 	<ul style="list-style-type: none"> <input type="checkbox"/> Has enabled feedback flow up, down, and across the organization by providing feedback <input type="checkbox"/> Has enabled feedback flow up, down and across the organization by receiving feedback <input type="checkbox"/> Has demonstrated commitment to listening by seeking multiple sources of input, confirming understanding, and taking appropriate actions <input type="checkbox"/> Has clearly communicated program objectives, performance, and process to teams, supervisors, and leaders <input type="checkbox"/> Has shared key points about program objectives, performance and process with stakeholders and other parties <input type="checkbox"/> Has demonstrated a commitment to information-sharing by communicating across the organization using a variety of methods to ensure accessibility <input type="checkbox"/> Has provided explicit editorial feedback to others <input type="checkbox"/> Has coached the team in proper English writing conventions and department-specific writing style <input type="checkbox"/> Has reviewed, provided feedback on, and issued documents that have met or exceeded expectations for clarity, relevance, accuracy, and focus <input type="checkbox"/> Has reviewed documentation to ensure communications are organized, easy to follow, relevant, and appropriate <input type="checkbox"/> Has reviewed and provided feedback to improve team's use of visual aids or graphics 	<ul style="list-style-type: none"> <input type="checkbox"/> Did not indicate that they have enabled feedback flow up, down, and across the organization by providing feedback <input type="checkbox"/> Did not indicate that they have enabled feedback flow up, down and across the organization by receiving feedback <input type="checkbox"/> Did not indicate that they have demonstrated commitment to listening by seeking multiple sources of input, confirming understanding, and taking appropriate actions <input type="checkbox"/> Did not indicate that they have clearly communicated program objectives, performance, and process to teams, supervisors, and leaders <input type="checkbox"/> Did not indicate that they have shared key points about program objectives, performance and process with stakeholders and other parties <input type="checkbox"/> Did not indicate that they have demonstrated a commitment to information-sharing by communicating across the organization using a variety of methods to ensure accessibility <input type="checkbox"/> Did not indicate that they have provided explicit editorial feedback to others <input type="checkbox"/> Did not indicate that they have coached team in proper English writing conventions and department-specific writing style <input type="checkbox"/> Did not indicate that they have reviewed, provided feedback on, and issued documents that have met or exceeded expectations for clarity, relevance, accuracy, and focus <input type="checkbox"/> Did not indicate that they have reviewed documentation to ensure communications are organized, easy to follow, relevant, and appropriate <input type="checkbox"/> Did not indicate that they have reviewed and provided feedback to improve team's use of visual aids or graphics
OVERALL RATING FOR COMMUNICATION		
Did Not Meet (Notes Required)	Successful	Exceptional (Notes Required)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Notes		

Conflict Management Questions

- Describe a situation in which you identified and resolved a conflict in your section.
 - How did you go about identifying the conflict?
 - What actions did you take to resolve the conflict?
 - What was the outcome?
- Describe a situation where you had to help your staff or team identify and resolve a conflict that impacted multiple sections.
 - What was the situation?
 - What actions did you take?
 - What was the outcome?
 - Were you satisfied with the outcome, why or why not?

Competency: Conflict Management	Successful Behavioral Indicators (Validated)	Non-Responsive Behavioral Indicators
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> <input type="checkbox"/> Has facilitated group discussions and offered conflict resolution feedback and advice to others <input type="checkbox"/> Has coached team on the importance of respecting different interpersonal styles <input type="checkbox"/> Has applied the knowledge of different interpersonal styles to one's own team <input type="checkbox"/> Has coached others on conflict identification and resolution <input type="checkbox"/> Has evaluated others on conflict identification and resolution <input type="checkbox"/> Has documented, advised, and monitored behaviors after conflict resolution and taken appropriate action as necessary 	<ul style="list-style-type: none"> <input type="checkbox"/> Did not indicate that they have facilitated group discussions and offered conflict resolution feedback and advice to others <input type="checkbox"/> Did not indicate that they have coached team on the importance of respecting different interpersonal styles <input type="checkbox"/> Did not indicate that they have applied the knowledge of different interpersonal styles to one's own team <input type="checkbox"/> Did not indicate that they have coached others on conflict identification and resolution <input type="checkbox"/> Did not indicate that they have evaluated others on conflict identification and resolution <input type="checkbox"/> Did not indicate that they have documented, advised, and monitored behaviors after conflict resolution and taken appropriate action as necessary
OVERALL RATING FOR CONFLICT MANAGEMENT		
Did Not Meet (Notes Required)	Successful	Exceptional (Notes Required)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Notes		

Interpersonal Skills Questions

- Tell us about a time when you had to vary your communication approach according to the situation.
 - 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 help your staff or team present information in a manner that could be easily understood by the audience.
 - 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?
- Tell us about what you have done to improve the knowledge, skills and abilities of your staff or team.
 - What did you do?
 - What was the outcome?

Competency: Interpersonal Skills	Successful Behavioral Indicators (Validated)	Non-Responsive Behavioral Indicators
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> <input type="checkbox"/> Has tailored communication style to a wide range of situations while maintaining a professional approach and positive image <input type="checkbox"/> Has considered the organizational culture when developing and applying the appropriate communication style <input type="checkbox"/> Has provided guidance to the team on tailoring communication style to a wide range of situations <input type="checkbox"/> Has analyzed and responded effectively to non-verbal cues <input type="checkbox"/> Has coached others on the analysis of unspoken sub-messages <input type="checkbox"/> Has recognized one's own and staff's stressors <input type="checkbox"/> Has used appropriate tools and techniques to effectively address stressful situations <input type="checkbox"/> Has created an environment that encourages self-development <input type="checkbox"/> Has allocated development resources and tools for the team <input type="checkbox"/> Has excelled as an active listener <input type="checkbox"/> Has promoted a safe communication environment <input type="checkbox"/> Has asked effective probing questions 	<ul style="list-style-type: none"> <input type="checkbox"/> Did not indicate that they have tailored communication style to a wide range of situations while maintaining a professional approach and positive image <input type="checkbox"/> Did not indicate that they have considered the organizational culture when developing and applying the appropriate communication style <input type="checkbox"/> Did not indicate that they have provided guidance to the team on tailoring communication style to a wide range of situations <input type="checkbox"/> Did not indicate that they have analyzed and responded effectively to non-verbal cues <input type="checkbox"/> Did not indicate that they have coached others on the analysis of unspoken sub-messages <input type="checkbox"/> Did not indicate that they have recognized one's own and staff's stressors <input type="checkbox"/> Did not indicate that they have used appropriate tools and techniques to effectively address stressful situations <input type="checkbox"/> Did not indicate that they have created an environment that encourages self-development <input type="checkbox"/> Did not indicate that they have allocated development resources and tools for the team <input type="checkbox"/> Did not indicate that they have excelled as an active listener <input type="checkbox"/> Did not indicate that they have promoted a safe communication environment <input type="checkbox"/> Did not indicate that they have asked effective probing questions
OVERALL RATING FOR INTERPERSONAL SKILLS		
Did Not Meet (Notes Required)	Successful	Exceptional (Notes Required)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Notes		

Team Leadership Questions

- Tell us about a time when you led 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
<ul style="list-style-type: none"> • Sets team structure • Organizes, leads, and facilitates team activities • Promotes team cooperation • Encourages participation 	<ul style="list-style-type: none"> <input type="checkbox"/> Has monitored and communicated team activities <input type="checkbox"/> Has recognized the impact of team activities on stakeholders <input type="checkbox"/> Has proactively solicited participation from the team and stakeholders to create a positive and supportive environment <input type="checkbox"/> Has managed conflict effectively <input type="checkbox"/> Has known when to escalate issues <input type="checkbox"/> Has communicated the importance of teamwork and respect <input type="checkbox"/> Has recognized effective cooperation <input type="checkbox"/> Has led teams in tackling challenges <input type="checkbox"/> Has provided frequent and candid performance feedback to close gaps <input type="checkbox"/> Has celebrated successful performance 	<ul style="list-style-type: none"> <input type="checkbox"/> Did not indicate that they have monitored and communicated team activities <input type="checkbox"/> Did not indicate that they have recognized the impact of team activities on stakeholders <input type="checkbox"/> Did not indicate they have proactively solicited participation from the team and stakeholders to create a positive and supportive environment <input type="checkbox"/> Did not indicate that they have managed conflict effectively <input type="checkbox"/> Did not indicate that they have known when to escalate issues <input type="checkbox"/> Did not indicate that they have communicated the importance of teamwork and respect <input type="checkbox"/> Did not indicate that they have recognized effective cooperation <input type="checkbox"/> Did not indicate that they have led teams in tackling challenges <input type="checkbox"/> Did not indicate that they have provided frequent and candid performance feedback to close gaps <input type="checkbox"/> Did not indicate that they have celebrated successful performance
OVERALL RATING FOR TEAM LEADERSHIP		
Did Not Meet (Notes Required)	Successful	Exceptional (Notes Required)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Notes		

CREATING ORGANIZATIONAL TRANSFORMATION CLUSTER

Change Leadership Questions

- Tell us about an experience you have had implementing change in your section.
 - 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 existing processes were no longer suitable.
 - How did you determine this?
 - How did you derive and guide a new approach?
 - What challenges did you face and how did you address them?
- Describe a situation where you encouraged your staff or team to value the potential benefits 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
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> <input type="checkbox"/> Has engaged team members or stakeholders who were resistant to change and gained their support and commitment <input type="checkbox"/> Has developed innovative approaches to address inefficiencies and streamline complex situations <input type="checkbox"/> Has served as a role model for valuing the potential benefits of change <input type="checkbox"/> Has encouraged team to adapt to change by addressing their concerns throughout the change process 	<ul style="list-style-type: none"> <input type="checkbox"/> Did not indicate that they have engaged team members or stakeholders who were resistant to change and gained their support and commitment <input type="checkbox"/> Did not indicate that they have developed innovative approaches to address inefficiencies and streamline complex situations <input type="checkbox"/> Did not indicate that they have served as a role model for valuing the potential benefits of change <input type="checkbox"/> Did not indicate that they have encouraged team to adapt to change by addressing their concerns throughout the change process
OVERALL RATING FOR CHANGE LEADERSHIP		
Did Not Meet (Notes Required)	Successful	Exceptional (Notes Required)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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 modify staff or team responsibilities 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
<ul style="list-style-type: none"> • Communicates the big picture • Expresses vision to others • Influences others to translate vision into action 	<ul style="list-style-type: none"> <input type="checkbox"/> Has integrated and implemented the vision across multiple teams <input type="checkbox"/> Has explained vision objectives to others <input type="checkbox"/> Has encouraged ownership of the vision <input type="checkbox"/> Has clarified the vision by explaining how it will impact team and individual success <input type="checkbox"/> Has worked collaboratively with the team to brainstorm an action plan to implement the vision <input type="checkbox"/> Has set objectives to put the vision into action through policies and procedures 	<ul style="list-style-type: none"> <input type="checkbox"/> Did not indicate that they have integrated and implemented the vision across multiple teams <input type="checkbox"/> Did not indicate that they have explained vision objectives to others <input type="checkbox"/> Did not indicate that they have encouraged ownership of the vision <input type="checkbox"/> Did not indicate that they have clarified the vision by explaining how it will impact team and individual success <input type="checkbox"/> Did not indicate that they have worked collaboratively with the team to brainstorm an action plan to implement the vision <input type="checkbox"/> Did not indicate that they have set objectives 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)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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 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 your section and developed preventive measures.
 - What was the potential problem?
 - How did you identify the potential problem?
 - What was the potential impact to your section?
 - What did you do?
 - What was the outcome?

Competency: Analytical Thinking	Successful Behavioral Indicators (Validated)	Non-Responsive Behavioral Indicators
<ul style="list-style-type: none"> • Identifies causes for problems • Approaches problems by breaking them down • Weighs priorities • Recognizes actions and underlying issues 	<ul style="list-style-type: none"> <input type="checkbox"/> Has identified causes for problems related to programs or processes in a broader context of organizational resources and procedures <input type="checkbox"/> Has broken down moderately complex problems that affect multiple units <input type="checkbox"/> Has delegated work to other supervisors <input type="checkbox"/> Has developed findings, recommendations, and potential solutions for a variety of audiences that are supported by sound technical rationale <input type="checkbox"/> Has asked effective probing questions <input type="checkbox"/> Has logically approached a wide range of situations and analyzed relevant information from a variety of sources <input type="checkbox"/> Has prioritized action items at the section level <input type="checkbox"/> Has anticipated moderately complex and broad key program actions and underlying issues at the section level 	<ul style="list-style-type: none"> <input type="checkbox"/> Did not indicate that they have identified causes for problems related to programs or processes in a broader context of organizational resources and procedures <input type="checkbox"/> Did not indicate that they have broken down moderately complex problems that affect multiple units <input type="checkbox"/> Did not indicate that they have delegated work to other supervisors <input type="checkbox"/> Did not indicate that they have developed findings, recommendations, and potential solutions for a variety of audiences that are supported by sound technical rationale <input type="checkbox"/> Did not indicate that they have asked effective probing questions <input type="checkbox"/> Did not indicate that they have logically approached a wide range of situations and analyzed relevant information from a variety of sources <input type="checkbox"/> Did not indicated that they have prioritized action items at the section level <input type="checkbox"/> Did not indicate that they have anticipated moderately complex and broad key program actions and underlying issues at the section level
OVERALL RATING FOR ANALYTICAL THINKING		
Did Not Meet (Notes Required)	Successful	Exceptional (Notes Required)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Notes		

Customer Focus Questions

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

Competency: Customer Focus	Successful Behavioral Indicators (Validated)	Non-Responsive Behavioral Indicators
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> <input type="checkbox"/> Has communicated with customers on sensitive or complex issues related to their expectations or business objectives <input type="checkbox"/> Has supported joint strategic planning to define shared business objectives with the customer <input type="checkbox"/> Has established customer service standards across units or sections <input type="checkbox"/> Has monitored the delivery of customer service across units or sections <input type="checkbox"/> Has assessed the effectiveness of different delivery methods and recommended improvements <input type="checkbox"/> Has resolved the more sensitive and complex customer problems <input type="checkbox"/> Has approved changes or exceptions to established processes or procedures or allotted resources from outside the unit to resolve customer problems <input type="checkbox"/> Has developed unit or section performance standards <input type="checkbox"/> Has developed a system for measuring customer satisfaction (benchmarks, tools) <input type="checkbox"/> Has approved changes to business processes to increase customer satisfaction 	<ul style="list-style-type: none"> <input type="checkbox"/> Did not indicate that they have communicated with customers on sensitive or complex issues related to their expectations or business objectives <input type="checkbox"/> Did not indicate that they have supported joint strategic planning to define shared business objectives with the customer <input type="checkbox"/> Did not indicate that they have established customer service standards across units or sections <input type="checkbox"/> Did not indicate that they have monitored the delivery of customer service across units or sections <input type="checkbox"/> Did not indicate that they have assessed the effectiveness of different delivery methods and recommended improvements <input type="checkbox"/> Did not indicate that they have resolved the more sensitive and complex customer problems <input type="checkbox"/> Did not indicate that they have approved changes or exceptions to established processes or procedures or allotted resources from outside the unit to resolve customer problems <input type="checkbox"/> Did not indicate that they have developed unit or section performance standards <input type="checkbox"/> Did not indicate that they have developed a system for measuring customer satisfaction (benchmarks, tools) <input type="checkbox"/> Did not indicate that they have approved changes to business processes to increase customer satisfaction
OVERALL RATING FOR CUSTOMER FOCUS		
Did Not Meet (Notes Required)	Successful	Exceptional (Notes Required)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Notes		

Decision Making Questions

- Tell us about an experience where you had to make a difficult decision with a limited amount of information.
 - 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?
- Tell us about a time when you had to defend a decision you made even though others were opposed to your decision.
 - What was the situation?
 - What did you do?
 - What was the outcome?
- 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?
- Describe a decision that you made that did not achieve the desired outcome or result.
 - What was the situation?
 - What did you do to mitigate the possible damage and ultimately achieve a positive outcome?
- 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
<ul style="list-style-type: none"> • Makes critical and timely decisions • Takes charge • Supports appropriate risk • Makes tough and appropriate decisions 	<ul style="list-style-type: none"> <input type="checkbox"/> Has made effective decisions by seeking concrete information in ambiguous situations and weighing unsubstantiated information <input type="checkbox"/> Has made decisions by consensus, when appropriate <input type="checkbox"/> Has followed-up to determine the results of decisions <input type="checkbox"/> Has kept well-informed of department policies and priorities and of external factors that may impact these policies and priorities <input type="checkbox"/> Has made decisions that have moderate organizational impact <input type="checkbox"/> Has demonstrated an ability to make effective decisions with confidence even when information is missing or incomplete <input type="checkbox"/> Has considered best practices when making decisions <input type="checkbox"/> Has taken responsibility for decisions <input type="checkbox"/> Has tried different approaches when initial efforts to solve problems did not work <input type="checkbox"/> Has displayed a willingness to change approach if facts dictated the need to change 	<ul style="list-style-type: none"> <input type="checkbox"/> Did not indicate that they have made effective decisions by seeking concrete information in ambiguous situations and weighing unsubstantiated information <input type="checkbox"/> Did not indicate that they have made decisions by consensus, when appropriate <input type="checkbox"/> Did not indicate that they have followed-up to determine the results of decisions <input type="checkbox"/> Did not indicate that they have kept well-informed of department policies and priorities and of external factors that may impact these policies and priorities <input type="checkbox"/> Did not indicate that they have made decisions that have moderate organizational impact <input type="checkbox"/> Did not indicate that they have demonstrated an ability to make effective decisions with confidence even when information is missing or incomplete <input type="checkbox"/> Did not indicate that they have considered best practices when making decisions <input type="checkbox"/> Did not indicate that they have taken responsibility for decisions <input type="checkbox"/> Did not indicate that they have tried different approaches when initial efforts to solve problems did not work <input type="checkbox"/> 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)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Notes		

Planning and Organizing Questions

- Give us an example of when you used your organization skills in leading a 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?
- Give us an example of how you have developed and monitored a project team's work plan.
 - What was the project?
 - What did you do?
 - What role did the team have?
 - What were the key elements of the work plan?
 - What was the outcome?
 - What were the challenges in monitoring the work plan?
- Describe a time when you had to ensure ongoing communication with others in order to deliver a project successfully.
 - What was the situation?
 - Who did you need to communicate with?
 - What was the purpose of the communication?
 - What was the outcome?

Competency: Planning and Organizing	Successful Behavioral Indicators (Validated)	Non-Responsive Behavioral Indicators
<ul style="list-style-type: none"> • Anticipates and prepares • Considers impact and makes changes • Logically approaches situations • Documents project progress 	<ul style="list-style-type: none"> <input type="checkbox"/> Has effectively budgeted, deployed and organized resources <input type="checkbox"/> Has effectively developed timetables and targets and checked progress against the timetables and targets <input type="checkbox"/> Has identified risks and issues and possible solutions <input type="checkbox"/> Has outlined tasks and milestones, then delegated responsibilities to complete objectives <input type="checkbox"/> Has kept manager informed of tasks, milestones and staff assignments as necessary <input type="checkbox"/> Has implemented new or revised laws, regulations, policies, standards, or procedures <input type="checkbox"/> Has created clear, logical and realistic plans <input type="checkbox"/> Has made sure that everyone on the team knew the action steps and objectives of the plan <input type="checkbox"/> Has developed objective measures of success to track progress against goals <input type="checkbox"/> Has identified risks and issues and communicated them immediately to stakeholders 	<ul style="list-style-type: none"> <input type="checkbox"/> Did not indicate that they have effectively budgeted, deployed and organized resources <input type="checkbox"/> Did not indicate that they have effectively developed timetables and targets and checked progress against the timetables and targets <input type="checkbox"/> Did not indicate they have identified risks and issues and possible solutions <input type="checkbox"/> Did not indicate that they have outlined tasks and milestones, then delegated responsibilities to complete objectives <input type="checkbox"/> Did not indicate that they have kept manager informed of tasks, milestones and staff assignments as necessary <input type="checkbox"/> Did not indicate that they have implemented new or revised laws, regulations, policies, standards, or procedures <input type="checkbox"/> Did not indicate that they have created clear, logical and realistic plans <input type="checkbox"/> Did not indicate that they have made sure that everyone on the team knew the action steps and objectives of the plan <input type="checkbox"/> Did not indicate that they have developed objective measures of success to track progress against goals <input type="checkbox"/> Did not indicate that they have identified risks and issues and communicated them immediately to stakeholders
OVERALL RATING FOR PLANNING AND ORGANIZING		
Did Not Meet (Notes Required)	Successful	Exceptional (Notes Required)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Notes		

Thoroughness Questions

- Tell us about the methods you have used to ensure that your staff produces high quality work products and services.
 - What did you do?
 - What was the outcome?
 - Were you satisfied with the results, why or why not?
- Give us an example of a recent assignment or project that your staff or team accomplished and tell us the process you used to ensure it was aligned with the strategic goals of the organization.
 - What was the assignment?
 - What did you do?
 - What was the outcome?
- Describe a situation in which you had to coordinate an assignment that used resources from multiple program areas within the organization.
 - What was the assignment?
 - What did you do?
 - What challenges did you face?
 - What was the outcome?
- Give us an example of the process you used to ensure that your section's priorities are in alignment with the organization's priorities.
 - What did you do?
 - What was the outcome?

Competency: Thoroughness	Successful Behavioral Indicators (Validated)	Non-Responsive Behavioral Indicators
<ul style="list-style-type: none"> • Ensures that the finished product or service is high quality • Ensures assignment goals, objectives and completion dates are met 	<ul style="list-style-type: none"> <input type="checkbox"/> Has set standards for high quality work products <input type="checkbox"/> Has provided feedback to staff on compliance with the standards for high quality work products <input type="checkbox"/> Has modeled high quality in the products and services produced <input type="checkbox"/> Has held management team accountable for high quality work products <input type="checkbox"/> Has recognized and rewarded high quality work <input type="checkbox"/> Has reviewed assignments to ensure they meet organizational goals <input type="checkbox"/> Has assisted in identifying and coordinating assignments that cross units <input type="checkbox"/> Has communicated priority assignments to the management team 	<ul style="list-style-type: none"> <input type="checkbox"/> Did not indicate that they have set standards for high quality work products <input type="checkbox"/> Did not indicate that they have provided feedback to staff on compliance with the standards for high quality work products <input type="checkbox"/> Did not indicate that they have modeled high quality in the products and services produced <input type="checkbox"/> Did not indicate that they have held management team accountable for high quality work products <input type="checkbox"/> Did not indicate that they have recognized and rewarded high quality work <input type="checkbox"/> Did not indicate that they have reviewed assignments to ensure they meet organizational goals <input type="checkbox"/> Did not indicate that they have assisted in identifying and coordinating assignments that cross units <input type="checkbox"/> Did not indicate that they have communicated priority assignments to the management team
OVERALL RATING FOR THOROUGHNESS		
Did Not Meet (Notes Required)	Successful	Exceptional (Notes Required)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Notes		

BUILDING TRUST AND ACCOUNTABILITY CLUSTER

Ethics and Integrity Questions

- Tell us about a specific time when you identified and handled a difficult 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 section 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 section.
 - 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
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> <input type="checkbox"/> Has respected and valued others' perspectives and contributions, even when styles and approaches were different <input type="checkbox"/> Has taken responsibility for team's output and mistakes, developed solutions and provided feedback when necessary <input type="checkbox"/> Has set an example by following professional standards, procedures and policies <input type="checkbox"/> Has ensured that others' professional standards meet established procedures and policies <input type="checkbox"/> Has modeled ethical behavior <input type="checkbox"/> Has promoted organizational values to team members <input type="checkbox"/> Has encouraged open discussion and identification of ethical dilemmas <input type="checkbox"/> Has communicated and administered confidentiality and security policies and guidelines <input type="checkbox"/> Has held supervisory staff accountable for maintaining security and confidentiality 	<ul style="list-style-type: none"> <input type="checkbox"/> Did not indicate that they have respected and valued others' perspectives and contributions, even when styles and approaches were different <input type="checkbox"/> Did not indicate that they have taken responsibility for team's output and mistakes, developed solutions and provided feedback when necessary <input type="checkbox"/> Did not indicate that they have set an example by following professional standards, procedures and policies <input type="checkbox"/> Did not indicate that they have ensured that others' professional standards meet established procedures and policies <input type="checkbox"/> Did not indicate that they have modeled ethical behavior <input type="checkbox"/> Did not indicate that they have promoted organizational values to team members <input type="checkbox"/> Did not indicate that they have encouraged open discussion and identification of ethical dilemmas <input type="checkbox"/> Did not indicate that they have communicated and administered confidentiality and security policies and guidelines <input type="checkbox"/> 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)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Notes		

Personal Credibility Questions

- Tell us about the steps you have taken to encourage open communication with your staff.
 - What did you do?
 - What was the result?
- 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?
- 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?
- Describe the way you handled a specific problem that involved others from a variety of levels with differing values, ideas and beliefs.
 - What was the problem?
 - How did you handle it?
 - What was the result?

Competency: Personal Credibility	Successful Behavioral Indicators (Validated)	Non-Responsive Behavioral Indicators
<ul style="list-style-type: none"> • Displays honesty and is forthright with people • Takes ownership • Follows through on commitments • Respects concerns shared by others 	<ul style="list-style-type: none"> <input type="checkbox"/> Has fostered and nurtured an environment that allowed for open expression and encouraged ideas <input type="checkbox"/> Has assumed ownership for results including issues or problems for oneself and one's staff <input type="checkbox"/> Has acknowledged his/her own mistakes <input type="checkbox"/> Has delivered results in line with agreed-upon outcomes <input type="checkbox"/> Has kept others informed of progress <input type="checkbox"/> Has strived to meet commitments, even when it was difficult <input type="checkbox"/> Has valued the concerns of people from all levels <input type="checkbox"/> Has adapted behavior to communicate respect for other parties 	<ul style="list-style-type: none"> <input type="checkbox"/> Did not indicate that they have fostered and nurtured an environment that allowed for open expression and encouraged ideas <input type="checkbox"/> Did not indicate that they have assumed ownership for results including issues or problems for oneself and one's staff <input type="checkbox"/> Did not indicate that they have acknowledged his/her own mistakes <input type="checkbox"/> Did not indicate that they have delivered results in line with agreed-upon outcomes <input type="checkbox"/> Did not indicate that they have kept others informed of progress <input type="checkbox"/> Did not indicate that they have strived to meet commitments, even when it was difficult <input type="checkbox"/> Did not indicate that they have valued the concerns of people from all levels <input type="checkbox"/> Did not indicate that they have adapted behavior to communicate respect for other parties
OVERALL RATING FOR PERSONAL CREDIBILITY		
Did Not Meet (Notes Required)	Successful	Exceptional (Notes Required)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Notes		

PROMOTING A HIGH PERFORMANCE CULTURE CLUSTER

Developing Others Questions

- We all know that from time to time, mistakes occur. Describe the specific steps you have taken to ensure that staff learns from the mistakes they make at work.
 - What did you do?
 - What was the outcome?
 - Were you satisfied with the result, why or why not?
- 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?
- 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?
- Tell us about the steps you have taken to ensure that your staff understands their role and the role of the section in meeting the strategic goals of the organization.
 - What steps did you take?
 - What was the outcome?
- 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
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> <input type="checkbox"/> Has established an environment where learning from mistakes is encouraged <input type="checkbox"/> Has coached others in creating an environment where learning from mistakes is encouraged <input type="checkbox"/> Has encouraged staff to identify new tools and training to improve business processes <input type="checkbox"/> Has identified opportunities to improve efficiency by sharing or connecting resources across units or sections <input type="checkbox"/> Has coached others on the role of the unit and section and how it relates to the organization's vision and mission and the importance of every employee's role in the organization <input type="checkbox"/> Has prioritized conflicting training needs across multiple units where resources are limited <input type="checkbox"/> Has obtained necessary resources to meet staff's development needs <input type="checkbox"/> Has promoted balancing the needs of the organization with the need to fully develop staff by encouraging learning opportunities such as knowledge transfer, cross-training, rotational assignments, etc. 	<ul style="list-style-type: none"> <input type="checkbox"/> Did not indicate that they have established an environment where learning from mistakes is encouraged <input type="checkbox"/> Did not indicate that they have coached others in creating an environment where learning from mistakes is encouraged <input type="checkbox"/> Did not indicate that they have encouraged staff to identify new tools and training to improve business processes <input type="checkbox"/> Did not indicate that they have identified opportunities to improve efficiency by sharing or connecting resources across units or sections <input type="checkbox"/> Did not indicate that they have coached others on the role of the unit and section and how it relates to the organization's vision and mission and the importance of every employee's role in the organization <input type="checkbox"/> Did not indicate that they have prioritized conflicting training needs across multiple units where resources are limited <input type="checkbox"/> Did not indicate that they have obtained necessary resources to meet staff's development needs <input type="checkbox"/> Did not indicate that they have promoted balancing the needs of the organization with the need to fully develop staff by encouraging learning opportunities such as knowledge transfer, cross-training, rotational assignments, etc.
OVERALL RATING FOR DEVELOPING OTHERS		
Did Not Meet (Notes Required)	Successful	Exceptional (Notes Required)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Notes		

Fostering Diversity Questions

- Describe the measures you have taken to support diversity in your section.
 - What did you do?
 - What was the outcome?
- Give us a specific example of how you have created a work environment where differences are 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
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> <input type="checkbox"/> Has understood and recognized the diversity of staff across units <input type="checkbox"/> Has sought information from others who have different personalities, backgrounds, styles and skill sets and included them in decision-making and problem solving <input type="checkbox"/> Has proactively established a standard of fair and equitable treatment <input type="checkbox"/> Has coached others on properly handling sexual harassment or discrimination complaints <input type="checkbox"/> Has ensured that necessary resources are available to handle sexual harassment or discrimination complaints <input type="checkbox"/> Has served as a role model for appropriate workplace behavior <input type="checkbox"/> Has taken prompt and effective action if inappropriate behavior occurred 	<ul style="list-style-type: none"> <input type="checkbox"/> Did not indicate that they have understood and recognized the diversity of staff across units <input type="checkbox"/> 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 <input type="checkbox"/> Did not indicate that they have proactively established a standard of fair and equitable treatment <input type="checkbox"/> Did not indicate that they have coached others on properly handling sexual harassment or discrimination complaints <input type="checkbox"/> Did not indicate that they have ensured that necessary resources are available to handle sexual harassment or discrimination complaints <input type="checkbox"/> Did not indicate that they have served as a role model for appropriate workplace behavior <input type="checkbox"/> Did not indicate that they have taken prompt and effective action if inappropriate behavior occurred
OVERALL RATING FOR FOSTERING DIVERSITY		
Did Not Meet (Notes Required)	Successful	Exceptional (Notes Required)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Notes		

Workforce Management Questions

- Tell us about a time when you were responsible for hiring and orienting a new employee.
 - What was your role?
 - What did you do to help the new employee adjust?
- Give us an example of your involvement in the workforce or succession planning efforts for your section.
 - What was your role?
 - What was the outcome?
- One of the jobs of a supervisor 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 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 section.
 - What did you do?
 - What was the outcome?

Competency: Workforce Management	Successful Behavioral Indicators (Validated)	Non-Responsive Behavioral Indicators
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> <input type="checkbox"/> Has proactively monitored staff turnover <input type="checkbox"/> Has immediately addressed hiring and retention issues <input type="checkbox"/> Has reviewed and approved hiring and recruitment packages to ensure compliance with applicable laws, rules, polices and procedures <input type="checkbox"/> Has significantly contributed to workforce planning efforts <input type="checkbox"/> Has conducted regular evaluation and guidance in career development <input type="checkbox"/> Has set goals and provided feedback to staff <input type="checkbox"/> Has taken corrective action to keep performance outcomes on track <input type="checkbox"/> Has proactively followed-up on staff Probation Reports and IDPs <input type="checkbox"/> Has provided training opportunities across departments <input type="checkbox"/> Has established and maintained procedures for identifying workplace hazards and assessing and controlling risks 	<ul style="list-style-type: none"> <input type="checkbox"/> Did not indicate that they have proactively monitored staff turnover <input type="checkbox"/> Did not indicate that they have immediately addressed hiring and retention issues <input type="checkbox"/> Did not indicate that they have reviewed and approved hiring and recruitment packages to ensure compliance with applicable laws, rules, polices and procedures <input type="checkbox"/> Did not indicate that they have significantly contributed to workforce planning efforts <input type="checkbox"/> Did not indicate that they have conducted regular evaluation and guidance in career development <input type="checkbox"/> Did not indicate that they have set goals and provided feedback to staff <input type="checkbox"/> Did not indicate that they have taken corrective action to keep performance outcomes on track <input type="checkbox"/> Did not indicate that they have proactively followed-up on staff Probation Reports and IDPs <input type="checkbox"/> Did not indicate that they have provided training opportunities across departments <input type="checkbox"/> Did not indicate that they have established and maintained procedures for identifying workplace hazards and assessing and controlling risks
OVERALL RATING FOR WORKFORCE MANAGEMENT		
Did Not Meet (Notes Required)	Successful	Exceptional (Notes Required)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Notes		

ADDITIONAL JOB SPECIFIC COMPETENCIES (Add One Page per Competency)

Competency:

Questions:

Successful Behavioral Indicators		Non-Responsive Behavioral Indicators	
<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>	
OVERALL RATING FOR JOB SPECIFIC COMPETENCY			
Did Not Meet	Successful	Exceptional (Notes Required)	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Notes			

OVERALL CANDIDATE RATING (Notes Required):

Did Not Meet Job Requirement	Successful	Exceptional
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		

LEADERSHIP COMPETENCY MODEL

Second Level Supervisor 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.

- Enables feedback flow up, down, and across the organization by providing and receiving feedback
- Demonstrates commitment to listening by seeking multiple sources of input, confirming understanding, and taking appropriate actions
- Clearly communicates program objectives, performance, and process to teams, supervisors, and leaders; shares key points with stakeholders and other parties
- Demonstrates commitment to information-sharing by communicating across the organization using a variety of methods to ensure accessibility
- Provides explicit editorial feedback to others and coaches team in proper English writing conventions and department-specific writing style
- Reviews, provides feedback on, and issues documents that meet or exceed expectations for clarity, relevance, accuracy, and focus
- Reviews documentation to ensure that communications are organized, easy-to-follow, relevant, and appropriate
- Reviews and provides feedback to improve team's use of visual aids or graphics

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

- Facilitates group discussions and offers conflict resolution feedback and advice to others
- Coaches team on the importance of respecting different interpersonal styles and applies knowledge to own team
- Coaches and evaluates others on conflict identification and resolution
- Documents, advises, and monitors behaviors after conflict resolution and takes appropriate action as necessary

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

- Tailors communication style to a wide range of situations while maintaining a professional approach and positive image; considers the organizational culture when developing and applying the appropriate communication style; provides guidance to team
- Analyzes and responds to non-verbal cues and coaches others on the analysis of unspoken sub-messages; recognizes one's own and staff's stressors and uses appropriate tools and techniques to effectively address stressful situations
- Creates an environment that encourages self-development and allocates development resources and tools for team
- Excels as an active listener, promotes a safe communication environment, and asks effective probing questions

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

- Monitors and communicates team activities and recognizes impact on stakeholders
- Proactively solicits participation from team and stakeholders to create a positive and supportive environment; manages conflicts effectively; knows when to escalate issues
- Communicates importance of teamwork and respect, and recognizes effective cooperation
- Leads teams in tackling challenges; provides frequent and candid performance feedback to close gaps; 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.

- Engages team members or stakeholders who are resistant to change and gains their support and commitment
- Develops innovative approaches to address inefficiencies and streamline complex situations
- Serves as a role model for valuing the potential benefits of change; encourages team to adapt to change by addressing their concerns throughout the change process; encourages team to value change by addressing their concerns throughout the change process

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 and implements the vision across multiple teams
- Explains vision objectives; encourages ownership of vision
- Clarifies the vision by explaining how it will impact team and individual success; works collaboratively with team to brainstorm an action plan to implement the vision; sets objectives 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 programs or processes in a broader context of organizational resources and procedures
- Breaks down moderately complex problems that affect multiple units and delegates work to other supervisors; develops findings, recommendations, and potential solutions for a variety of audiences that are supported by sound technical rationale
- Logically approaches a wide range of situations and prioritizes actions based on analyzing relevant information from a variety of sources and asking effective probing questions at a section level
- Anticipates moderately complex and broad key program actions and underlying issues at the section 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 sensitive or complex issues related to their expectations or business objectives; supports joint strategic planning to define shared business objectives with the customer
- Establishes standards and monitors delivery of customer service across units or sections; assesses the effectiveness of different delivery methods and recommends improvements
- Resolves the more sensitive and complex customer problems; approves changes or exceptions to established processes or procedures or allots resources from outside the unit to resolve customer problems
- Develops unit or section performance standards; develops a system for measuring customer satisfaction (benchmarks, tools); approves 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 decisions by seeking concrete information in ambiguous situations and weighing unsubstantiated information; 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 which have moderate organizational impact
- Demonstrates an ability to make effective decisions with confidence even when information is missing or incomplete; considers best practices when making decisions; takes responsibility for decisions
- Tries different approaches when initial efforts to solve problems do not work; 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.

- Effectively budgets, deploys and organizes resources, develops timetables and targets and checks progress; identifies risks and issues and possible solutions
- Outlines tasks and milestones, then delegates responsibilities to complete objectives; informs manager when necessary; implements new or revised laws, regulations, policies, standards, or procedures
- Creates clear, logical and realistic plans and makes sure that everyone on the team knows action steps and objectives
- Develops objective measures of success to track progress against goals; identifies risks and issues and communicates immediately to 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.

- Sets standards for high quality work products and provides feedback on compliance with those standards; models high quality in the products and services produced; holds management team accountable for high quality work products; recognizes and rewards high quality work
- Reviews assignments to ensure they meet organizational goals; assists in identifying and coordinating assignments that cross units; communicates priority assignments to management team

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.

- Respects and values others' perspectives and contributions, even when styles and approaches are different
- Takes responsibility for team's output and mistakes, develops solutions, and provides feedback when necessary
- Sets example and ensures others' professional standards meet established procedures and policies
- Models ethical behavior and promotes organizational values to team members; encourages open discussion and identification of ethical dilemmas
- Communicates and administers 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.

- Fosters and nurtures an environment that allows for open expression and encourages ideas
- Assumes ownership for results including issues or problems for oneself and one's staff; acknowledges one's own mistakes
- Delivers results in line with agreed-upon outcomes; keeps others informed of progress; strives to meet commitments, even when difficult
- Values the concerns of people from all levels; adapts behavior to communicate respect for other parties

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.

- Establishes an environment where learning from mistakes is encouraged and coaches others in creating this environment
- Encourages staff to identify new tools and training to improve business processes; identifies opportunities to improve efficiency by sharing or connecting resources across units or sections
- Coaches others on the role of the unit and section and how it relates to the organization's vision and mission and the importance of every employee's role in the organization
- Prioritizes conflicting training needs across multiple units where resources are limited; obtains necessary resources to meet staff's development needs

- Promotes balancing the needs of the organization with the need to fully develop staff by encouraging learning opportunities such as knowledge transfer, cross-training, rotational assignments, etc.

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.

- Understands and recognizes the diversity of staff across units; seeks information from others who have different personalities, backgrounds, styles and skill sets and includes them in decision-making and problem solving; proactively establishes a standard of fair and equitable treatment
- Coaches others on properly handling sexual harassment or discrimination complaints; ensures that necessary resources are available; serves as a roles model for appropriate workplace behavior; takes prompt and effective action if inappropriate behavior occurs

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

- Proactively monitors staff turnover and immediately addresses hiring and retention issues; reviews and approves hiring and recruitment packages to ensure compliance with applicable laws, rules, policies, and procedures; significantly contributes to workforce planning efforts
- Conducts regular evaluation and guidance in career development; sets goals and provides feedback
- Takes corrective action to keep performance outcomes on track
- Proactively follows-up with staff Probation Reports and IDPs; provides training opportunities across departments
- Establishes and maintains procedures for identifying workplace hazards and assessing and controlling risks