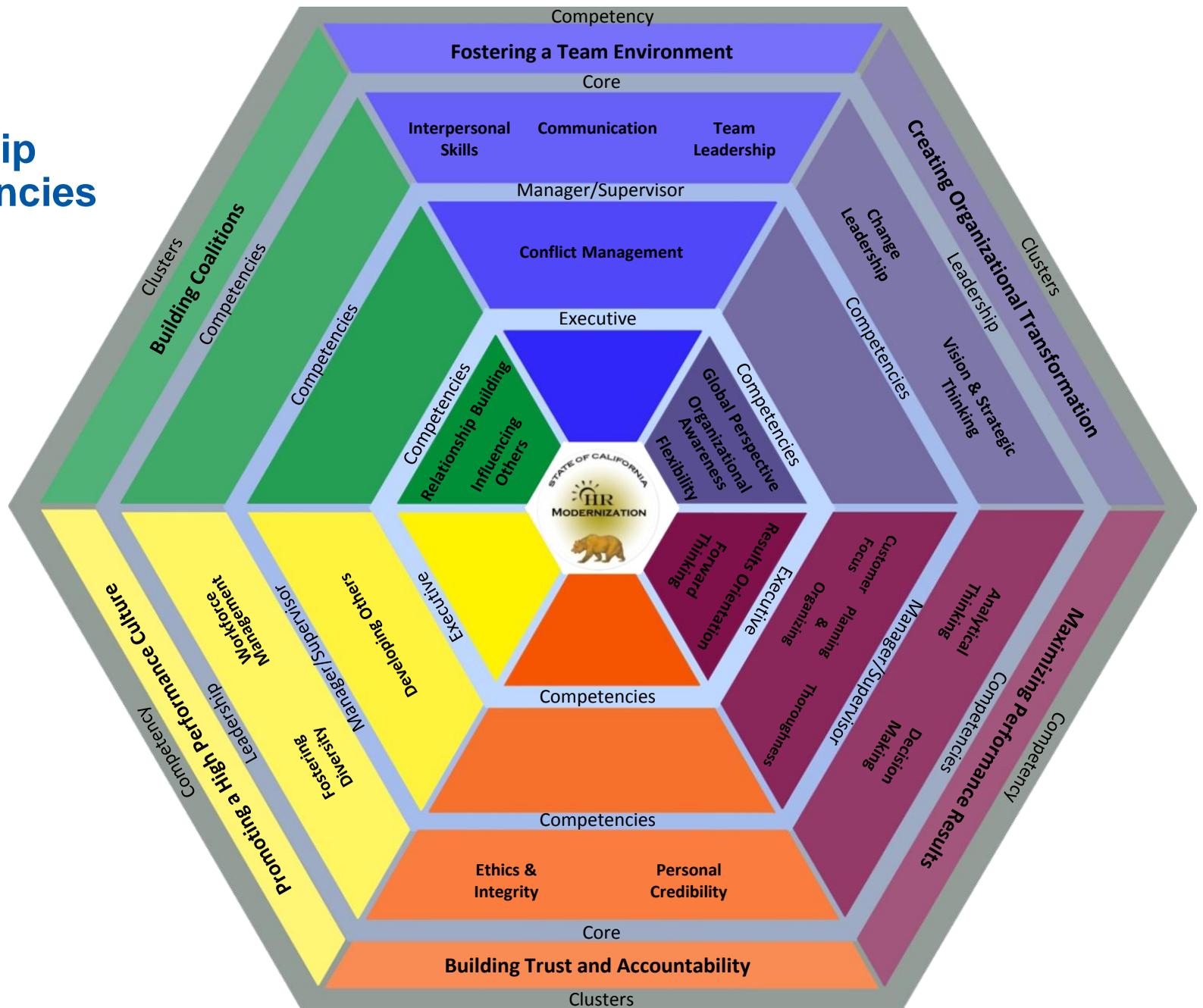June 2011

State of California
Leadership Competency Model

Competency Model Overview

Leadership Competencies

Competency Clusters

Competency Cluster	Core Leadership Competencies (applies to Supervisors, Managers, and Executives)	Manager/Supervisor Competencies	Executive Competencies
Fostering a Team Environment	•Communication •Interpersonal Skills •Team Leadership	•Conflict Management	
Creating Organizational Transformation	•Change Leadership •Vision and Strategic Thinking		•Flexibility •Global Perspective •Organizational Awareness
Maximizing Performance Results	•Analytical Thinking •Decision Making	•Customer Focus •Planning and Organizing •Thoroughness	•Forward Thinking •Results Orientation
Building Trust and Accountability	•Ethics and Integrity •Personal Credibility		
Promoting a High Performance Culture	•Fostering Diversity •Workforce Management	•Developing Others	
Building Coalitions			•Influencing Others •Relationship Building

Comparison Between Manager/Supervisor and Executive Competencies

Some of the Manager/Supervisor Competencies focus on tactical knowledge, skills, abilities and behaviors. These successful behaviors transition to a strategic focus at the Executive level. Therefore some of the Manager/Supervisor behaviors that were linked to a specific competency, have been incorporated into one or more different competencies at the Executive Level. The arrows reflect this linkage.

Manager/Supervisor Competencies	Executive Competencies
	•Flexibility •Organizational Awareness •Influencing Others
•Thoroughness •Planning and Organizing •Customer Focus •Conflict Management •Developing Others	•Results Orientation •Forward Thinking •Global Perspective •Relationship Building
Core Leadership Competencies •Communication •Interpersonal Skills •Team Leadership •Change Leadership •Vision and Strategic Thinking	•Workforce Management •Analytical Thinking •Decision Making •Ethics and Integrity •Personal Credibility •Fostering Diversity

Core Leadership Competencies

1. Fostering a Team Environment: Communication

	Fostering a Team Environment			
	First-Level Supervisor	**Second-Level Supervisor**	**Manager**	**Executive**
Communication •*Gives and is receptive to feedback* •*Knows that listening is essential* •*Keeps others informed and ensures feedback is passed to others appropriately*	•Provides and receives timely feedback on performance against stated goals •Listens attentively, and provides full attention and necessary time for discussion; asks follow-up and probing questions; reads non-verbal cues •Has frequent and ongoing communication with team members and supervisors, and ensures clear communication with other parties when appropriate	•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	•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	•Fosters an environment that encourages feedback from internal and external sources •Creates an environment that encourages and supports active listening throughout the organization; models active listening in interactions with others and coaches others on the art of listening and communication •Clearly communicates sensitive and difficult information using the appropriate communication style for the audience; effectively persuades and influences others and demonstrates support for final decisions and outcomes of the organization; effectively receives and provides 360 degree feedback throughout the organization
Proficiency Level	**Advanced**	**Advanced**	**Advanced**	**Advanced**

1. Fostering a Team Environment: Communication (Continued)

	Fostering a Team Environment			
	First-Level Supervisor	**Second-Level Supervisor**	**Manager**	**Executive**
Communication •*Uses a variety of methods to convey information* •*Strives for error-free communications* •*Expresses clear and concise ideas in writing*	•Demonstrates commitment to information-sharing by using accessible methods, maintaining knowledge base, and meeting with leaders •Prepares and ensures team documents are accurate, grammatically correct and in department-specific writing style, for self and team members •Ensures written communications are clear, concise, relevant, and accurate	•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	•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	•Coaches/mentors the management team on identifying the most effective and appropriate method to convey information based on the sensitivity and complexity of the information and the intended audience •Establishes organizational expectations for the delivery of error free communications; ensures that staff has the tools and resources to meet the expectations; monitors the organization's performance against expectations and holds staff accountable for accurate and timely communications •Clearly conveys sensitive, complex, urgent or highly visible issues in simple terms that can be easily understood by the audience; is aware of the impact of one's executive level within the organization when communicating with others
Proficiency Level	**Advanced**	**Advanced**	**Advanced**	**Advanced**

1. Fostering a Team Environment: Communication (Continued)

Fostering a Team Environment				
	First-Level Supervisor	**Second-Level Supervisor**	**Manager**	**Executive**
Communication •*Organizes written ideas* •*Uses graphics and other aids to clarify ideas*	•Develops documents and presentation materials that are organized, easy-to-follow, and tailored to the audience •Identifies and develops visual aids or graphics to support written communications	•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	•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	•Approves and signs off on internal and external communications requiring the highest level of review; recognizes when the most sensitive or complex documents need to be rewritten and provides guidance •Clearly articulates the need for visual aids and graphics to explain a complex or sensitive topic
Proficiency Level	**Advanced**	**Advanced**	**Advanced**	**Advanced**

2. Fostering a Team Environment: Interpersonal Skills

	Fostering a Team Environment			
	First-Level Supervisor	**Second-Level Supervisor**	**Manager**	**Executive**
Interpersonal Skills *•Effectively approaches others with sensitive information* *•Understands the unspoken meaning of a situation*	•Develops and applies appropriate communication style to a situation while maintaining a professional approach and positive image; considers the organizational culture when developing and applying the appropriate communication style •Effectively perceives and responds to non-verbal communication cues and sub-messages, and applies lessons from past experiences; recognizes one's own and staff's stressors and seeks appropriate tools and techniques to effectively address stressful situations	•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 effectively 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	•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	•Knows when to share information, how much information to share and who to share information with, particularly in sensitive situations; adapts the communication accordingly while maintaining a professional approach and positive image; considers the organizational culture when developing and applying the appropriate communication style •Assesses and responds to non-verbal cues and unspoken complex sub-messages to identify the concerns and interests of others; understands the impact of organizational history and the past and current interactions of executive management and stakeholders; mentors others in the development of perception skills; recognizes one's own and staff's stressors and mentors others in the use of appropriate tools and techniques to effectively address stressful situations
Proficiency Level	**Advanced**	**Advanced**	**Advanced**	**Advanced**

Fostering a Team Environment				
	First-Level Supervisor	**Second-Level Supervisor**	**Manager**	**Executive**
Interpersonal Skills •*Understands strengths and development areas of others* •*Makes others feel respected and heard*	•Identifies strengths and development areas in others; develops plans and tools to build strengths and close performance gaps •Practices active listening and creates an open communication environment	•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	•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	•Identifies the strengths and weaknesses within the organization and develops plans to maximize the strengths and minimize the weaknesses and develop staff to meet the strategic objectives of the organization •Creates an environment that supports active listening and respects input from others; ensures a safe communication environment and creates trust
Proficiency Level	**Advanced**	**Advanced**	**Advanced**	**Advanced**

3. Fostering a Team Environment: Team Leadership

	Fostering a Team Environment			
	First-Level Supervisor	**Second-Level Supervisor**	**Manager**	**Executive**
Team Leadership •*Sets team structure* •*Organizes, leads, and facilitates team activities*	•Establishes and communicates team roles, responsibilities, goals, and deliverables; matches team members' roles and responsibilities to their strengths and developmental areas •Facilitates internal team discussions to encourage participation and enthusiasm; resolves conflicts effectively; knows when to escalate issues	•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 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	•Approves the team charter and sets the expectations for the team; authorizes funding and resources for the team •Serves as the executive sponsor for the team; serves as a champion for the team to senior management and stakeholders; clears obstacles cross-functionally; ensures that the team's vision remains clear
Proficiency Level	**Skilled**	**Skilled**	**Advanced**	**Advanced**

3. Fostering a Team Environment: Team Leadership (Continued)

	Fostering a Team Environment			
	First-Level Supervisor	**Second-Level Supervisor**	**Manager**	**Executive**
Team Leadership •*Promotes team cooperation* •*Encourages participation*	•Identifies team ground rules and creates an environment of respect for team members •Manages team goals effectively, monitors performance, and recognizes positive individual and group performance; celebrates successes	•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	•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	•Creates an environment that promotes teamwork and respect; maintains regular contact with the team to assist them in adapting to any changes in direction or to facilitate overcoming obstacles •Recognizes the team's efforts and shows appreciation; celebrates successes
Proficiency Level	**Skilled**	**Skilled**	**Advanced**	**Advanced**

4. Creating Organizational Transformation: Change Leadership

	Creating Organizational Transformation			
	First-Level Supervisor	**Second-Level Supervisor**	**Manager**	**Executive**
Change Leadership •*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*	•Identifies inefficient areas within unit and generates new ideas and recommendations •Encourages innovative solutions from team members; serves as a role model for change by striving for continuous improvement •Understands and effectively communicates the reasons for change to team members; supports team members' efforts to adapt to change	•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	•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	•Creates a culture of change and innovation within the organization; aligns change efforts with the vision and strategic goals of the organization; facilitates the management team's efforts to overcome obstacles •Encourages internal and external partnerships and collaborations for organizational improvements; provides access or opportunity to resources to support change efforts •Understands when it is time for the organization to change and what the organizational and global impacts and consequences of the change will be; creates the vision for the change and articulates the benefits and consequences to all impacted internal and external parties; supports the organizational change agents throughout the change process
Proficiency Level	**Skilled**	**Skilled**	**Advanced**	**Advanced**

5. Creating Organizational Transformation: Vision and Strategic Thinking

	Creating Organizational Transformation			
	First-Level Supervisor	**Second-Level Supervisor**	**Manager**	**Executive**
Vision and Strategic Thinking *•Communicates the big picture* *•Expresses vision to others* *•Influences others to translate vision into action*	•Clearly describes the organization's vision, mission, strategies, and rationale •Maintains an environment where individual and team activities contribute to vision; references vision in major communications and work plans •Communicates link to vision in designing and delegating assignments; encourages team members to contribute ideas that support the vision	•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	•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	•Establishes or adjusts the department's strategic plan, goals and objectives to align with global changes, organizational changes, or input from key stakeholders; initiates the implementation of the vision and strategic plan •Initiates regular discussions of the vision and strategic plan with the management team; ensures that there is a clear "line of sight" between tactical business plans and the organization's strategic plan •Establishes an environment where individuals are recognized for putting the strategic vision into action
Proficiency Level	**Skilled**	**Skilled**	**Skilled**	**Advanced**

6. Maximizing Performance Results: Analytical Thinking

	Maximizing Performance Results			
	First-Level Supervisor	**Second-Level Supervisor**	**Manager**	**Executive**
Analytical Thinking •*Identifies causes for problems* •*Approaches problems by breaking them down*	•Identifies causes for problems related to processes, procedures or technical issues •Breaks down specific or simple tasks and problems and delegates to staff; analyzes information and provides options/recommendations and potential solutions for decision making	•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	•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	•Identifies causes for highly sensitive problems which may affect the organization, other departments and/or outside stakeholders •Considers politics, socio-economics, media interest, policy impact, cross-organizational impact, risk and legal implications when breaking down and delegating highly sensitive and complex problems
Proficiency Level	**Advanced**	**Advanced**	**Advanced**	**Advanced**

	Maximizing Performance Results			
	First-Level Supervisor	**Second-Level Supervisor**	**Manager**	**Executive**
Analytical Thinking • *Weighs priorities* • *Recognizes actions and underlying issues*	• Systematically gathers and analyzes relevant information from a variety of sources and asks effective probing questions to prioritize action items at the unit level • Proactively identifies and addresses key actions and underlying issues and problems at the unit level	• 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	• 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	• Synthesizes information provided by the management team and stakeholders, asks effective probing questions and considers the strategic goals and objectives of the organization when setting key priorities • Anticipates highly sensitive organizational key actions (policy changes, legislative changes) and recognizes the underlying issues and the impacts to the organization and stakeholders
Proficiency Level	**Advanced**	**Advanced**	**Advanced**	**Advanced**

7. Maximizing Performance Results: Decision Making

	Maximizing Performance Results			
	First-Level Supervisor	**Second-Level Supervisor**	**Manager**	**Executive**
Decision Making *•Makes critical and timely decisions* *•Takes charge*	•Makes effective decisions by gathering and prioritizing facts and information; knows when to ask for more guidance and 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 minor organizational impact	•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	•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	•Makes effective mission critical and/or politically sensitive 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 internal and external factors in order to make decisions which may affect the organization, other departments and/or outside stakeholders
Proficiency Level	**Skilled**	**Advanced**	**Advanced**	**Advanced**

7. Maximizing Performance Results: Decision Making (Continued)

	Maximizing Performance Results			
	First-Level Supervisor	**Second-Level Supervisor**	**Manager**	**Executive**
Decision Making *•Supports appropriate risk* *•Makes tough and appropriate decisions*	•Expresses ideas and decisions in an open and confident manner; takes responsibility for decisions •Tackles reoccurring and/or tactical problems proficiently; displays a willingness to change approach if facts dictate the need to change	•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	•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	•Encourages and supports innovative ideas and approaches to improve public service and/or deliverables; takes responsibility for decisions •Exercises critical judgment with confidence in consideration of the range of impact to all affected parties; displays a willingness to change approach if facts dictate the need to change
Proficiency Level	**Skilled**	**Advanced**	**Advanced**	**Advanced**

8. Building Trust and Accountability: Ethics and Integrity

	First-Level Supervisor	Second-Level Supervisor	Manager	Executive
Building Trust and Accountability				
Ethics and Integrity •*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*	•Is approachable, supportive, fair, and willing to listen; understands team members' concerns; is open to discussion of potentially controversial issues •Admits mistakes and attempts to achieve the best possible outcome in the situation •Follows and promotes professional standards, established procedures, and policies when taking action and making decisions •Identifies ethical dilemmas and conflicts of interest; takes appropriate action •Communicates and holds staff accountable for confidentiality and security policies and guidelines; takes appropriate action when violations occur	•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	•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	•Establishes an environment where different styles and approaches are valued; recognizes the value of diverse opinions and approaches •Establishes expectations for ethical behavior in the workplace; holds self and others accountable; recognizes and values ethical behavior •Fosters an environment of openness and transparency; ensures that a high level of professional standards, procedures and policies are adhered to throughout the organization •Creates an environment that consistently emphasizes integrity and respect for people at all levels within and outside the organization •Develops confidentiality and security policies and guidelines and communicates them to the organization; holds the management team accountable for maintaining security and confidentiality
Proficiency Level	**Advanced**	**Advanced**	**Advanced**	**Advanced**

9. Building Trust and Accountability: Personal Credibility

	Building Trust and Accountability			
	First-Level Supervisor	**Second-Level Supervisor**	**Manager**	**Executive**
Personal Credibility •*Displays honesty and is forthright with people* •*Takes ownership* •*Follows through on commitments* •*Respects concerns shared by others*	•Demonstrates honesty and promotes open communication, while respecting confidential information •Takes responsibility and accepts consequences of personal and staff's mistakes •Strives to consistently deliver agreed-upon outcomes or results; keeps others informed of progress •Values the concerns of people from all levels and does not criticize or belittle; respects and validates concerns voiced by others	•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	•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	•Establishes a culture for honest, open communications throughout the organization; gives credit to others for their contributions •Accepts responsibility for the organizational culture; defends the organization and staff in adverse situations and personally accepts consequences for the organization •Strives to meet commitments to internal and external stakeholders while maintaining a balance between organizational goals and political directives •Establishes a culture of respect at all levels of the organization; sets expectations that diverse views are considered; coaches others on the ability to respectfully express or listen to divergent viewpoints
Proficiency Level	**Advanced**	**Advanced**	**Advanced**	**Advanced**

10. Promoting a High Performance Culture: Fostering Diversity

	Promoting a High Performance Culture			
	First-Level Supervisor	**Second-Level Supervisor**	**Manager**	**Executive**
Fostering Diversity *•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*	•Proactively identifies diversity within staff; discusses appropriate methods for working together; seeks information from others who have different personalities, backgrounds, styles and skill sets and includes them in decision-making and problem solving; coaches others on the importance of respecting diversity •Ensures that all staff understand and comply with the sexual harassment prevention and anti-discrimination policies, laws and rules; models appropriate workplace behavior; intervenes promptly if inappropriate behavior occurs	•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	•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	•Fosters an inclusive work environment where diversity and individual differences are valued and used positively to achieve the mission and strategic goals of the organization; seeks information from others who have different personalities, backgrounds, styles and skill sets and includes them in decision-making and problem solving •Establishes a work environment that is free of sexual harassment and discrimination; ensures that there are appropriate polices, processes and procedures established to respond expeditiously to complaints of sexual harassment or discrimination
Proficiency Level	**Skilled**	**Advanced**	**Advanced**	**Advanced**

11. Promoting a High Performance Culture: Workforce Management

	Promoting a High Performance Culture			
	First-Level Supervisor	**Second-Level Supervisor**	**Manager**	**Executive**
Workforce Management •*Hires and retains appropriate staff; conducts workforce and succession planning* •*Provides feedback on performance* •*Addresses employee problems*	•Actively engages in the recruitment, selection, and retention of staff; develops hiring and recruitment packages for the unit; participates in workforce planning efforts •Provides informal and formal feedback to improve performance •Monitors, identifies, and mitigates any observable behaviors that are not consistent with organizational or team success	•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, polices, 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	•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	•Ensures that a workforce and succession plan and planning process is in place to recruit and retain valuable talent in order to meet the organization's long and short term strategic goals and objectives; initiates regular discussions of the workforce planning process with the management team; ensures that there is a clear "line of sight" between the workforce plan and the organization's strategic plan; ensures that policies and procedures are implemented to hire and retain staff with the skills required for the organization to achieve its strategic goals and objectives •Establishes an environment where staff receives consistent feedback on performance, regular and effective performance reviews and the guidance to carry out work activities effectively •Establishes expectations that conflicts and disagreements are resolved in a constructive manner and that corrective action will be taken when necessary
Proficiency Level	**Skilled**	**Skilled**	**Skilled**	**Advanced**

	Promoting a High Performance Culture			
	First-Level Supervisor	**Second-Level Supervisor**	**Manager**	**Executive**
Workforce Management •*Is a resource for career development* •*Promotes health and safety in the workplace*	•Prepares timely Probation Reports and Individual Development Plans (IDPs); provides training opportunities within unit •Implements and monitors the department's policies and procedures for identifying workplace hazards and assessing risks; informs staff about occupational health and safety and the department's occupational health and safety policies, procedures and programs	•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	•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	•Models career development by maintaining one's own high level of professional expertise; mentors others to gain experiences which will assist them to achieve their career goals and objectives; understands the organization's financial and budget management process in order to secure sufficient funding for staff training and development needs •Establishes an environment that promotes workplace safety; establishes departmental policies for handling hazardous situations or incidents; evaluates the effectiveness of the department's occupational health and safety program
Proficiency Level	**Skilled**	**Skilled**	**Skilled**	**Advanced**

Manager/Supervisor Competencies

12. Fostering a Team Environment: Conflict Management

Fostering a Team Environment		
First-Level Supervisor	**Second-Level Supervisor**	**Manager**
Conflict Management •*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*	•Holds regular open discussions, encourages questions, and works toward conflict resolution solutions of anticipated or existing conflicts •Identifies interpersonal styles and discusses appropriate communication methods with team •Recognizes and defines conflicts to finalize resolution and course of action •Monitors and documents behaviors after conflict resolution and takes appropriate action as necessary	•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	•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
Proficiency Level	**Skilled**	**Skilled**	**Skilled**

13. Maximizing Performance Results: Customer Focus

	Maximizing Performance Results		
	First-Level Supervisor	**Second-Level Supervisor**	**Manager**
Customer Focus •*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*	•Communicates regularly with customers to assess their business needs; may establish and maintain customer networks •Establishes, maintains, and ensures compliance with processes and procedures to ensure the effective delivery of products and services •Resolves routine customer problems utilizing unit resources and within existing processes and procedures; identifies and informs customers of constraints and recommends alternatives or solutions •Monitors customer satisfaction using a variety of tools such as surveys, meetings, contact logs, informal customer feedback, etc.; compares unit performance against performance standards; recommends and implements business process improvement measures to increase customer satisfaction	•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	•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
Proficiency Level	**Skilled**	**Skilled**	**Skilled**

14. Maximizing Performance Results: Planning and Organizing

	Maximizing Performance Results		
	First-Level Supervisor	**Second-Level Supervisor**	**Manager**
Planning & Organizing •*Anticipates and prepares* •*Considers impact and makes changes* •*Logically approaches situations* •*Documents project progress*	•Plans own workload and those of others, prioritizing key tasks and ensuring the appropriate allocation of time and effort to achieve the required results •Gathers information from staff and prepares course of action for recommendations at higher levels; implements new or revised laws, regulations, policies, standards, or procedures •Breaks down the project or program elements into manageable and achievable tasks/activities and creates a logical plan •Develops systematic approaches for checking and reviewing work of staff	•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	•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
Proficiency Level	**Skilled**	**Skilled**	**Advanced**

15. Maximizing Performance Results: Thoroughness

	Maximizing Performance Results		
	First-Level Supervisor	**Second-Level Supervisor**	**Manager**
Thoroughness •*Ensures that the finished product or service is high quality* •*Ensures assignment goals, objectives and completion dates are met*	•Establishes processes and procedures to ensure consistency; evaluates and reviews staff's work for accuracy and completeness; monitors for compliance with laws, rules, policies and procedures; holds staff accountable to comply with laws, rules, policies and procedures •Sets clear expectations; provides clear assignments and due dates, and follows up to ensure assignments are completed; develops and maintains an assignment tracking system; is available for questions and consultation regarding assignments; takes corrective action when assignment goals, objectives or completion dates are not met	•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	•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
Proficiency Level	**Skilled**	**Advanced**	**Advanced**

Promoting a High Performance Culture			
	First-Level Supervisor	**Second-Level Supervisor**	**Manager**
Developing Others *•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*	•Encourages staff to reflect on their successes and failures and identify lessons learned for future application •Ensures that staff are aware of and have access to all the necessary tools and training to successfully complete their assignments; seeks new tools or training to improve existing processes •Ensures that all employees receive an orientation to the unit and the department; provides employees with clear expectations, their roles and responsibilities and the organization's vision and mission •Determines staff's short and long term career goals; evaluates staff's work formally and informally to identify development areas and career goals; identifies resources to enhance staff's skills •Provides staff with assignments suited to their strengths and development needs, and opportunities for career growth	•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	•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
Proficiency Level	**Skilled**	**Skilled**	**Advanced**

Executive Competencies

17. Creating Organizational Transformation: Flexibility

	Creating Organizational Transformation
	Executive
Flexibility •*Sees the merits of perspectives other than their own* •*Demonstrates openness to new organizational structures, procedures and technology* •*Switches to different strategy when an initially selected one is unsuccessful* •*Demonstrates willingness to modify a strongly held position in the face of contrary evidence*	•Encourages opportunities to discuss topics where there are divergent points of view; asks probing questions to understand other viewpoints before responding to them; creates an organizational culture where differing viewpoints are valued •Champions innovation and the integration of technology into the organization; establishes an environment that encourages and supports new organizational structures, changes in procedures and other innovative solutions to enhance the organization's ability to meet its strategic goals and objectives •Understands that many internal and external factors (legislative, media, budget, etc.) can impact an organization's key actions; is able to effectively adapt to the changing environment while taking appropriate risks and continuing to meet strategic goals and objectives; successfully adjusts one's initial approach to an issue to overcome obstacles and achieve results •Bases decisions on relevant data; displays a willingness to change position if data dictates the need to change
Proficiency Level	Advanced

18. Creating Organizational Transformation: Global Perspective

	Creating Organizational Transformation
	Executive
Global Perspective •Demonstrates a knowledge of external issues impacting organizational goals and objectives •Negotiates departmental interests to mitigate external influences •Partners with external stakeholders and others that have shared purpose or program impact	•Maintains a professional awareness of cultural, economic and political issues; identifies and articulates external global threats and opportunities; drives policy formulation of organizational culture based on the global environment •Is cognizant of department's interests and goals; understands and recognizes motives of external parties and influences; utilizes effective communication skills and persuasion to represent departmental interests •Understands who the external stakeholders are and establishes effective partnerships and lines of communication; is aware of the organization's impact on the stakeholders; develops strategies to collaboratively work with stakeholders
Proficiency Level	Advanced

19. Creating Organizational Transformation: Organizational Awareness

	Creating Organizational Transformation
	Executive
Organizational Awareness •*Understands purpose/service of organization* •*Keeps current with issues with future impact* •*Understands and effectively works within organization structure, polices and culture*	•Understands the strategic goals and objectives of the organization and implements them into daily operations; considers the organization's strategic goals and objectives when making decisions; successfully represents the organization in various internal and external settings •Understands the major concerns of the organization by keeping open communication with staff, managers, and other executives; stays informed of issues and trends by building networks with stakeholders and professional organizations; tracks legislative trends •Embraces and models the values of the organization; understands the organization's culture and how to effectively achieve the strategic goals and objectives
Proficiency Level	Advanced

20. Maximizing Performance Results: Forward Thinking

	Maximizing Performance Results
	Executive
Forward Thinking •*Anticipates problems and develops contingency plans* •*Notices trends and develops plans to prepare for opportunities or problems* •*Anticipates the consequences of situations and plans accordingly* •*Anticipates how individuals and groups will react to situations and information and plans accordingly*	•Sees the big picture; keeps open lines of communication to anticipate problems; collaboratively develops contingency plans and alternatives •Anticipates continual changes in the environment (e.g., industry, workforce, political, etc.); develops plans to prepare for opportunities or problems •Plans for consequences of future actions; keeps lines of communication open to develop and expand relationship with staff and stakeholders and instill trust •Knows the audience; instills confidence and trust; discusses the plans with staff and/or stakeholders as appropriate and makes adjustments as necessary
Proficiency Level	Advanced

	Maximizing Performance Results
	Executive
Results Orientation •*Develops challenging but achievable goals* •*Solves problems and accomplishes goals* •*Finds or creates ways to measure performance against goals*	•Develops program goals based on the organization's vision, mission and strategic goals and objectives; celebrates accomplishments and achievements of key milestones •Understands the importance of tomorrow's goals in the context of today's priorities; recognizes and anticipates barriers and obstacles to achieve organizational goals; considers the impact of fiscal constraints in meeting organizational goals and setting realistic priorities (e.g. considers mandatory versus discretionary workloads); identifies solutions to mitigate barriers or constraints to achieve established goals; communicates the impact of fiscal constraints to stakeholders •Develops realistic quantifiable milestones and measurements that can encourage raising organizational performance and measures return on investment
Proficiency Level	Advanced

22. Building Coalitions: Influencing Others

Building Coalitions	
	Executive
Influencing Others	•Uses a collaborative approach in the decision making process which identifies others' most important concerns and seeks a win-win solution
•Employs a collaborative approach for decision making	•Gains the support and buy-in of others by effectively articulating the organization's position and forming alliances
•Demonstrates the ability to influence others	•Uses good judgment to identify stalemates and when issues need to be escalated; anticipates key objectives and potential resolutions
•Knows when to escalate issues	•Considers potential unintended consequences of final outcomes and develops strategies to mitigate any negative consequences
•Visualizes the final outcomes and ramifications	
Proficiency Level	Advanced

23. Building Coalitions: Relationship Building

	Building Coalitions
	Executive
Relationship Building •*Develops and maintains relationships inside and outside the organization* •*Recognizes the concerns and perspectives of others* •*Provides assistance and support to others in the development of collaborative networks*	•Develops networks and builds alliances with others (e.g. professional colleagues) in order to achieve the strategic goals and objectives of the organization; works with others to resolve differences within and outside the organization •Actively seeks input and listens to colleagues, staff, stakeholders and customers and considers their diverse opinions; encourages key participants to voice concerns and opinions in order to aid understanding and enhance the decision-making process •Actively assists others within and outside the organization in the development of collaborative networks in order to meet shared business objectives
Proficiency Level	Advanced