FIRST-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 first-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:
   o The interview information (i.e. candidate name, interviewer name, interview date, position being filled)
   o The Education and Experience from the candidate's application (during the interview, notes can be added based on what the candidate shares about their education and experience)

Conducting the interview:

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

After the interview:

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

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

EDUCATION AND EXPERIENCE

Education:

Experience:

Behavioral Interview Questions

FOSTERING A TEAM ENVIRONMENT CLUSTER

Communication Questions

- Describe a time when you realized you needed to make an improvement in your communication skills and how you managed it.
  - What did you do?
  - What was the outcome?
- Describe a situation in which you had to provide feedback to others on an assignment or project.
  - 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?
- Describe what you have done to demonstrate the importance of sharing and receiving accurate and timely information.
  - What did you do?
  - Why was this necessary?
  - What did this achieve?
- 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 developed 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
Gives 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**	❑ Has provided timely feedback on performance against stated goals ❑ Has received timely feedback on performance against stated goals ❑ Has asked follow-up and probing questions ❑ Has "read" non-verbal cues ❑ Has listened attentively and provided others with his/her full attention ❑ Has provided others with the necessary time for discussion ❑ Has had frequent and ongoing communication with team members and supervisors ❑ Has ensured clear communication with other parties when appropriate ❑ Has demonstrated commitment to information-sharing by using accessible methods, maintaining knowledge base, and meeting with leaders ❑ Has prepared and ensured team documents are accurate, grammatically correct and in department-specific writing style, for self and team members ❑ Has ensured written communications are clear, concise, relevant, and accurate ❑ Has developed documents and presentation materials that are organized, easy-to-follow, and tailored to the audience ❑ Has identified and developed visual aids or graphics to support written communications	❑ Did not indicate that they have provided timely feedback on performance against stated goals ❑ Did not indicate that they have received timely feedback on performance against stated goals ❑ Did not indicate that they have asked follow-up and probing questions ❑ Did not indicate that they have "read" non-verbal cues ❑ Did not indicate that they have listened attentively and provided others with his/her full attention ❑ Did not indicate that they have provided others with the necessary time for discussion ❑ Did not indicate that they have had frequent and ongoing communication with team members and supervisors ❑ Did not indicate that they have ensured clear communication with other parties when appropriate ❑ Did not indicate that they have demonstrated commitment to information-sharing by using accessible methods, maintaining knowledge base, and meeting with leaders ❑ Did not indicate that they have prepared and ensured team documents are accurate, grammatically correct and in department-specific writing style, for self and team members ❑ Did not indicate that they have ensured written communications are clear, concise, relevant, and accurate ❑ Did not indicate that they have developed documents and presentation materials that are organized, easy-to-follow, and tailored to the audience ❑ Did not indicate that they have identified and developed visual aids or graphics to support written communications

OVERALL RATING FOR COMMUNICATION

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

Notes

Conflict Management Questions

- Describe a situation in which you identified and resolved a conflict in your unit.
  - How did you go about identifying the conflict?
  - What actions did you take to resolve the conflict?
  - What was the outcome?
- Describe what you have done to prevent conflict within your unit.
  - What actions did you take?
  - What was the outcome?

Competency: Conflict Management	Successful Behavioral Indicators (Validated)	Non-Responsive Behavioral Indicators
Recognizes differences in opinions and misunderstandings and encourages open discussion **Uses appropriate interpersonal styles** **Finds agreement on issues** **Deals effectively with others in antagonistic situations**	❑ Has held regular open discussions, encouraged questions and worked toward conflict resolution solutions of anticipated or existing conflicts ❑ Has identified others' interpersonal styles ❑ Has discussed appropriate communication methods based on interpersonal styles with the team ❑ Has recognized and defined conflict in order to finalize agreement and a course of action ❑ Has monitored behaviors after conflict resolution ❑ Has documented behaviors after conflict resolution and taken appropriate action as necessary	❑ Did not indicate that they have held regular open discussions, encouraged questions and worked toward conflict resolution solutions of anticipated or existing conflicts ❑ Did not indicate that they have identified others' interpersonal styles ❑ Did not indicate that they have discussed appropriate communication methods based on interpersonal styles with the team ❑ Did not indicate that they have recognized and defined conflict in order to finalize agreement and a course of action ❑ Did not indicate that they have monitored behaviors after conflict resolution ❑ Did not indicate they have documented behaviors after conflict resolution and taken appropriate action as necessary

OVERALL RATING FOR CONFLICT MANAGEMENT

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

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 present information in a manner that could be easily understood.
  - What did you do?
  - What was the outcome?
- 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 others.
  - What did you do?
  - What was the outcome?

Competency: Interpersonal Skills	Successful Behavioral Indicators (Validated)	Non-Responsive Behavioral Indicators
• **Effectively approaches others with sensitive information** • **Understands the unspoken meaning of a situation** • **Understands strengths and development areas of others** • **Makes others feel respected and heard**	❑ Has developed and applied the appropriate communication style to a situation while maintaining a professional approach and positive image ❑ Has considered the organizational culture when developing and applying the appropriate communication style ❑ Has effectively perceived and responded to non-verbal communication cues and sub-messages ❑ Has effectively applied lessons learned from past experiences related to the perception of and response to non-verbal communication cues and sub-messages ❑ Has recognized one's own and staff's stressors ❑ Has sought appropriate tools and techniques to effectively address stressful situations ❑ Has identified the strengths and development areas in others ❑ Has developed plans and tools to build strengths and close performance gaps of others ❑ Has practiced active listening ❑ Has created an open communication environment	❑ Did not indicate that they have developed and applied the appropriate communication style to a situation while maintaining a professional approach and positive image ❑ Did not indicate that they have considered the organizational culture when developing and applying the appropriate communication style ❑ Did not indicate that they have effectively perceived and responded to non-verbal communication cues and sub-messages ❑ Did not indicate that they have effectively applied lessons learned from past experiences related to the perception of and response to non-verbal communication cues and sub-messages ❑ Did not indicate that they have recognized one's own and staff's stressors ❑ Did not indicate that they have sought appropriate tools and techniques to effectively address stressful situations ❑ Did not indicate that they have identified the strengths and development areas in others ❑ Did not indicate that they have developed plans and tools to build strengths and close performance gaps of others ❑ Did not indicate that they have practiced active listening ❑ Did not indicate that they have created an open communication environment

OVERALL RATING FOR INTERPERSONAL SKILLS

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

Notes

Team Leadership Questions

- Tell us about a time when you 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
Sets team structure **Organizes, leads, and facilitates team activities** **Promotes team cooperation** **Encourages participation**	- Has established and communicated team roles, responsibilities, goals, and deliverables - Has matched team members' roles and responsibilities to their strengths and developmental areas - Has facilitated internal team discussions to encourage participation and enthusiasm - Has resolved team conflicts - Has known when to escalate issues - Has identified team ground rules - Has created an environment of respect for team members - Has managed team goals effectively - Has monitored team performance - Has recognized positive individual and group performance - Has celebrated team successes	- Did not indicate that they have established and communicated team roles, responsibilities, goals, and deliverables - Did not indicate that they have matched team members' roles and responsibilities to their strengths and developmental areas - Did not indicate that they have facilitated internal team discussions to encourage participation and enthusiasm - Did not indicate that they have resolved team conflicts - Did not indicate that they have known when to escalate issues - Did not indicate they have identified team ground rules - Did not indicate that they have created an environment of respect for team members - Did not indicate that they have managed team goals effectively - Did not indicate that they have monitored team performance - Did not indicate that they have recognized positive individual and group performance - Did not indicate that they have celebrated team successes
OVERALL RATING FOR TEAM LEADERSHIP		
Did Not Meet (Notes Required)	**Successful**	**Exceptional (Notes Required)**
❑	❑	❑
Notes		

CREATING ORGANIZATIONAL TRANSFORMATION CLUSTER

Change Leadership Questions

- Tell us about an experience you have had implementing change in your unit.
    - 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 understood and communicated the need for change to others.
    - What did you do?
    - What was the result?
    - What challenges did you face?
- Describe a situation where you had to assist others in adapting to a change which was out of your control.
    - What did you do?
    - What challenges did you face?
    - How did you overcome these challenges?

Competency: Change Leadership	Successful Behavioral Indicators (Validated)	Non-Responsive Behavioral Indicators
- **Develops new approaches** - **Identifies better, faster or less expensive ways to do things** - **Encourages others to value the potential benefits of change and to effectively adapt to change**	❑ Has identified inefficient areas within the unit and generated new ideas and recommendations ❑ Has encouraged innovative solutions from team members ❑ Has served as a role model for change by striving for continuous improvement ❑ Has understood and effectively communicated the reasons for change to team members ❑ Has supported team members' efforts to adapt to change	❑ Did not indicate that they have identified inefficient areas within the unit and generated new ideas and recommendations ❑ Did not indicate that they have encouraged innovative solutions from team members ❑ Did not indicate that they have served as a role model for change by striving for continuous improvement ❑ Did not indicate that they have understood and effectively communicated the reasons for change to team members ❑ Did not indicate that they have supported team members' efforts to adapt to change

OVERALL RATING FOR CHANGE LEADERSHIP

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

Notes

Vision and Strategic Thinking Questions

- Give us an example of when you had to communicate the organization's vision and strategic plan with conviction, translate the organization's strategy into meaningful plans for the future and connect them to the employee's daily work.
    - What was the situation?
    - What did you do?
    - How did you involve your staff or team?
    - What was the outcome?
- Describe a time when you had to 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
- **Communicates the big picture** - **Expresses vision to others** - **Influences others to translate vision into action**	❑ Has clearly described the organization's vision, mission, strategies, and rationale to others ❑ Has maintained an environment where individual and team activities contributed to the vision ❑ Has referenced the organization's vision in major communications and work plans ❑ Has communicated the link to the vision in designing and delegating assignments ❑ Has encouraged team members to contribute ideas that support the vision	❑ Did not indicate that they have clearly described the organization's vision, mission, strategies, and rationale to others ❑ Did not indicate that they have maintained an environment where individual and team activities contributed to the vision ❑ Did not indicate that they have referenced the organization's vision in major communications and work plans ❑ Did not indicate that they have communicated the link to the vision in designing and delegating assignments ❑ Did not indicate that they have encouraged team members to contribute ideas that support the vision
OVERALL RATING FOR VISION AND STRATEGIC THINKING		
Did Not Meet (Notes Required)	**Successful**	**Exceptional (Notes Required)**
❑	❑	❑
Notes		

MAXIMIZING PERFORMANCE RESULTS CLUSTER

Analytical Thinking Questions

- Describe a situation in which you were able to clearly frame a problem, identify and collect the necessary data, and make recommendations for solving the problem.
    - What was the problem?
    - Who was impacted by the problem?
    - What factors or variables did you consider?
    - What did you do?
    - How did you evaluate your options?
    - What was the outcome?
- Describe a time you had to delegate parts of a project or assignment to others.
    - 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 unit and developed preventive measures.
    - What was the potential problem?
    - How did you identify the potential problem?
    - What was the potential impact to your unit?
    - What did you do?
    - What was the outcome?

Competency: Analytical Thinking	Successful Behavioral Indicators (Validated)	Non-Responsive Behavioral Indicators
• **Identifies causes for problems** • **Approaches problems by breaking them down** • **Weighs priorities** • **Recognizes actions and underlying issues**	❑ Has identified causes for problems related to processes, procedures or technical issues ❑ Has broken down specific or simple tasks and problems ❑ Has delegated work to staff ❑ Has analyzed information and provided options/recommendations and potential solutions for decision making ❑ Has asked effective probing questions ❑ Has systematically gathered and analyzed relevant information from a variety of sources ❑ Has prioritized action items at the unit level ❑ Has proactively identified key actions and underlying issues and problems at the unit level ❑ Has proactively addressed key actions and underlying issues and problems at the unit level	❑ Did not indicate that they have identified causes for problems related to processes, procedures or technical issues ❑ Did not indicate that they have broken down specific or simple tasks and problems ❑ Did not indicate that they have delegated work to staff ❑ Did not indicate that they have analyzed information and provided options/recommendations and potential solutions for decision making ❑ Did not indicate that they have asked effective probing questions ❑ Did not indicate that they have systematically gathered and analyzed relevant information from a variety of sources ❑ Did not indicated that they have prioritized action items at the unit level ❑ Did not indicate that they have proactively identified key actions and underlying issues and problems at the unit level ❑ Did not indicate that they have proactively addressed key actions and underlying issues and problems at the unit level

OVERALL RATING FOR ANALYTICAL THINKING

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

Notes

Customer Focus Questions

- Describe how you established a relationship with internal and/or external customers to assess their business needs and ensure these business needs were met.
  o What did you do?
  o What was the outcome?
- Tell us what you have done to establish a customer focused culture in your unit.
  o What action did you take?
  o What was the outcome?
- Describe a situation in which you had to address a problem for a dissatisfied customer.
  o What was the problem?
  o What did you do?
  o What was the outcome?
- Describe a situation in which you implemented changes to business processes to improve customer satisfaction.
  o What did you do?
  o Who did you involve in the business process reengineering?
  o How did you secure and utilize program resources for this effort?
  o What constraints did you have?
  o What challenges did you face?
  o What was the outcome?
- Describe a situation in which you had to determine and monitor the level of customer service being provided by your unit.
  o What did you do?
  o What constraints did you have?
  o What challenges did you face?
  o What was the outcome?

Competency: Customer Focus	Successful Behavioral Indicators (Validated)	Non-Responsive Behavioral Indicators
Works with internal and external customers to identify their expectations and shared business objectives **Ensures the effective delivery of the products and services to the customer** **Identifies and solves customer problems quickly and effectively** **Develops and implements ways to measure, track and maintain a high level of customer satisfaction**	❑ Has communicated regularly with customers to assess their business needs ❑ Has established and maintained customer networks ❑ Has established processes and procedures to ensure the effective delivery of products and services ❑ Has maintained and ensured compliance with processes and procedures to ensure the effective delivery of products and services ❑ Has resolved routine customer problems utilizing unit resources and within existing processes and procedures ❑ Has identified and informed customers of constraints and recommended alternatives and solutions ❑ Has monitored customer satisfaction using a variety of tools such as surveys, meetings, contact logs, informal customer feedback, etc. ❑ Has compared unit performance against performance standards ❑ Has recommended and implemented business process improvement measures to increase customer satisfaction	❑ Did not indicate that they have communicated regularly with customers to assess their business needs ❑ Did not indicate that they have established and maintained customer networks ❑ Did not indicate that they have established processes and procedures to ensure the effective delivery of products and services ❑ Did not indicate that they have maintained and ensured compliance with processes and procedures to ensure the effective delivery of products and services ❑ Did not indicate that they have resolved routine customer problems utilizing unit resources and within existing processes and procedures ❑ Did not indicate that they have identified and informed customers of constraints and recommended alternatives and solutions ❑ Did not indicate that they have monitored customer satisfaction using a variety of tools such as surveys, meetings, contact logs, informal customer feedback, etc. ❑ Did not indicate that they have compared unit performance against performance standards ❑ Did not indicate that they have recommended and implemented business process improvement measures to increase customer satisfaction

OVERALL RATING FOR CUSTOMER FOCUS

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

Notes

Decision Making Questions

- Tell us about an experience where you had to make an important and timely decision.
  - o What was the decision?
  - o How did you go about making it?
  - o What factors did you consider?
  - o Who did the decision impact?
  - o What was the outcome/result of your decision?
  - o 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.
  - o What was the situation?
  - o What did you do?
  - o What was the outcome?
- Tell us about a time when you made a bad decision.
  - o What was the situation?
  - o What was the impact of the decision?
  - o How did you determine the impact of the decision?
  - o What did you do to correct or mitigate the impact of the bad decision?
- Describe a time when you made a decision in order to solve a recurring problem.
  - o What was the problem?
  - o What did you do?
  - o What was the outcome?
  - o Were you satisfied with the outcome, why or why not?
- Tell us about a time when you did not have enough information to make a decision.
  - o What was the situation?
  - o How did the lack of information impact the situation?
  - o What action did you take to mitigate the possible damage?
- Give us an example of a time when you received new information that made you reconsider a decision you had already made.
  - o What was the situation?
  - o What did you do?
  - o What was the outcome?

Competency: Decision Making	Successful Behavioral Indicators (Validated)	Non-Responsive Behavioral Indicators
Makes critical and timely decisions **Takes charge** **Supports appropriate risk** **Makes tough and appropriate decisions**	❑ Has made effective decisions by gathering and prioritizing facts and information ❑ Has known when to ask for more guidance and information ❑ Has made decisions by consensus, when appropriate ❑ Has followed-up to determine results of decisions ❑ Has kept well-informed of department policies and priorities and of external factors that may impact these policies and priorities ❑ Has made decisions that have minor organizational impact ❑ Has expressed ideas and decisions in an open and confident manner ❑ Has taken responsibility for decisions ❑ Has tackled recurring and/or tactical problems proficiently ❑ Has displayed a willingness to change approach if facts dictated the need to change	❑ Did not indicate that they have made effective decisions by gathering and prioritizing facts and information ❑ Did not indicate that they have known when to ask for more guidance and information ❑ Did not indicate that they have made decisions by consensus, when appropriate ❑ Did not indicate that they have followed-up to determine results of decisions ❑ Did not indicate that they have kept well-informed of department policies and priorities and of external factors that may impact these policies and priorities ❑ Did not indicate that they have made decisions that have minor organizational impact ❑ Did not indicate that they have expressed ideas and decisions in an open and confident manner ❑ Did not indicate that they have taken responsibility for decisions ❑ Did not indicate that they have tackled recurring and/or tactical problems proficiently ❑ Did not indicate that they have displayed a willingness to change approach if facts dictated the need to change

OVERALL RATING FOR DECISION MAKING

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

Notes

Planning and Organizing Questions

- Give us an example of when you used your organization skills in leading a project to completion.
    - What was the project?
    - What did you do?
    - 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 had to gather information from others in order to make a recommendation to higher management on a course of action.
    - What was the situation?
    - Who did you collaborate with and why?
    - What was the outcome?
    - What were the challenges?
- 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?

Competency: Planning and Organizing	Successful Behavioral Indicators (Validated)	Non-Responsive Behavioral Indicators
Anticipates and prepares **Considers impact and makes changes** **Logically approaches situations** **Documents project progress**	❑ Has planned own workload and those of others ❑ Has prioritized key tasks and ensured the appropriate allocation of time and effort to achieve the required results ❑ Has gathered information from staff and prepared a course of action for recommendations at higher levels ❑ Has implemented new or revised laws, regulations, policies, standards or procedures ❑ Has broken down the project or program elements into manageable and achievable tasks/activities and created a logical plan ❑ Has developed systematic approaches for checking and reviewing the work of staff	❑ Did not indicate that they have planned own workload and those of others ❑ Did not indicate that they have prioritized key tasks and ensured the appropriate allocation of time and effort to achieve the required results ❑ Did not indicate that they have gathered information from staff and prepared a course of action for recommendations at higher levels ❑ Did not indicate that they have implemented new or revised laws, regulations, policies, standards or procedures ❑ Did not indicate that they have broken down the project or program elements into manageable and achievable tasks/activities and created a logical plan ❑ Did not indicate that they have developed systematic approaches for checking and reviewing the work of staff

OVERALL RATING FOR PLANNING AND ORGANIZING

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

Notes

Thoroughness Questions

- Give us an example of a recent assignment or project your staff or team accomplished and tell us the process you used to ensure it was complete, accurate, and in compliance with laws, rules, policies and procedures.
    - o What was the assignment?
    - o What did you do?
    - o What was the outcome?
- Describe a situation in which you had to follow up on assignments that you had delegated to others.
    - o What were the assignments?
    - o How did you ensure that the assignments were understood?
    - o How did you monitor progress of the assignments?
    - o What was the outcome?
- Describe a time when you delegated an assignment that was not completed on time or where the assignment goals or objectives were not met.
    - o What was the assignment?
    - o What did you do?
    - o What was the outcome?

Competency: Thoroughness	Successful Behavioral Indicators (Validated)	Non-Responsive Behavioral Indicators
Ensures that the finished product or service is high quality **Ensures assignment goals, objectives and completion dates are met**	❑ Has established processes and procedures to ensure consistency ❑ Has evaluated and reviewed staff's work for accuracy and completeness ❑ Has monitored work for compliance with laws, rules, policies and procedures ❑ Has held staff accountable for compliance with laws, rules, policies and procedures ❑ Has set clear expectations for others ❑ Has provided clear assignments and due dates, and followed up to ensure assignments were completed ❑ Has developed and maintained an assignment tracking system ❑ Has been available for questions and consultation regarding assignments ❑ Has taken corrective action when assignment goals, objectives or completion dates were not met	❑ Did not indicate that they have established processes and procedures to ensure consistency ❑ Did not indicate that they have evaluated and reviewed staff's work for accuracy and completeness ❑ Did not indicate that they have monitored work for compliance with laws, rules, policies and procedures ❑ Did not indicate that they have held staff accountable for compliance with laws, rules, policies and procedures ❑ Did not indicate that they have set clear expectations for others ❑ Did not indicate that they have provided clear assignments and due dates, and followed up to ensure assignments were completed ❑ Did not indicate that they have developed and maintained an assignment tracking system ❑ Did not indicate that they have been available for questions and consultation regarding assignments ❑ Did not indicate that they have taken corrective action when assignment goals, objectives or completion dates were not met

OVERALL RATING FOR THOROUGHNESS

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

Notes

BUILDING TRUST AND ACCOUNTABILITY CLUSTER

Ethics and Integrity Questions

- Tell us about a specific time when you identified and handled a 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 unit 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 unit.
    - What did you do?
    - What was the outcome?
    - Were you satisfied with the outcome, why or why not?

Competency: Ethics and Integrity	Successful Behavioral Indicators (Validated)	Non-Responsive Behavioral Indicators
• **Treats others with respect** • **Takes responsibility** • **Uses applicable professional standards and establishes procedures** • **Identifies ethical dilemmas and takes action** • **Anticipates and prevents breaches in confidentiality and security**	❏ Has been approachable, supportive, fair and willing to listen ❏ Has understood team members' concerns ❏ Has been open to discussion of potentially controversial issues ❏ Has admitted mistakes and attempted to achieve the best possible outcome in the situation ❏ Has followed and promoted professional standards, established procedures, and policies when taking action and making decisions ❏ Has identified ethical dilemmas and conflicts of interest and taken appropriate action ❏ Has communicated and held staff accountable for confidentiality and security policies and guidelines ❏ Has taken appropriate action when violations of confidentiality and security policies occurred	❏ Did not indicate that they have been approachable, supportive, fair and willing to listen ❏ Did not indicate that they have understood team members' concerns ❏ Did not indicate that they have been open to discussion of potentially controversial issues ❏ Did not indicate that they have admitted mistakes and attempted to achieve the best possible outcome in the situation ❏ Did not indicate that they have followed and promoted professional standards, established procedures, and policies when taking action and making decisions ❏ Did not indicate that they have identified ethical dilemmas and conflicts of interest and taken appropriate action ❏ Did not indicate that they have communicated and held staff accountable for confidentiality and security policies and guidelines ❏ Did not indicate that they have taken appropriate action when violations of confidentiality and security policies occurred

OVERALL RATING FOR ETHICS AND INTEGRITY

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

Notes

Personal Credibility Questions

- Describe a time when you were asked to keep information confidential.
  - What was the situation?
  - What did you do?
  - What was the outcome?
- On occasion we are confronted by dishonesty in the workplace. Tell us about such an occurrence and how you handled it.
  - What was the situation?
  - What did you do?
  - What was the result?
  - Were you satisfied with the result, why or why not?
- 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
Displays honesty and is forthright with people **Takes ownership** **Follows through on commitments** **Respects concerns shared by others**	❑ Has demonstrated honesty ❑ Has promoted open communication and respected confidential information ❑ Has taken responsibility and accepted consequences of personal and staff's mistakes ❑ Has consistently strived to deliver agreed-upon outcomes or results ❑ Has kept others informed of progress ❑ Has valued the concerns of people from all levels and has not criticized or belittled ❑ Has respected and validated the concerns voiced by others	❑ Did not indicate that they have demonstrated honesty ❑ Did not indicate that they have promoted open communication and respected confidential information ❑ Did not indicate that they have taken responsibility and accepted consequences of personal and staff's mistakes ❑ Did not indicate that they have consistently strived to deliver agreed-upon outcomes or results ❑ Did not indicate that they have kept others informed of progress ❑ Did not indicate that they have valued the concerns of people from all levels and have not criticized or belittled ❑ Did not indicate that they have respected and validated the concerns voiced by others

OVERALL RATING FOR PERSONAL CREDIBILITY

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

Notes

PROMOTING A HIGH PERFORMANCE CULTURE CLUSTER

Developing Others Questions

- Describe a situation where you encouraged your staff or team to learn something significant from a mistake they made at work.
    - What was the situation?
    - What did you do to encourage the staff or team?
    - What did they learn?
    - How did they apply it in the future?
- Tell us how you have encouraged and supported continuous professional development in your staff or team.
    - What have you done?
    - How did you secure and utilize necessary resources?
    - What was the end result?
- Tell us about a formal or informal development plan that you created with your staff or team.
    - What were the components of the development plan?
    - What was the timeframe?
    - 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 or team.
    - What was the idea?
    - What did you do?
    - What was the outcome?

Competency: Developing Others	Successful Behavioral Indicators (Validated)	Non-Responsive Behavioral Indicators
• **Provides an environment where staff can learn from mistakes** • **Encourages staff to use all available resources to complete their work activities** • **Ensures that staff understand their own role and the role of their organization** • **Regularly assesses staff's skills and knowledge to determine training and development needs** • **Uses innovative approaches to provide a variety of learning opportunities to develop critical skills in staff**	❑ Has encouraged staff (or others) to reflect on their successes and failures in order to identify lessons learned for future application ❑ Has ensured that staff (or others) were aware of and had access to all necessary tools and training to successfully complete their assignments ❑ Has sought new tools or training to improve existing processes ❑ Has ensured that all employees received an orientation to the unit and department ❑ Has provided employees with clear expectations, roles and responsibilities ❑ Has ensured employees understood the organization's vision and mission ❑ Has determined staff's short and long term career goals ❑ Has evaluated staff's (or other's) work formally and informally in order to identify development areas and career goals ❑ Has identified resources to enhance staff's (or others') skills ❑ Has provided staff (or others) with assignments suited to their strengths and development needs ❑ Has provided staff (or others) with opportunities for career growth	❑ Did not indicate that they have encouraged staff (or others) to reflect on their successes and failures in order to identify lessons learned for future application ❑ Did not indicate that they have ensured that staff (or others) were aware of and had access to all necessary tools and training to successfully complete their assignments ❑ Did not indicate that they have sought new tools or training to improve existing processes ❑ Did not indicate that they have ensured that all employees received an orientation to the unit and department ❑ Did not indicate that they have provided employees with clear expectations, roles and responsibilities ❑ Did not indicate that they have ensured employees understood the organization's vision and mission ❑ Did not indicate that they have determined staff's short and long term career goals ❑ Did not indicate that they have evaluated staff's (or other's) work formally and informally in order to identify development areas and career goals ❑ Did not indicate that they have identified resources to enhance staff's (or others') skills ❑ Did not indicate that they have provided staff (or others) with assignments suited to their strengths and development needs ❑ Did not indicate that they have provided staff (or others) with opportunities for career growth

OVERALL RATING FOR DEVELOPING OTHERS

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

Notes

Fostering Diversity Questions

- Describe the measures you have taken to support diversity in your unit.
  - What did you do?
  - What was the outcome?
- Describe a situation when you have actively confronted indications of discrimination or prejudicial behavior.
  - What did you do?
  - What was the outcome?

Competency: Fostering Diversity	Successful Behavioral Indicators (Validated)	Non-Responsive Behavioral Indicators
• **Fosters and values an environment in which people who are diverse can work together cooperatively and effectively in achieving organizational goals** • **Maintains a work environment that is free of sexual harassment and discrimination**	❑ Has proactively identified diversity within staff ❑ Has discussed appropriate methods of working together ❑ Has sought information from others who have different personalities, backgrounds, styles and skill sets and included them in decision-making and problem solving ❑ Has coached others on the importance of respecting diversity ❑ Has ensured that all staff understood and complied with sexual harassment prevention and anti-discrimination policies, laws, and rules ❑ Has modeled appropriate workplace behavior ❑ Has intervened promptly when inappropriate behavior occurred	❑ Did not indicate that they have proactively identified diversity within staff ❑ Did not indicate that they have discussed appropriate methods of working together ❑ Did not indicate that they have sought information from others who have different personalities, backgrounds, styles and skill sets and included them in decision-making and problem solving ❑ Did not indicate that they have coached others on the importance of respecting diversity ❑ Did not indicate that they have ensured that all staff understood and complied with sexual harassment prevention and anti-discrimination policies, laws, and rules ❑ Did not indicate that they have modeled appropriate workplace behavior ❑ Did not indicate that they have intervened promptly when inappropriate behavior occurred
OVERALL RATING FOR FOSTERING DIVERSITY		
Did Not Meet (Notes Required)	**Successful**	**Exceptional (Notes Required)**
❑	❑	❑
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 unit.
    - 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 formally and/or informally managed employee performance in the past?
    - What process have you used for performance feedback?
- Give us an example of a time when you helped others 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 unit.
    - What did you do?
    - What was the outcome?

Competency: Workforce Management	Successful Behavioral Indicators (Validated)	Non-Responsive Behavioral Indicators
Hires and retains appropriate staff, conducts workforce and succession planning **Provides feedback on performance** **Addresses employee problems** **Is a resource for career development** **Promotes health and safety in the workplace**	❑ Has actively engaged in recruitment, selection, and retention of staff ❑ Has developed hiring and recruitment packages for their unit ❑ Has participated in workforce planning efforts ❑ Has provided informal and formal feedback to improve the performance of others ❑ Has monitored, identified, and mitigated observable behaviors that were not consistent with the organizational or team success ❑ Has prepared timely Probation Reports and Individual Development Plans ❑ Has provided training opportunities within the unit ❑ Has implemented and monitored the department's policies and procedures for identifying workplace hazards and assessing risks ❑ Has informed staff about occupational health and safety and the department's occupational health and safety policies, procedures and programs	❑ Did not indicate that they have actively engaged in recruitment, selection, and retention of staff ❑ Did not indicate that they have developed hiring and recruitment packages for their unit ❑ Did not indicate that they have participated in workforce planning efforts ❑ Did not indicate that they have provided informal and formal feedback to improve the performance of others ❑ Did not indicate that they have monitored, identified, and mitigated observable behaviors that were not consistent with the organizational or team success ❑ Did not indicate that they have prepared timely Probation Reports and Individual Development Plans ❑ Did not indicate that they have provided training opportunities within the unit ❑ Did not indicate that they have implemented and monitored the department's policies and procedures for identifying workplace hazards and assessing risks ❑ Did not indicate that they have informed staff about occupational health and safety and the department's occupational health and safety policies, procedures and programs

OVERALL RATING FOR WORKFORCE MANAGEMENT

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

Notes

ADDITIONAL JOB SPECIFIC COMPETENCIES (Add One Page per Competency)

Competency:

Questions:

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

OVERALL RATING FOR JOB SPECIFIC COMPETENCY

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

Notes

OVERALL CANDIDATE RATING (Notes Required):

Did Not Meet Job Requirement	Successful	Exceptional
❑	❑	❑
Comments:		

Appendix

LEADERSHIP COMPETENCY MODEL

First 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.

- 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
- 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
- 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

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

- 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

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

- 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
- 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

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

- 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
- 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

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.

- 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

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.

- 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

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 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
- 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

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 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

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

- 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
- 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

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

- 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

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.

- 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

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.

- 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

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

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.

- 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

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.

- 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

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

- 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
- 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