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| A job competency bank is used as a comprehensive behaviorally-based performance description that allows companies to identify job specific competencies that are included in job descriptions and used in the hiring and selection process. They are used to measure and manage performance, and establish development and training plans. This is a framework that will support the development of superior performers through helping to describe what superior performance is. These competencies help identify the knowledge, skills, abilities, or other behaviors critical to success in a job role or specific function.  Goal: For each role at an organization, identify the compentencies that are needed for the role. As an example in the hiring process for an Executive Director (ED), Program Direction (PD) and Student Support Specialist (SSS) you would choose 5-8 competencies to use to build your job description and interview protocols that eventually lead in development plans and managing their ongoing performance.  Each competency listed includes a title, general definition, several measurable or observable items and then sample interview questions.   |  | | --- | |  | |  | | | | | |
| **Competency** | | **Descriptions** | **How to Validate (measurable/observable)** | **Interview Questions** | |
| Accountability & Dependability | | Takes personal responsibility for the quality and timeliness of work, and achieves results with little  oversight. | •Shows up to work on time, and follows instructions, policies, and procedures. Meets productivity standards, deadlines, and work schedules.  • Stays focused on tasks in spite of distractions and interruptions.  •Balances quality of work with meeting deadlines.  •Does not make excuses for errors or problems; acknowledges and corrects mistakes.  • Does not diffuse blame for not meeting expectations; faces up to problems with people quickly and directly.  • Accepts personal responsibility for quality and timeliness of work; achieves results with little oversight. | * Describe the busiest company you have worked for and the biggest project you worked on there. What was your role and what did you learn from the experience? | |
| Adaptability & Flexibility | | Adapts to changing business needs, conditions, and work responsibilities based on a variety of diverse situations, individuals, and groups. Openness to different and new ways of doing things; willingness to modify one’s  preferred way of doing things. | •Responds positively to change, embracing and using new practices or values to accomplish goals and solve problems.  •Adapts approach, goals, and methods to achieve solutions and results in dynamic situations.  •Copes well and helps others deal with the ongoing demands of change; sees and shows others the benefits of change.  •Recovers quickly from setbacks, and finds alternative ways to reach goals or targets.  •Manages change in a way that reduces the concern experienced by others. Clarifies priorities when leading change.  •Displays openness to different or new ways of doing things and sees multiple perspectives. | * Describe to the biggest change you have had to undergo at work (department change, reorg, large new client, etc). How was that process for you and how did you manage it? | |
| Analysis/Reasoning | | Examines data to grasp issues, draw conclusions, and  solve problems. Read a room/social cues; problem solver; ability to prioritize; detail-oriented | •Identifies key facts in a range of data. Notices when data appear wrong or incomplete, or need verification. Distinguishes information that is not pertinent to a decision or solution.  •Breaks down complex information into component parts. Sorts and groups data, and applies causal relationships. Sees underlying principles, patterns, or themes in an array of related information.  • Applies logic and complex layers of rules to analyze and categorize complicated information. Sees relationships between information in varied forms and from varied sources.  • Goes beyond analyzing factual information to develop a conceptual understanding of the meaning of a range of information. Integrates diverse themes and lines of reasoning to create new insights or levels of understanding for the issue at hand. Thinks in terms of generalized models rather than concrete details. | * How have you used data in the past in your other jobs? * Describe a situation when you had to make sure that there was complete accuracy in your work. How did you ensure this? * Walk me through a project step by step and how you had to complete it. | |
| Business Alignment | | Aligns the direction, products, services, and  performance of a business line with the rest of the organization. | •Seeks to understand other programs in the department, including their services, deliverables, and measures.  •Integrates executive direction into every decision and consultation.  •Advocates for and positively represents other programs and services when working with customers and stakeholders. | * How do you come into an organization and understand how they “do business”? Once you understand the business how do you help other leaders “connect the dots”? | |
| Change Leadership | | Manages, leads, and enables the process of change and transition while helping others deal with the  impacts. | •Recognizes and communicates the potential benefits of change.  •Recognizes and manages the challenges that can accompany change.  •Encourages others to value change.  •Develops improved ways of doing things, including new approaches or methods. | * What is the biggest change you have gone through? What was your part in the change and how did you help other navigate it? | |
| Coaching & Mentoring | | Enables co-workers to grow and succeed through feedback, instruction, and encouragement. | •Helps others identify key goals and use their talents to achieve those goals. Sees others’ potential and strengths, and works to build on them.  •Takes time to observe behaviors that contribute to or detract from others’ success. Highlights performance strengths and weaknesses by giving factual, specific, non-judgmental feedback.  •Builds relationships with teammates so that coaching efforts are received in a positive, developmental manner. Takes steps to learn the work interests and career goals of teammates.  •Actively supports others stretching beyond their comfort levels and trying new techniques that may enhance success. Coaches for incremental, one-step-at-a-time improvements, offering praise and recognition as each step forward is made.  •Encourages repeating and building upon areas of strength, and dissects areas that may be improved. Suggests methods and gives examples that provide a roadmap to improved performance.  •Models success behaviors, a high performance work ethic, and constant self-improvement. | * When you work with a new group of people, how do you get to know their strengths and weaknesses? How do you support them in their professional growth? | |
| Communication | | Listens to others and communicates in an effective manner, Open and honest | •Ensures that others involved in a project or effort are kept informed and developments and plans.  •Ensures that important information from management is shared with employees and others as appropriate.  •Ensures that regular consistent communication takes place where necessary.  •Gives and receives constructive feedback. | * When leading a project, how have you been able to keep others informed about changes, problems, or developments in the process? * Describe a situation where you wish you communicated better? How would you do it differently the next time? * What’s the biggest mistake you have made at work in regards to communication? What did you learn from it? | |
| Confidence | | A matured and justified self-belief in one’s ability to do the job, and the conveyance of that belief. | •Provides an opinion or advice when appropriate.  •Takes a decisive course of action.  •Expresses beliefs with conviction.  •Seeks new challenges and willingness to take on challenges with appropriate independence.  •Conveys confidence in own knowledge or decisions. | * Tell me about a time at work when you decided on a course of action that you felt was the right decision. Explain the circumstances and why you made the right choice. | |
| Creative & Innovative Thinking | | Develops fresh ideas that provide solutions to all types of workplace challenges. | • Sees old problems in new ways and has novel approaches to solving those problems.  •Contributes original and resourceful ideas in brainstorming sessions.  •Connects seemingly unrelated ideas, events, and circumstances to find global solutions to individual problems.  •Sees opportunities for creative problem solving while staying within the parameters of good practice. Generates unique but workable and useful solutions to difficult problems.  •Thinks in terms of desired outcomes, not just reactive, quick solutions. Finds ways to turn the ideal into reality. Experiments with new ideas, methodologies, and procedures. | * Explain a problem you have had at work and how you have had to think “outside the box” to get a solution. * When have you contributed to solving a problem that was outside of your department but effected your job? | |
| Customer Focus | | Builds and maintains customer satisfaction with the products and services offered by the organization; provides excellent service to internal and external  Customers. | •Can describe customers’ business and expectations. Shows interest in, anticipates, and responds timely to customer needs.  •Focuses on the customer’s business results, rather than own. Goes beyond basic service expectations to help customers implement complete solutions.  •Delivers products and services when and where the customer needs them. Explores options when unable to deliver a requested product or service, and pursues solutions until the customer is satisfied.  •Provides to customers status reports and progress updates. Seeks customer feedback and ensures needs have been fully met.  •Seeks ways to improve service delivery. Assesses the organization and its services from the customer’s point of view. Emphasizes a team approach to providing great customer service.  •Recognizes adverse customer reactions and develops better alternatives.  •Presents a positive disposition when interacting with customers. | * Describe a time when you exceeded a client, student or vendor’s expectation. What did you do to achieve that outcome? * Tell about the worst client experience you’ve had to handle. What did you do and what was the outcome? * Describe a time when you could not meet a client’s expectations? How did you relay the info, how did they react and how do you handle their reaction if it was negative? * In the past, what methods have you used to really understand the underlying needs and concerns of a customer, vendor, student or stakeholder? | |
| Decision Making & Judgment | | Makes timely, informed decisions that take into account the facts, goals, constraints, and risks. | •Gathers data and others’ input when making decisions. Considers lessons learned from experience, differing needs, and the impact of the decision on others.  •Displays balanced thinking, combining wisdom, analysis, experience, and perspective when making decisions or producing results.  •Finds solutions that are acceptable to diverse groups with conflicting interests and needs.  •Takes charge of a group when it is necessary to facilitate change, overcome an impasse, or face issues so that a decision can be made.  •Weighs the pros and cons of each option before making a decision and moving forward.  •Can explain the rationale for a decision.  •Makes necessary decisions even when information is limited or unclear.  •Learns from the consequences of decisions. | * What has been the most difficult decision you’ve had to make? What facts did you consider? How did you reach your decision? * Tell me about a time when you had to deliver bad news and how you did it.  |  | | --- | |  | | |
| Developing Others | | Willingness to delegate responsibility, work with others, and coach to develop their capabilities. | •Provides helpful, behaviorally specific feedback to others.  •Shares information, advice, and suggestions to help others be more successful; provides effective coaching.  •Provides assignments that will develop others’ abilities and competencies.  •Meets with employees regularly to review developmental progress.  •Expresses confidence in others’ ability to be successful. | * In a team setting, how do you ensure that everyone does their part? When they are not, how do you help them contribute? | |
| Development & Continual Learning | | Displays an ongoing commitment to learning and self-  improvement; desiring and making an effort to acquire new knowledge or skills for work. | • Curious.  •Applies own talents to work assignments, and hones the competencies needed in current job.  •Looks for better ways to perform routine aspects of job or assignments.  •Asks for and uses feedback to improve performance.  •Seeks and acquires new competencies, work methods, ideas, and information that will improve own efficiency and effectiveness on the job.  •Sees failure as an opportunity to learn from past results, and continues to learn and grow. | * If you had an opportunity to go back to school, what would you go for and why? * Describe a time when a project that you lead did not go as anticipated. What would you differently the next time? | |
| Empowering Others | | Conveying confidence in employees’ ability to be successful, especially with new and challenging tasks; allowing employees freedom to decide how they will  accomplish their goals and resolve issues. | •Gives people latitude to make decisions in their own sphere of work.  •Expresses confidence in the ability of others to be successful.  • Allows others to make decisions or take charge.  •Encourage groups or individuals to resolve problems on their own; avoids prescribing a solution. | * How do you lead the teams you work with? * How do you motivate other team members to do their part on a project or to meet a goal? | |
| Enforcing Laws, Rules, & Regulations | | Enforces laws, rules, and regulations, and initiates  enforcement actions in a way that the public perceives as fair, objective, and reasonable. | •Clearly explains laws, rules, and regulations, as well as what constitutes a violation.  •Objectively applies “the letter of the law” during all interactions, yet clearly understands “the spirit of the law” when deciding if enforcement action is needed. Exhausts other options, such as seeking voluntary compliance, before resorting to enforcement action.  •Recognizes situations that warrant assertive action and moves forward without hesitation. | * Everyone has rules we have to obey (not to speed, etc.), how do you get your team to understand what the required “rules”? what do you do when they do not follow them? * How do you get your team to buy into the regulations you have to follow? | |
| Ethics & Integrity | | Earns others’ trust and respect through consistent honesty and professionalism in all interactions. | •Respects and maintains confidentiality.  •Tells the truth and is honest in all dealings.  •Keeps promises and commitments made to others. Does the right thing, even when it is difficult. Does not yield to pressure to show bias or manipulate others.  •Avoids situations and actions considered inappropriate or which present a conflict of interest.  •Does not misrepresent self or use position or authority for personal gain.  •Takes responsibility for own work, including problems or issues. | * Give me an example of a time when you felt you had to compromise your integrity and how did you handle it? * What is the biggest mistake you have ever made at work? | |
| Excellence | | Seeks superior outcomes without being a perfectionist  Strives to big goals and outcomes  Owns It | * Work goes above and beyond the average standard on a consistent basis * Take responsibility for all actions (whether good or bad) | * Give me an example of a time when your work was above standard and how was it determined that it was great quality? What were the details that made it great and what was your role v. team? * Give me an example of a time when your work was below standard. What did you and what did you do to improve for next time? | |
| Facilitating Groups | | Enables cooperative and productive group interactions. | Performance Statement Examples  •Prepares for group meetings by identifying the key issues, goals, and stakeholder expectations. Identifies resources that are most likely to help the group with its task. Clarifies the agenda and objectives, and allocates time for topics.  •Leads the group in its initial stages, outlining issues, communicating direction and desired outcomes, and helping participants understand their tasks, roles, and contributions to the process.  •Engages all members in the discussion. Builds on the ideas of contributors, while ensuring other members are not overwhelmed or discouraged from giving input.  • Sees when the group is off-track and redirects the conversation toward productive channels.  •Guides the discussion of complex or divisive issues to help members develop insights and remain engaged with the task.  •Allows ownership of the process by group members. | * Have candidate do a mock facilitation with a topic and a group of people | |
| Fiscal Accountability | | Follows fiscal guidelines, regulations, principles, and standards when committing fiscal resources or processing financial transactions. | •Handles currency carefully and attentively. Verifies the authenticity of money, recognizes when it is suspect, and takes action to confirm its value before completing any transactions.  • Safeguards fiscal resources, and adheres to all internal control procedures designed to prevent and detect theft or misuse of funds. Remains alert to security breaches and reports problems. Seeks ways to improve internal controls.  •Keeps current on fiscal procedures, principles, standards, rates, etc.  •Ensures all financial data is properly calculated and reported.  •Responsibly allocates and accounts for the use of fiscal resources, weighing alternatives and their benefits.  •Monitors budget usage and ensures critical costs are covered. | * Describe your past experience with budgets. Be as detailed as you can. * Describe a time when you suspected you were going to go over budget. How did you evaluate the necessary adjustments that needed to be made? | |
| Fundraising | | Sales Oriented, Influencer | * Skillfully able to ask for money after building a trusting relationship with board members, local community members * Understands the identification process based on industry. Able to articulate ways in which to identify donors and drive organization and themselves to make those connections * Competent in cultivation and solicitation process. Shown through past experiences. * Shows progress in fundraising process by regularly staying in touch with donors. * Able to retain donors and assist management in forecasting when grants/contracts are ending. * PROVEN track record in obtaining gifts-validate through numerous sources | * Tell me about the largest gift ask you have made. Walk me through the steps. Did you get the gift? Why or why not? (Answer should include donor identification, cultivation, solicitation and acknowledgement) * How do you model fundraising for your board members? And how do you best utilize your board in the fundraising process? * Describe how you have built connections in your local community. | |
| Influencing Others | | Influences others to be excited and committed to furthering the organization’s objectives, ideas, programs or causes; ability to gain other’s support for ideas, proposals, and solutions. | •Inspires and persuades others to voluntarily follow direction, pursue and achieve goals, and adopt new positions or opinions.  •Promotes the creation of shared mission, vision, and values, and uses those principles to guide actions.  •Actively promotes and solicits support for a program or cause. Builds credibility as a representative by demonstrating personal commitment and sharing information  •Displays a positive attitude about the work to be done, co-workers, customers, management, and employer policies.  •Addresses issues in an open, constructive, professional manner, and persuades others to approach issues in the same manner.  •Leads by example and sets standards for professional behavior. Helps those in need of assistance, regardless of rank.  •Shows dedication in completing the work that must be done.  •Enlists experts or third parties to help influence others.  •Displays passion for the cause, and sparks that same passion in others. | * Describe why this organization mission is important to you . How does it similar to other causes you have felt passionate about? | |
| Initiative | | Recognizes situations that warrant initiative and moves  forward without hesitation; reasonably resolves issues, problems, or situations. | •Identifies what needs to be done and takes action before being asked or required.  •Takes independent action to change the direction of events or to achieve positive results.  •Does more than is normally required in a situation.  •Seeks out others to learn perspectives and takes action based on input. | * Tell me about a time when you were proactive & solved a potential problem before consequences occurred. * Describe your most recent team, what role did you play and what did you like about that? | |
| Interpersonal Skills | | Gets along and interacts positively with co-workers and others; understands and relates to others. | •Understands and listens to the interests and concerns of others.  •Finds non-threatening ways to approach others on sensitive issues.  •Notices and interprets what others are feeling, based on their choice of words, tone of voice, expressions, and other nonverbal behavior. | * Describe your communication style when interacting with co-workers. How do you communicate with someone who is opposite of you in your communication style? | |
| Interviewing Others | | Asks questions in ways that enhance the clarity, quality, and reliability of information. | •Plans the interview process in advance, identifying the key information to collect. Documents all interactions as they happen.  •Puts the interviewee at ease, and ensures he or she understands the process and its purpose. Develops trust to obtain honest responses.  •Asks direct, focused, and logically ordered questions that comply with all legal or policy requirements. Tactfully broaches sensitive subjects.  •Spots when initial answers are insufficient. Asks clarifying questions that get to the heart of issues or that supply needed information. Sees when to doubt or verify information. | * Have candidate explain their part in the hiring process. Have them explain how they develop questions to ask applicants and how they get all necessary information they need to determine they are the best fit for the role. | |
| Leadership | | Promotes organizational mission and goals, and shows the way to achieve them. | •Creates a positive work environment where all staff are motivated to do their best.  •Conveys confidence in a group’s ability to prevail over challenges to reach its goals.  •Links mission, vision, values, goals, and strategies to everyday work.  •Sees the potential in others and takes opportunities to apply and develop that potential.  •Takes calculated risks or tries a fresh approach to improve performance or reach a challenging goal.  • Sets clear, meaningful, challenging, and attainable group goals and expectations that are aligned with those of the organization.  •Suggests and asks for others’ ideas to improve quality, efficiency, and effectiveness. | * Describe what leadership means to you. * Describe how your boss and co-workers see you. How is that view similar or different? | |
| Listening | | Understands and learns from what others say. | •Gives the speaker undivided attention and appears interested in the message (e.g., maintains eye contact, nods).  • Attends to verbal and non-verbal cues that create a deeper understanding of the message.  •Allows others to speak without unnecessarily interrupting them.  •Asks clarifying questions that elicit clearer or more detailed information.  •Confirms understanding by paraphrasing or summarizing what others have said. | * Ask the interviewee to paraphrase something you tell them that is scenario based * Provide coaching/feedback during their interview and see if they are able to incorporate it. | |
| Managing Projects or Programs | | Structures and directs others’ work on projects or programs. | •Ensures the project’s or program’s goals, purpose, and criteria for success are clear defined. Clarifies the related roles and responsibilities, deliverables, milestones, limits for independent decision-making, and needs and desires of the primary customers.  •Ensures needed resources and skill sets among staff are available.  •Evaluates progress and success against performance standards. Appraises and resolves deficiencies and challenges. Ensures deadlines are met and keeps stakeholders informed of project/program status. | * Please describe the largest project you have managed in your career. Please tell us how you planned, managed the team and got the desired results you were seeking. | |
| Mediating Disputes | | Helps others resolve complex or sensitive  disagreements and conflicts. | •Maintains an objective, neutral stance. Shows respect for the needs and perspectives of all sides in the dispute.  •Clarifies the issues, interests, and objectives of each party. Helps parties see things from each others’ perspectives.  •Helps others find common ground and viable solutions that meet their needs. | * How have you worked through conflict that are occurring with others you have worked with? What steps did you take to get a desired outcome? | |
| Negotiating Agreements | | Reaches deals or compromises. | •Presents interests in ways that foster the understanding and resolution of problems. Seeks to understand others’ interests.  •Gains other parties’ trust by being honest, respectful, and sensitive to their needs. Knows when to be gentle and when to be assertive, and acts accordingly. Avoids ultimatums.  •Questions and counters others’ proposals without damaging relationships. Explains ideas or positions that gain acceptance or agreement. Works from facts and a strong knowledge base.  •Remains open to many approaches to address needs or resolve issues. Seeks suggestions | * Describe your experience in negotiating contracts. How do you ensure that you able to meet the needs or your team and your organization while ensuring your obtain the funding required. | |
| Organizational Awareness & Political Savvy | | Uses knowledge of the workings, structure and culture of the organization and political climate to solve problems and accomplish goals. | •Understands how the roles, products, and services of own work unit relate to and impact those of other work units. Sees the interrelationships between parts of the organization.  •Applies to issues knowledge of the mission, values, resources, culture, systems, and business strategies to find solutions that best serve the organization and its customers. Knows the reasoning behind key policies, practices, and procedures, and seeks exceptions when needed to achieve goals.  •Capitalizes on both formal channels and informal networks to achieve goals. Forms alliances with key players to get things done. | * Describe how you get to know a new company when you go to work for them. How do you build relationships with other departments, team members, management, etc. * When you find out information that may effect others outside of your department, how do you go about sharing that information? | |
| Planning & Organizing | | Defining tasks and milestones to achieve objectives, while ensuring the optimal use of resources to achieve those objectives. Coordinates ideas and resources to achieve goals. | •Identifies the sequence of tasks and the resources needed to achieve a goal, and prioritizes key action steps. Anticipates the impacts and risks of decisions and actions.  •Seeks and uses others’ input about critical actions, timelines, sequencing, scope, methodology, expected outcomes, and priorities. Sees potential challenges and opportunities, and adjusts plans based on input.  •Creates realistic schedules for projects and follows them. Evaluates progress against schedule and goal objective.  •Evaluates proposed actions and timelines against organizational mission and values. Integrates the current plan with other plans as needed to achieve the overall mission. | * Tell me about your typical day? How do you establish priorities for your work? * When confronted with a new objective, how do you determine what needs to be done first? | |
| Problem Solving | | Resolves difficult or complicated challenges. | •Breaks down problems and identifies all of their facets, including hidden or tricky aspects.  •Shows insight into the root-causes of problems. Generates a range of solutions and courses of action with benefits, costs, and risks associated with each.  •Probes all fruitful sources for answers, and thinks ‘outside the box’ to find options. Uses the good ideas of others to help develop solutions. Seeks advice from those who’ve solved similar problems.  •Tests proposed solutions against the reality of likely effects before going forward  •Evaluates the chosen course of action after it has been implemented to determine its worth and impacts. | * How do you handle things when something goes wrong or you can’t get to what you want to do in one day? * Tell me a time when you had multiple requests from different sources simultaneously and how you prioritized your work to meet all the different needs. * In your current role, how have you improved a process? | |
| Providing Consultation | | Partners with clients to identify and resolve complex or sensitive issues. | •Eagerly engages clients in identifying issues, options, and desired outcomes. Develops a clear picture of the needs and best options from the client’s perspective.  •Identifies resources and potential solutions that are practical and effective.  •Helps clients navigate complex or sensitive issues, keeping the client’s best interests in mind and advising on best practices.  •Acquires a keen perspective on the client's business and operational needs. Uses that broadening view to help resolve more complex and difficult issues, and to proactively anticipate new client needs. | * Describe how you get others to see your point of view when they do not agree with you. * If you were to walk into another organization that was seeking your area of expertise, how do you advise them to make changes as you some drastic changes that need to be made fast. | |
| Relationship Building | | Builds constructive working relationships characterized  by a high level of acceptance, cooperation, and mutual respect.  service/customer focused; collaborative; integrative; aligned; helpful. | •Maintains an open, approachable manner, and treats others fairly and respectfully. Preserves others’ self-confidence and dignity, and shows regard for their opinions.  •Builds rapport by listening to, discussing and negotiating with, and rewarding, encouraging, and motivating others.  •Asks questions to identify shared interests, experiences, or other common ground; takes time to get to know co-workers to build rapport and establish a sense of community and belonging.  •Seeks to resolve confrontations and disagreements constructively. Focuses on the situation, issues, or behaviors, rather than the people.  •Expresses gratitude and appreciation to others who provide information, assistance or support.  •Demonstrates a balance between building rapport and getting the work done. | * How do you balance the needs of multiple constituents on your team? * What have you found to be the best way to engage with all stakeholders to let them know about changes, or challenges that may occur? * Tell me what is more important: process or a solution? | |
| Researching Information | | Identifies, collects, and organizes data for analysis and decision-making. | •Knows where and how to access the right data for the assignment. Pursues leads for additional sources of information.  • Screens out irrelevant and vague information, keeping the high-quality data. Questions the limits, quality, and accuracy of data; digs for details and confirms suspect data.  •Clearly documents sources, and organizes the information according to the research needs.  •Knows when more information is needed and when enough has been collected to reach a conclusion.  •Finds the trends and relationships in the emerging fact pattern, and identifies new or related lines of research that lead to more successful or complete conclusions. | * Describe how you find necessary information that you may need that is not initially available to you. * How do you determine what information is important and what is just “noise”? | |
| Results Focus | | Focuses on results and desired outcomes and how best to achieve them in order to get the job done. | •Sets high goals and works doggedly to achieve them. Pushes self and others to reach milestones.  •Looks for opportunities to help move a project along; volunteers to help others with projects or assignments.  •Sees when analysis and discussion have served their purpose and moves to action.  •Responds to setbacks with renewed and increased efforts; is persistent in the face of difficulty.  •Willingly puts in extra time and effort in crisis situations; goes the “extra mile” to ensure the goal is met. | * Describe the biggest accomplishment you have had at work. How did you achieve this accomplishment? * What’s more important the process or the desired results? * What’s the biggest set back you have had and how did you overcome it? | |
| Risk Management | | Identifying, assessing, and managing risk while striving to attain objectives. | •Assessing the risk while considering the objectives and parameters of the organization.  •Identifying levels of risk and communicating to the group, stakeholders, or sponsors suggested options for achieving the objective with a shared-understanding of the risks. | * Do you consider yourself a risk taker or a risk manager? | |
| Self Management | | Manages own time, priorities, and resources to achieve goals. | •Prioritizes tasks by importance and deadline. Discerns what is crucial from what is just urgent. Adjusts priorities as situations change.  •Focuses time and effort on key tasks. Groups related tasks to be more efficient. Easily transitions between tasks and picks up where left off when interrupted.  •Makes reasonable estimates of resource needs to achieve goals or complete projects. Uses sound methods to plan and track work, appointments, and commitments. Evaluates progress on tasks and adjusts work style as needed. | * How do you stay organized and manage your day? What do you do when you have something unexpected come up? | |
| Speaking | | Conveys ideas and facts orally using language the  audience will best understand. | •Uses correct vocabulary and grammar.  •Presents information clearly, concisely, and logically. Focuses on key points.  •Gives the listener time to process information and ask questions.  •Reads others’ body language, and adjusts tone and style accordingly.  •Captures and holds others’ attention. Uses language, inflection, pauses, and body language for increased impact. | * Watch for this through observations in all parts of interactions (phone screens, interview, presentations, etc.) | |
| Staff Management | | Manages staff in ways that improve their ability to succeed on the job. | •Aligns the right work with the right people; delegates tasks according to people’s strengths and interests.  • Ensures staff have the skills and resources to get things done. Provides staff with coaching, training, and opportunities for growth to improve their skills.  •Gives staff ongoing, constructive feedback on their performance and progress in light of expectations and goals. Holds timely discussions and performance reviews.  •Lets staff know what is expected of them and holds them accountable. Differentiates between high and low performance. Rewards and recognizes hard work and results. Addresses performance issues promptly and corrects poor performance.  •Works to create a strong team. Treats all staff fairly and consistently. Shares accountability when delegating. Involves staff in setting their performance goals.  •Balances guiding the others’ actions with granting authority for decision-making within set limits. Provides direction when needed without micro-managing.  •Creates and nurtures a performance-based culture that supports efforts to accomplish the organizational mission and strategic objectives. | * How do you successfully manage your staff to success on a daily, weekly and ongoing basis? * How do you hold your team accountable? | |
| Strategic Vision | | Sees the big, long-range picture. | •Sees where current trends will lead, and how they may influence the organization’s direction.  •Forms and articulates a clear picture of the future the organization should strive for. Explains why that future is important and how current decisions make or break the chance to reach it.  •Analyzes options and decisions based on long-term pay-offs or outcomes.  •Translates the vision for a program or organization into clear strategies. | * How do you ensure you see the “big picture” and not stay in the weeds? * How do you translate strategic vision to your team? | |
| Stress Tolerance | | Maintains composure in highly stressful or adverse situations. | •Handles high workloads, competing demands, vague assignments, interruptions, and distractions with poise and ease.  •Remains steady or thrives under pressure, using it to fuel productivity and efficiency.  •Stays calm and maintains focus in turbulent, threatening, or emergency situations. Makes rational decisions and continues to perform effectively.  •Provides direction in crisis situations. Defuses potentially violent people or situations, calming others and removing them from harm. | * What methods do you use to manage your stress? * How do you balance the strategic needs of your role versus the daily tasks that need to be completed? * When others are stressed how do you assist in calming them down? | |
| Tact | | Diplomatically handles challenging or tense interpersonal situations. | • Strives to understand the data, the people, and their views before making decisions and taking action.  •Works through difficult or awkward interpersonal situations in a positive manner. Broaches sensitive issues ways that allows rational and open discussion.  •Focuses on issues and interests instead of people or positions, even when personally attacked.  •Delivers tough messages with sensitivity to minimize the negative impact on others; critiques constructively.  •Thoughtfully intervenes in conflicts to improve communication, diffuse tension, and resolve problems. Seeks to find common ground and preserve relationships. | * What the biggest social mistake you have made at work? What would you differently now? * How do you deliver hard information that you agree with, but many others may not? | |
| Team Leadership | | Manages and guides group efforts by providing guidance, direction, and support for the purpose of achieving a goal. | •Recognizes and celebrates the achievements of the individuals or the group.  •Acknowledges and thanks people for their contributions.  •Openly shares knowledge and resources and encourages others to do the same.  •Expresses pride in the team and encourages people to feel good about their collective or  individual accomplishments.  •Willingness to independently support and encourage colleagues.  •Demonstrates inclusion and actively supports team working and team spirit.  •Helps remove barriers to team productivity and success. | * How do you manage the team you lead? * What is your biggest challenge leading your current team? What do you wish you were able to do better? | |
| Teamwork | | Promotes cooperation and commitment within a team to achieve goals and deliverables. For managers, diplomatically handles challenging or tense interpersonal situations. | •Listens and responds appropriately to other team members’ ideas.  •Offers support for others’ ideas and proposals.  •Expresses disagreement constructively (e.g., by suggesting alternatives that may be acceptable to the group).  •Provides assistance to teammates when they need it.  •Gives honest and constructive feedback and shows willingness to receive feedback from peers.  •Encourages team unity through sharing information or expertise, working together to solve problems, and putting team success first.  •Ensures joint ownership of goal setting, commitments, and accomplishments. Involves everyone on the team. | * Tell me about a time that you were frustrated with a co-worker and what you did about it. * What do you think is the most difficult aspect of working with others on tasks or projects? * Describe a time when you worked within a group that had no real leadership. What happened? * Describe the type of manager that works with your style? Why? * Describe your most recent team, what role did you play and what did you like about that? * When working with a team, describe the team members who work best with you. Why? * Describe the workplace culture where you are now? What do you like about this and what would you change? | |
| Technology Skills | | Microsoft office; understand how web browsers work; ability to input data |  | * Describe what technologies you use and in what capacity?   Give me some examples of when in your career have you worked on projects that involved a variety of software’s. | |
| Thoroughness | | Ensures that work is complete and accurate;  independently follows up with others to ensure that agreements and commitments have been fulfilled. | •Takes action to verify information, checks for accuracy and completeness.  •Develops and uses systems to organize and keep track of information, work requests or progress.  •Adopts procedures to ensure high-quality of work.  •Prepares for meetings and presentations.  •Organizes information or materials for others. | * What process do you follow to ensure you work is accurate? * How do you prepare for a meeting that you are running? | |
| Training & Presenting Information | | Formally delivers information to groups. | • ‘Sets the stage’ for optimal learning. Comes prepared, and gauges the audience’s level of  knowledge. Tailors the teaching style to the audience.  •Combines exercises, group discussions, lecture, and other methods to meet diverse learning styles. Uses props, slides, and other presentation aids well.  •Interacts with the audience, reading body language, gathering feedback, and holding their attention. Sees when listeners fail to grasp critical concepts and take steps to ensure comprehension. Uses individuals’ strengths to help them learn.  •Gives adequate attention to individuals without neglecting the group as a whole.  •Seeks ways to enhance the learning experience. Ensures that content is current, and that activities are engaging and effective. | * Ask applicant to do a mock training or presentation of information. | |
| Valuing Diversity | | Helps create a work environment that embraces and appreciates diversity. | • Sees the value of cultural, ethnic, gender, and other individual differences in people. Creates an environment of learning about, valuing, encouraging, and supporting differences.  •Seeks different points of view and leverages diverse perspectives in group processes and decision-making. Checks own views against the views of others.  •Supports fair treatment and equal opportunity for all. Listens to and objectively considers the ideas/input of others. Respects the talents and contributions of all individuals.  •Strives to eliminate barriers to achieve diversity; ensures that new barriers to achieving diversity are not built. | * Describe how you include all members of your team. | |
| Writing | | Conveys ideas and facts in writing using language the reader will best understand. | •Uses correct vocabulary, spelling, grammar, and punctuation.  • Composes clear, direct, concise, complete messages.  •Chooses the most effective and meaningful form to express ideas and information. Uses bullet points, tables, or other tools to organize and present detailed or complex information.  • Adapts the content, tone, style, and form to suit the needs of the reader, the subject, and the purpose of the communication. Uses plain talk to explain complex or technical concepts. | * Ask applicant to provide a writing sample or provide past documents they have written/published. | |
| *Adapted from competency models developed by and for WA State Government.* | | |  |  | |
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