

Note to the Supervisor:

This Dictionary is a reference tool only. It does not nor is intended to replace the discussion and agreement between the supervisor and employee on the important skills and/or behaviors to be used on the job.

The Dimensions and Key Behaviors selected must be job-related. In other words, using a particular dimension must directly help achieve a Results Expectation.

It is also important that the supervisor attend the Performance Matters training before using this Dictionary.

Foreword

In order to establish Dimensions for a job, the first step is to identify the Key Responsibilities/Results, or "what" the employee is expected to accomplish. Dimensions which support the Key Responsibilities/Results can then be selected from the Dictionary of Dimensions. The following information may be helpful in selecting dimensions. There usually are five to seven dimensions for any single job.

This Dictionary of Dimensions is intended to be used only as a reference tool. There are 41 generic dimensions listed describing the work being done across all of Kentucky State Government. In addition to the "Table of Contents" on Page 1, there is a "Listing of Dimensions by Level" on Pages 2 and 3 separating the supervisory dimensions from those which apply to the work done in non-supervisory positions. The "Cross-reference List of Familiar Terms" on Pages 4 and 5 suggests several possible dimensions which could be used for specific terms describing the behaviors practiced on the job.

The dimensions are listed one per page beginning on Page 6. The format is the same for each of the 41. It is as follows:

- A. Title and definition of the dimensions.
- B. Paragraph describing their use in State Government. Sometimes a second paragraph is provided which clarifies how this dimension could be distinguished from another dimension.
- C. A list of "Key Behaviors" is then presented, which provides generalized samples of behaviors that could be exhibited by workers in Kentucky State Government.
- D. "Key Words" are provided at the bottom of the page to help supervisors and employees select the most appropriate dimensions for the job being done.

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Cross-reference List of Familiar Terms

TERMS <i>If you are thinking of work-related characteristics or labels such as</i>	DIMENSIONS <i>Then, look at the definitions for:</i>
Action-oriented	Creativity/Innovation, Decisiveness, Energy, Initiative, Tolerance for Stress, Work Standards
Assertive	Decisiveness, Initiative, Leadership/Influence, Negotiation
Big picture	Judgment, Sensitivity, Strategic Analysis
Bright	Analysis, Creativity/Innovation, Judgment, Technical Professional Knowledge
Calm	Judgment, Leadership/Influence, Sensitivity, Tolerance for Stress
Conscientious	Attention to Detail, Integrity, Work Standards
Defensive	Tolerance for Stress
Dependable	Performance Stability, Work Standards
Diplomatic	Leadership/Influence, Negotiation, Organizational/Sensitivity, Sensitivity
Durable	Resilience, Tolerance for Stress
Enthusiastic	Creativity/Innovation, Energy, Initiative
Even-tempered	Judgment, Leadership/Influence, Sensitivity, Tolerance for Stress
Experienced	Judgment, Leadership/Influence, Organizational/Sensitivity, Sensitivity, Tolerance for Stress
Follow-up	Delegation
Go-getter	Energy, Initiative
Good first impression	Impact, Leadership/Influence, Oral Communication, Oral Presentation, Written Communication
Hard worker	Energy, Initiative, Work Standards
Impact	Leadership/Influence, Sensitivity, Impact
Intolerant of others' views	Decisiveness, Judgment, Organizational/Sensitivity, Sensitivity
Lets paperwork slide	Attention to Detail, Delegation, Planning and Organizing, Work Standards
Logical	Judgment

Negotiator	Judgment, Leadership/Influence, Negotiation
Nitpicker	Analysis, Attention to Detail, Judgment
Offensive	Judgment, Leadership/Influence, Organizational/Sensitivity, Sensitivity, Tolerance for Stress
People management	Delegation, Development of Employees, Leadership/Influence
Polished	Communication, Oral Presentation, Written Communication
Precise	Attention to Detail, Planning and Organizing, Work Standards
Problem solver	Analysis, Creativity/Innovation, Decisiveness, Initiative, Judgment
Quick study	Analysis, Creativity/Innovation, Judgment, Technical/Professional Knowledge
Quick to attack others	Judgment, Leadership/Influence, Organizational/Sensitivity, Sensitivity, Tolerance for Stress
Seasoned	Judgment, Leadership/Influence Organizational/Sensitivity, Sensitivity, Tolerance for Stress
Self-confidence	Decisiveness, Impact, Leadership /Influence, Oral Communication, Oral Presentation
Self-starter	Energy, Initiative
Self-sufficient	Tolerance for Stress
Sense of urgency	Decisiveness, Delegation, Energy, Initiative, Judgment, Planning and Organizing
Smooth	Impact, Leadership/Influence, Oral Communication, Oral Presentation, Written Communication
Stick-to-it-iveness	Energy, Resilience, Tenacity
Team player	Integrity, Judgment, Organizational/Sensitivity, Sensitivity, Teamwork (Cooperation)
Thorough	Attention to Detail, Planning and Organizing, Work Standards
Time management	Delegation, Planning and Organizing
Tough	Resilience, Tolerance for Stress
Unable to take criticism	Tolerance for Stress

Adaptability -- Remaining effective while dealing with different people or in various situations, tasks, and responsibilities.

Many jobs in State Government require employees to be effective in various situations. Some jobs involve a wide range of tasks while other jobs require work with clients and/or individuals who have different cultural, social, and economic backgrounds.

Key Behaviors:

- Fits in with different types of people at all levels of the organization.
- Moves from a line job to a staff role (or vice versa) or a non-supervisory to supervisory role and remains effective.
- Remains effective despite changes in job (e.g., new organizational structure, new supervisor, new department, new procedures or systems, cultural or legislative changes, and conflicting priorities).
- Deals effectively with various groups, clients, or individuals being served.
- Moves through a variety of tasks requiring different approaches, knowledge, and concerns.
- Moves from one job priority to another as required by internal and external demands
- (General Assembly or other outside forces).
- Is not shaken by new or unexpected situations.

Key Words -- change, variety, adapt, unexpected, foreign, different, flexibility

Analysis -- Relating and comparing data from different sources, identifying issues, getting relevant information, and identifying other ways of doing things.

All jobs call for some degree of analysis to evaluate a situation and find problems or opportunities -- or, to anticipate *potential* problems or opportunities. The people in these jobs must be able to do two things. First, they must gather and analyze the facts that will show the critical issues of a problem or opportunity. Second, they must find the most likely causes and possible solutions.

There are many kinds of analysis: financial, quantitative, operational, organizational, staffing, and scientific. Each requires different ways of finding causes and solutions.

Key Behaviors:

- Finds/Obtains the right information.
- Uses the correct methods to get information.
- Asks the right questions.
- Identifies causes of problems and effects of solutions.
- Looks for more information.
- Looks at underlying problems or opportunities.
- Considers all information; sees trends and relation ships.
- Uses the advice and know-how of experts.
- Arranges information quickly and orderly.
- Simplifies complicated information.
- Calculates correctly.
- Understands and uses analytical terms and concepts correctly.
- Knows when to use a computer for analysis.

Key Words -- relate, compare, cause, effect, identify, investigate, question, associate, correlate, determine, symptoms, problems, opportunities, troubleshoot, gather, compile, diagnosis.

Attention to Detail -- Is thorough in accomplishing a task with concern for all the areas involved, no matter how small.

Some jobs need people who can handle both the small and large parts of a task. Such individuals won't overlook what needs to be done and can be depended on to do each task accurately and completely.

Key Behaviors:

- Keeps a project checklist, covering all the details that might be overlooked.
- Checks, and rechecks work for mistakes before sending out.
- Follows procedures exactly to make sure all parts of a job are completed.
- Compares finished work to what is expected.
- Performs routine or repetitious tasks with care and attention.
- Reviews work carefully for completeness and accuracy.
- Makes sure equipment is working before it is needed in a project.

Key Words -- checklist, review, accuracy, orderly, errors, omissions, precise, thorough

Coaching -- Helping employees develop their knowledge and skills; providing timely feedback, guidance, and training to help them reach goals.

The effort put into coaching will pay off for the employee, the supervisor, and the Kentucky. Effective coaching helps avoid performance and work habit problems, while building the confidence, commitment, and skills people need to handle their work and achieve their performance expectations. When people work more effectively, productivity increases and there is more time to complete the important aspects of the job.

Coaching focuses on improving performance day-to-day and is done on an individual basis.

Key Behaviors:

- Gives employees specific examples of behavior demonstrating their strengths and development needs.
- Asks for employees' help in discovering and solving performance or work habit problems.
- Coaches and reinforces as necessary.
- Delegates work to provide development opportunities.
- Gives employees feedback on their performance immediately when needed.

Key Words -- train, support, feedback, facilitate

Collaboration (Building Work Relationships) -- Working effectively with others, outside the line of formal authority, to accomplish organization goals and to identify and resolve problems.

Individuals often find themselves in the middle of challenging relationships that require great skill to handle. Because most activities outside of the immediate work unit involve a number of people, Collaboration is important. Collaboration will make the best use of resources when no direct reporting relationship exists.

Collaboration is different from Teamwork because Collaboration refers to working with other employees outside of your immediate work group. An employee might work with individuals in other units, divisions, or Agencies within or outside of Kentucky State Government, or the general public.

Key Behaviors:

- Accepts and offers direction courteously and willingly.
- Takes action to improve cooperation when dealing with problem relationships.
- Offers to help co-workers when necessary.
- Acknowledges the importance of others' opinions and ideas; accepts that some people never will be completely convinced of one point of view.
- Voices personal opinions tactfully.
- Shows a "win-win" state of mind and a willingness to compromise.
- Handles self well in groups (i.e., does not interrupt, does not dominate).
- Shares knowledge, resources, etc. to reach common goals.
- Shares knowledge and experience readily without being asked.
- Asks for others' opinion to make sure all ideas are included.
- Works toward solution.
- Discloses specific sources of information' when stating opinion.

Key Words -- cooperation, teamwork, unity, buy-in, personal tact, compromise, respectful

Creativity/Innovation -- Generating and/or recognizing imaginative or creative solutions in work-related situations.

Some jobs require creativity when handling tasks or solving problems. Creativity/Innovation is often shown by an employee's support of creativity in others. (Creativity/Innovation in hobbies and non-job-related areas is not relevant.)

Key Behaviors:

- Asks for suggestions and ideas from others.
- Looks for different (but effective) solutions to problems or opportunities.
- Sees problems as challenges and generates new ideas to overcome them.
- Seeks information from others who have been in the same situations.
- Welcomes unusual ideas; looks beyond simple solutions.
- Tackles unusual problems.
- Offers suggestions to improve work output.

Key Words -- unique, unusual, different, open -minded, problem solver

Decisiveness -- Readiness to make decisions, render judgments, take actions, or commit oneself.

In addition to analyzing problems, people often must reach a conclusion, make a recommendation, or take action. With available information, individuals must make decisions on time and take action without waiting for more information or guidance.

Decisiveness deals with the number of decisions made and the time it takes to reach conclusions. The quality of the decision or conclusion is covered by Judgment, an independent variable. A quick decision or action (high decisiveness) might be sound (good judgment) or unsound (poor judgment).

Key Behaviors:

- Proposes a course of action or makes a recommendation.
- Reaches a conclusion based on available information; avoids "analysis paralysis."
- Points out major problems with the design immediately as the plans are laid on the table.
- Commits to a course of action or recommendation within the given time frame.
- Responds to clients, patients, or other employees right away.
- Does a job without waiting for a supervisor to go over every detail.

Key Words -- quick response, immediate action, early commitment

Delegation -- Using employee(s) effectively. Giving decision making and other responsibilities to the appropriate employee.

Supervisors must know about the need to delegate. Without this knowledge, they will overload themselves or refer matters that should be handled by them and their staff to higher levels.

When supervisors delegate effectively, they: give the employee decision-making authority and room for action; clearly state the tasks, responsibilities, and controls; provide the necessary guidance and resources; sell the employee on a task's importance; and fit the task to the employee's skills and development needs. What is delegated (responsibility, authority, or data gathering), how it is delegated (clarity of the delegation, information resources suggested), and the targeted person's capabilities are important factors to consider in making these assignments.

Key Behaviors:

- Assigns tasks to the most appropriate employee.
- Assigns work by describing the end product/result and allows the employee to control the resources and make the decisions to reach it.
- Delegates work to the lowest appropriate level (providing that the employee can finish the work, and it is in his/her area of expertise).
- Recognizes opportunities to delegate.
- Offers guidance and instruction based on each employee's needs.
- Uses delegation to offer development experiences to others.
- Assigns employees new responsibilities if appropriate.
- Monitors after delegation to help employee reach goal.
- Balances responsibilities and tasks not delegated with those that have been delegated.

Key Words -- assignments, responsibilities, authority, involve, employees, confidence, work load, development of employees

Development of Employees -- Developing the skills of employees through development activities related to current and future jobs.

Many jobs need people who care about making all employees as effective as possible and who can identify employee's weaknesses, design or create the right development situations, and motivate employees to develop themselves.

Supervisors need to make sure they develop their staff in their current jobs. This behavior is closely linked to the dimensions of Coaching or Training. Development of Employees focuses more on the long-range development of employees.

Key Behaviors:

- Determines and gives feedback on strengths and development needs.
- Identifies and plans for training and/or development actions.
- Cross-trains employees to broaden their experience and develop their potential.
- Delegates to give employees opportunities to develop new skills.
- Assigns people to special projects; encourages team participation.
- Follows up with employees after training by reinforcing the content of the program.
- Involves employees in planning their own development.
- Considers the implications of all decisions on employee development.
- Encourages growth by lowering barriers to development and effectively handling discussions that help an employee progress.
- Offers employees all available training resources.
- Provides on-the-job training when necessary.
- Conducts orientation for new employees.
- Considers development needs of all employees and establishes priorities.
- Offers training to employees in a fair and consistent manner.
- Writes development plans for every employee each performance cycle.
- Approves Educational Assistance monies as appropriate.

Key Words -- development, training, assignment, exposure, learning, teaching, coaching, feedback, development needs, opportunity, delegation

Energy -- Maintaining a high activity level.

Some jobs require employees to maintain the required activity level for an extended period of time; to sustain concentration; or to pace the work throughout the work period.

Key Behaviors:

- Works long hours for extended periods of time without losing effectiveness.
- Stays alert in long meetings or training sessions.
- Can stand on his or her feet for long periods of time.
- Performs physical labor at a sustained activity level.
- Handles continuous and/or high volume interactions with groups, clients, or individuals effectively.

Key Words -- alert, energetic, attentive, active

Equipment Operation -- Using specific equipment or machines to meet defined standards.

Typewriter, word processing equipment, keypunch, copy machine, bulldozer, forklift, motor vehicles, medical equipment, lab equipment, kitchen appliances, laundry machines, electronic equipment, and boilers- all are examples of machines or equipment that might be required for a job. It is appropriate to define the level of operation required as part of the definition.

Key Behaviors:

- Knows the safety requirements for operating the equipment and does so safely.
- Maintains and/or repairs the equipment according to operational guidelines.
- Keeps records or checklists that are required for maintaining the equipment or cataloging usage.
- Immediately reports any problems with the equipment to the right person.
- Attends training on equipment operation.
- Operates equipment at required skill level.

Key Words -- equipment usage, safety, training

Establishing Performance Goals (Objectives) -- Mutually establishing and reviewing with employees the expectations that guide and motivate them toward objectives.

Research indicates that setting challenging, attainable program goals that are accepted by management and employees leads to high performance. Establishing Performance Goals (Objectives) will ensure that the performance of each employee contributes to your objectives and the plan of the organization. Goals help employees establish clear courses of action and remove any uncertainties about the job. Accomplishment of goals provides a sense of achievement.

Key Behaviors:

- Sets challenging and attainable expectations for employees based on program goals.
- Involves employees in setting program goals.
- Finds ways to measure achievement of program goals.
- Reviews progress toward goals with employees as needed.
- Gains employees' commitment to program goals.
- Ties goals to department and organization objectives.

Key Words -- commitment, standards, goals

Impact (Personal) -- Creating a good first impression, commanding attention and respect, showing an air of confidence.

Many jobs require individuals who make favorable first impressions. This can be a highly desirable characteristic when there is no time to build an extensive relationship. Emphasis is placed on the "first impression" portion of the definition.

Key Behaviors:

- Has commanding presence and voice; maintains eye contact.
- Dresses appropriately for occasion and participants.
- Speaks well.
- Is open, warm, friendly, and personable.
- Follows the rules.
- Takes the time to meet new people.
- Introduces self to participants.
- Increases credibility because of how/she conducts self.

Key Words -- outgoing, friendly, self-confident, powerful effect

Information Monitoring -- Setting up ongoing procedures to collect and review information necessary to manage projects or departments; taking action to monitor or regulate processes, tasks, or activities; keeping track of delegated assignments and projects.

All managerial and some individual jobs need people who can track and control activities, assignments, tasks, and projects. Monitoring devices include direct observation, requests for written or oral reports, and feedback and reporting systems.

Information Monitoring is associated with Delegation because it deals with following up delegations to track effectiveness and determine where help is needed. However, Information Monitoring also applies to activities beyond those of employees. Effective information monitoring systems prevent surprises and letdowns because progress, trends, and changes are tracked, monitored, and reported.

Key Behaviors:

- Sets follow-up dates at the end of meetings or when delegating assignments.
- Publishes minutes of meetings, notes of discussions.
- Sends out reminders if deadlines aren't met.
- Uses a "tickler file" as a reminder that information is due.
- Reviews reports to find potential problems.

Key Words -- follow-up date, deadline, review

Initiative -- Actively attempting to influence events to achieve goals; self-starting rather than passive acceptance. Taking action beyond what is necessarily called for in order to achieve goals; originating action.

Most jobs require people who will take actions beyond their job responsibilities. The person high in Initiative will *originate* actions rather than *respond* to the requests of others.

Most people control their own and others' resources, activities, and time. It's impossible for management to specify all that needs to be done to achieve the job's goals. Thus, people must continually evaluate, select, and act in different ways to meet their goals.

Key Behaviors:

- Seeks solutions to problems actively before being asked or told to do so.
- Encourages the attitudes, conditions, and environment that bring about improved performance.
- Suggests and uses procedures to prevent and/or solve problems.
- Generates new ideas to improve conditions.
- Takes actions to achieve results.
- Takes action beyond job's responsibilities.
- Suggests improvements.
- Looks for challenging tasks and assignments.
- Volunteers to work on difficult problems.

Key Words -- suggestions, ideas, took action, recommended, anticipated needs, proactive, new, unique, different

Integrity -- Maintaining social, ethical, and organizational norms in job-related activities. Most jobs demand that individuals do what is morally and ethically right as well as fast. It might be possible at times to get away with something without being found out. It is important that employees do what is morally and ethically right.

Key Behaviors:

- Points out his or her own mistakes and describes problems accurately to supervisor.
- Presents full, accurate information in reports.
- Keeps information confidential and in a safe place.
- Is honest in actions and behaviors.
- Meets personal commitments and promises.
- Is truthful.
- Discloses confidential information only when authorized.
- Presents information, programs, or services accurately to others.

Key Words -- honesty, trust, reliability, dependability

Judgment -- Weighing alternative actions and making decisions that reflect the facts of a situation. Decisions are based upon logical assumptions that take into consideration the organization's resources.

Many jobs require people to make decisions in several areas. Once all pertinent and available information has been analyzed and alternatives have been developed, individuals must consider the pros and cons of each alternative and select the best one.

Judgment specifically deals with the quality of decisions based on given or available information. Judgment, therefore, is strongly related to Analysis. If a poor decision was made because of inadequate information, evaluate Analysis, not Judgment. If the employee decided not to obtain or consider information and a poor decision resulted, look at Judgment.

Key Behaviors:

- Checks to see if the proposed action satisfies the need.
- Considers the pros and cons before making a decision.
- Considers organization and management views.
- Involves and informs the right people.
- Considers the short- and long-term impact.
- Considers alternatives.
- Makes decisions that improve or resolve problems.
- Deals with potential problems coming from a decision.

Key Words -- consider, check, judge, choices, consequences, implications, assumptions, thought, select, inform, rational, logical, risks

Leadership/influence -- Using proper interpersonal styles and methods to guide individuals or groups to accomplish a task. Maintaining group cohesiveness and cooperation; helping group process and gaining agreement/commitment to ideas, plans, or courses of action.

Supervisors must be able to influence and be influenced by others. In doing so they must accurately assess the skills, feelings, concerns, and needs of others. They must explain government policies, procedures, and objectives. They must model the enthusiasm, hard working attitude, competence, and commitment to quality and growth that they expect from others.

With their own staff or groups, they must be able to build a cohesive and cooperative team while, at the same time, honestly confronting issues that occur at all levels of the organization.

Key Behaviors:

- Seeks information.
- Asks for help in solving problems.
- Communicates a vision of challenging goals, growth, and progress.
- Models commitment, energy, and interaction.
- Builds trust and unity.
- Honors commitments.
- Provides direction.
- Sets measurable and achievable Results Expectations.
- Provides feedback and coaches to improve performance.
- Shares his or her own feelings or issues to develop trust
- Gains others' understanding and commitment to courses of action.
- Checks for understanding.
- Maintains and enhances others' selfesteem.
- Acknowledges concerns of others and responds with empathy.

Key Words -- guide, encourage, support, seek, disclose, develop suggestions/ideas, check understanding, summarize, gain commitment, clarify, give feedback, trust, rapport, sensitivity, persuade, flexibility

Management Control -- Establishing procedures to monitor one's own job activities and responsibilities or to monitor the tasks and activities of employees; taking action to monitor the results of delegated assignments or projects.

Some jobs require the employees to track and control activities, assignments, tasks, and projects. This can be done through direct observation, reports, systems, etc.

Key Behaviors:

- Checks that assignments are accomplished.
- Establishes follow-up dates at the end of meetings or when delegating assignments.
- Issues minutes of meetings, notes of discussion.
- Sends out reminders on deadlines and/or important actions to be taken.
- Tracks progress, changes to be made, or trends.

Key Words -- Follow-up, monitor, track

Meeting Leadership -- Using appropriate interpersonal styles and methods to guide a meeting toward its objectives; modifying behavior according to tasks involved and individuals present; keeping meetings on course; developing teamwork and cooperation.

The key to successful meetings is in how they are conducted. The effective meeting leader uses skills to enhance those factors that improve productivity (creating more and better ideas, increasing team spirit and motivation) while reducing those that interfere (hidden agendas, destructive alliances). Successful meetings get the job done and enable people to work together constructively. Participants leave meetings willing to work with each other instead of feeling "sandbagged," "blind-sided," angry, or "run-over" -- feelings often expressed when the supervisor/leader mishandles relationships in a meeting.

Key Behaviors:

- Develops agenda which includes the concerns and needs of others.
- Distributes agendas and relevant information in advance or at the beginning of the meeting.
- Selects appropriate type of meeting to accomplish task.
- Invites appropriate people to participate.
- Opens meeting by clearly explaining purpose and importance.
- Allows each member same chance to speak.
- Asks for suggestions and more information.
- Recognizes each member's suggestions and ideas.
- Deals with difficult relationships well .
- Makes suggestions on how to keep the meeting focused on objectives.
- Closes with summary and ensures that necessary follow-up dates are set.
- Distributes minutes to each participant.
- Uses smaller groups to discuss more difficult issues.

Key Words -- facilitates, informs, coordinates

Negotiation -- Gaining mutual agreement on or acceptance of a decision or course of action from individuals with real or perceived conflicting interests.

Some jobs require people who know when to give in on a point and when to stand firm. They know when to argue their case, raise questions, and make compromises in the best interests of all parties. Negotiation can be between peers and co-workers, supervisor and employee, or involve a citizen, supplier, or other outside agencies.

Though related to Leadership/Influence, Negotiation focuses on the ability to deal with actual differences of opinion and conflicting interests.

Key Behaviors:

- Identifies issues and concerns of both parties.
- Finds solutions that both parties agree on.
- Uses facts to back up a viewpoint.
- Responds to challenges with relevant information.
- Handles controversial situations in a positive way.
- Shares information to establish openness and trust.
- Explores the needs and viewpoints of others.
- Defines specific points of agreement/disagreement.
- Demonstrates understanding of others' needs and priorities.
- Keeps discussion issue-oriented.
- Settles disagreements and/or problems among parties
- Uses effective influence behaviors (see Leadership/Influence).

Key Words -- rebut, firm, concede, seek, clarify, mutual agreement, organize, information, factual, disclosing, compromise

Objectivity -- Being aware that personal prejudices, biases, and experiences can have an impact on making decisions. Guarding against allowing these factors to influence decisions.

Most people draw from experience when making decisions. However, letting only experience dictate the approach to a decision can lead to problems. Personal biases also can adversely affect judgment. Objectivity ensures that relevant information is properly and thoroughly analyzed, leading to higher quality decisions.

Key Behaviors

- Admits feelings and biases.
- Separates facts from rumor by making sure data is valid.
- Listens to all sides when gathering information.
- Checks conclusions with trusted contacts.
- Does not show personal feelings or emotions while another is presenting ideas, suggestions, or comments.
- Waits until all information is presented before offering an opinion or judgment.
- Looks for all sources of relevant data.
- Asks for the viewpoint of others who can point out the strengths and weaknesses of a decision.

Key Words -- thorough, levelheaded, open-minded

Oral Communication -- Expressing ideas effectively in individual and group situations (including nonverbal communication); adjusting language or terminology to the characteristics and needs of the audience.

Many jobs require people who can speak effectively. The focus is on the form of the communication, not the content.

Oral Communication focuses more on informal day-to-day expression of thoughts, ideas, and information. Oral Presentation is more appropriate for jobs that require frequent formal and/or planned presentations.

Key Behaviors:

- Presents ideas in a clear, concise, organized, and persuasive manner.
- Speaks at the appropriate speed, volume, tone, and pitch.
- Uses words and phrases correctly.
- Maintains eye contact with audience.
- Effectively uses nonverbal communication (i.e., gestures, posture, facial set, and mannerisms).
- Listens attentively to others.
- Has a good vocabulary.
- Easily explains laws or regulations to citizens.
- Notes issues needing follow-up.

Key Words -- communication, verbal response

Oral Presentation -- Presenting ideas effectively to individuals or groups when given time for preparation (including nonverbal communication and use of visual aids); targeting presentations to the characteristics and needs of the audience.

Some employees must make prepared presentations. Generally such presentations are planned and can be given before large groups (business briefings) or individuals. The key to the presentation's success is that the speaker has time to prepare. The presentation must follow a logical sequence, develop issues and ideas succinctly, state needs and recommendations clearly, and address the listener's goals and levels of understanding.

Key Behaviors:

- Responds to the audience's needs, interests, attitudes, and level of awareness.
- Presents ideas in a clear, concise, organized, and persuasive manner.
- Maintains eye contact with the audience.
- Uses words and phrases correctly.
- Speaks with the right speed, volume, tone, and pitch.
- Presents ideas logically.
- Seems interested, involved, and committed throughout the presentation.
- Refers to notes when appropriate.
- Uses effective nonverbal communications (gestures, posture, facial set, and mannerisms).
- Listens attentively to others when they ask questions and contribute to discussions.
- Impacts the audience in a positive manner.
- Uses prepared visual materials effectively.
- Checks to make sure ideas are understood.
- Tailors presentation to fit the needs or characteristics of the audience.
- Prepares for the presentation.
- Keeps within time schedules.
- Lists unresolved issues and addresses them.

Key Words -- stand-up, formal presentation, public speaking

Organizational Sensitivity -- Understanding the impact and implications of decisions on the community and other departments.

Individuals should be aware of how the decisions and actions of one department affect the rest of the organization. They must be aware of the goals of other units and the organization and make decisions or requests for resources accordingly.

This dimension is a subset of Judgment; it deals with being aware of the needs of the community as well as the needs, expectations, or viewpoints of others. It involves the ability to see things from the "other side of the fence."

Key Behaviors:

- Consults others before taking action or making a decision.
- Includes other views in balancing pros and cons before making a decision.
- Knows when other areas are short-staffed and holds back a request to revise the plans.
- Considers the impact of an action on the community.
- Presents a positive image of State employees.
- Represents the State even when not at work.
- Acts appropriately outside the work environment and after work hours as required by the Agency.

Key Words -- others' needs, anticipate, consult, collaborate, optimize

Performance Stability (Dependability) -- Consistently meeting the day-to-day demands of the job.

Before an employee can meet Key Responsibility/Result objectives, he or she must be able to meet the day-to-day demands of the job. The employee must come to work on time, work during working hours, and comply with personnel policies of the State.

Key Behaviors:

- Arrives for meetings or appointments on time.
- Has a good attendance record.
- Follows policy regarding sick or medical leave.
- Carries out assigned tasks consistently.
- Puts in constant effort to get the job done.
- Knows and practices the personnel policies of the department/institution.
- Watches operations (inmates, patient monitors, dials, and gauges) for extended periods of time without losing concentration.

Key Words -- dependable, punctual, on time, consistent

Planning and Organizing -- Establishing a course of action for self or others to accomplish a specific goal; planning proper assignments for personnel and appropriate allocation of resources.

Many jobs require people who can plan and organize for themselves and others. This includes setting goals, budgeting time, setting priorities, allowing enough time for activities, and being aware of how activities relate.

Key Behaviors:

- Uses a "to do" list, task plans, calendar, or similar planning device.
- Sets measurable Results Expectations.
- Documents important tasks or activities to achieve required results.
- Uses time well in carrying out responsibilities.
- Distinguishes between what is urgent and what is not in setting priorities.
- Schedules work to make sure everything gets done.
- Asks supervisor for help with priorities or schedules.
- Checks others' action plans to make sure that all activities within the work group are coordinated to accomplish objectives.

Key Words -- plan, organize, schedule, coordinate, priority, sequence, timetable, flow, contingencies, agenda

Practical Learning -- Understanding and applying new job-related information, of varying complexity, in a timely manner.

Many jobs require individuals to learn the necessary job materials quickly and to grasp new information. Therefore, the person who can learn quickly, and with little help from others, will respond to changes with only a minor drop in performance.

Key Behaviors:

- Learns quickly through study, instruction, or experience.
- Puts knowledge, understanding, and/or skill to work quickly.
- Learns by observing others.
- Tries new ways to do the job.

Key Words -- observant, self-learner, applies knowledge

Process Operation -- Starting, controlling, and ending a process or procedure.

Some jobs require a person who can do all the steps in a specific process, such as laboratory work, medical work, social work, economics, educational research, mechanical or physical production, and office/administrative work while maintaining consistency. This is important in maintaining quality control with any activity.

Key Behaviors:

- Follows step-by-step procedures from beginning to end.
- Ensures quality control standards.
- Operates equipment properly.
- Controls flow of information through the office or channels.

Key Words -- understands procedures, follows instructions, consistent

Resilience -- Handling disappointment and/or rejection while still working well.

Some jobs require people who can maintain motivation and professional standards despite long periods of disappointment, rejection of a point of view, or failure of a major project. This is particularly important in health and human services and regulatory jobs.

Key Behaviors:

- Continues to seek improvements to a building despite lack of funding.
- Continues to seek improvements in processing work load despite reduced workforce.
- Handles calls from irate citizens without losing patience.
- Continues to fix equipment that often breaks down.
- Stays effective with uncooperative people.
- Maintains positive outlook in difficult situations.
- Continues services and assistance without becoming bogged down.
- Remains motivated when technical decisions are overruled.

Key Words -- bounce back, cheerful, pragmatic, optimistic, bogged down

Safety Awareness -- Being aware of conditions that affect health and a safe working environment.

Some jobs require people who know safety laws and regulations and recognize unsafe working conditions. Some jobs require people willing to act quickly to correct unsafe work habits and dangerous equipment or conditions.

Key Behaviors:

- Shows awareness of safety and health laws and regulations.
- Identifies and fixes potential safety problems.
- Performs day-to-day work using regulated safety equipment.
- Checks operation of safety equipment regularly.
- Teaches new employees the safe way to do the job.
- Demonstrates commitment to provide safe workplace for employees.
- Identifies and resolves potential safety problems and unsafe work practices.
- Incorporates accident prevention measures in all activities.
- Informs employees of safety and health information.
- Points out hazards and changed conditions when moving employee from one workplace to another.
- Shows employees correct, safe way to perform each task.
- Enforces adopted employee safety and health rules.
- Identifies and informs supervisor of potential safety problems.
- Uses appropriate protective equipment.
- Performs tasks safely to avoid danger to self or co-workers.
- Warns co-workers of potential hazards.

Key Words -- follows procedures, aware, alert

Selection/Promotion Decision Making -- Using established criteria when making selection/promotion decisions; objectively gathering information relative to those criteria through effective interviewing and other assessment techniques.

The first step in maintaining a productive organization is employing top-quality people. Later, the supervisor must train them, lead them, manage their work, and create a rewarding work environment. These responsibilities are very important, but they will fail if the first step is not taken.

Effective selection/promotion of employees can result in more employee output, less training time, better use of supervisors' coaching time, less turnover, and more time for the supervisor to manage. Employees want more responsibility and new opportunities. Successful supervisors develop skills and offer opportunities for career growth.

Key Behaviors:

- Identifies important requirements for the job.
- Writes interview questions that are easy to understand and related to the job.
- Plans interview questions in advance.
- Uses past behavior to predict future behavior.
- Gets others involved in the interview and decision-making process.
- Maintains applicant's self-esteem during the interview.
- Impresses the candidate.
- Selects promotable employees as candidates for the right jobs.
- Uses established evaluation processes to make selection.

Key Words -- observes, interviews, gathers information, hiring

Sensitivity -- Considering the feelings and needs of others; being aware of how one's own behavior affects others.

Many jobs require individuals to act based on their perceptions of the feelings, skills, competencies, and needs of others. This dimension is not to be confused with sympathy, which is how an individual feels about a person or situation. It is closer to the definition of empathy, but involves acting on the insights, not just having insights. It does not mean being sensitive in the sense of "feelings being easily hurt." More to the point, it is the ability to recognize and take into consideration this characteristic in others.

Key Behaviors:

- Maintains or enhances self-esteem of others.
- Listens and responds with empathy.
- Shows a sincere interest in people as individuals.
- Looks for the points of view, feelings, and concerns of others.
- Recognizes special help given by others.
- Recognizes the good work done by others.
- Accepts others' points of view.
- Knows that citizens often are frustrated or angry when dealing with the government.

Key Words -- understand others, perceptive, tactful

Service Orientation -- Listening to and understanding the customer (both inside and outside government); anticipating customer needs; giving high priority to customer satisfaction.

To most citizens, the contact person is the organization. In their eyes, the organization is only as competent, knowledgeable, courteous, and reliable as the person who represents it.

Key Behaviors:

- Greets the person promptly and courteously.
- Pays attention to the person.
- Asks questions to determine the person's needs.
- Listens carefully and empathizes with the person's concerns.
- Offers relevant information.
- Summarizes to check for understanding.
- Acts or agrees on a clear course of action.
- Tries to do better than expected.
- Asks questions to check for satisfaction.
- Follows through.
- Thanks the individual.
- Takes surveys to determine people's needs.
- Is courteous to citizens, clients, patients, etc.
- Does not "pass the buck."

Key Words -- quality, responsiveness, courtesy, follow-through

Strategic Analysis -- Using many information sources (inside and outside the organization); understanding financial, economic, and technical information to identify ways to improve effectiveness.

Many employees must understand broad issues and trends, deal with unfamiliar information, and cope with unexpected changes. This requires them to use a wide general knowledge and to understand matters outside of their own professional or technical background.

This is a high-level version of Analysis, which emphasizes vision and the big picture of the organization and the outside environment.

Key Behaviors:

- Uses up-to-date information on national and international economic, political, and social affairs.
- Determines trends and changes inside and outside of the organization.
- Prepares plans with technical/professional knowledge.
- Works with other professionals in long-term planning.

Key Words -- interpret, comprehend, complex, unfamiliar question, relate, national, economics, political, social, trends, change, big picture

Teamwork (Cooperation) -- Active participation in, and facilitation of, team effectiveness; taking actions that demonstrate consideration for the feelings and needs of others; being aware of the effect of one's behaviors on others.

Active cooperation by every member is vital to team success. Team members cannot sit back and observe or allow others to do the work; they must work proactively to achieve group goals and facilitate cohesiveness. Effective teams are not just collections of people. Rather, they are an entity that is greater than the sum of its parts. This means that team members must work together closely and make every effort to support and cooperate with each other.

Teamwork involves a work group, such as the people composing a self-directed work team or all the people involved on a special project.

Key Behaviors:

- Cooperates rather than competes with team members.
- Offers suggestions, opinions, and information to team members.
- Listens to and considers the ideas of team members.
- Supports group decisions even if not in total agreement.
- Helps team members improve skills, knowledge, and attitudes.
- Allows others to take credit for good ideas or products.
- Communicates changes or problems to team members.
- Solves team-related problems with tact.
- Asks for team members' ideas and suggestions.
- Shares information and suggestions willingly.
- Disagrees with team members tactfully.
- Treats team members with respect and understanding.

Key Words -- supports, cooperates, shares information, participates, works together

Technical/Professional Knowledge -- Having an understanding and ability to use technical/professional information; keeping up on developments and trends in one's field.

State Agencies need employees who stay current on methods/practices in order to maintain expertise in their field (e.g., engineering semiconductors, physiology).

Actual Knowledge:

Understands one or more of the following:

- Process knowledge.
- Mechanical and technical knowledge.
- Product knowledge.
- Knowledge of industry and market conditions and trends.
- Knowledge of competition.
- Knowledge of state-of-the-art technology.

Key Behavior:

- Seeks out resources, guides, and information on related areas.

Key Words -- training, skill acquisition, certification, licensure, continuing education

Tenacity -- Staying with a job or plan until the desired objective is achieved or is no longer reasonably attainable.

Some jobs require people who, when faced with obstacles, keep trying to achieve their goals. Tenacity is indicated by the number of attempts to achieve the goal.

Key Behaviors:

- Asks for more time to solve a problem rather than accept defeat.
- Tries one more time to overcome an obstacle.
- Makes an extra effort to get the job done when short-handed.
- Continues to seek more resources (people, equipment, processes) until the project is completed.

Key Words -- persistent, unwavering, attempts, achieved

Tolerance for Stress -- Working well under pressure and/or against opposition.

Many jobs need people who can work well and stay positive in a stressful work environment. Stress can be caused by time pressure, opposing ideas, group pressures, and/or task difficulty. If one or more of these sources of stress are normally part of the job, then tolerance for the specific stress is important.

Key Behaviors:

- Keeps the same style even when working under deadlines, tired, or opposed on a point.
- Stays calm when frustrated.
- Works without making mistakes even when there are several conflicting priorities.
- Contributes constructive ideas even when everyone seems to hold an opposing viewpoint.
- Stays on course as policy or procedure changes suddenly.
- Works well under tight deadlines.
- Works well when having normal day-to-day stress in personal life.
- Stays calm with irate citizens/clients.
- Responds to citizens' needs in emergencies.

Key Words -- pressure, stability, opposition, conflict, deadlines, problems, arguments, disruption, change, uncomfortable

Training -- Being able to instruct others, individually or in groups, on how to perform work processes.

Some jobs require individuals who can teach new workers how to use machines, complete forms, etc. Training can take place in a classroom setting or it can be on the job on an individual basis. This dimension focuses on the ability to communicate technical information effectively.

'Key Behaviors:

- Explains job to others with ease.
- Learns from the work of others.
- Gives constructive feedback.
- Uses language appropriate to the education/experience of the participants.
- Uses active listening techniques to check for understanding.
- Presents information in a clearly understood manner.
- Checks often for participants' understanding.
- Uses examples to make points.
- Allows employee to try new behaviors without penalty.

Key Words -- stand-up delivery, coaching, feedback, modeling

Work Standards -- Setting high, personally derived goals or standards of performance for self and expecting similarly high goals and performance from others and the organization. Dissatisfied with average, near enough, or second best.

Most jobs require that people do a good job for the sake of a job well done and set high personal standards for themselves and their employees. These people will do more than what is required.

Key Behaviors:

- Analyzes and judges his or her own performance as a way to improve self.
- Sets high standards as an example for employees.
- Looks for a better way; is dissatisfied with second best.
- Looks for and takes on new challenges.
- Takes pride in work.
- Encourages others to do their best.
- Leads by example.
- Understands performance standards.
- Takes action to correct problems, even if not in own area.

Key Words -- quality, standards, excellence, performance, goals, output, performance expectations

Written Communication -- Clear expression of ideas in writing; includes grammar, organization, and structure.

Varying levels of writing skills are required for different jobs. The ability to convey ideas is important. The extent to which proper grammar and form are important depends on both the job and the method of communication.

Key Behaviors:

- Uses correct grammar, spelling, and punctuation.
- Expresses ideas so that the reader can understand.
- Organizes communication logically.
- Adjusts the style, format, and content of communication to the level of the reader.
- Presents data accurately to support conclusions and recommendations.
- Knows when written communication should be used rather than oral communication.
- Sends communication to the appropriate parties.
- Asks for help from others in reviewing important documents.

Key Words -- reports, letter writing, composition, grammar

Notes