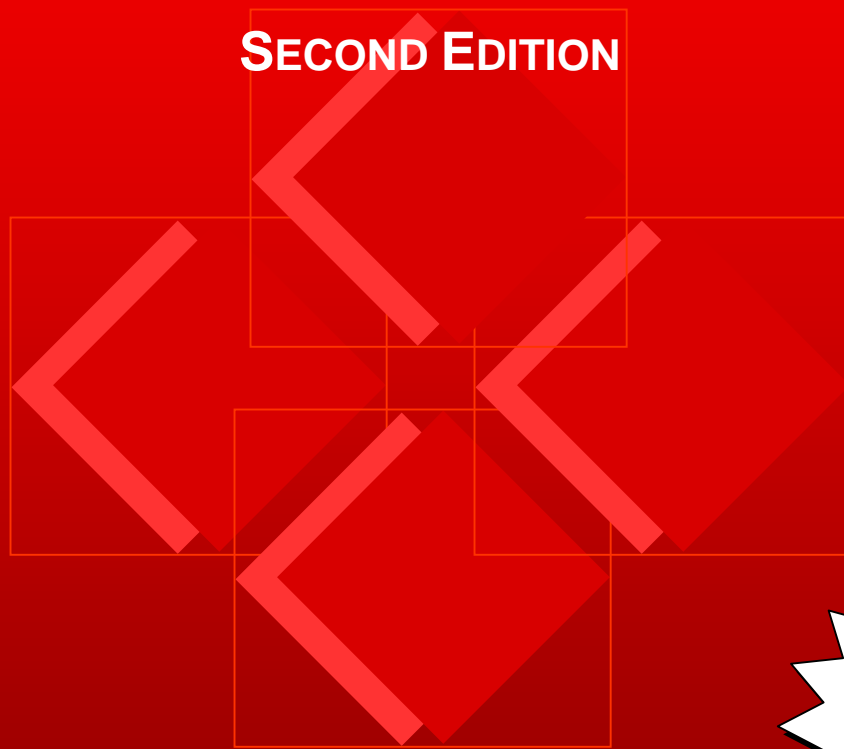


G-COMPS

GEORGIA'S COMPETENCY DICTIONARY
FOR
WORKFORCE PLANNING

SECOND EDITION



GEORGIA STATE GOVERNMENT



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GEORGIA'S COMPETENCY DICTIONARY
FOR WORKFORCE PLANNING

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TABLE OF CONTENTS

| | |
|---|-----|
| INTRODUCTION | iii |
| SECTION I: G-COMPS Clusters | 1 |
| SECTION II: G-COMPS Dictionary | 3 |
| SECTION III: G-COMPS Proficiency Scales | 8 |
| ORAL COMMUNICATION | 9 |
| WRITTEN COMMUNICATION | 10 |
| READING and READING COMPREHENSION | 11 |
| LISTENING | 12 |
| FLEXIBILITY | 13 |
| SELF-ESTEEM | 14 |
| LEARNING | 15 |
| INTEGRITY / HONESTY | 16 |
| INTERPERSONAL SKILLS | 17 |
| CUSTOMER SERVICE | 18 |
| NEGOTIATION and INFLUENCE | 19 |
| CONFLICT MANAGEMENT | 20 |
| DIVERSITY MANAGEMENT | 21 |
| TEAMWORK | 22 |
| TEAM LEADERSHIP | 23 |
| TEACHING OTHERS | 24 |
| HUMAN RESOURCES MANAGEMENT | 25 |
| GOAL and TASK MANAGEMENT | 26 |

TABLE OF CONTENTS (continued)

| | |
|---------------------------------------|----|
| EFFORT and INITIATIVE | 27 |
| DECISIVENESS | 28 |
| APPLIES TECHNOLOGY TO TASKS | 29 |
| COLLECTS and ORGANIZES INFORMATION | 30 |
| REASONING | 31 |
| PLANNING and EVALUATION | 32 |
| CREATIVE THINKING | 33 |
| PROBLEM SOLVING | 34 |
| ARITHMETIC and MATHEMATICAL REASONING | 35 |
| MANAGES RESOURCES | 36 |
| VISION | 37 |
| ORGANIZATIONAL AWARENESS | 38 |
| EXTERNAL AWARENESS | 39 |
| CAREER SPECIFIC EXPERTISE | 40 |
| SECTION IV: Impact Scales | 41 |
| SCOPE OF IMPACT (generic) | 42 |
| CREATIVE THINKING | 43 |
| PLANING AND EVALUATION | 44 |
| MANAGES RESOURCES | 45 |
| MANAGES HUMAN RESOURCES | 46 |
| PROBLEM-SOLVING | 47 |
| REASONING | 48 |

TABLE OF CONTENTS (continued)

| | |
|---------------------------|----|
| TEACHING OTHERS | 49 |
| TEAM LEADERSHIP | 50 |
| NEGOTIATION and INFLUENCE | 51 |
| TEAMWORK | 52 |
| CUSTOMER SERVICE | 53 |

INTRODUCTION

Welcome to G-COMPS, Georgia's Competency Dictionary for Workforce Planning. G-COMPS provides a consistent framework for state agencies to determine the competencies required for a particular job, and appraise the current and future competency levels of their workforce.

G-COMPS was initially developed to assist state agencies in completing the FY2003 workforce planning requirements with the goal of expanding its use across multiple human resource arenas. During FY2005, statewide career banding and succession planning initiatives prompted the need for a second edition of G-COMPS that also includes scales for a second dimension of competency called *scope of impact*.

DEVELOPMENTAL PROCESS

The G-COMPS dictionary and scales represent a blending of a number of existing competency models including:

- I. The Multipurpose Occupational Systems Analysis Inventory – Closed-Ended (MOSAIC)
- II. The Secretary's Commission on Achieving Necessary Skills (SCANS)
- III. The Wholistic Competency Profile of the Public Service Commission of Canada
- IV. Work Keys developed by ACT, Inc.
- V. Scales based upon the research of Hay/McBer
- VI. Georgia Merit System competency models developed for:
 - A. Georgia Bureau of Investigation
 - B. Department of Audits
- VII. GMS Simplified Analyst Rating Tool (SMART Job Evaluation System)
- VIII. Work level theorists including Jaques, Rowbottom & Billis, Stamp, and Van Clieaf.

Following the construction of a competency crosswalk showing the interrelationship between these models, an affinity analysis yielded a total of 32 competencies to be included in G-COMPS. In the final step of the process, the crosswalk was used to construct behavioral scales for the 32 competencies, each with five different levels.

G-COMPS CLUSTERS

Each competency contained within G-COMPS has been assigned to one of eight clusters based upon relevant commonality. The clusters are:

| | |
|-------------------------|-------------------------|
| Basic Communication | Action & Results |
| Personal Effectiveness | Analytical & Conceptual |
| Relating to People | Environmental Acumen |
| Collaborating & Leading | Specialized Knowledge |

In the pages that follow, you will find:

I. G-COMPS Clusters

The seven G-COMPS clusters with a listing of the related competencies.

II. G-COMPS Dictionary

The 32 competencies contained within G-COMPS followed by its definition.

III. G-COMPS Proficiency Scales

The 5-level behavioral scales for each of the 32 competencies contained with G-COMPS. Each page contains the specific competency, cluster identification, definition, and a five-level behavioral scale.

IV. G-COMPS Impact Scales

Includes the scale, impact, and extensiveness of one's results, outcomes, outputs, innovations, solutions, or decisions. Also includes the size, number, and range of different groups of people (employee, customer, and/or stakeholder) that are affected.

Section I:

G-COMPS Clusters

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GEORGIA'S COMPETENCY DICTIONARY
FOR WORKFORCE PLANNING

G-COMPS Clusters

A. Basic Communication

- Oral Communication
- Written Communication
- Reading & Reading Comprehension
- Listening

B. Personal Effectiveness

- Flexibility
- Self Esteem
- Learning
- Integrity / Honesty

C. Relating to People

- Interpersonal Skills
- Customer Service
- Negotiation & Influence
- Conflict Management
- Diversity Management

D. Collaborating & Leading

- Teamwork
- Team Leadership
- Teaching Others
- Human Resources Management

E. Action & Results

- Goal & Task Management
- Effort & Initiative
- Decisiveness
- Applies Technology to Tasks

F. Analytical & Conceptual

- Collects & Organizes Information
- Reasoning
- Planning & Evaluation
- Creative Thinking
- Problem Solving
- Arithmetic & Mathematical Reasoning
- Manages Resources

G. Environmental Acumen

- Vision
- Organizational Awareness
- External Awareness

H. Specialized Knowledge

- Career Specific Expertise

Section II:

G-COMPS Dictionary

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GEORGIA'S COMPETENCY DICTIONARY FOR WORKFORCE PLANNING

A. BASIC COMMUNICATION

Oral Communication

Ability to communicate ideas, thoughts, and facts orally. Speaking using correct grammar, appropriate body language, proper tone and inflection, recognizing non-verbal cues, and respecting the audience to effectively communicate ideas.

Written Communication

Ability to communicate ideas, thoughts, facts in writing. Ability/skill in using correct grammar, correct spelling, sentence and document structure, accepted document formatting, and special literary techniques to communicate a message in writing.

Reading and Reading Comprehension

Examines, recognizes, and grasps the meaning of written characters, words and sentences (in the English language). This includes the ability to understand and learn from written materials by discerning essential facts, main ideas, and/or the essential message. Interprets written materials including rules, instructions, reports, charts, tables, articles, and technical/professional publications. Infers and applies information from written materials in situations related to the job.

Listening

Attuning to a vocal or auditory message including non-verbal cues. Body language/positioning and eye-contact of listener is considered. Ability to understand and derive meaning from spoken material. Requires the ability to remain attentive.

B. PERSONAL EFFECTIVENESS

Flexibility

Degree to which an individual accepts change in job requirements, schedules, or work environments.

Self Esteem (Self Concept)

The overall regard for which one holds one's self. Self-regard. Self-worth. How one feels about view of oneself.

Learning

Desire and effort to acquire new knowledge and skills for work. Concern for the acquisition of new job knowledge.

Integrity / Honesty

Degree to which an individual can be trusted. Operates in an ethical manner. Consideration is given for the knowledge one has of the impact and consequences when making a decision or taking action.

C. RELATING TO PEOPLE**Interpersonal Skills (Working With Others)**

Extent to which an individual gets along and interacts positively with co-workers. Degree and style of understanding and relating to others.

Customer Service

Degree to which an employee attempts to, or meets customer expectations. Concern with performing work to a level, which satisfies customer needs. Includes appropriately reacting to customer demands.

Negotiation and Influence

Gaining cooperation, support, and buy-in from others. The ability to facilitate positive dialogue between others with the goal of resolving differences and reaching compromises. Working cooperatively with others to resolve issues, which impede organizational or personal success.

Conflict Management

Ability to effectively resolve disputes among others. Manages disagreements. Methods and style of dealing with disagreements. Requires the ability to remain impartial and unbiased.

Diversity Management

Ability to work harmoniously with others in an environment where diverse cultures, religions, philosophies, genders, and races exist.

D. COLLABORATING AND LEADING**Teamwork**

Ability to effectively work and complete assignments in group settings. Works cooperatively with others to achieve common goals.

Team Leadership

Ability to effectively manage and guide group efforts. Includes providing appropriate level of feedback concerning group progress.

Teaching Others

Overall concern for the developmental level of an individual or group. Takes steps to explain and provide guidance.

Human Resource Management

The effective distribution of employee assignments with respect to ability and overall goals. Management of influences which effect performance and motivation.

E. ACTION AND RESULTS

Goal and Task Management

The extent to which one plans, prioritizes, sets goals, establishes standards, coordinates tasks, shows concern for deadlines, and tracks progress with respect to personal performance.

Effort and Initiative

Level of concern for own effort and initiative. Refers to effort an employee will display during a particular task. Also refers to the extent that an individual will work and take action without specific direction and without being monitored.

Decisiveness

Degree to which an individual successfully determines a course of action. Requires the consideration of multiple options.

Applies Technology to Tasks (Technology Orientation)

The use of technology in the performance of one's job. Includes the integration and acceptance of new technology.

F. ANALYTICAL AND CONCEPTUAL

Collects and Organizes Information

Manner by which an individual addresses and handles the flow of information. Ability to identify, systematically collect, and organize information for use by self or others in an organization. Information may be new or updated procedures and policies, business contacts, etc.

Reasoning

Ability to breakdown complex items or problems into their component parts. Analyzes and uses information in order to gain understanding or solve problems. Uses information to gain insight into time sequences, causality, varying contingencies, etc.

Planning and Evaluation

The concurrent management of projects, time, self, and other resources including prioritizing, planning, goal setting, and coordinating with respect to outcomes and

objectives. Ability to create and follow a set path in order to achieve a goal. Ability to determine the effectiveness of a given plan.

Creative Thinking

Ability to look at situations from multiple perspectives. Tendency or ability of individual to do something or create something new. Creates solutions to problems using novel methods and processes.

Problem Solving

The identification of various types of problems along with creating workable solutions. Requires the identification and analysis of problems, evaluation of alternatives, and provision of solutions.

Arithmetic and Mathematical Reasoning

Uses and applies mathematical techniques, processes, and concepts to understand and solve problems. Applies understanding of mathematics, either explicitly or implicitly, to perform basic computations, apply mathematical processes or utilize tools, analyze problems, identify or specify patterns, and draw conclusions.

Manages Resources

Ability to appropriately allocate a variety of resources that may include, materials, money, facilities, and equipment. Requires the ability to assess needs and track progress.

G. ENVIRONMENTAL ACUMEN

Vision

Understanding of where an organization is headed in light of internal and external trends and influences.

Organizational Awareness

Understanding of the formal and informal structures within an organization, and the ability to operate effectively within them.

External Awareness

Understanding the impact of external trends and influences on organizational functioning.

H. SPECIALIZED KNOWLEDGE

Career Specific Expertise

Extent to which an individual possesses and applies job-related knowledge in the completion of work tasks and activities. Includes knowledge gained through formal and informal education or training.

Section III:

G-COMPS Proficiency Scales

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GEORGIA'S COMPETENCY DICTIONARY FOR WORKFORCE PLANNING

Basic Communication Cluster

Oral Communication

Ability to communicate ideas, thoughts, and facts orally. Speaking using correct grammar, appropriate body language, proper tone and inflection, recognizing non-verbal cues, and respecting the audience to effectively communicate ideas.

| Level | Behavioral Descriptions |
|-------|--|
| 1 | <p>Difficulty communicating ideas orally. Expresses ideas that are not fully thought out. Uses incorrect grammar, inappropriate tone. Often loses focus/train of thought.</p> |
| 2 | <p>Appropriately communicates most ideas. Uses correct grammar and syntax. Uses appropriate language free of distracting slang and offensive language. Message is understandable.</p> |
| 3 | <p>Effectively communicates thoughts, ideas and facts orally. Considers audience, subject matter, etc., when preparing oral presentations. Presents information in a clear and concise way.</p> |
| 4 | <p>Speaks in a compelling manner. Anticipates and prepares for others' responses. Adjusts words to achieve various effects. Holds others' attention in group and one-on-one situations.</p> |
| 5 | <p>Makes dynamic oral presentations. Uses tone, inflection, and body language for increased impact. Makes complex ideas easy to understand. Consistently recognized as an eloquent speaker.</p> |

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GEORGIA'S COMPETENCY DICTIONARY FOR WORKFORCE PLANNING

Basic Communication Cluster

Written Communication

Ability to communicate ideas, thoughts, facts in writing. Ability/skill in using correct grammar, correct spelling, sentence and document structure, accepted document formatting, and special literary techniques to communicate a message in writing.

| Level | Behavioral Descriptions |
|-------|---|
| 1 | <p>Difficulty communicating ideas in writing. Uses incorrect grammar, poor spelling, and poor sentence structure. Expresses ideas that are not fully thought out. Writes messages that are sometimes unclear.</p> |
| 2 | <p>Appropriately communicates most ideas. Uses correct grammar and syntax in written communications. Produces understandable memos, letters, or other documents.</p> |
| 3 | <p>Effectively communicates ideas and facts. Adjusts content and style of written documents according to the subject matter and audience. Writes clear and concise material.</p> |
| 4 | <p>Generates compelling written documents. Adjusts words to add effect. Uses one or two formal writing styles appropriate to one's field. Writes documents which hold the reader's attention.</p> |
| 5 | <p>Uses and applies advanced literary techniques. Extensive knowledge of advanced literary techniques and formats.</p> |

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Basic Communication Cluster

Reading and Reading Comprehension

Examines, recognizes, and grasps the meaning of written characters, words and sentences (in the English language). This includes the ability to understand and learn from written materials by discerning essential facts, main ideas, and/or the essential message. Interprets written materials including rules, instructions, reports, charts, tables, articles, and technical/professional publications. Infers and applies information from written materials in situations related to the job.

| Level | Behavioral Descriptions |
|-------|--|
| 1 | Reads and follows basic written instructions, signs, etc. |
| 2 | Understands most written materials. Grasps main ideas, essential facts, etc. Reads newspapers, magazines, and popular literature. |
| 3 | Interprets and applies written information. Locates, understands, and interprets written information. Detects and discerns underlying meanings; Reads “between the lines.” Applies written material when completing assignments and projects. |
| 4 | Applies advanced written material for practical business purposes. Readily infers and applies complex written material for practical business purposes. Reads and interprets technical, professional and/or legal publications. |
| 5 | Sought for expert interpretations of complex written material. Sought for expert interpretations of and abilities in applying written material for practical business purposes. Discerns accuracy, appropriateness, style, and plausibility of complex written materials. |

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GEORGIA'S COMPETENCY DICTIONARY FOR WORKFORCE PLANNING

Basic Communication Cluster

Listening

Attuning to a vocal or auditory message including non-verbal cues. Body language/positioning and eye-contact of listener is considered. Ability to understand and derive meaning from spoken material. Requires the ability to remain attentive.

| Level | Behavioral Descriptions |
|-------|---|
| 1 | <p>Does not listen or listens poorly. Easily distracted when listening to others. Interrupts speaker; cuts speaker short.</p> |
| 2 | <p>Listens sufficiently to acquire essential information. May not always appear interested in speaker's message. Usually maintains eye-contact. Recognizes obvious verbal and non-verbal cues.</p> |
| 3 | <p>Attentive to the speaker's message. Attentive to verbal and non-verbal cues that lead to deeper understanding. Maintains eye-contact. Asks questions which clarify speaker's message.</p> |
| 4 | <p>Listens actively. Gives speaker undivided attention. Responsive to subtle verbal and non-verbal cues. Paraphrases speaker's message. Confirms understanding.</p> |
| 5 | <p>Facilitates speaker's message. Establishes rapport with speaker. Encourages speaker to continue; elicits the whole story. Receptive to speaker; easy to talk to; gets people to open up. Picks up on underlying or "hidden" message. "Hears between the lines."</p> |

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GEORGIA'S COMPETENCY DICTIONARY FOR WORKFORCE PLANNING

Personal Effectiveness Cluster

Flexibility

Degree to which an individual accepts change in job requirements, schedules, or work environments.

| Level | Behavioral Descriptions |
|-------|---|
| 1 | <p>Does not accept changes. Is argumentative in response to changes/adaptations. Ignores information that would cause change.</p> |
| 2 | <p>Accepts changes reluctantly. Makes changes only when told to do so. Waits until told to change or adapt rather than taking proactive steps.</p> |
| 3 | <p>Changes as needed to get the job done. Accepts changes in job requirements, schedules, or work environments as part of job. Remains calm and focused during times of change. Makes changes based on new credible information. Maintains productivity when implementing new or altered procedures.</p> |
| 4 | <p>Embraces change voluntarily. Willing and open to change. Develops new procedures in response to change. Adjusts schedules and timelines to accomplish goals and objectives in response to change.</p> |
| 5 | <p>Anticipates and prepares for change. Proactively adapts to new opportunities or risks. Seeks information from multiple sources that may cause change. Flourishes in high-change environments.</p> |

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GEORGIA'S COMPETENCY DICTIONARY FOR WORKFORCE PLANNING

Personal Effectiveness Cluster

Self Esteem (Self Concept)

The overall regard for which one holds one's self. Self-regard. Self-worth. How one feels about view of oneself.

| Level | Behavioral Descriptions |
|-------|--|
| 1 | <p>Expresses negative view of self. Questions self worth. Lacks confidence in own abilities. Avoids challenging situations.</p> |
| 2 | <p>Often critical of self. Vague or weak sense of purpose. Shies away from demonstrating skills. Expresses anxiety when attempting new or challenging tasks.</p> |
| 3 | <p>Positive view of self. Volunteers for challenging tasks. Realistic view of abilities and limitations. Speaks up when needing clarification.</p> |
| 4 | <p>Maintains high self-worth. Strong sense of purpose. Seeks opportunities to demonstrate skills and abilities. Speak out when inconsistencies exist. Understands role in organization.</p> |
| 5 | <p>Sees self in most positive light. Confident in one's own abilities over others. Challenges others' viewpoints. Speaks out when perceives injustices.</p> |

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GEORGIA'S COMPETENCY DICTIONARY FOR WORKFORCE PLANNING

Personal Effectiveness Cluster

Learning

Desire and effort to acquire new knowledge and skills for work. Concern for the acquisition of new job knowledge.

| Level | Behavioral Descriptions |
|-------|---|
| 1 | <p>Does not seek to acquire new knowledge or skills. Makes no effort toward learning, may avoid learning situations. Lacks adequate learning tools or styles to learn effectively.</p> |
| 2 | <p>Acquires new knowledge and skills if needed. Applies newly learned knowledge and skills when situation requires.</p> |
| 3 | <p>Actively acquires new knowledge and skills. Acquires and implements new knowledge successfully. Uses learning strategies to increase knowledge base. (i.e., observation, shadowing, reading, research, etc) Stays current on job related information.</p> |
| 4 | <p>Anticipates and takes initiative to learn new skills. Anticipates need for new knowledge and skills. Takes <u>independent</u> initiative to seek opportunities to learn new skills. Seeks feedback concerning performance in order to make appropriate adjustments.</p> |
| 5 | <p>Continuously acquires and applies new knowledge. Keeps up to date on latest knowledge. Seeks knowledge/learning opportunities from multiple sources. Recognizes importance of continuous learning for career advancement. Invests significant time and effort to acquire new skills and knowledge. Seamlessly adapts and applies new knowledge and skills to all areas of the job.</p> |

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GEORGIA'S COMPETENCY DICTIONARY FOR WORKFORCE PLANNING

Personal Effectiveness Cluster

Integrity / Honesty

Degree to which an individual can be trusted. Operates in an ethical manner. Degree of trustworthiness and ethical behavior of an individual with consideration for the knowledge one has of the impact and consequences when making a decision or taking action.

| Level | Behavioral Descriptions |
|-------|--|
| 1 | <p>Shows little concern for consequences or others. Job related actions frequently questioned. Makes decisions and choices in a self-serving fashion. Proceeds without regard for negative consequences on self, others or organization.</p> |
| 2 | <p>Provides questionable explanations. Provides questionable excuses/explanations when confronted. Has problems with maintaining confidentiality.</p> |
| 3 | <p>Trustworthy. Keeps organizational and personal information confidential. Refrains from gossip/rumor-mill.</p> |
| 4 | <p>Chooses ethical course in the face of pressure. Can be trusted to hold high-level clearance. Chooses ethical course in the face of pressure. Understands importance of maintaining confidentiality.</p> |
| 5 | <p>Ensures personal and organizational integrity. Takes extraordinary steps to ensure personal and organizational integrity. Impeccable track record of ethical conduct.</p> |

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GEORGIA'S COMPETENCY DICTIONARY FOR WORKFORCE PLANNING

Relating to People Cluster

Interpersonal Skills (Working With Others)

Extent to which an individual gets along and interacts positively with co-workers. Degree and style of understanding and relating to others.

| Level | Behavioral Descriptions |
|-------|---|
| 1 | <p>Inconsiderate. Inconsiderate of others' point of view. Often says things that offend others. Difficulty working with individuals with different backgrounds. Makes insensitive or offensive comments or suggestions.</p> |
| 2 | <p>Generally tactful. Utilizes one basic approach in dealing with others. May occasionally make unintentional negative or offensive comments. Avoids situations where others share personal problems.</p> |
| 3 | <p>Interacts pleasantly and positively with others. Utilizes multiple approaches in dealing with others. Respectful and considerate of others' point of view. Objective – doesn't interact using a hidden agenda.</p> |
| 4 | <p>Puts oneself in others' shoes. Empathetic toward others. Courteous, interacts positively in the face of others' negative comments. Understands underlying meaning behind certain situations or issues. Recognizes specific strengths <u>and</u> weaknesses of other people.</p> |
| 5 | <p>Understands emotional components behind complex situations. Altruistic; goes out of the way to help. Courteous in all situations. Effectively handles highly tense situations. Anticipates and prepares for responses.</p> |

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GEORGIA'S COMPETENCY DICTIONARY FOR WORKFORCE PLANNING

Relating to People Cluster

Customer Service / Client Orientation

Degree to which an employee attempts to, or meets customer expectations. Concern with performing work to a level, which satisfies customer needs. Includes appropriately reacting to customer demands.

| Level | Behavioral Descriptions |
|-------|---|
| 1 | <p>Negative or indifferent to customer. Ignores customer requests. Negative in response to customer expectations (argumentative, hostile, etc.). Has mistaken or misplaced concept of customer service. Offers unsatisfactory service in response to customer need. Often not committed to meeting customer needs.</p> |
| 2 | <p>Provides adequate customer service. Uses "quick fix" approach. Meets some customer expectations. May cause distress for demanding customers.</p> |
| 3 | <p>Completely meets customer expectations. Sufficiently works and communicates to <i>satisfy</i> clients' needs. Works to understand nature of problem before taking action. Follows-up to assure customer satisfaction. Remains courteous when faced with disgruntled customers.</p> |
| 4 | <p>Goes beyond customer expectations. Persistent in satisfying/recovering dissatisfied customers. Calms and satisfies irate customers. Takes <u>proactive</u> steps to meet customer needs.</p> |
| 5 | <p>Systematically ensures quality service. Creates systematic solutions to customer problems. Develops methods to improve service. Committed to overall quality of service.</p> |

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GEORGIA'S COMPETENCY DICTIONARY FOR WORKFORCE PLANNING

Relating to People Cluster

Negotiation and Influence

Gaining cooperation, support, and buy-in from others. The ability to facilitate positive dialogue between others with the goal of resolving differences and reaching compromises. Working cooperatively with others to resolve issues, which impede organizational or personal success.

| Level | Behavioral Descriptions |
|-------|---|
| 1 | <p>Dictates outcomes. Doesn't allow others to tell their side. Doesn't consider other's point-of-view. Enters negotiations with preconceived solutions. Influences through threats, "My way or the highway". Uncooperative.</p> |
| 2 | <p>Accepts one-sided solutions. Issues or problems may be left unresolved. Personal bias or beliefs may have precedence. Doesn't always consider all sides of an issue. May limit opposing views. Persuades through guilt or coercion.</p> |
| 3 | <p>Reaches compromise and consensus. Works to resolve issues using give and take. Fosters free and open communication to reach compromises. Works to achieve <u>consensus</u> among all parties. Persuades through appeals to others' sense of right and wrong.</p> |
| 4 | <p>Gains mutual support and buy-in. Considers others' needs to find agreeable solutions. Uses awareness of varying backgrounds and beliefs in negotiations. Influences others through modeling appropriate behavior. Articulates positions that win acceptance, agreement or behavior change.</p> |
| 5 | <p>Orchestrates situations to achieve win-win results. Identifies options and alternatives that are beneficial for all. Considers overall impact and results of negotiations and agreements. Enlists "political allies" to influence situations and people. Targets decision makers; builds support behind the scenes.</p> |

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GEORGIA'S COMPETENCY DICTIONARY FOR WORKFORCE PLANNING

Relating to People Cluster

Conflict Management

Ability to effectively resolve disputes among others. Manages disagreements. Methods and style of dealing with disagreements. Requires the ability to remain impartial and unbiased.

| Level | Behavioral Descriptions |
|-------|--|
| 1 | <p>Exacerbates conflict. Ignores conflict among coworkers. Inability to remain impartial; "Takes sides." Reacts emotionally when conflict arises.</p> |
| 2 | <p>Intervenes in inappropriate time and manner. Allows conflicts to escalate before getting involved; slow to react. Offers suggestions before hearing all pertinent information. Becomes stressed when faced with managing conflict.</p> |
| 3 | <p>Remains calm and neutral. Listens to all sides before offering suggestions. Remains impartial, doesn't allow personal bias to interfere. Remains calm and presents balanced opinions and alternatives.</p> |
| 4 | <p>Facilitates to resolve disputes. Successfully facilitates interactions among others to resolve disputes. Defuses situations before they escalate uncontrollably. Maintains composure when faced with escalating conflict.</p> |
| 5 | <p>Successfully defuses hostile situations. Navigates hostile situations by calming others. Understands underlying "personal" issues. Operates "behind-the-scenes" to resolve conflict.</p> |

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GEORGIA'S COMPETENCY DICTIONARY FOR WORKFORCE PLANNING

Relating to People Cluster

Diversity Management

Ability to work harmoniously with others in an environment where diverse cultures, religions, philosophies, genders, and races exist.

| Level | Behavioral Descriptions |
|-------|--|
| 1 | <p>Insensitive. Insensitive to diversity in workplace. Viewpoint clouded by preconceived notions. Biased by racial, cultural, or gender stereotypes.</p> |
| 2 | <p>Awkward. Awkward in situations requiring sensitivity to diversity issues. Makes shallow attempts to understand others' backgrounds. Limited willingness to understand others.</p> |
| 3 | <p>Works well with diverse workforce. Works well with individuals from diverse backgrounds. Understands the value of diversity in the workplace. Respectful of coworkers' rights to be different.</p> |
| 4 | <p>Respects and appreciates similarities and differences. Demonstrates model behavior for working with diverse populations. Relates to others based on their job performance. Respects and appreciates the similarities and differences among coworkers.</p> |
| 5 | <p>Champions diversity. Appreciates and extols the value to be gained from a diverse workforce. Advocates, fosters, and embraces awareness and acceptance of diversity.</p> |

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GEORGIA'S COMPETENCY DICTIONARY FOR WORKFORCE PLANNING

Collaborating & Leading Cluster

Teamwork

Ability to effectively work and complete assignments in group settings. Works cooperatively with others to achieve common goals.

| Level | Behavioral Descriptions |
|-------|---|
| 1 | <p>Deficient or disruptive. Does not accommodate team requirements. Does not participate in group activities. Openly critical of other's suggestions; Uses negative sarcasm. Offers tactless, inappropriate comments.</p> |
| 2 | <p>Minimal participation. Little involvement in group process. Offers infrequent comments or suggestions. Participates when required.</p> |
| 3 | <p>Works cooperatively with others. Actively provides information and suggestions. Accepts and completes team assignments. Follows through on commitments to team members.</p> |
| 4 | <p>Facilitates collaboration. Identifies needs and provides assistance to team members. Forms positive relationships with team members. Unselfishly gives credit to others for accomplishments. Uncovers issues that block team effectiveness.</p> |
| 5 | <p>Builds team spirit. Cultivates unity and commitment among team members. Conducts team-building exercises. Involves everyone on the team. Praises the team and its achievements to others.</p> |

G-COMPS

GEORGIA'S COMPETENCY DICTIONARY FOR WORKFORCE PLANNING

Collaborating & Leading Cluster

Team Leadership

Ability to effectively manage and guide group efforts. Includes providing appropriate level of feedback concerning group progress.

| Level | Behavioral Descriptions |
|-------|--|
| 1 | <p>Uses negative or counter productive tactics. Leadership style results in counterproductive behavior among staff. "Plays favorites" in assigning tasks. Criticizes others publicly. Tends to focus on failures or negative behaviors.</p> |
| 2 | <p>Provides minimal instruction and feedback. Leads without focus or direction. Often sets unrealistic goals and agendas. Direct reports often fail to meet goals or objectives.</p> |
| 3 | <p>Encourages and promotes individual participation. Effectively sets goals and direction. Provides constructive criticism. Provides explanations to minimize confusion. Seeks opportunities to motivate others.</p> |
| 4 | <p>Fosters and facilitates positive work environment. Provides guidance to groups, team members, or other employees. Establishes mentoring relationships. Uses multiple leadership styles depending on situation. Takes an active role in developing motivational strategies.</p> |
| 5 | <p>Energizes team to succeed. Inspires team to exceed expectations. Maintains organizational objectives in guiding team. Creates positive morale among employees.</p> |

G-COMPS

GEORGIA'S COMPETENCY DICTIONARY FOR WORKFORCE PLANNING

Collaborating & Leading Cluster

Teaching Others

Overall concern for the developmental level of an individual or group of peers, clients, or superiors. Takes steps to explain and provide guidance because it is needed in contrast to training somebody as a formal responsibility. Sending people to required training is not included.

| Level | Behavioral Descriptions |
|-------|--|
| 1 | <p>No concern for the development of others. Refuses or shows little interest in helping others with new tasks or procedures. Belittles others' mistakes.</p> |
| 2 | <p>Misses opportunities to develop others. Tells others how to perform tasks with little explanation. Provides minimal feedback to supplement instruction. Often misses opportunities to reinforce good behavior in others.</p> |
| 3 | <p>Coaches others to promote knowledge. Explains rationale, demonstrates appropriate behaviors. Provides instruction to promote others' development. Offers constructive feedback about errors.</p> |
| 4 | <p>Concerned for the development of others. Identifies need for training and coaching. Provides comprehensive feedback to supplement instruction. Modifies teaching style depending on situation/audience.</p> |
| 5 | <p>Develops others using personal mentoring. Creates learning environment. Challenges others to seek opportunities to learn. Uses assessment to identify short and long term developmental needs.</p> |

G-COMPS

GEORGIA'S COMPETENCY DICTIONARY FOR WORKFORCE PLANNING

Collaborating & Leading Cluster

Human Resource Management

The effective selection and hiring of competent staff. Also refers to the distribution of employee assignments with respect to ability and overall goals and the management of influences that affect performance and motivation.

| Level | Behavioral Descriptions |
|-------|---|
| 1 | <p>Over/under utilizes employees. Undermines staff morale through inappropriate motivational and supervisory efforts.</p> |
| 2 | <p>Randomly distributes work assignments. Uses inconsistent methods to improve employee performance. Motivational and supervisory efforts result in staff performing at minimal levels. Hires or selects staff with minimal or inadequate abilities.</p> |
| 3 | <p>Appropriately selects and utilizes staff. Appropriately hires staff and delegates tasks according to ability. Evaluates and provides feedback on performance. Uses rewards and reinforcement to improve performance. Understands and complies with basic HR regulations and laws.</p> |
| 4 | <p>Deploys staff to achieve development. Assesses staff abilities when assigning/delegating tasks. Implements comprehensive staff-development strategies. Employs tracking mechanisms to assure attainment of overall staff development goals.</p> |
| 5 | <p>Coordinates staff abilities with organizational direction. Empowers others to perform beyond expectations. Shares organization-wide successes with employees.</p> |

G-COMPS

GEORGIA'S COMPETENCY DICTIONARY FOR WORKFORCE PLANNING

Action & Results Cluster

Goal and Task Management

The extent to which one prioritizes, sets challenging goals, establishes standards, coordinates tasks, shows concern for deadlines, and tracks progress with respect to personal and team performance.

| Level | Behavioral Descriptions |
|-------|---|
| 1 | <p>Little or no goals or standards. Does not prioritize assignments. Spends time completing irrelevant tasks. Trouble meeting deadlines. Commits to unrealistic deadlines.</p> |
| 2 | <p>Pursues simple goals. Gets only most important tasks finished on time. Sometimes miscalculates amount of time necessary to complete tasks. Takes on simple or unchallenging tasks.</p> |
| 3 | <p>Tackles challenging tasks. Prioritizes tasks with respect to importance and time available. Realistically estimates time to complete projects. Categorizes or sequences tasks to increase efficiency. Takes steps to improve methods or procedures in order to increase productivity.</p> |
| 4 | <p>Tracks and measures performance against objectives. Makes structured plan - accomplishes strategic short-term goals. Adjusts goals based on new or additional information. Sets goals above expected level; seeks additional challenges on the job. Keeps personal log/tracking system of goals. Meets and exceeds deadlines through efficient time management.</p> |
| 5 | <p>Driven by both personal and organizational standards to produce results. Focuses effort on the key things that matter most. Maintains short and long-term focus in the completion of tasks. Takes on extremely challenging tasks.</p> |

G-COMPS

GEORGIA'S COMPETENCY DICTIONARY FOR WORKFORCE PLANNING

Action & Results Cluster

Effort and Initiative

Level of concern for own effort and initiative. Refers to effort an employee will display during a particular task. Also implies that an individual will work and take action without specific direction and without being monitored.

| Level | Behavioral Descriptions |
|-------|--|
| 1 | <p>No concern for quality. No or little concern for quality of product or service. Careless, makes numerous mistakes when working. No concern for quality of product or service. Gives up quickly on difficult tasks, doesn't make additional attempts.</p> |
| 2 | <p>Meets minimum standards. Makes sufficient effort on enjoyable tasks, lower effort on non-enjoyable tasks. Only works to meet minimum standards set by organization. Looks for easiest solution to most problems.</p> |
| 3 | <p>Makes strong effort to get job done. Works independently with minimum direction or structure. Persists on difficult tasks. Follows through on commitments with appropriate action. Tries various approaches until a goal is achieved. Assumes personal responsibility for positive and negative outcomes.</p> |
| 4 | <p>Goes beyond duty. Provides high level of effort on all tasks. Takes on difficult and challenging tasks. Consistently exceeds company/organizational expectations. Perseveres through unpleasant assignments or tasks without complaining. Independently takes on new tasks or projects and follows through.</p> |
| 5 | <p>Exerts extraordinary effort. Makes exceptional attempts to reach solutions or achieve goals. Takes action to seize opportunities for good of agency and customers. Holds self accountable for team and organization outcomes. Takes proactive steps achieve positive outcomes.</p> |

G-COMPS

GEORGIA'S COMPETENCY DICTIONARY FOR WORKFORCE PLANNING

Action & Results Cluster

Decisiveness

Degree to which an individual successfully determines, follows, and persists with a timely course of action. Requires the consideration of multiple factors and influences in making decisions.

| Level | Behavioral Descriptions |
|-------|--|
| 1 | <p>Indecisive. Fails to make required decisions. Does not base decisions on appropriate information.</p> |
| 2 | <p>Slow to make decisions. Over/under analyzes problems. Sometimes bases decisions on unsound information. Easily swayed from decisions by dissenting viewpoints.</p> |
| 3 | <p>Makes decisions without undo delay. Considers options and consequences during decision making process. Persists with decisions unless reliable and credible information is offered.</p> |
| 4 | <p>Makes well-informed decisions. Makes well-informed decisions utilizing multiple sources of information. Weighs risk against possible gain. Uses formal decision making processes or tools.</p> |
| 5 | <p>Decisive – commits to action. Makes decisions with ease. Has resolve, commits to action. Makes effective decisions when information is limited.</p> |

G-COMPS

GEORGIA'S COMPETENCY DICTIONARY FOR WORKFORCE PLANNING

Action & Results Cluster

Applies Technology to Tasks (Technology Orientation)

The use of technology in the performance of one's job. Includes the integration and acceptance of new technology.

| Level | Behavioral Descriptions |
|-------|---|
| 1 | <p>Avoids new technology. Lacks basic understanding to operate/use technology applications. Operates machines/equipment/tools improperly.</p> |
| 2 | <p>Uses technology in limited ways. Uses of technology limited to one or two applications. Makes use of only most basic functions of software applications or other technology (e.g. <i>can type or record data, but only knows rudimentary editing features.</i>)</p> |
| 3 | <p>Makes routine use of technology. Uses multiple (existing) technology applications to perform duties. Uses technology effectively to complete assignments. Learns how to effectively use required technology.</p> |
| 4 | <p>Improves processes and results with technology. Improves processes through unique uses of technology. Determines best technology application for performing tasks. Proactively learns new applications. Becomes “power user”; teaches others how to use new applications.</p> |
| 5 | <p>Uses technology as strategic business solution. Develops and implements strategies to integrate technology into multiple business areas. Proficient in use of multiple technology applications.</p> |

G-COMPS

GEORGIA'S COMPETENCY DICTIONARY FOR WORKFORCE PLANNING

Analytical & Conceptual Cluster

Collects and Organizes Information

Manner by which an individual addresses and handles the flow of information. Ability to identify, systematically collect, and organize information for use by self or others in an organization. Information may be new or updated procedures and policies, business contacts, etc.

| Level | Behavioral Descriptions |
|-------|--|
| 1 | <p>Does not or ineffectively seeks information. Overlooks need for information. Information accumulated in unorganized or haphazard manner.</p> |
| 2 | <p>Collects and maintains simple information. Collects information from a limited number of sources. Limits collection of information from easily accessed sources. Maintains information using simple procedures (e.g., in personal lists or folders).</p> |
| 3 | <p>Uses formal or systematic procedures to collect and maintain information. Collects information from multiple sources. Identifies needs for information and collects from multiple sources within the organization. Organizes information in clear and easy to access system. Continually updates outdated information.</p> |
| 4 | <p>Uses multiple systems to gather information. Uses various processes to organize and evaluates data for relevance. Maintains sophisticated filing or storage systems. Creates systems to share relevant information with others.</p> |
| 5 | <p>Synthesizes and applies information. Integrates, synthesizes, and applies information from multiple sources. Determines procedures for maintaining and evaluating information. Develops methods for information sharing.</p> |

G-COMPS

GEORGIA'S COMPETENCY DICTIONARY FOR WORKFORCE PLANNING

Analytical & Conceptual Cluster

Reasoning

Ability to breakdown complex items or problems into their component parts. Analyzes and uses information in order to gain understanding or solve problems. Uses information to gain insight into time sequences, causality, varying contingencies, etc.

| Level | Behavioral Descriptions |
|-------|---|
| 1 | <p>Has trouble identifying relationships. Recognizes only basic or simple relationships. Cannot break down information into component parts. Solves routine problems using routine solutions, which are learned in advance.</p> |
| 2 | <p>Understands simple causal relationships. Sorts simple information into component parts using simple methods. Understands and applies simple causal relationships. (A follows B, A and B are alike, etc.) Recognizes <i>explicitly</i> related thoughts and ideas.</p> |
| 3 | <p>Breaks down complex information. Solves problems by sorting and classifying items into their component parts. Understands relationships among numerous pieces of information. Thinks through problems and imagines consequences and outcomes before developing a solution or taking action. Recognizes sequences of causal events.</p> |
| 4 | <p>Simplifies complex information. Uses multiple rules to analyze and categorize complicated information. Identifies plausible relationships among diverse and obscure material. Thinks through complicated problems to develop multiple solutions. Understands interaction between multiple problems and situations. Sees connections between complex sequences of events.</p> |
| 5 | <p>Makes sense of extremely complex interrelated situations. Understands complex systems through knowledge, insight, and systematic analysis. Applies complicated sequences of rules to discern patterns, trends, and relationships and to draw conclusions. Recognizes relationships among multiple, parallel sequences of information or events. Systematically analyzes multifaceted problems into comprehensible pieces.</p> |

G-COMPS

GEORGIA'S COMPETENCY DICTIONARY FOR WORKFORCE PLANNING

Analytical & Conceptual Cluster

Planning and Evaluation

The concurrent management of projects, time, self, and other resources including prioritizing, planning, and coordinating with respect to goals and objectives. Ability to create and follow a set path in order to achieve a goal. Ability to determine the effectiveness of a given plan.

| Level | Behavioral Descriptions |
|-------|---|
| 1 | <p>Proceeds without a plan. Doesn't evaluate progress against goals.</p> |
| 2 | <p>Generates short-term plans. Creates and follows simple (one or two step) plans. Fails to see alternative process to achieve goals. Performs very little evaluation to determine effectiveness of plans.</p> |
| 3 | <p>Establishes plans that emphasize order. Prioritizes items to complete objectives. Uses standard planning tools and references to aid in planning process (e.g., MS Project or Kepner-Trehoe Method) . Evaluates progress in relationship to overall goals.</p> |
| 4 | <p>Coordinates plans for multiple projects. Uses planning and tracking systems to coordinate many projects. Plans and prepares for events/situations that could disrupt a project.</p> |
| 5 | <p>Creates contingency plans. Considers current and future organizational goals in developing and coordinating plans. Evaluates outcomes in relation to organizational goals. Thinks through possible future conditions, considers alternative scenarios, and prepares contingency plans in advance.</p> |

G-COMPS

GEORGIA'S COMPETENCY DICTIONARY FOR WORKFORCE PLANNING

Analytical & Conceptual Cluster

Creative Thinking

Ability to look at situations from multiple perspectives. Tendency or ability of individual to do something or create something new. Creates solutions to problems using novel methods and processes.

| Level | Behavioral Descriptions |
|-------|--|
| 1 | <p>Lacks imagination and creativity. Cannot look at situations in different ways. Does not express or indicate active imagination.</p> |
| 2 | <p>Generates simple ideas. Comes up with simple alternative solutions. Solutions limited in scope.</p> |
| 3 | <p>Discovers and makes improvements. Recognizes points for improvement and uses imagination to solve problems. Examines situations from multiple or different perspectives. Produces many useful ideas or explanations for circumstances. Introduces new approaches that may have been tried elsewhere.</p> |
| 4 | <p>Creates innovative products and services. Recognizes problems and issues not apparent to others. Experiments with new ideas, methodologies, and procedures. Applies formal methods and strategies to enhance creative thought.</p> |
| 5 | <p>Generates transformational insights. Generates new insights which revolutionize procedures and methods. Develops novel programs, processes, and designs. Implements ground breaking, far reaching, cutting edge plans or procedures.</p> |

G-COMPS

GEORGIA'S COMPETENCY DICTIONARY FOR WORKFORCE PLANNING

Analytical & Conceptual Cluster

Problem Solving

The identification of various types of problems along with the creating of workable solutions. Requires the identification and analysis of problems, evaluation of alternatives, and provision of solutions.

| Level | Behavioral Descriptions |
|-------|---|
| 1 | <p>Does not create solutions. Jumps to conclusions or makes/determines solutions without analyzing the problem. Identifies obvious problems. Doesn't create solutions / relies on others for solutions.</p> |
| 2 | <p>Creates simple solutions. Can identify simple problems and select simple solutions. May search and collect source data for reference</p> |
| 3 | <p>Solutions grounded in factual information. Identifies routine problems and creates routine solutions. Performs simple analysis and evaluation to determine course of action. Solutions grounded in factual information and proven analytical methods.</p> |
| 4 | <p>Applies formal problem solving methods. Identifies root-cause of complex problems and creates multiple solutions. Uses information/research from two or more sources for analysis and evaluation. Generates alternative solutions in response to changing circumstances.</p> |
| 5 | <p>Identifies relationships between complex problems. Uses extensive information and research for analysis and evaluation. Creates solutions that reduce chaos. Evaluates alternative solutions prior to implementation.</p> |

G-COMPS

GEORGIA'S COMPETENCY DICTIONARY FOR WORKFORCE PLANNING

Analytical & Conceptual Cluster

Arithmetic and Mathematical Reasoning

Uses and applies mathematical techniques, processes, and concepts to understand and solve problems. Applies understanding of mathematics, either explicitly or implicitly, to perform basic computations, apply mathematical processes or utilize tools, analyze problems, identify or specify patterns, and draw conclusions.

| Level | Behavioral Descriptions |
|-------|--|
| 1 | <p>Needs a calculator to do basic computations. Attempts basic computations. Must use calculator to complete basic mathematical calculations.</p> |
| 2 | <p>Performs basic arithmetic (i.e., adding, subtracting, multiplying, dividing). Uses arithmetic and basic numerical concepts such as whole numbers to complete job tasks. Makes reasonable estimates of mathematical problems without a calculator.</p> |
| 3 | <p>Solves routine mathematical problems (e.g., volume/area calculations, obtaining/transposing measurements, calculation of sales tax, etc.). Independently applies simple mathematical techniques to solve practical problems. Creates tables and charts to store or explain quantitative information.</p> |
| 4 | <p>Performs and applies complex computations (e.g., algebra, trigonometry, statistics, etc.). Understands role of probability in explaining and predicting events. Applies advanced math, probability, or statistics and interprets results.</p> |
| 5 | <p>Applies complex mathematical concepts (e.g., calculus, linear algebra, set theory, advanced algebra, etc.). Identifies and explains trends and other characteristics among vast quantitative data using advanced mathematical reasoning. Uses or develops equations to model business problems.</p> |

G-COMPS

GEORGIA'S COMPETENCY DICTIONARY FOR WORKFORCE PLANNING

Analytical & Conceptual Cluster

Manages Resources

Ability to appropriately allocate a variety of resources that may include, materials, money, facilities, and equipment. Requires the ability to assess needs and track progress.

| Level | Behavioral Descriptions |
|-------|--|
| 1 | <p>Poorly plans for resources needs. Careless in resource allocation. Actions result in wastefulness.</p> |
| 2 | <p>Uses unreliable methods. Often runs short on allocated resources. Uses unreliable methods to determine resource needs.</p> |
| 3 | <p>Uses set procedures. Maintains appropriate levels of resources to meet needs. Uses set procedures accurately to determine/allocate resources. Resource levels match needs.</p> |
| 4 | <p>Performs independent analysis. Performs analysis to determine proper allocation of resources. Continually monitors resource needs in relationship to overall goals.</p> |
| 5 | <p>Forecasts resource needs. Forecasts resource needs using extensive ongoing analysis. Develops procedures for monitoring and evaluating resources.</p> |

G-COMPS

GEORGIA'S COMPETENCY DICTIONARY FOR WORKFORCE PLANNING

Environmental Acumen Cluster

Vision

Understanding of how an organization must change in light of internal and external trends and influences.

| Level | Behavioral Descriptions |
|-------|---|
| 1 | <p>Does not understand mission. Doesn't understand mission, direction, or goals of the organization. Doesn't care where organization is headed.</p> |
| 2 | <p>Basic understanding of mission. Basic understanding of organizational goals and direction. Makes minimal contribution toward organizational goals and objectives.</p> |
| 3 | <p>Understands organizational direction. Makes personal contribution toward organizational goals and objectives. Working knowledge of organizational direction. Sees where leadership intends to take the organization.</p> |
| 4 | <p>Makes connection between influences and vision. Recognizes relationship between trends and influences and the direction the organization must take. Imagines and communicates unique methods for achieving organizational success.</p> |
| 5 | <p>Maintains long-range perspective. Formulates dynamic picture of the organization's long-range perspective. Understands both internal and external elements that affect the organization. Communicates direction to all levels of the organization.</p> |

G-COMPS

GEORGIA'S COMPETENCY DICTIONARY FOR WORKFORCE PLANNING

Environmental Acumen Cluster

Organizational Awareness

Understanding of the formal and informal structures within an organization, and the ability to operate effectively within them.

| Level | Behavioral Descriptions |
|-------|--|
| 1 | <p>Oblivious. Oblivious to politics or corporate culture. Does not understand rules/policies of organization.</p> |
| 2 | <p>Basic knowledge of organizational systems. Has basic knowledge of formal and informal systems within an organization. Has difficulty operating within both formal and informal systems. Follows rules most of the time.</p> |
| 3 | <p>Acts in accordance with organizational climate and culture. Operates effectively within formal and informal organizational systems. Recognizes and acts in accordance with organizational climate and culture. Follows "chain-of-command" when reporting information. Understands political forces within an organization.</p> |
| 4 | <p>Forms alliances. Forms alliances to achieve goals Uses formal and informal organizational systems to meet objectives. Uses political networks to initiate and cause change.</p> |
| 5 | <p>In-depth knowledge. Possesses in-depth knowledge of all organizational systems. Understands the relationship between internal climate and external environment. Promotes organizational culture.</p> |

G-COMPS

GEORGIA'S COMPETENCY DICTIONARY FOR WORKFORCE PLANNING

Environmental Acumen Cluster

External Awareness

Understanding the impact of external trends and influences on organizational functioning.

| Level | Behavioral Descriptions |
|-------|---|
| 1 | <p>Limited or no understanding. Has limited or no understanding of the influence of external factors on the organization.</p> |
| 2 | <p>Basic understanding. Basic knowledge of external factors that affect the organization. Basic understanding of the organization's position with respect to the external environment.</p> |
| 3 | <p>Maintains awareness. Maintains awareness of the various external trends and influences that affect the organization. Seeks information on trends and influences from multiple sources. Keeps up-to-date on trends and influences.</p> |
| 4 | <p>Advanced knowledge. Advanced knowledge of trends and influences affecting the organization. Utilizes tracking systems to assess trends and influences. Reports information throughout the organization.</p> |
| 5 | <p>Extensive knowledge and insight. Extensive knowledge and insight into external environment and its impact on the organization. Develops formal procedures for tracking/evaluating trends and influences. Is recognized as the point-of-contact for external items effecting organization.</p> |

G-COMPS

GEORGIA'S COMPETENCY DICTIONARY FOR WORKFORCE PLANNING

Specialized Knowledge Cluster

Career Specific Expertise

Extent to which an individual possesses and applies job-related knowledge in the completion of work tasks and activities. Includes knowledge gained through formal and informal education or training.

| Level | Behavioral Descriptions |
|-------|--|
| 1 | <p>Limited knowledge. Has very limited understanding of body of knowledge required for job. Possesses limited formal or informal training with no experience.</p> |
| 2 | <p>Basic knowledge. Has basic understand of body of knowledge areas required for job. Applies appropriate technical knowledge to some job related tasks. Operates at the apprentice level, performs work under guidance.</p> |
| 3 | <p>Proficient knowledge. Has proficient knowledge and abilities required for the job. Independently applies skills in completing job tasks. Stays current on new information that applies to job. Demonstrates a depth of knowledge within a specific area.</p> |
| 4 | <p>Advanced expertise. Has advanced expertise in required job-related knowledge. Generates novel or unique ideas in performing job-related activities. Considered organization-wide subject matter expert. Improves systems or procedures which enhance own and others' ability to do work.</p> |
| 5 | <p>Expert. Is considered expert in knowledge and abilities required for the job. Develops systems that have a major impact on organization. Considered industry-wide subject matter expert. Creates innovative solutions which enhance overall organizational performance. Maintains in-depth knowledge of multiple functional areas.</p> |

Section IV:

G-COMPS Impact Scales

G-COMPS

GEORGIA'S COMPETENCY DICTIONARY FOR WORKFORCE PLANNING

Scope of Impact (Generic)

The operational environment and time frame within which one's work results are realized. Refers to the magnitude and complexity of the information, problems, plans, tasks, projects, or resources that are successfully handled by one's work behavior. Includes the scale, impact, and extensiveness of one's results, outcomes, outputs, innovations, solutions, or decisions. Also includes the size, number, and range of different groups of people (employee, customer, and/or stakeholder) that are affected.

| Level | Behavioral Descriptions |
|---|--|
| 1 Impacts Personal Work | <p>Contributes individually or in cooperation with others. Actions and work results affect oneself or a few other customers, peers, or stakeholders. Applies standard practices, procedures, and resources assigned by supervisor. Executes assigned tasks and resolves routine problems independently. Plans and completes short-term assignments within a 3 month or less time frame.</p> |
| 2 Impacts Team or Group | <p>Affects small work team, functional unit, programmatic section, or customer group. Actions and work results affect several employees in a work team, task force, or a small group of customers. Adapts or modifies standard practices to address exceptions to the rule or uncommon situations. Applies specialized body of knowledge to improve existing processes, to diagnose and resolve nonroutine problems, or to teach and guide others. Plans and completes short-term projects within a 1 year time frame.</p> |
| 3 Impacts Multiple Related Groups | <p>Influences two or more closely related work teams, functional units, programmatic sections, and/or customer groups. Influences the behavior and activities of two or more related employee, customer, or stakeholder groups, teams, task forces, and/or work units. Develops and implements standard practices and solutions for uncommon, diverse, and complex problems. Provides expert advice or guidance in specialized technical and professional areas to employees, customers, and stakeholders. Plans and completes complex projects spanning a 1-2 year time frame.</p> |
| 4 Impacts Multiple Functions or a Division | <p>Integrates various functional groups, project teams, or programmatic sections. Actions affect several large, and perhaps diverse, stakeholder, customer, and employee segments. Resolves highly complex and far-reaching problems; Influences business strategies, allocation of resources, and interactions of multiple work groups, functional units, projects, or programs. Creates major innovations in operations, services, or products. Integrates multiple interactive complex plans and initiatives spanning a 2-5 year time frame.</p> |
| 5 Impacts Agency or Mega Division | <p>Drives entire organization, agency, or strategic group of businesses. Actions impact entire stakeholder, customer, and employee populations. Establishes strategic vision for programs, operations, and initiatives of an entire organization. Transforms business models, systems, products, services, and customer markets. Causes overall organizational performance and results realized in the long-term (i.e., 5-10 years in the future).</p> |

G-COMPS

GEORGIA'S COMPETENCY DICTIONARY FOR WORKFORCE PLANNING

Creative Thinking

Ability to look at situations from multiple perspectives. Tendency or ability of individual to do something or create something new. Creates solutions to problems using novel methods and processes.

Breadth and Impact

| Level | Behavioral Descriptions |
|---|--|
| 1 Impacts Personal Work | <p>Finds ways to improve personal execution of routine tasks. Improves individual processes. Uses and/or adapts existing processes in one's job or local function. Thinks of solutions to problems affecting one's assigned work or customers.</p> |
| 2 Impacts Team or Group | <p>Improves processes that affect a single team or a small group of customers. Modifies design, process or application to improve the output or performance of a work team or several individuals. Adapts existing processes or procedures to account for unusual circumstances. Applies basic processes flexibly as the situation demands.</p> |
| 3 Impacts Multiple Related Groups | <p>Creates processes, products, or services used by multiple groups. Generates ideas that influence more than one work group, program segment, or subset of existing customers. Introduces external processes for use by a cross-functional team, a task force, a small program, multiple caseloads, etc. Creates business procedures, practices, or systems to deliver services and products affecting multiple subordinate teams or small customer groups.</p> |
| 4 Impacts Multiple Functions or a Division | <p>Introduces changes affecting a major area of organizational operations. Introduces new concepts or strategies that improve performance in a major program, functional area, operation, or division of the organization. Presents ideas that significantly affect relationships, services, and outcomes for relevant stakeholders, customer organizations, and the public affected by a major area of business. Improves performance of a functional or operational area by introducing concepts or practices that are new to the area.</p> |
| 5 Impacts Agency or Mega Division | <p>Revolutionizes overall organizational business. Originates systems or strategies that significantly improve or revise the way an entire organization does business. Develops solutions that transform an organization's business model. Implements new programs affecting cost savings, revenue, or service improvements for an entire organization, large divisions, or an entire range of customer and stakeholder groups. Creates new classes of business, products, services, or customers for an entire organization.</p> |

G-COMPS

GEORGIA'S COMPETENCY DICTIONARY FOR WORKFORCE PLANNING

Planning and Evaluation

The concurrent management of projects, time, self, and other resources including prioritizing, planning, goal setting, and coordinating with respect to goals and objectives. Ability to create and follow a set path in order to achieve a goal. Ability to determine the effectiveness of a given plan.

Breadth and Impact

| Level | Behavioral Descriptions |
|---|--|
| 1 Impacts Personal Work | <p>Plans personal work and activities. Addresses current activities or short-term problems that can be completed or in less than 3 months. Addresses problems only as they arise. Applies designated procedures and resources as assigned in routine activities.</p> |
| 2 Impacts Team or Group | <p>Plans work and activities for several individuals. Takes action to address events or issues up to 12 months before they occur. Plans routine activities undertaken by several people in a work unit, team, task force, or stakeholder group. Sets goals for a work team or customer group.</p> |
| 3 Impacts Multiple Related Groups | <p>Plans work activities for multiple work units or stakeholder groups. Plans large or complex projects spanning a 1-2 year time frame. Coordinates planning and goal setting of multiple teams or work units. Plans several concurrent but independent projects or several projects completed in sequence.</p> |
| 4 Impacts Multiple Functions or a Division | <p>Plans impact an entire business function, division, or stakeholder group. Coordinates interrelated components of major projects spanning a 2-5 year time frame. Creates plans balancing resources for multiple business functions, several areas of operation, or a large multi-disciplinary division. Integrates multiple concurrent plans into comprehensive long-term strategies.</p> |
| 5 Impacts Agency or Mega Division | <p>Plans impact an entire organization. Takes initiative and advance action to ensure future long-term performance, and acts 5-10 years ahead. Creates plans that impact agency wide operations, programs, or service areas. Formulates strategic objectives for the overall organization, and facilitates implementation. Accounts for and incorporates system-wide interdependencies of projects when planning.</p> |

G-COMPS

GEORGIA'S COMPETENCY DICTIONARY FOR WORKFORCE PLANNING

Manages Resources

Ability to appropriately allocate a variety of resources, which may include, materials, money, facilities, and equipment. Requires the ability to assess needs and track progress.

Breadth and Impact

| Level | Behavioral Descriptions |
|---|--|
| 1 Impacts Personal Work | <p>Uses assigned resources to accomplish tasks. Monitors use of resources assigned for personal work. Accounts for personal use of time and resources. May tally resource usage of others.</p> |
| 2 Impacts Team or Group | <p>Assigns allocated resources to team or project members. Apportions designated time, resources, and/or activities undertaken by several employees. Ensures effectiveness in the use of time, material resources, and expenditures for a small project or work team.</p> |
| 3 Impacts Multiple Related Groups | <p>Coordinates use of allocated resources among several teams or groups within a functional unit. Manages the time and material of related work units or projects. Allocates, identifies, and optimizes resources to accomplish goal of multiple projects or teams. Prepares and justifies a budget for a specific functional area.</p> |
| 4 Impacts Multiple Functions or a Division | <p>Balances allocation of resources within a division of an organization. Controls financial and material resources for a major division or program of an organization. Determines allocation of resources for major areas of services and operations. Develops, acquires, and allocates resources to accomplish strategic objectives of a division, functional area, or major section of the organization.</p> |
| 5 Impacts Agency or Mega Division | <p>Determines and controls allocation of resources for entire organization. Allocates resources for organization-wide operations May cause major changes in functional operations, processes, and procedures at a statewide level. Directs the fiscal and budgetary processes for an entire organization. Strategically deploys agency-wide resources.</p> |

G-COMPS

GEORGIA'S COMPETENCY DICTIONARY FOR WORKFORCE PLANNING

Manages Human Resources

The effective distribution of employee assignments with respect to ability and overall goals. Management of influences which effect performance and motivation.

Breadth and Impact

| Level | Behavioral Descriptions |
|---|--|
| 1 Impacts Personal Work | Manages self. Executes assigned tasks, no accountability for managing others. May make recommendations for selection, training, and orientation of other employees. May serve as lead worker. May allocate assigned tasks to other members within a team. |
| 2 Impacts Team or Group | Manages a team. Recruits and selects employees in a work section. (May require approval.) Determines tasks to be completed by members of a work team or section. Maintains effective working conditions for a small organizational section. Contributes to the development of several employees in a single work section. |
| 3 Impacts Multiple Related Groups | Manages those who manage a team. Shapes HR practices that may affect an entire functional unit. Determines tasks allocated to multiple sections of a work unit. Guides those who guide others. Ensures working conditions and employee morale are conducive to the achievement of unit goals. |
| 4 Impacts Multiple Functions or a Division | Manages the management team of a division or large multi-faceted program. Allocates human resources to multiple work units in order to accomplish overall goals of a major program, business function, or operational division Develops and establishes recruitment and development programs for a major program, business function, or operational division. Influences the culture of a division or large multi-faceted program. |
| 5 Impacts Agency or Mega Division | Directs the work for a mega division or entire agency. Implements new human resources management systems, strategies, and initiatives that impact the entire organization. Ensures that all human resources strategies are aligned with the mission and goals of the organization. Allocates human resources among all divisions and programs of an entire agency. |

G-COMPS

GEORGIA'S COMPETENCY DICTIONARY FOR WORKFORCE PLANNING

Problem Solving

The identification of various types of problems along with the creating of workable solutions. Requires the identification and analysis of problems, evaluation of alternatives, and provision of solutions.

Breadth and Impact

| Level | Behavioral Descriptions |
|---|---|
| 1 Impacts Personal Work | Solves problems affecting individual performance. Generates solutions to short-term problems that are limited to one's personal work and activities. Improves personal execution of predefined procedures. Solves problems that affect oneself or perhaps one customer at a time. |
| 2 Impacts Team or Group | Solves problems affecting others. Solves problems of a small group such as one's assigned team or a limited number of customers. Identifies and resolves non-routine problems encountered in the execution of standard procedures or instructions. Resolves conventional problems in the application of policies that require case-by-case adaptations, variations, or exceptions. Acts to influence and improve activities and output of a group of employees, customers, or clients. |
| 3 Impacts Multiple Related Groups | Solves problems affecting more than one related group. Implements solutions to complex problems affecting related work groups. Establishes standard procedures for dealing with problems common to more than one related group of employees, customers, or clients. Influences and improves activities undertaken by more than one work unit, caseload, or small group of customers. |
| 4 Impacts Multiple Functions or a Division | Solves problems affecting an entire function, program, or class of customers. Identifies solutions to problems of multiple sub-functions or work units in divisions or other significant parts of an organization. Solves problems affecting large sections or systems of overall organization. Resolves crucial or delicate problems involving key components of overall agency. |
| 5 Impacts Agency or Mega Division | Solves problems affecting an entire agency or its complete range of customers and stakeholders. Directs organizational focus in identifying and solving problems affecting entire organization and its entire customer base. Solves problems affecting overall organizational performance. Identifies and resolves problems that cross multiple services, agencies, or organizations, or that affect an entire industry. |

G-COMPS

GEORGIA'S COMPETENCY DICTIONARY FOR WORKFORCE PLANNING

Reasoning

Ability to breakdown complex items or problems into their component parts. Analyzes and uses information in order to gain understanding or solve problems. Uses information to gain insight into time sequences, causality, varying contingencies, etc.

Breadth and Impact

| Level | Behavioral Descriptions |
|---|--|
| 1 Impacts Personal Work | <p>Reasoning impacts personal work. Considers only the components of a problem or complex issue that pertain to one's personal work or area of responsibility. Makes inferences and draws conclusions, which affect one's personal work activities or those of a few others and may affect one or a few customers.</p> |
| 2 Impacts Team or Group | <p>Reasoning impacts work of others. Considers the components of a problem or issue that affect a small work group or assigned group of customers. Makes inferences relevant to a work unit within an agency or a subset of customers. Identifies key issues and draws logical conclusions relevant to a small work or customer group. Discerns information central to a small group of employees, customers, or clients.</p> |
| 3 Impacts Multiple Related Groups | <p>Reasoning impacts work of groups of others. Takes into account the complex issues that affect multiple small groups (e.g., subordinate teams or a limited number of customer groups). Differentiates basic issues and extracts sound inferences important to multiple groups of customers or employees. Analyzes the issues and recognizes key elements or information pertinent to more than one group of employees or customers.</p> |
| 4 Impacts Multiple Functions or a Division | <p>Reasoning impacts an entire function, large program, or class of stakeholders. Analyzes and makes judgments that impact the inter-related issues of various programs or sub-functions of an entire division. Analyses significantly impact a division or large program or significant employee or customers groups. Extracts meaning from complex information affecting performance of large sections of an organization.</p> |
| 5 Impacts Agency or Mega Division | <p>Reasoning impacts a large division, entire organization, all stakeholders. Deals with issues from the perspective of multiple inter-related functions of an entire agency. Analyses significantly impact an entire organization or other organizations. Solves problems that affect entire organizations, large divisions, and entire range of customer and stakeholder groups.</p> |

G-COMPS

GEORGIA'S COMPETENCY DICTIONARY FOR WORKFORCE PLANNING

Teaching Others

Overall concern for the developmental level of an individual or group of peers, clients, or superiors. Takes steps to explain and provide guidance because it is needed in contrast to training somebody as a formal responsibility. Sending people to required training is not included.

Breadth and Impact

| Level | Behavioral Descriptions |
|---|---|
| 1 Impacts Personal Work | <p>Shares information. Answers questions or explains things in role as expert. Orients or trains a customer or a co-worker. Shows others how to do things.</p> |
| 2 Impacts Team or Group | <p>Teaches others. Imparts knowledge to one's assigned subordinates, students, customers, or clients. Coaches, advises, or guides a small number of team members, subordinates, customers, or clients. Teaches classes and/or makes presentations in one's area of expertise.</p> |
| 3 Impacts Multiple Related Groups | <p>Guides others in learning new areas of expertise who teach others. Teaches others new methods or concepts who then teach others. Recognized as an expert in a functional area; advises those who advise others. Provides expert advice and consultation to higher-level professional, management, or executive staff. Champions, facilitates, or causes new learning among members of several related small groups, a sub-function, or small program.</p> |
| 4 Impacts Multiple Functions or a Division | <p>Sponsors and distributes new expertise. Acquires expertise new to an organization and disseminates it throughout a major portion of the organization. Champions, facilitates, or causes new learning among members of an entire business function, division, or large program. Gives seminars and/or conducts workshops in advanced area of expertise for professional groups, inter-agency committees and/or task forces. Publishes articles on specialized topics in professional publications.</p> |
| 5 Impacts Agency or Mega Division | <p>Publishes new knowledge or technology. Initiates, influences, or creates developmental opportunities for all or most members of an entire organization. Develops and/or mentors senior leaders within an organization. Speaks to high-level interagency, national, or international organizations. Develops technical expertise, which is new to a professional field. Publishes articles on new areas in professional or technical journals.</p> |

G-COMPS

GEORGIA'S COMPETENCY DICTIONARY FOR WORKFORCE PLANNING

Team Leadership

Ability to effectively manage and guide group efforts. Includes providing appropriate level of feedback concerning group progress.

Breadth and Impact

| Level | Behavioral Descriptions |
|---|---|
| 1 Impacts Personal Work | <p>Leads self. Sets a positive example for others. Encourages and supports teammates in the completion of assignments. Helps another employee improve the personal efficiency.</p> |
| 2 Impacts Team or Group | <p>Leads others. Actively interacts with and motivates others within a small work group. Coordinates activities of a single work unit, project team, local stakeholder group, or assigned group of clients/customers. Leads a committee, task forces, or ad hoc group.</p> |
| 3 Impacts Multiple Related Groups | <p>Leads multiple groups or leads those that lead others. Contributions have major impact upon the work, activities, or output of several teams or groups. Organizes and assigns the activities of multiple teams to accomplish goals. Chairs cross-functional committees or task forces charged with improving organizational processes.</p> |
| 4 Impacts Multiple Functions or a Division | <p>Leads large function or medium sized organization. Shapes or has major influence upon the goals and objectives of a large part of an overall organization. Integrates or coordinates the efforts of key members or leaders of several inter-related functions of a division or large program in an agency. Influences the support of an organization's leadership team. Leads interagency organizations, committees, or task forces involved in statewide processes.</p> |
| 5 Impacts Agency or Mega Division | <p>Guides, challenges, and motivates leadership of a major organization or beyond. Is instrumental in successfully developing the vision and direction of an entire large organization or mega-division. Generates broad internal and external support for the mission, goals, agenda, policies, etc. of an agency. Assumes leadership of a large business, government agency, or national professional organization. Gains confidence of the entire range of internal and external customers of a large organization.</p> |

G-COMPS

GEORGIA'S COMPETENCY DICTIONARY FOR WORKFORCE PLANNING

Negotiation and Influence

The ability to facilitate positive dialogue between others with the goal of resolving differences and reaching compromises. Working cooperatively with others to resolve issues, which impede organizational or personal success.

Breadth and Impact

| Level | Behavioral Descriptions |
|---|--|
| 1 Impacts Personal Work | Influence has effect one or two others, affects one's individual activities. Engages in dialog that has an impact on one's individual activities. Influences one or two other people – a manager, a peer, a customer, or a co-worker. |
| 2 Impacts Team or Group | Influences others in a team, a small stakeholder group, a caseload, etc. Influences a number of staff, managers, peers, internal customers, or a limited population of external customers to do something they wouldn't do otherwise. Facilitates positive dialog within a small work unit, project team, local operation or program segment. Helps others reach agreement and make compromises. |
| 3 Impacts Multiple Related Groups | Influences more than one team, stakeholder group, caseload, etc. Facilitates agreement on issues among multiple cross-functional groups or subordinate teams. Induces members of several small groups, sub-functions, or small programs to modify activities or procedures. Convinces professional or management staff in separate but interrelated areas to compromise on something. |
| 4 Impacts Multiple Functions or a Division | Influences actions that change or affect a major area of business. Facilitates communication and cooperation between major functional and stakeholder groups. Smooths working relationships between various stakeholder groups. Persuades key people in multiple functional or programmatic areas to change decisions, opinions, attitudes, or behaviors. |
| 5 Impacts Agency or Mega Division | Causes major changes that affect agency-wide operations. Influences positive relationships with key individuals, top executives, customer groups, or external stakeholders (e.g., legislatures, interest groups, national unions/employee associations, professional associations, the public). Negotiates decisions or solutions that affect the actions of other organizations or the public at-large. Sways opinions of entire population of people in an organization or its stakeholder groups. Actions result in more favorable public opinion, improvement in public perception and increased support for programs and services. |

G-COMPS

GEORGIA'S COMPETENCY DICTIONARY FOR WORKFORCE PLANNING

Teamwork

Ability to effectively work and complete assignments in group settings. Works cooperatively with others to achieve common goals.

Breadth and Impact

| Level | Behavioral Descriptions |
|---|--|
| 1 Impacts Personal Work | Functions as member of a small work unit or team. Facilitates or promotes teamwork within a small work unit or group. Demonstrates effective communication and cooperation within a small team. Collaborates with others in completing work. |
| 2 Impacts Team or Group | Promotes teamwork. Encourages cooperative relationships within a work unit or task force. Helps others collaborate in working together. Facilitates involvement and effective work among a group of people. |
| 3 Impacts Multiple Related Groups | Builds cooperation among multiple related groups. Builds mutual assistance of multiple related functional teams. Coordinates successful interactions between related work teams or stakeholder groups. Fosters teamwork among members of several related small groups, sub-functions, or small programs. |
| 4 Impacts Multiple Functions or a Division | Facilitates collaboration among various functional or stakeholder groups. Gets large segments of an organization or its customers, suppliers, or employees to work together. Strengthens teamwork between several areas of operation in a major area of business. Participates in joint-efforts as a team-member at the executive level. |
| 5 Impacts Agency or Mega Division | Orchestrates alliances among major stakeholder groups. Fosters a cooperative teamwork environment for agency wide operations, programs, or service areas. Facilitates cooperation among divisions, offices, and programs and of the overall organization. Sets up systems that ensure organization-wide collaboration. Establishes partnerships with other organizations or major stakeholder groups. |

G-COMPS

GEORGIA'S COMPETENCY DICTIONARY FOR WORKFORCE PLANNING

Customer Service

Degree to which an employee attempts to, or meets customer expectations. Concern with performing work to a level, which satisfies customer needs. Includes appropriately reacting to customer demands.

Breadth and Impact

| Level | Behavioral Descriptions |
|---|--|
| 1 Impacts Personal Work | <p>Provides quality service to individual customers. Meets routine demands and requests of, and provides quality service to individual internal and external customers. Serves or handles routine customers in a standard process Focuses on one or a few customers at a time; may attend to many customers in sequence.</p> |
| 2 Impacts Team or Group | <p>Guides others in serving customers. Integrates customer needs into the service delivery process within a small work unit or localized customer service function. Ensures that quality customer service is carried out by others in a work team Guides others in serving customers; helps others adapt standard service. Customizes or adapts service to customer needs and expectations. Serves customers with unusual, complex, or difficult problems/needs.</p> |
| 3 Impacts Multiple Related Groups | <p>Ensures quality service by multiple teams. Develops customer service methods and techniques that become standard among multiple work teams. Develops systematic processes to ensure quality service to current customers. Addresses needs of defined customer segments. Re-engineers processes to ensure delivery of high-quality service and products.</p> |
| 4 Impacts Multiple Functions or a Division | <p>Meets expectations of major customer segments. Ensures various customer groups of a division are served. Establishes strategies for multiple functions to meet the needs of various customers. Sets strategic customer service agenda for multiple functions or programs in a division. Identifies underserved customer segments and addresses their needs.</p> |
| 5 Impacts Agency or Mega Division | <p>Establishes customer and market focused strategies for entire organization. Initiates actions for organization to meet the diverse needs of customers. Foresees and meets the complex and diverse demands of internal and external customers, stakeholders and the general public. Identifies new markets and customer segments. Positions organization to satisfy overall customer needs, meet expectations of stakeholder groups in general, and act in accordance with public demand.</p> |