

GSS and MCGEO Typical Performance by Rating Category

Category	GSS: Exceptional Performance	GSS: Highly Successful Performance	GSS: Successful Performance	GSS: Below Expectations	GSS: Does Not Meet Expectations
	MCGEO: Outstanding	MCGEO: Above Expectations	MCGEO: Meets Expectations	MCGEO: Below Expectations	MCGEO: Does Not Meet Expectations (DNME)
<p>Safe Work Environment (Mandatory)</p> <p>Office/Internal Environment Safe Work Environment in an office/internal setting involves taking actions to ensure that employees and citizens are relatively free from safety hazards by proactively identifying safety issues and concerns, ensuring that file cabinet drawers are closed when they are not in use and carpeting is not torn and cords are not exposed in order to prevent accidents from occurring.</p> <p>External Environment Safe Work Environment in an external setting involves taking actions to ensure that employees and citizens are relatively free from safety hazards by proactively identifying safety issues and concerns, ensuring employees follow special or strict safety procedures and/or precautions, and/or use special equipment, such as hard hats, respiratory masks, insulated or protective clothing and/or footwear, gloves, shields and ear protectors.</p>	<p>Surpasses Consistently goes beyond the behaviors associated with a safe work environment. Performance overwhelmingly results in outstanding outcomes. Routinely serves as a “role model”.</p>	<p>Takes Ownership Always demonstrates the behaviors associated with a safe work environment. Performance frequently results in very positive outcomes. Occasionally serves as a coach to others.</p>	<p>Responsible Usually demonstrates most of the behaviors consistent with a safe work environment. Performance of this competency usually results in positive outcomes.</p>	<p>Inconsistent Demonstrates some behaviors consistent with a safe work environment. Performance of this competency results in inconsistent outcomes.</p>	<p>Irresponsible Rarely demonstrates behaviors consistent with a safe work environment. Performance of this competency frequently results in inadequate or unintended outcomes.</p>

<p>Racial Equity and Social Justice (RESJ) (Mandatory) (*New) Racial Equity and Social Justice (RESJ) involves complying with applicable laws and regulations to dismantle structural racism within County Government. It is an intentional and ongoing process aimed at reducing and eliminating racial disparities while ensuring equitable outcomes for all. It includes activities aimed at identifying and addressing racial disparities and promoting equitable outcomes for historically oppressed people and communities. It also involves changing policies, practices, systems, and structures to remove barriers, redress historical inequities, elevate community voices, and ensure equitable treatment of everyone.</p>	<p>RESJ Expert/Leader Contributes to the success of departmental and countywide RESJ goals. Shares knowledge and resources that helps others understand and value the RESJ framework within the workplace and community. Actively works to create an environment that is inclusive and equitable for all people, regardless of race, gender, disability, etc., through innovative strategies and initiatives. Uses language and behavior that consistently respects and honors the dignity of diverse people and employees. Initiates procedures, practices, programs, or policies that foster racial equity and inclusion in everyday work. Proactively seeks out and attends learning opportunities on RESJ and applies learning to everyday work and/or projects. Actively encourages others to participate in RESJ training opportunities while acting as a departmental resource for the County’s RESJ initiative, serving as a “role model.”</p>	<p>RESJ Champion Contributes to departmental and countywide RESJ goals. Demonstrates understanding of the RESJ framework within the workplace and community. Actively promotes inclusivity for all people, regardless of race, gender, disability, etc., by fostering a supportive environment and advocating for necessary change. Takes action that demonstrates consideration for cultural concerns and expectations. Follows established procedures, programs, or policies to support racial equity and inclusion in everyday work. Participates in learning opportunities on RESJ and applies learning to everyday work and/or projects.</p>	<p>Values RESJ Contributes to most departmental and countywide RESJ goals. Demonstrates openness to learning about people of other races, ethnicities, backgrounds, and identities. Takes action to promote inclusivity for all people, regardless of race, gender, disability, etc., such as supporting diversity initiatives and participating in awareness campaigns. Seeks to incorporate RESJ concepts into daily activities. Completes and participates in countywide, department, and/or unit-assigned trainings on RESJ-related to RESJ topics.</p>	<p>RESJ Inconsistent Contributes to some departmental and countywide RESJ goals. Is aware of, but does not fully understand, how to apply a RESJ framework within the workplace and community. Demonstrates some awareness of system racism, or organizational practices that exclude people, based on race, gender, disability, etc., but shows limited effort in actively challenging and changing such behaviors. May attend some learning opportunities related to RESJ but doesn’t necessarily apply learning to everyday work and/or projects.</p>	<p>RESJ Non-Compliant Demonstrates inconsistent behavior towards people based on race, gender, disability, etc. Fails to object to organizational practices that may exclude people based on race, gender, disability, etc. Uses insensitive language and behavior that harms and disrespects people of different backgrounds and identities. Demonstrates an inability to take constructive feedback on issues related to race and other aspects of identity. Fails to complete countywide, department and/or unit-assigned trainings on RESJ-related topics.</p>
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Note: RESJ Competency includes metrics used in the City of Seattle performance evaluations.

<p>Appreciating Diversity Appreciating Diversity involves complying with applicable laws and regulations, and being sensitive to the unique qualities of each person regardless of differences in race, sex, religion, national origin, etc.</p>	<p>Champions Diversity Appreciation Contributes to the success of departmental and countywide diversity initiatives. Shares and helps others to understand and appreciate the diversity within workplace and community.</p>	<p>Values Diversity Attends diversity events and seeks to incorporate concepts into daily activities.</p>	<p>Compliant Completed mandatory training for preventing workplace harassment and workplace safety.</p>	<p>Partially Compliant Has not completed mandatory training for preventing workplace harassment and/or workplace safety. However, complies with County rules and procedures related to equitable treatment of others based on in race, sex, religion, national origin, etc.</p>	<p>Non-Compliant Fails to comply with County rules and procedures related to equitable treatment of others based on race, sex, religion, national origin, etc.</p>
<p>Change Management Change Management is the ability to be flexible and to work effectively in a variety of situations that are changing. It also refers to the willingness and ability to handle multiple projects and to frequently switch focus to other issues.</p>	<p>Change Agent Publicly supports change with endorsement and prompt implementation. Helps others understand and adapt to change. Suggests or initiates approaches to facilitate change within the organization.</p>	<p>Sees the positive in change Able to recognize value and implement change to enhance efficiency and effectiveness. Monitors situation and suggests or initiates changes in priorities and methods in own scope of responsibility.</p>	<p>Accepts and Adapts to Change Withholds constructive criticism until idea or change is tested/assessed. Flexible, can re-adjust priorities or methods quickly when asked.</p>	<p>Resists Change Occasionally resists changes. Needs to be more flexible when asked to work outside the daily routine and/or in a new manner.</p>	<p>Avoids Change Quick to make negative comments about planned changes or new initiatives. Slow to adapt to emerging conditions.</p>
<p>Communication Communication is the ability to effectively convey correct information to others in a timely and accurate matter so that it is useful to the receiver. This includes reading, writing, listening and speaking skills, as well as use of automated communication resources.</p>	<p>Persuasive Communicator Can motivate and inspire others to action because of exceptional communication skills. Is sought out for public speaking or to develop complex written documents. Anticipates and prepares for how people will react to a new position or idea, and takes steps to facilitate understanding and acceptance.</p>	<p>Builds Understanding Communicates effectively with all levels of the organization. Seeks to improve skills through IT and other training courses. Utilizes all available communication mediums with effective results. Evaluates large quantities of information and correctly exercises discretion in transferring only important information.</p>	<p>Reliable Communicator Desired message is understood by the intended audience/listener. Verifies for understanding. Expresses self clearly and concisely in writing and in speaking; with technical accuracy using a variety of mediums (phone, e-mail, written, etc.).</p>	<p>Inconsistent Communicator Communicates effectively in some, but not all mediums (i.e., verbal, phone, email and written communication). Desired message not clearly communicated to intended audiences. Has difficulty expressing self-clearly. Does not consistently seek clarification. Demonstrates efforts to improve communication skills; additional training is recommended.</p>	<p>Ineffective Communicator Fails to communicate effectively in any medium. Does not seek to improve communication processes or skills.</p>

<p>Customer Focus Customer Focus means focusing one's efforts on the needs of the customer (both internal and external) and teaming with the customer to provide the most appropriate value-added services. Individuals who demonstrate this competency employ a proactive/intuitive approach to not only respond to the customer's needs, but also to enhance the quality of the service or product.</p>	<p>Customer Champion Performs job in such a manner that it enhances the reputation of the organization among customers. Seeks or suggests approaches that will enhance customer service. Actively sought out to engage in public relations efforts or projects.</p>	<p>“Delights the Customer” Pleasantly surprises “customers” by giving far more than expected. Builds “win-win” relationship with customers. Actively solicits customer satisfaction feedback and anticipates future needs. Manages difficult or emotional customer situations for a successful outcome.</p>	<p>Customer Focused Identifies internal/external customers and works to understand and meet their needs. Displays courtesy, sensitivity, and patience. Provides customers with options and alternatives when appropriate.</p>	<p>Responds inconsistently to Customers Occasionally fails to clarify or address customer needs. Does not consistently provide complete information or alternative options to customers. Sometimes engages in conflicts and confrontations with internal or external customers. Occasionally fails to meet all County or department service standards Needs to improve customer relations behaviors and/or skills.</p>	<p>Inattentive to Need of Customers Is not responsive to customer needs, nor seeks to identify and meet customer needs on a regular basis.</p>
<p>Expertise and Knowledge Expertise and Knowledge an employee’s motivation and capability to expand and use professional knowledge to enhance performance.</p>	<p>Mentor/Role Model Shares knowledge and helps others be more competent. Performs the most complex responsibilities. Demonstrates unique or critical talents and skills. Knowledgeable about related areas outside their own team’s responsibilities.</p>	<p>Expert Is sought out by others for their extensive skills and abilities. Learns new tasks very quickly. Advances knowledge independently. Maintains currency with new approaches that may apply to the organization.</p>	<p>Competent Average competency and knowledgeable of all job requirements. Maintains skills (recertification, licensing, etc.) and occasionally seeks to improve skills.</p>	<p>Needs to Enhance Knowledge or Skill Has allowed certification or licensing requirement to lapse. Does not alter methods to keep current with professional knowledge or expertise. Seeks self-improvement only when required by supervisor. Needs improvement in level of knowledge and/or skill in some areas.</p>	<p>Incompetent Limited knowledge and level of competence. Does not seek self-improvement.</p>
<p>Independent Independent employees practice self-management of time and resources and work priorities, with the minimum amount of supervision appropriate to the assignment and position.</p>	<p>Mission Driven Can independently identify the best approach to achieving the desired outcome. Creates a plan of action, assembles the best people and/or resources to go forward. Very persistent in the face of obstacles and significant barriers.</p>	<p>Proactive Takes action before most others see the need. Knows what needs to be done and gets it accomplished independently even in the face of obstacles. Knows when to collaborate with others.</p>	<p>Self-Directed Assesses needs and takes action. Can accomplish work with average amount of supervision and assistance. Notifies supervisor of unusual situations. Works within rules.</p>	<p>Dependent Rarely shows initiative and does only what is asked. Doesn’t make most decisions without approval. Independence and initiative are at a level which is below what is considered satisfactory.</p>	<p>Passive Waits to be directed. Needs assistance in accomplishing many job functions. Needs constant supervision. Will not make even small decisions on own.</p>

<p>Interpersonal skills Interpersonal skills refer to the effect an employee has on others and includes an employee’s demonstrated ability to establish and maintain positive and productive work relationships.</p>	<p>Relationship Optimizer Helps others to create positive professional relationships. Routinely serves as a “role model.” Brings people, who otherwise would not work together, to accomplish tasks.</p>	<p>Relationship Builder Uses a variety of communication processes to develop relationships with all types of individuals. Shows appreciation, concern and empathy to others.</p>	<p>Professional Manages own emotions and stress. Accepts corrective feedback. Has positive working relationships inside and outside work unit.</p>	<p>Inconsistent Listener Doesn’t always listen carefully. At times can be argumentative, defensive, or passive aggressive when receiving corrective feedback. Needs improvement controlling emotions and managing stress.</p>	<p>Unprofessional Poor interpersonal communication skills. Does not manage own emotions and stress. Is resistant to corrective feedback.</p>
<p>Organizational Awareness and Commitment Organizational Awareness and Commitment involves recognizing and utilizing the formal and informal structures (e.g., key actors, decision-makers and influencers) within the County and/or other organizations.</p>	<p>System Focused Takes big picture view. Focus is on organization as a whole, this includes its internal and external environment. Keeps current with factors, which may have a future impact on mission. Also understands and uses the power generated from organizational relationships (e.g., alliances, rivalries, etc.). This is done with a clear sense of impact on the organization.</p>	<p>Organization Focused Understands the public service environment including its statutory mandates, its customers, its products and/or services, and its measures of mission effectiveness. Identifies and understands the various forces, which influence the organization.</p>	<p>Team Focused Always seeks and incorporates others needs, and occasionally puts needs of team over own needs. Is able to articulate the relationship between unit activities and successful mission accomplishment. Understands the organization's practices, behaviors, problems, and opportunities.</p>	<p>Needs to Increase Organizational Awareness and Commitment. Occasionally seeks and incorporates other’s needs. Rarely puts others needs over own. Needs to improve understanding of and/or commitment to the organization’s practices, behaviors, problems, and mission.</p>	<p>Limited Focus Focuses on how situation affects them only. May be insubordinate or unethical.</p>
<p>Originality Originality involves reassessing fundamental assumptions to create and implement innovative solutions to problems or major issues.</p>	<p>Innovative Creates and presents imaginative approaches, which are outside the context of current policies when warranted by mission needs. Understands and applies techniques, which are designed to encourage creativity and innovation.</p>	<p>Champions New Approaches Able to view things in new ways or from a different perspective. Frequently suggest unique ideas that are useful in solving problems.</p>	<p>Open to New Approaches Occasionally suggest novel ideas and solutions. Recognizes and shows support to new approaches.</p>	<p>Reluctant to Incorporate New Approaches Reluctant to propose new ideas and solutions but does so after supervisor requests input. Hesitant to show support to new approaches.</p>	<p>Closed to New Approaches Fails to propose new ideas and solutions. Resists new approaches.</p>

<p>Personal Accountability Personal Accountability involves taking responsibility and ownership to ensure that work accomplished is timely, accurate and responsive.</p>	<p>Builds Ownership Helps others take ownership to produce high quality work. Seeks feedback to improve personal or team performance. Shares successes with others.</p>	<p>Takes Ownership Work is of high quality. Completes tasks ahead of schedule and within budget. Sets reasonable priorities for work activities.</p>	<p>Responsive & Responsible Produces good quality work or services with minimal errors. Completes tasks on time. Good follow-through. Attentive to detail and procedural requirements. Keeps supervisor informed of unusual situations.</p>	<p>Inconsistent Follow-Up and Quality Produces inconsistent quality goods and/or services. Occasionally presents incomplete or inaccurate information. Needs to be reminded to complete tasks on time and to follow-through on assignments. Needs to be more proactive and keep supervisor better informed of unusual situations and status of deadlines/assignments.</p>	<p>Unresponsive/Irresponsible Produces poor quality goods and/or services. Seeks to place blame on others for non-performance. Fails to follow rules consistently.</p>
<p>Problem Solving and Decision Making Problem Solving is the ability to identify real or potential problems and devise and implement reasonable solutions. It is the capability of assessing a situation or problem and determining the appropriate course of action.</p>	<p>Prevents and Resolves Big Problems Seeks out best practices to create conditions where problems rarely occur. Mentors others to be proactive in problem solving and decision-making. Analyzes a multiplicity of data and information from several sources and arrives at logical conclusions. Recognizes the gaps in available data and suggests other ways to obtain the needed information.</p>	<p>Anticipates and Mitigates Problems Anticipates and promptly resolves problems. Takes proactive actions to prevent reoccurrence. Applies good analytical skills and fact-based decision-making. Acts decisively in a crisis.</p>	<p>Deals with Problems Recognizes and responds constructively to problems. Makes decisions based on available facts. Knows when and who to seek help in analysis and problem solving.</p>	<p>Reluctant to Deal with Problems Often presents problems without ideas and solutions or alternative approaches. Decisions usually produce inconsistent or incomplete results. Needs improvement making independent decisions as well as recognizing and responding to problems on a consistent basis.</p>	<p>Ignores Problems Rarely recognizes or attempts to solve problems or make independent decisions. Overwhelmed by multiple tasks that need to be organized and prioritized. Decisions rarely produce good results.</p>
<p>Productivity Productivity involves doing things, which result in observable or measurable improvements in the quality of a service or process. This is demonstrated by seeking ways to continually improve processes, increase efficiency, or improve the quality of outcomes.</p>	<p>Value Added Gets more done in less time and lower costs. Performance overwhelmingly results in outstanding outcomes. Contributes significantly more than peers in similar circumstances to the total productivity of the unit.</p>	<p>Very Productive Performance frequently results in very positive/productive outcomes, even in face of obstacles.</p>	<p>Productive Performance usually results in positive outcomes. Regularly meets and occasionally goes above standards for timeliness and quantity, without adverse impact on quality or deviation from rules.</p>	<p>Needs to Increase Productivity Occasionally does not meet job deliverables due to inadequate planning, priority setting, and/or organizational skills. Demonstrates a lack of ownership or urgency in getting the job done which requires regular follow-up and/or others having to accomplish the work. Needs to increase productivity rates.</p>	<p>Unproductive Always does the minimum. Performance frequently results in inadequate or unintended outcomes. Rarely meets standards for timeliness and quantity. Misuses resources.</p>

<p>Risk Taking Risk Taking involves pursuing actions to create new opportunities, avoid crises, or develop creative or new ways of doing business, which may involve an unknown outcome.</p>	<p>Purpose Driven Can anticipate a variety of outcomes and identify and implement a successful alternative. Persuades others to take smart risks. Shows courage. Energized by tough challenges.</p>	<p>Manages & Takes Smart Risks Thoroughly evaluates costs and benefits of decisions and initiatives. Often makes suggestions on new, untried solutions.</p>	<p>Evaluates Risks Recognizes the pros and cons of any decision. Occasionally takes risks of limited scope. Takes responsibility for unintended outcomes.</p>	<p>Hesitant about Taking Risks Reluctant to show initiative and take risks. Often does not take responsibility for unintended outcomes to obtain improved results.</p>	<p>Avoids Risks Seeks to avoid responsibility and risk taking.</p>
<p>Teamwork Teamwork maintaining cooperative working relationships with managers, peers, and employees.</p>	<p>Team Optimizer/Mentor Facilitates optimal performance of team by helping others perform at their best by suggesting tasks at which they excel. Routinely serves as a “role model.”</p>	<p>Team Builder Shows appreciation for others' contributions. Volunteers to help others with their work. Seeks to resolve conflicts or other barriers to team success. Occasionally serves as a coach to others.</p>	<p>Team Player Respects others. Gets along with other team members. Seeks to do their fair share of the work.</p>	<p>Not Team Focused Appears to be motivated more for his/her own goals than those of team. Not seen as a team player. Has worked against team goals on occasion. Offers little to no assistance to team members in times of need. Needs to improve coordination of his/her work with that of the teams.</p>	<p>Team “Underminer” Confrontational. Disrespectful of others. Complains about team members. Instigates or incites disagreements and conflicts in the workplace.</p>
<p>Working Ethically Working Ethically involves behaving in a manner consistent with prescribed workplace rules and procedures.</p>	<p>Champions Ethical Behavior in Others Helps others to understand ethical implications and the right course of behavior. Gives feedback to others on situations where ethics may be compromised.</p>	<p>Builds Trust Inspires the trust and confidence of others by behaving in a way that exemplifies ethical behavior and decision making.</p>	<p>Ethical Respects and maintains the confidentiality of information received. Complies with all applicable rules and regulations. Complies with financial disclosure reporting requirements (as applicable).</p>	<p>Inconsistent Application of Ethics Inconsistent application of County rules and regulations. Needs to improve maintenance of confidential information received.</p>	<p>Unethical Uses County resources for personal business; violates confidentiality and ignores rules and regulations.</p>

<u>Definitions for Performance Ratings: GSS</u>	<u>Definitions for Performance Ratings: MCGEO</u>
<p><u>Exceptional Performance</u> This rating indicates that the employee consistently achieved additional, significant results beyond established targets; achieved a higher level of quality than required; was a role model in the demonstration of competencies; and was rated “Exceptional Performance” on the majority of performance expectations and standards.</p>	<p><u>Outstanding</u> This rating applies to performance that consistently exceeds the requirements of the job identified in the performance standards outlined in the performance plan.</p>
<p><u>Highly Successful Performance</u> This rating indicates that the employee achieved all critical results at or beyond established targets; achieved a high level of quality; consistently and effectively demonstrated the competencies; and was rated as having “Highly Successful Performance” on the majority of performance expectations and standards.</p>	<p><u>Above Expectations</u> This rating applies to performance that has met, and occasionally exceeds the requirements of the job identified in the performance standards outlined in the performance plan.</p>
<p><u>Successful Performance</u> This overall rating category indicates that the employee met the majority of performance standards and expectations; achieved a majority of results and demonstrated most competencies successfully; and may occasionally exceed expectations.</p>	<p><u>Meets Expectations</u> This rating applies to performance that has met the requirements of the job identified in the performance standards outlined in the performance plan.</p>
<p><u>Below Expectation</u> This overall rating category indicates that the employee has met some job requirements but needs improvement in other job requirements listed in the performance plan.</p>	<p><u>Below Expectations</u> This rating category applies to performance that has met some job requirements but needs improvement in other job requirements outlined in the performance plan.</p>
<p><u>Does Not Meet Expectation</u> This overall rating category indicates that the employee has not met the basic requirements of the job.</p>	<p><u>Does Not Meet Expectations</u> This rating applies to performance that has not met the basic requirements of the job outlined in the performance standards outlined in the performance plan. A rating at this level would be considered unsatisfactory performance.</p>