

## *GSS and MCGEO Supervisory Typical Performance by Rating Category*

Category	GSS: Exceptional Performance	GSS: Highly Successful Performance	GSS: Successful Performance	GSS: Below Expectations	GSS: Does Not Meet Expectations (DNME)
	MCGEO: Outstanding	MCGEO: Above Expectations	MCGEO: Meets Expectations	MCGEO: Below Expectations	MCGEO: Does Not Meet Expectations (DNME)
<p><b>Safe Work Environment (Mandatory)</b> Managers and supervisors are accountable for how they exercise their authority and responsibility to maintain a safe work environment. A safe work environment involves taking actions to ensure that employees and citizens are relatively free from safety hazards by proactively identifying and addressing safety issues and concerns. This includes risks arising in the physical environment; arrangement of the work site, equipment and work processes; compliance with Maryland Occupational Safety and Health (MOSH) and applicable regulations and procedures; and, taking appropriate steps to avoid or correct violations of safety procedures and regulations.</p>	<p><b>Surpasses</b> Consistently goes beyond the successful behaviors associated with a safe work environment. Follows safety procedures at the expense of time. Performance overwhelmingly results in outstanding outcomes. Routinely serves as a “role model”.</p>	<p><b>Takes Ownership</b> Always demonstrates the successful behaviors associated with a safe work environment. Performance frequently results in very positive outcomes. Occasionally serves as a coach to others.</p>	<p><b>Responsible</b> Following a safety incident (e.g., an accident or incident) investigates the situation, verifies the sequence of events that resulted in the accident or incident; documents the accident or incident; and takes actions to prevent reoccurrence. Works with the Safety and Health Assessment staff in Department of Finance, as necessary. Initiates appropriate corrective, training, and/or disciplinary action for instances where subordinates disregard safety procedures. Informs employees of applicable safety procedures and expectations. Arranges and/or supports training for employees on safety topics, procedures, etc. Ensures that mandatory training is conducted and/or attended. Works collaboratively with employees to maintain a safe workplace and is open to feedback from subordinates on safety concerns and suggestions. Includes safety as a topic on the agenda of staff meetings and affirms his or her commitment to achieving safety excellence. Recognizes employees who demonstrate safe work practices. Tracks the number of safety incidents and violations within the unit and periodically assesses the workplace and work processes for potential hazards. Enhances and maintains own knowledge of safety issues applicable to areas of responsibility. Performance of this competency usually results in positive outcomes.</p>	<p><b>Inconsistent</b> Demonstrates some behaviors consistent with a safe work environment. Performance of this competency results in inconsistent outcomes.</p>	<p><b>Irresponsible</b> Rarely demonstrates behavior consistent with a safe work environment. Thinks others should watch out for themselves. Ignores safety procedures which results in problems. Performance of this competency frequently results in inadequate or unintended outcomes.</p>

<p><b>Racial Equity and Social Justice (RESJ) (Mandatory) (*New)</b> 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. Supervisors are explicitly accountable for how they exercise their authority and responsibility to ensure RESJ compliance.</p>	<p><b>RESJ Expert/Leader</b> 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><b>RESJ Champion</b> 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><b>Values RESJ</b> Contributes to most departmental 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><b>RESJ Inconsistent</b> Contributes to some departmental 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><b>RESJ Non-Compliant</b> 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 training related to RESJ topics.</p>
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Note: RESJ Competency includes metrics used in the City of Seattle performance evaluations.

<p><b>Equal Employment Opportunity (EEO) and Diversity (Mandatory)</b>  In support of promoting a diverse workforce that is free from discrimination and values all employees, diversity will be considered in all employee- related decisions, which respects differences as an asset to the organization. Discrimination and harassment issues will be dealt with promptly, and employee will support the County's diversity programs.</p>	<p><b>Champions Diversity Appreciation</b>  Contributes to the success of departmental and countywide diversity initiatives. Shares and helps others to understand and appreciate the diversity within workplace and community. Shows commitment to advancing diversity issues by encouraging others to participate as a member on projects, cross functional teams, awareness activities, trainings, etc. Demonstrates avid and skillful relationships building among diverse individuals.</p>	<p><b>Values Diversity</b>  Attends diversity events and seeks to incorporate concepts into one's own and direct reports' daily activities. Takes initiative to learn more about the culture and norms of internal and external customer segments that the team works closely with. Demonstrates sensitivity and awareness of workforce and customer base when making decisions.</p>	<p><b>Compliant</b>  Ensures workforce is diverse, throughout the organization, including new hires and promotions. Discrimination and sexual harassment complaints are promptly addressed and corrective action is taken if appropriate. County employees are familiar with EEO related policies and procedures, and participate in mandatory training. All employees will have equal access to the same type of training during their evaluation period.</p>	<p><b>Partially Compliant</b>  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><b>Non-Compliant</b>  Fails to comply with County rules and procedures related to equitable treatment of others based on in race, sex, religion, national origin, etc.</p>
<p><b>Performance Management (Mandatory)</b>  In support of effective human resource management and the development of employees, subordinates receive timely performance evaluations, which accurately reflect their accomplishments and job-related behaviors, consistent with department and County performance planning and evaluation procedures.</p>	<p><b>Surpasses</b>  Consistently goes beyond by demonstrating behaviors associated with complying with County rules and procedures related to performance management. Regularly set goals and initiate goal setting if others do not. Values the collection of feedback from others. Frequently provides positive and constructive feedback to peers, direct reports and boss. Performance overwhelmingly results in outstanding outcomes.</p>	<p><b>Takes Ownership</b>  Always demonstrates the behaviors associated with complying with County rules and procedures related to performance management. Performance usually results in very positive outcomes.</p>	<p><b>Compliant</b>  All subordinates receive an on-time performance plan and evaluation. Subordinates receive feedback during the performance planning and evaluation process on their performance. Department Director and Reviewing Official confirm that department and County performance planning and evaluations procedures have been followed.</p>	<p><b>Partially Compliant</b> Has not completely complied with County rules and procedures related to performance management. Discusses goal setting and performance evaluation in general terms.</p>	<p><b>Non-Compliant</b>  Fails to comply with County rules and procedures related to performance management.</p>

<p><b>Change Management</b> 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><b>Change Agent</b> 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><b>Sees the positive in change</b> 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><b>Accepts and Adapts to Change</b> Withholds constructive criticism until idea or change is tested/assessed. Flexible, can readjust priorities or methods quickly when asked.</p>	<p><b>Resists Change</b> Occasionally resists changes. Needs to be more flexible when asked to work outside the daily routine and/or in a new manner.</p>	<p><b>Avoids change</b> Quick to make negative comments about planned changes or new initiatives. Slow to adapt to emerging conditions.</p>
<p><b>Communication</b> 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><b>Persuasive Communicator</b> 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><b>Builds Understanding</b> 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><b>Reliable Communicator</b> 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><b>Inconsistent Communicator</b> 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><b>Ineffective Communicator</b> Fails to communicate effectively in any medium. Does not seek to improve communication processes or skills.</p>

<p><b>Climate Change &amp; Resilience</b> involves complying with applicable laws and regulations and incorporating strategies to reduce climate-related risks to the County’s residents, businesses, and the built and natural environment. It is an intentional and ongoing process aimed at reducing climate change risk while ensuring the desired outcomes for all. It also involves adapting policies, practices, systems, and structures to attain climate action plan compliance. Supervisors are accountable for how they exercise their authority to promote climate action plan compliance.</p>	<p><b>Climate Change &amp; Resilience Champion</b> Contributes to the success of departmental and countywide climate change &amp; resilience goals. Shares knowledge and resources that helps others incorporate the climate action plan and Climate Smart framework within the workplace and community. Creates an environment that fosters climate resilience. Actively encourages others to participate in climate change &amp; resilience training opportunities while acting as a departmental resource for the County’s climate change &amp; resilience initiative - serving as a “role model.”</p>	<p><b>Climate Change &amp; Resilience Advocate</b> Contributes to departmental and countywide climate change &amp; resilience goals. Promotes the incorporation of the climate action plan and Climate Smart framework within the workplace and community. Advocates for climate adaptation, resilience, and justice. Promotes procedures, programs, or policies to support climate change &amp; resilience in everyday work. Initiates learning opportunities on climate change &amp; resilience and applies learning to everyday work and/or projects.</p>	<p><b>Values Climate Change &amp; Resilience</b> Contributes to most departmental countywide climate change &amp; resilience goals. Actively seeks to learn about climate change &amp; resilience. Incorporates the climate action plan and Climate Smart concepts into daily activities and encourages staff to do the same. Completes and participates in countywide, department, and/or unit-assigned trainings on climate change &amp; resilience -related topics.</p>	<p><b>Climate Change &amp; Resilience Inconsistent</b> Occasionally contributes to departmental countywide climate change &amp; resilience goals. Is aware of, but does not actively apply the climate action plan &amp; Climate Smart framework within the workplace and community. Demonstrates some awareness, but shows limited effort in actively challenging and changing climate change risk behaviors. May attend some training or events related to climate change &amp; resilience but doesn’t necessarily apply learning to everyday work and/or projects.</p>	<p><b>Climate Change &amp; Resilience Non-Compliant</b> Demonstrates lack of awareness and inconsistent behavior towards climate change &amp; resilience initiatives/goals. Demonstrates inability to take constructive feedback on issues related to climate change &amp; resilience. Has not attended any training or work events related to climate change or resiliency.</p>
<p><b>Customer Focus</b> 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><b>Customer Champion</b> 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><b>“Delights the Customer”</b> 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><b>Customer Focused</b> 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><b>Responds Inconsistently to Customers</b> 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><b>Inattentive to Need of Customers</b> Is not responsive to customer needs, nor seeks to identify and meet customer needs on a regular basis.</p>

<p><b>Expertise and Knowledge</b> Expertise and Knowledge an employee’s motivation and capability to expand and use professional knowledge to enhance performance.</p>	<p><b>Mentor/Role Model</b> 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><b>Expert</b> 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><b>Competent</b> Average competency and knowledgeable of all job requirements. Maintains skills (recertification, licensing, etc.) and occasionally seeks to improve skills.</p>	<p><b>Needs to Enhance Knowledge or Skill</b> 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><b>Incompetent</b> Limited knowledge and level of competence. Does not seek self-improvement.</p>
<p><b>Independent</b> 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><b>Mission Driven</b> 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><b>Proactive</b> 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><b>Self-Directed</b> 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><b>Dependent</b> 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><b>Passive</b> Waits to be directed. Needs assistance in accomplishing many job functions. Needs constant supervision. Will not make even small decisions on own.</p>
<p><b>Interpersonal skills</b> 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><b>Relationship Optimizer</b> 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><b>Relationship Builder</b> Uses a variety of communication processes to develop relationships with all types of individuals. Shows appreciation, concern and empathy to others.</p>	<p><b>Professional</b> Manages own emotions and stress. Accepts corrective feedback. Has positive working relationships inside and outside work unit.</p>	<p><b>Inconsistent Listener</b> 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><b>Unprofessional</b> Poor interpersonal communication skills. Does not manage own emotions and stress. Is resistant to corrective feedback.</p>

<p><b>Organizational Awareness and Commitment</b> 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><b>System Focused</b> 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><b>Organization Focused</b> 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><b>Team Focused</b> 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><b>Needs to Increase Organizational Awareness and Commitment.</b> Occasionally seeks and incorporates others needs. Rarely puts others needs over own. Needs to improve understanding of and/or commitment to the organizations practices, behaviors, problems, and mission.</p>	<p><b>Limited Focus</b> Focuses on how situation affects them only. May be insubordinate or unethical.</p>
<p><b>Originality</b> Originality involves reassessing fundamental assumptions to create and implement innovative solutions to problems or major issues.</p>	<p><b>Innovative</b> 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><b>Champions New Approaches</b> Able to view things in new ways or from a different perspective. Frequently suggest unique ideas that are useful in solving problems.</p>	<p><b>Open to New Approaches</b> Occasionally suggest novel ideas and solutions. Recognizes and shows support to new approaches.</p>	<p><b>Reluctant to Incorporate New Approaches</b> Reluctant to propose new ideas and solutions but does so after supervisor requests input. Hesitant to show support to new approaches.</p>	<p><b>Closed to New Approaches</b> Fails to propose new ideas and solutions. Resists new approaches.</p>

<p><b>Personal Accountability</b> Personal Accountability involves taking responsibility and ownership to ensure that work accomplished is timely, accurate and responsive.</p>	<p><b>Builds ownership</b> Helps others take ownership to produce high quality work. Seeks feedback to improve personal or team performance. Shares successes with others.</p>	<p><b>Takes Ownership</b> Work is of high quality. Completes tasks ahead of schedule and within budget. Sets reasonable priorities for work activities.</p>	<p><b>Responsive &amp; Responsible</b> 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><b>Inconsistent Follow- Up and Quality</b> 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><b>Unresponsive/ Irresponsible</b> Produces poor quality goods and/or services. Seeks to place blame on others for non-performance. Fails to follow rules consistently.</p>
<p><b>Problem Solving and Decision Making</b> 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><b>Prevents and Resolves Big Problems</b> 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><b>Anticipates and Mitigates Problems</b> 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><b>Deals with Problems</b> 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><b>Reluctant to Deal with Problems</b> 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><b>Ignores Problems</b> 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><b>Productivity</b> 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><b>Value Added</b> 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><b>Very Productive</b> Performance frequently results in very positive/productive outcomes, even in face of obstacles.</p>	<p><b>Productive</b> 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><b>Needs to Increase Productivity</b> 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><b>Unproductive</b> Always does the minimum. Performance frequently results in inadequate or unintended outcomes. Rarely meets standards for timeliness and quantity. Misuses resources.</p>
<p><b>Risk Taking</b> 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><b>Purpose Driven</b> 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><b>Manages &amp; Takes Smart Risks</b> Thoroughly evaluates costs and benefits of decisions and initiatives. Often makes suggestions on new, untried solutions.</p>	<p><b>Evaluates Risks</b> Recognizes the pros and cons of any decision. Occasionally takes risks of limited scope. Takes responsibility for unintended outcomes.</p>	<p><b>Hesitant About Taking Risks</b> Reluctant to show initiative and take risks. Often does not take responsibility for unintended outcomes to obtain improved results.</p>	<p><b>Avoids Risks</b> Seeks to avoid responsibility and risk taking.</p>
<p><b>Teamwork</b> Teamwork maintaining cooperative working relationships with managers, peers, and employees.</p>	<p><b>Team Optimizer/Mentor</b> 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><b>Team Builder</b> 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><b>Team Player</b> Respects others. Gets along with other team members. Seeks to do their fair share of the work.</p>	<p><b>Not Team Focused</b> 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><b>Team “Underminer”</b> Confrontational. Disrespectful of others. Complains about team members. Instigates or incites disagreements and conflicts in the workplace.</p>

<p><b>Leadership</b> Leadership is the ability to organize employees to achieve a common goal, to lead by example, demonstrating direction and decisiveness and to adjust one's style to fit the development level of the employees he or she is trying to influence.</p>	<p><b>Visionary Leader</b> Is looked to for direction in a crisis. Extremely confident and charismatic. Leads by example, demonstrating direction and decisiveness. Inspires and motivates. Creates a shared vision. Establishes conditions for a more productive, innovative and creative work environment.</p>	<p><b>Participative Leader</b> Routinely engages staff, associates, and peers in critical discussions and decisions. Faces adversity head on. Rallies support to accomplish tasks. Applies knowledge of team behavior to help achieve organizational goals and objectives.</p>	<p><b>Effective Leader</b> Understands team behavior and dynamics. Matches leadership style to needs of situation or employee. Trusted by staff. Inspires, motivates, and guides others toward goals. Consistently demonstrates decisiveness in day-to-day actions. Takes unpopular positions when necessary.</p>	<p><b>Inconsistent Leader</b> Does not consistently exhibit effective leadership skills. Sometimes fails to inform staff about changes. Rarely involves staff in decision-making. Sets unrealistic goals. Rarely gets involved in resolving disputes among employees. Does not consistently train, motivate or direct staff to achieve goals.</p>	<p><b>Ineffective Leader</b> Applies inappropriate management approaches. Not trusted by staff. Cannot inspire or motivate staff to complete job tasks or goals. Indecisive and unable to set direction. Unwilling to take unpopular positions when necessary.</p>
<p><b>Leadership Integrity</b> Leadership Integrity refers to a high level of trust between supervisor and subordinates as a result of integrity in all actions.</p>	<p><b>Thought Leader</b> Recognizes and supports ethicality and integrity demonstrated by subordinates. Assists others in thinking through difficult decisions to the best ethical result. Strives to develop a team that values trust.</p>	<p><b>Ethics Champion</b> Leads by example. Takes personal responsibility for performance of team. Speaks out to ensure integrity within the work unit. Supports training and development initiatives that support ethical behavior.</p>	<p><b>Ethical Leader</b> Demonstrates ethical behavior and acts with integrity. Promises and commitments are kept. Errs on the side of fairness in making difficult judgments. High level of consistency between actions and communications. Applies work assignments fairly among all subordinates.</p>	<p><b>Inconsistent Ethical Behavior</b> Inconsistent application of County ethics code, rules and/or regulations. Promises and commitments are sometimes not kept. Sometimes sees ethics as an inconvenience and can occasionally exploit loopholes in laws or regulations for benefit. Inconsistent messages between actions and communications.</p>	<p><b>Unethical Leader</b> Fails to act with integrity and ethicality. Violates County ethics code. Criticizes others publicly. Participates in gossip. Asks others to "stretch the truth" or withhold information. Shows favoritism. Forgets prior promises or statements.</p>

<p><b>Conflict Management</b> Steps up to conflict, seeing them as opportunities; reads situations quickly; good at focused listening; can hammer out tough agreements and settle disputes equitably; can set common ground and get cooperation with minimum noise.</p>	<p><b>Makes Conflict Constructive</b> Demonstrates excellent skills in negotiation and mediation. Helps others to see common areas of interests and benefits for successful resolution of conflict. Uses negotiation skills to find win-win resolutions.</p>	<p><b>Manages Conflict</b> Possesses highly effective conflict management and people management skills. Fosters mutual respect by bringing individuals together and addressing as many concerns as possible.</p>	<p><b>Deals with Conflict</b> Accepts responsibility and effectively manages and seeks to resolve conflicts, confrontations, and disagreements in a positive and constructive manner. Understands and appreciates different and opposing perspectives on an issue. Modifies approach to the situation as necessary.</p>	<p><b>Impatient or Defensive in Some Conflict Situations</b> Resolves conflict, disagreements, and confrontations in some but not all instances. Does not consistently seek clarification and value opposing perspective on issues. Becomes defensive, inflexible, and closed- minded in some conflicts, especially, when under stress.</p>	<p><b>Avoids Conflict</b> Avoids or aggravates conflicts, confrontations and disagreements. Is unable to successfully minimize negative impacts from difficult situations. Does not understand how to focus on solutions.</p>
<p><b>Impact And Influence</b> Impact and Influence is the ability to gain cooperation from others, cultivate networks and to organize multiple, indirect chains of influence to garner support for an overall strategy and to create a foundation for future influence.</p>	<p><b>Takes Multiple Actions to Influence</b> Organizes multiple, indirect chains of influence into an overall strategy to influence the desired party. All actions are tailored to specific audience. Effectively uses tactics such as mediation and negotiation for the purpose of attaining win-win outcomes from agreements or settlements with others.</p>	<p><b>Builds Influence Through Others</b> Relies on experts or other third parties to influence the receiver(s) of the information by preparing and making complex, multi-staged arguments. Assembles political coalitions, builds behind-the-scenes support for ideas. Influence is indirectly applied through others.</p>	<p><b>Influential and Persuasive</b> Appeals to the reason by using data, examples, visual aids and demonstrations in discussions or presentations to others. Presents arguments and expert opinions to achieve specific outcomes. Builds and maintains both formal and information networks (e.g., colleagues, professional associations, etc.)</p>	<p><b>Needs to Improve Persuasion and Influence</b> Not always aware of how he/she comes across to others. Does not consistently justify positions logically and modify communication to reach different audiences for increased impact. Does not consistently develop and maintain both informal and formal networks.</p>	<p><b>Not Persuasive or Influential</b> Fails to build effective networks to accomplish objectives. Uses threats or coercion to achieve outcomes.</p>

<p><b>Planning, Assigning and Setting Priorities</b>  Planning, Assigning and Setting Priorities is the ability to make sound decisions that achieve desirable outcomes based on facts, set priorities on a rational basis, and identify time sequences, causal relationships, and available resources. Planning also involves the ability to see the "big picture" and link short-term planning efforts to the County's long-range vision.</p>	<p><b>Vision Driven</b>  Is extremely organized, sets well-defined priorities, and efficiently determines resource requirements. Effectively sets short- or long-term goals and strategies to achieve them. Proactively and consistently monitors the progress, and evaluates the outcomes of all operational plans. Revises plans where necessary to meet desired goals</p>	<p><b>Performance Optimizer</b>  Manages competing priorities and work assignments by continuously evaluating the needs of the organization's mission against pending work. Makes assignments that lead to success for organization and employee. Provides perspective and context to employees so that they have "buy-in" by aligning work with organizational goals and values.</p>	<p><b>Productive Work Environment</b>  Determines short- and long- term goals and strategies. Organizes work, sets priorities, and determines and obtains resource requirements. Coordinates with other parts of the organization. Monitors progress and evaluates outcomes. Ensures understanding of the rationale for decisions regarding work priorities.</p>	<p><b>Inconsistent Performance Work Environment</b>  Goal achievement suffers under pressure and conflicting deadlines. Sets vague and often immeasurable objectives that need to be examined by supervisor. Does not show initiative in setting and monitoring own goals, performance measures and expectations. Has difficulty achieving several goals simultaneously.</p>	<p><b>Unproductive Work Environment</b>  Uneven distribution of work. Does not set short- or long-term goals and strategies. Fails to follow up on the progress o outcomes of operational plans. Ineffective at setting realistic performance measures or expectations. Makes everything the top priority.</p>
<p><b>Staff Development</b>  Staff Development refers to a manager/supervisor's ability to foster a learning environment for the long-term development of employees, following an appropriate needs analysis.</p>	<p><b>Staff Champion</b> Promotes succession planning. Creates opportunities for employees to grow. Creates an environment where risk taking is valued. Recognizes efforts of employees. Is highly regarded and respected by employees.</p>	<p><b>Engaged Workforce</b>  Provides long-term development and mentoring in anticipation of future needs. Uses skill gap analysis to improve and develop staff competencies. Actively seeks resources to ensure that barriers to individual and team success are minimized.</p>	<p><b>Coach</b>  Maintains a worker friendly climate where employees feel respected and valued. Values diversity. Actively supports employee training and career development. Uses Employee Assistance Program (EAP) and Office of Human Resources (OHR) resources as needed. Follows best practices for performance management.</p>	<p><b>Limited Development of Staff</b>  Limited Development of Staff. Fails to develop staff consistently to perform needed job duties and tasks. Inefficient staff training has reduced overall staff performance and morale. Does not exhibit a balance between task and people management skills to motivate, develop and empower staff to achieve goals.</p>	<p><b>Unapproachable</b>  Causes poor morale among staff by showing favoritism, not giving feedback or appropriate recognition. Overly critical and demanding. Makes no effort to support employee development.</p>

<u><a href="#">Definitions for Performance Ratings: GSS</a></u>	<u><a href="#">Definitions for Performance Ratings: MCGEO</a></u>
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<p><b><u>Exceptional Performance</u></b>  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><b><u>Outstanding</u></b>  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><b><u>Highly Successful Performance</u></b>  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><b><u>Above Expectations</u></b>  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><b><u>Successful Performance</u></b>  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><b><u>Meets Expectations</u></b>  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><b><u>Below Expectation</u></b>  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><b><u>Below Expectations</u></b>  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><b><u>Does Not Meet Expectation</u></b>  This overall rating category indicates that the employee has not met the basic requirements of the job.</p>	<p><b><u>Does Not Meet Expectations</u></b>  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>