

# **EXECUTIVE CORE QUALIFICATIONS**

**ECQ's**

## **Data Dictionary**

*A Reference*

# EXECUTIVE CORE QUALIFICATIONS (ECQs)

Leading Change	Leading People	Results Driven	Business Acumen	Building Coalitions
<i>Definitions</i>				
This core qualification involves the ability to bring about strategic change, both within and outside the organization, to meet organizational goals. Inherent to this ECQ is the ability to establish an organizational vision and to implement it in a continuously changing environment.	This core qualification involves the ability to lead people toward meeting the organization's vision, mission, and goals. Inherent to this ECQ is the ability to provide an inclusive workplace that fosters the development of others, facilitates cooperation and teamwork, and supports constructive resolution of conflicts.	This core qualification involves the ability to meet organizational goals and customer expectations. Inherent to this ECQ is the ability to make decisions that produce high-quality results by applying technical knowledge, analyzing problems, and calculating risks.	This core qualification involves the ability to manage human, financial, and information resources strategically.	This core qualification involves the ability to build coalitions internally and with other Federal agencies, State and local governments, nonprofit and private sector organizations, foreign governments, or international organizations to achieve common goals.
<i>Competencies</i>				
<ul style="list-style-type: none"> <li>• Creativity and Innovation</li> <li>• External Awareness</li> <li>• Flexibility</li> <li>• Resilience</li> <li>• Strategic Thinking</li> <li>• Vision</li> </ul>	<ul style="list-style-type: none"> <li>• Conflict Management</li> <li>• Leveraging Diversity</li> <li>• Developing Others</li> <li>• Team Building</li> </ul>	<ul style="list-style-type: none"> <li>• Accountability</li> <li>• Customer Service</li> <li>• Decisiveness</li> <li>• Entrepreneurship</li> <li>• Problem Solving</li> <li>• Technical Credibility</li> </ul>	<ul style="list-style-type: none"> <li>• Financial Management</li> <li>• Human Capital Management</li> <li>• Technology Management</li> </ul>	<ul style="list-style-type: none"> <li>• Partnering</li> <li>• Political Savvy</li> <li>• Influencing/ Negotiating</li> </ul>
<p><b>Fundamental Competencies:</b> These competencies are the foundation for success in each of the ECQs.</p> <ul style="list-style-type: none"> <li style="width: 33%;">• Interpersonal Skills</li> <li style="width: 33%;">• Oral Communication</li> <li style="width: 33%;">• Continual Learning</li> <li style="width: 33%;">• Written Communication</li> <li style="width: 33%;">• Integrity/Honesty</li> <li style="width: 33%;">• Public Service Motivation</li> </ul>				

## Using the Competency Dictionary

### Teambuilding (Leading People)

**Definition:** Inspires, motivates, and guides others toward goal accomplishments. Consistently develops and sustains cooperative working relationships. Encourages and facilitates cooperation within the organization and with customer groups; fosters commitment, team spirit, pride and trust. Develops leadership in others through coaching, mentoring, rewarding and guiding employees.

#### **Comment [s1]: The OPM Definition**

The Competency Dictionary lists the current OPM definitions and the ECQ group to which it belongs. Since the behavioral discussion is broader, it is felt that any changes in these definitions can be easily accommodated by the Dictionary.

**Teambuilding—Importance:** Team based approaches to work (formal and informal groups, work groups, committees, and collaborative Endeavors of varying organizational impact and complexity) can be powerfully effective as building blocks for organizational performance. A high-performing team . . .

#### **Comment [s2]: Importance.**

As implied, this paragraph describes the importance and value of this competency for government work in today's context.

### Teambuilding—Elements:

- A. Value the importance of teams and establish teams of appropriate size, structure and composition, as needed, to accomplish goals. (E-K) (E-S) (E-O)
- B. Model the importance of teams by participating in team processes at the appropriate level. (E-K) (E-S)
- C.

#### **Comment [s3]: Elements List**

Each competency is an amalgam of knowledge, skills, abilities and attitudes. This list disaggregates the competency into its discrete parts. The Elements are stated in their most foundational expression. While most Elements have application at all levels, some only come into play at more advanced levels, such as supervisor or manager. Each Element is identified by a letter which will be repeated in the behavioral charts. The Elements are then identified as either a Knowledge Element (E-K), a Skill Element (E-S), an Ability Element (E-A), an attitudinal, or Outlook Element (E-O), or an Emotional Intelligence Element (EI).

### Teambuilding—Developmental Descriptions:

- Employees **at all levels** must be able to demonstrate effective interpersonal skills, and act with integrity and honesty in team processes, Honoring the ground rules set by the team. . . .  
→ (Behavioral Chart for Foundational)
- The **Team Leader** must foster commitment, team spirits, pride and trust; facilitate internal group dynamics to optimize team performance; build team skills through coaching and training; and manage interpersonal and systemic conflict. . . .  
→ (Behavioral Chart for Team Leaders)
- The **Supervisor** demonstrates sound knowledge of when and how teams are best used, forming and tasking teams within the span of control so as to maximize successful outcomes. . . .  
→ (Behavior Chart for Supervisors)
- **Managers and Executives** form and task highly experienced teams to solve complex, high profile problems involving overall organizational climate, mission, cross-cutting policy issues, customer or other issue with a major external focus; and use teams to pilot potential new initiatives or cutting edge innovations. . . .  
→ (Behavior Chart for Managers and Executives)

#### **Comment [s4]: Developmental Descriptions**

Each competency is described as it manifests itself at five different levels, foundational, team leader, supervisor, manager and executive. These paragraphs describe the developmental path from foundational to executive level expression of the competency. Some competencies do not manifest five distinct levels. Thus some levels are combined, i.e. Supervisors and Managers. Each level descriptor is followed by a chart of behaviors appropriate for that level.

All Employees Must:

B. Model the importance of teams by participating in team processes at appropriate levels.	C. Communicate in ways that encourage cooperation among team members, and which promote both task accomplishment as well as positive team dynamics.	D. Use creative techniques for problem-solving that promote task accomplishment and which fully use the team's resources.
Distinguishing Behaviors	Distinguishing Behaviors	Distinguishing Behaviors

Team Leaders Must:

A. Value the importance of teams and establish teams of appropriate size, structure and composition as needed to accomplish goals.	C. Communicate in ways that encourage cooperation among team members, and which promote both task accomplishment as well as positive team dynamics.	E. Delegate responsibilities within the team effectively and with an eye to developing good collaborative skills and new leadership for the organization.	F. Sustain the collaborative process through good team and performance management.	G. Inspire pride and team spirit among team members.
Distinguishing Behaviors	Distinguishing Behaviors	Distinguishing Behaviors	Distinguishing Behaviors	

Supervisors Must:

A. Value the importance of teams and establish teams of appropriate size, structure and composition as needed to accomplish goals.	E. Delegate responsibilities within the team effectively and with an eye to developing good collaborative skills and new leadership for the organization.	F. Sustain the collaborative process through good team and performance management.
Distinguishing Behaviors	Distinguishing Behaviors	Distinguishing Behaviors

Managers and Executives Must:

A. Value the importance of teams and establish teams of appropriate size, structure and composition as needed to accomplish goals.	Model the importance of teams by participating in team processes at appropriate levels.	Sustain the collaborative process through good team and performance management.	Delegate responsibilities within the team effectively and with an eye to developing good collaborative skills and new leadership for the organization.
Distinguishing Behaviors	Distinguishing Behaviors	Distinguishing Behaviors	Distinguishing Behaviors

<p><b>Achieves strategic, effective, measurable results for the organization through the effective use of teams, networks and collaborative endeavors.</b></p> <p>Forms and tasks highly experienced teams to solve complex, high profile problems involving overall organizational climate, mission, cross-cutting policy issues, customer or other issues with major external focus.</p> <p>Fosters a culture that understands goals in the broader context, and which works collaboratively towards the achievement of those goals.</p> <p>Minimizes stove-piping eliminates unproductive turf issues and other sources of disruptive competition among work groups. (continues)</p>
---

**Comment [s5]:** The Behavioral Charts.

For each distinct level, the competency is disaggregated into the elements that apply to that level. Thus, for some levels, not all elements apply.

The behavioral charts for each level are **cumulative** in their descriptions and presume that mastery of the lower level expressions of the competency have already been accomplished.

Row One: Elements. These are the generic elements into which the competency has been divided. Only those appropriate to the level have been included in the table of behaviors for that level. In a few cases the elements have been combined at lower levels as the common roots are more in evidence than their discrete expression which is more appropriate at higher levels.

**Comment [s6]:** Behaviors that distinguish outstanding performance appropriate to this level are listed below. These behaviors are observable and measurable.

**Comment [s7]:** The **highlighted** behavior is an overarching description of the desired behavior at that level. All the remaining behaviors are further examples and related to this generic level behavior.

**Comment [s8]:** Competencies overlap considerably, thus some behaviors will repeat in several related competencies. These redundancies in the tables are intentional. They will enable the curriculum team to identify and exploit affinities among competencies, to reinforce behaviors within the context of different competencies and for assessment purposes.

**Center for Leadership Capacity Services**  
**Office of Personnel Management**  
**Competency Dictionary**  
**Accountability—Definition, Importance, Significant Elements, and Behaviors with Tables**

**ACCOUNTABILITY (RESULTS DRIVEN)**

Definition: . Holds self and others accountable for measurable high-quality, timely, and cost-effective results. Determines objectives, sets priorities, and delegates work. Accepts responsibility for mistakes. Complies with established control systems and rules.

ACCOUNTABILITY—Importance: Accountability holds a paramount place in public service. Its application ranges from individual responsibility for setting and meeting high standards for personal performance to the very definition of government as stewards of the commonweal. It is the vehicle through which value is created for the public dollar, and public services are improved. The accountable individual remains in touch with the changing needs of those who are served, and earns their ongoing trust.

Accountability is a mark of a mature worker; it is dependent on each individual being held responsible for achieving agreed upon outcomes. It is essential to a well-functioning organization in that each individual proactively takes responsibility to follow work through to completion, to provide both quality products/services and quality customer service; protect the privacy of employees, customers and members of the public while meeting commitments in a timely manner and within budget.

ACCOUNTABILITY—Elements:

- A. Serve courageously as steward of the common weal safeguarding assets; ensuring that important records are maintained and preserved, and protecting the privacy of employees, customers and members of the public.
- B. Take responsibility for personal performance including time management, and establishing personal standards of excellence.
- C. Meet and/or improve upon external standards of excellence, working towards continuous improvement.

- D. Work broadly with all stakeholders and seeks all available feedback to set priorities, and to ensure optimal fit between policy, programs and the needs of those they are meant to serve.
- E. Develop policy, build and reform programs based on cutting-edge research and advice of experts.
- F. Build ongoing review (using a range of meaningful performance measures) into programs to track progress towards stated goals, identify the appropriateness of chosen pathways, enable course corrections where necessary and identify meaningful ROI (Return on Investment).
- G. Disseminate knowledge and lessons learned so that others can build upon these and to reduce the possibility of redundancy and the concomitant loss of public resources.
- H. Act on lessons learned to make program improvements, or where necessary to scrap failing programs.
- I. Conscientiously assess and manage risk.

ACCOUNTABILITY—Developmental Descriptions:

- **Employees at all levels** of the organization must serve courageously as stewards of the commonweal, developing a sense of ownership that moves them to establish standards of personal excellence. They must provide both quality products/services and quality customer service seeking broad understanding of those who affect and who are affected by one's work; ensuring that important records are maintained and preserved; and protecting the privacy of employees, customers and members of the public. They must demonstrate the highest of ethical standards; safeguard assets so that they are not subject to waste, fraud or abuse; follow work through to completion; and meet commitments in a timely manner and within budget.

**All Employees Must:**

<p>A. Serve as steward of the common good.</p>	<p>B. Take responsibility for personal performance—being results oriented.</p>	<p>C. Meet or exceed external standards of excellence.</p>	<p>D. Work broadly with all stakeholders to set priorities and ensure optimal fit between policy, programs and customer needs.</p>	<p>G. Act on and disseminate lessons learned.</p>	<p>H. Conscientiously assess and manage risk.</p>
<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>
<p><b>Understands own role as public servant and the responsibilities of government to the people.</b></p> <p>Protects employee, customer, and citizen privacy.</p> <p>Protects citizens, customers and fellow workers against discrimination and unfair treatment.</p> <p>Embodies and communicates to others, a public servant’s ultimate responsibility to the citizen.</p> <p>Practices efficient, effective procurement, management, application, utilization and monitoring of resources (including property, people and financial) to achieve effective service.</p> <p>Gives people information on which they can make</p>	<p><b>Works well and conscientiously.</b></p> <p>Sets and works towards own high standards of excellence, not just the “common denominator.”</p> <p>Does not make promises which cannot be delivered.</p> <p>Defines and works effectively within own sphere of influence, using this knowledge to maneuver around obstacles.</p> <p>Demonstrates strong ethics and professionalism in the broadest sense.</p> <p>Holds self accountable for own mistakes.</p> <p>Holds self accountable for achieving results within assigned deadlines.</p> <p>Values time and uses it effectively and efficiently.</p> <p>Measures work done in output, not seat time.</p> <p>Understands accountability in terms of results, not rules.</p> <p>Actively maintains high quality skills and cutting edge</p>	<p><b>Creates measures of excellence for own work. Keeps track of and measures outcomes against a standard of excellence not imposed by others.</b></p> <p>Is open to new ways of doing business that hold promise for enhanced effectiveness, efficiency.</p> <p>Is knowledgeable of other government and/or private sector efforts that contribute or touch upon one’s own field of work.</p>	<p><b>Seeks broad understanding of those who affect and who are affected by one’s work.</b></p> <p>Listens carefully to customer expectations, showing understanding of different views and perspectives.</p> <p>Seeks feedback from others to ensure mutual understanding of goals and performance objectives.</p> <p>Can use a range of consultation methods to seek views and enable clients to make their contribution.</p> <p>Gives clear explanations on why actions/policies have been proposed, taken, or not taken.</p>	<p><b>Is able to review decisions and learn from experience.</b></p> <p>Is reflective.</p> <p>Uses feedback to improve own performance.</p> <p>Makes clear plans to improve performance (IDPs, etc.)</p>	<p><b>Understands and works within the highest of ethical standards.</b></p> <p>Makes superiors aware of potential risks inherent in action.</p>

informed decisions.	knowledge.  Actively seeks out opportunities to maximize resources.				
---------------------	---	--	--	--	--

**Competency Links for All Employees: *Emotional Intelligence, Service Motivation, Customer Service, Communication, Continual Learning, Financial Management, External Awareness, Integrity and Honesty, Technical Credibility.***

- Team leaders and supervisors** must prioritize team/project/unit tasks; delegate well by clearly communicating guidance about the task, its importance and its elements; establish deadlines, while maintaining both short- and long-term focus on the completion of tasks. They utilize project management and capital project management skills; set clear and consistent performance expectations for team managers, project managers and unit groups; review performance against standards and established benchmarks; provide feedback; coach subordinate leaders; and address performance problems in a timely fashion. They build ongoing review into programs/projects so as to have a way in which to track progress towards stated goals; to identify performance gaps which enable course corrections; and to be able to measure the return on the investment of public resources in the project/program.

**Team Leaders and Supervisors Must:**

A. Serve as steward of the common good.	B. Take responsibility for personal performance.	C. Meet or exceed external standards of excellence.	D. Work broadly with all stakeholders to set priorities and ensure optimal fit between policy, programs and customer needs.	F Build ongoing review using a range of meaningful performance measures into programs.	G. Disseminate and Act on lessons learned.	H. Conscientiously assess and manage risk.
<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>
<b>Makes efficient</b>	<b>Takes personal</b>	<b>Uses a variety</b>	<b>Understands</b>	<b>Defines, communicates</b>	<b>Identifies lessons</b>	<b>Understands the legal</b>

<b>and effective use of resources.</b>	<b>responsibility for team/group outcomes.</b>	<b>of techniques to help team/group move beyond what is, towards continual improvement.</b>	<b>organizational as well as customer expectations and needs.</b>	<b>and measures progress against rigorous outcome criteria for successful performance.</b>	<b>learned from successful and unsuccessful performance.</b>	<b>and ethical framework of the civil service and does not transgress against it, even when it might seem to offer some benefit to the project or program.</b>
Delegates work appropriately and well.	Anticipates and takes action over impending problems.	Works to build on experience and insights of others.	Understands and values the role and input of other groups whose work impacts one’s own.	Applies project management and capital project management skills.	Makes clear plans for improving organizational performance.	Seeks the input of legal and ethical advisors when not clear how such framework must be applied in a given context.
Addresses poor performance among team and group members.	Moves from fix the blame to fix the problem attitude.	Prioritizes team/project tasks with respect to importance and time available while maintaining short and long-term focus in the completion of tasks.	Can translate congressional, and other stakeholder mandates into effective strategies and achievable programs of action.	Knowledgeable of basic evaluation strategies and practices.	Makes necessary adjustments to processes, strategies.	Listens to experts and balances various assessments of risk before making decisions of critical importance.
Maintains good overview and control of contract performance.	Holds team and project members accountable for achieving results within assigned deadlines.	Mentors others to deepen their sense of pride in and commitment to their work.	Seeks feedback from product/service recipients and front line deliverers.	Understands and uses Benchmarking to measure own performance against world class standards.	Uses various communications tools, group affiliations and networks to disseminate knowledge and lessons learned.	Practices decision making tools that are proven to help distinguish among choices in ethical dilemmas and in weighing risk.
Maintains good overview and control of project/group budgets and costs.	Communicates and enacts consequences for performance—both good and bad	Mentors others to deepen their sense of pride in and commitment to their work.	Exposes the implications of choice, making clear what advantages or disadvantages are inherent in each option.	Reviews performance against clear standards or expectations.	Keeps managers informed of valuable lessons learned, as well as project results.	Practices decision making tools that are proven to help distinguish among choices in ethical dilemmas and in weighing risk.
Understands the concept of Human Capital, treats employees as public assets.	Guides the development of self management with appropriate team groups.	Mentors others to deepen their sense of pride in and commitment to their work.	Exposes the implications of choice, making clear what advantages or disadvantages are inherent in each option.	Provides regular feedback and coaches team/group members about their performance.	Keeps managers informed of valuable lessons learned, as well as project results.	Practices decision making tools that are proven to help distinguish among choices in ethical dilemmas and in weighing risk.
Maintains democratic ideals of fairness and civility in the workplace.	Learns and updates skills and tools of team/group leadership.	Mentors others to deepen their sense of pride in and commitment to their work.	Exposes the implications of choice, making clear what advantages or disadvantages are inherent in each option.	Addresses performance problems in a timely way so that resulting change improve not just individual performance, but results.	Uses feedback to improve products, processes, services and delivery.	Practices decision making tools that are proven to help distinguish among choices in ethical dilemmas and in weighing risk.
	Understands own accountability to team/group.	Mentors others to deepen their sense of pride in and commitment to their work.	Exposes the implications of choice, making clear what advantages or disadvantages are inherent in each option.	Addresses performance problems in a timely way so that resulting change improve not just individual performance, but results.	Uses feedback to improve products, processes, services and delivery.	Practices decision making tools that are proven to help distinguish among choices in ethical dilemmas and in weighing risk.

**Competency Links for Team Leaders and Supervisors: *Emotional Intelligence, Service Motivation, Customer Service, Communication, Continual Learning, Financial Management, External Awareness, Integrity and Honesty, Technical Credibility***

- Since organizational success is predicated on all employees being held accountable for achieving agreed upon outcomes, it is essential that **managers and executives** must establish a performance culture throughout the organization; and develop and maintain a strategic framework for accomplishing the tasks of the organization. They must oversee the establishment, development, promulgation, monitoring, maintenance, and enforcement of an organization-wide performance management system; and ensure that organizational work priorities, performance standards, Return on Investment and time expended on them are consistent with the overall strategic direction of the organization. Managers and executives must work broadly with stakeholders to create a shared vision, balancing and reconciling interests; must make sound decisions based on research, benchmarking, and evidence; and never allow personal advantage or political pressure to dictate actions or decisions that work against the welfare of the nation.

**Managers and Executives Must:**

A. Serve as steward of the common good.	B. Take responsibility for personal performance.	C. Meet or exceed external standards of excellence.	D. Work broadly with all stakeholders to set priorities and ensure optimal fit between policy, programs and customer needs.	E. Develop policy, build and reform programs based on cutting edge research and advice of experts.	F. Build ongoing review into programs.	G. Act on lessons learned.	I. Conscientiously assesses and manages risk.
<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>
Is able to generate and implement sound strategies which create value for the	Is diligent and courageous in the pursuit of excellence.	Establishes a performance culture throughout the	Works broadly with stakeholders to create a shared vision,	Makes sound decisions based on evidence. Reviews and	Carries out impact assessment of programs to ensure that they remain relevant, appropriate and	Uses lessons learned to make program improvements, or where	Risks taken are ethical, legal, reasoned and commensurat

<p><b>citizen.</b></p> <p>Does not allow personal advantage or political pressure to dictate actions or decisions that work against the welfare of the nation.</p> <p>Ensures full access to programs, products and services.</p> <p>Develops fact-informed strategic plans to plan for and allocate resources in a way designed to achieve the highest value for the citizen.</p> <p>Develops detailed estimates of the full cost of government programs.</p> <p>Uses all appropriate business tools to promote innovation, efficiency and greater effectiveness of programs.</p> <p>Implements HR strategies that result in the hiring and development of high quality public servants whose skills match the changing needs of the organization.</p> <p>Can make compelling and fact-based business case for programs and</p>	<p>Lives the motto, “the buck stops here.”</p> <p>Explains shortfalls to stakeholders.</p> <p>Takes initiative to seek out partnerships and other cross-cutting ways of work that might result in greater effectiveness or efficiency.</p>	<p><b>organization.</b></p> <p>Understands and uses benchmarking and other investigatory processes to identify world-class standards.</p>	<p><b>balancing and reconciling various interests.</b></p> <p>Develops mechanisms to allow customers et. al. to provide feedback.</p> <p>Takes initiative to seek out partnerships and other cross-cutting ways of work that might result in greater effectiveness or efficiency.</p>	<p>commissions research relevant to mission.</p> <p>Consults relevant experts</p> <p>Makes fact-based human capital plans and decisions.</p> <p>Takes a holistic view of the agency’s mission, looking beyond institutional boundaries.</p>	<p><b>effective.</b></p> <p>Develops information systems necessary to support ongoing review and evaluation.</p> <p>Understands the full information requirements for valid assessment.</p> <p>Develops and implements systems that are sufficient to judge value and evaluate performance e.g. the PART tool..</p> <p>Oversees the establishment, development, monitoring and maintenance of an organization-wide performance management system.</p> <p>Uses program measures to monitor program performance.</p>	<p><b>necessary to scrap failing programs.</b></p> <p>Takes initiative to share insights, information, effective program models and evaluation results with others.</p> <p>Distinguishes clearly between failure of the policy or program itself vs. operational failures of implementation and acts accordingly.</p>	<p><b>e with potential gain.</b></p> <p>Clear guidelines for others are developed and communicated.</p> <p>Reasonable and ethical risk takers are not punished for failure.</p>
--	--	---	---	---	--	---	---

acquisitions.  Promotes sharing resources with other public and private organizations when this is beneficial to the citizen.							
---	--	--	--	--	--	--	--

**Competency Links for Managers and Executives: *Emotional Intelligence, Service Motivation, Customer Service, Communication, Continual Learning, Financial Management, External Awareness, Integrity and Honesty, Technical Credibility, Political Savvy***

**Center for Leadership Capacity Services**  
**Office of Personnel Management**  
**Competency Dictionary**

**CONFLICT MANAGEMENT—Definition, Importance, Significant Elements, and Behaviors with Tables**

**CONFLICT MANAGEMENT (LEADING PEOPLE)**

Definition: Encourages creative tension and differences of opinions. Anticipates and takes steps to prevent counter-productive confrontations. Manages and resolves conflicts and disagreements in a constructive manner.

CONFLICT MANAGEMENT—Importance: Performance and productivity within an organization are impacted negatively when conflict is not anticipated and managed. Competency in Conflict Management, which is based on one's ability to inspire confidence and engender trust in all parties involved, is reflected in the ability to recognize, resolve and/or manage disagreements that have the potential to grow into confrontations that undermine the culture and performance of a team or organization. It is critical to learn from disagreements, understanding and analyzing the source of the dispute, and to work strategically to establish organizational cultures and procedures that value the basic rules of civility and mitigate against disagreements while encouraging the positive dimensions of divergent thinking.

CONFLICT MANAGEMENT—Elements

- A. Demonstrate Self Understanding and Emotional Control.
- B. Demonstrate Understanding of Others and Empathy.
- C. Ability to analyze personal, structural and other sources of conflict within the team or organization and plan for long-lasting, long-term improvements.

- D. Know the value of and be able to develop a culture of inclusiveness, respect and civility that values and respects different ideas and preferences.  
Knowledge of and ability to use state-of-the-art conflict management practices.
- E. Knowledge of and effective use of in-house resources to manage conflict.
- F. Understand and demonstrate a knowledge of the role that change has in contributing to possible conflict.

CONFLICT MANAGEMENT—Developmental Descriptions

- **At all levels** of the organization conflict management is dependent on the basic skills of self-understanding and emotional control; respect for experiences, ideas, values and preferences that differ from one’s own; a willingness to listen to and work cooperatively with others; and a respect for the basic rules of civility.

All employees must:

A. Demonstrate self-understanding and emotional control.	B. Demonstrate understanding of others and empathy.	D. Know the value of and be able to develop a culture of inclusiveness, respect and civility that values and respects different ideas and preferences.
<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>
<p><b>Understands own preference styles, cultural perspectives and values, and how they differ from others.</b></p> <p>Shows respect for the values and ideas of others, even when not agreeing with them.</p> <p>Understands the role that emotions play in shaping actions and behaviors.</p> <p>Understands and takes charge of own feelings and behaviors</p> <p>Maintains a forward looking (opportunity) perspective rather than a backward (blaming) one.</p> <p>Seeks points of agreement between own views and those of others.</p> <p>Seeks feedback from others to avoid blindspots that can cause misunderstandings.</p>	<p><b>Is receptive to experience, ideas, views and preference styles that differ from one’s own.</b></p> <p>Demonstrates empathy with others and can help others understand differing perspectives.</p> <p>Recognizes and values the talents of others.</p> <p>Is sought out by peers for expertise and counsel in resolving difficult interpersonal situations.</p> <p>Is actively involved in mediating misunderstandings among peers.</p> <p>Attempts to view the situation from all relevant sides.</p>	<p><b>Can express one’s position and feelings clearly and concisely without accusation, sarcasm or hostility.</b></p> <p>Assists in clarifying issues that have caused conflict or concern.</p> <p>Steps up to conflict.</p> <p>Handles difficult people with diplomacy.</p> <p>Publicly supports and defends others against unfair or inappropriate criticism.</p> <p>Neither participates in nor condones offensive or discriminatory behavior.</p> <p>Does not join cliques that practice offensive and exclusionary behavior.</p> <p>Manages own emotions before reaching the boiling point.</p>

<p>Routinely questions one’s own possible role in the creation of misunderstanding or dissent.</p> <p>Deals effectively with pressure.</p> <p>Can identify points where one could compromise rather than demand.</p> <p>Responds positively to others’ attempts to resolve conflicts with self, or between self and someone else.</p> <p>Makes an honest assessment of the situation.</p>	<p>Can present one’s case without blaming or labeling people.</p>	<p>Works to identify and deal with the real issues behind the conflict.</p> <p>Is proactive in defusing arguments among peers.</p> <p>Works cooperatively with others.</p> <p>Is discreet and tactful when correcting or questioning another’s idea or action.</p> <p>Takes on a fair share of the work to help relieve stress on others.</p>
---	---	---

Conflict Management Competency Links for All Employees: *Communication, Decisiveness, Emotional Intelligence, Influencing and Negotiation, Integrity and Honesty, Interpersonal Skills, Leveraging Diversity, Problem Solving, Resilience, Service Motivation, Team Building*

- Team leaders** must understand the basics of individual and team motivation; and know their team members well enough to anticipate possible disagreement. They should demonstrate respect and empathy; and resolve complaints or disagreements equitably before they escalate. Team leaders should clearly and equitably communicate expectations; and establish a team culture of inclusiveness and openness to ideas, change, and differing perspectives that encourages others to contribute to achieving the group’s goals.

**Team Leaders Must:**

A. Demonstrate self-understanding and emotional control.	B. Demonstrate understanding of others and empathy.	C . Ability to analyze personal, structural and other sources of conflict within the team or organization and plan for long-lasting, long-term improvements.	D. Know the value of and be able to develop a culture of inclusiveness, respect and civility that values and respects different ideas and preferences.	E. Knowledge of and ability to use state-of-the-art conflict management practices.	F. Knowledge of and effective use of in-house resources to manage conflict.
<b>Distinctive Behaviors</b>	<b>Distinctive Behaviors</b>	<b>Distinctive Behaviors</b>	<b>Distinctive Behaviors</b>	<b>Distinctive Behaviors</b>	<b>Distinctive Behaviors</b>
<p><b>Understands the psychological and emotional needs of people.</b></p> <p>Takes into account the impact of emotions and feelings on a situation.</p> <p>Knows team members well enough to sense which situations might generate disagreement.</p>	<p><b>Understands how personality and attitude affect disagreements and conflicts.</b></p> <p>Treats all members of the team with respect.</p> <p>Is sensitive to the needs of those who perceive offence.</p> <p>Practices skilled listening.</p>	<p><b>Understands the sources of conflict common in team situations.</b></p> <p>Fairly distributes opportunities and benefits across the entire team.</p> <p>Is sensitive to patterns of interaction occurring within the team.</p> <p>Pays attention to how the team supports its members.</p> <p>Separates the two sides of every conflict—the people and the issues and deals with each effectively.</p>	<p><b>Establishes a team environment that invites multiple views and perspectives as a basic operating principle.</b></p> <p>Knows when to step in and when not to.</p> <p>Deals quickly with disagreement or conflict among team members.</p> <p>Includes all affected parties in resolving conflicts.</p> <p>Skilled in facilitating group discussions.</p> <p>Can break down problems and situations into discrete parts that are easier to understand and to manage.</p>	<p><b>Is skilled at informal facilitation of conflict resolution.</b></p> <p>Attacks the problem, not the person(s).</p> <p>Assists in clarifying issues.</p> <p>Provides information regarding available options.</p> <p>Follows up on issues of conflict.</p>	<p><b>Recognizes the need for and seeks other resources and expert help where necessary.</b></p>

**Conflict Management Competency Links for Team Leaders: *Communication, Decisiveness, Emotional Intelligence, Influencing and Negotiation, Integrity and Honesty, Interpersonal Skills, Leveraging Diversity, Problem Solving, Resilience, Service Motivation, Team Building***

- In addition to the above responsibilities towards groups working under them **Supervisors** must also identify the potential for conflict that may arise from work schedules, assignments, working conditions or changes in policies or procedures. They should listen actively to employee concerns, encourage open discussion, seek

common ground in settling disagreements, and assist others in seeing the cause of a problem, distinguishing it from its symptoms. They must be skilled in bringing grievance complaints to a satisfactory conclusion, know and be able to effectively use in-house resources to manage conflict, display negotiation skills; and work with Employee Assistance Programs, union groups, training sources, and other entities to promote the cultural health of the organization.

**Supervisors Must**

A. Demonstrate self-understanding and emotional control and	B. Demonstrate understanding of others and empathy	C. Ability to analyze personal, structural and other sources of conflict within the team or organization and plan for long-lasting, long-term improvements.	D. Know the value of and be able to develop a culture of inclusiveness, respect and civility that values and respects different ideas and preferences.	E. Knowledge of and ability to use state-of-the-art conflict management practices	F. Knowledge of and effective use of in-house resources to manage conflict	G. Understand and demonstrate knowledge of the role that change has in contributing to possible conflict.
<b>Distinctive Behavior</b>	<b>Distinctive Behavior</b>	<b>Distinctive Behavior</b>	<b>Distinctive Behavior</b>	<b>Distinctive Behavior</b>	<b>Distinctive Behavior</b>	<b>Distinctive Behavior</b>
<p><b>Understands the causes and consequences of feelings.</b></p> <p>Is attentive to emotional cues.</p> <p>Is able to monitor and reflect on emotions.</p> <p>Is able to engage, prolong or detach from an emotional state depending on its utility.</p>	<p><b>Is capable of accurately assessing underlying complex root causes for individual or group behavior patterns.</b></p> <p>Is able to identify emotions in other people.</p> <p>Actively listens to the concerns of employees regarding issues such as</p>	<p><b>Spots the potential for conflict, brings issues into the open and helps deescalate them.</b></p> <p>Ensures that subordinates have training that helps them to understand the perspective of others.</p> <p>Follows up on all conflict issues.</p> <p>Works with union officials and others to identify and remove obstacles to</p>	<p><b>Takes steps to ensure ability of employees to function together in the workplace environment.</b></p> <p>Exercises authority as necessary to maintain civility, inclusiveness and fairness.</p> <p>Promotes objectivity.</p>	<p><b>Can spot, and help others see the root of a problem and distinguish its symptoms from its causes.</b></p> <p>Develops and promotes a pro-active conflict resolution philosophy through positive and collaborative approaches to problem solving.</p> <p>Is knowledgeable of appropriate policies and procedures in</p>	<p><b>Refers complex conflicts and others that are not amenable to informal resolution to mediation specialists.</b></p> <p>Provides employees with information regarding mediation services and other employee assistance programs.</p>	<p><b>Anticipates the range of reactions that typically occur when change is introduced.</b></p> <p>Communicates the impending change and the forces that have driven the change so as to remedy possible resistance to change and/or conflict in response to the proposed change.</p> <p>Communicates the benefits that will</p>

	<p>organizational changes, quality of work life and other issues that might cause employees worry or stress.</p> <p>Sees opportunities for and orchestrates positive outcomes in conflict situations.</p> <p>Is able to discriminate between accurate and inaccurate, honest and dishonest expression of feelings.</p> <p>Is able to express the emotional of others accurately and recognize the needs related to these feelings.</p>	<p>understanding and a positive workplace culture.</p> <p>Encourages debate and open discussion.</p> <p>Actively involves others in planning that might circumvent conflict, such as the development of work schedules, assignments, rewards, etc.</p> <p>Coaches, teaches, counsels, and motivates employees towards greater mutual respect and understanding.</p>		<p>dealing with conflicts.</p> <p>Understands the difference between position and interest, and can help others move to finding common ground and towards a win-win resolution.</p>		<p>accrue as a result of planned change.</p>
--	--	---	--	---	--	--

**Conflict Management Competency Links for Supervisors: *Communication, Decisiveness, Emotional Intelligence, Influencing and Negotiation, Integrity and Honesty, Interpersonal Skills, Leveraging Diversity, Problem Solving, Resilience, Service Motivation, Team Building.***

- To ensure success in accomplishing the agency’s mission, **Managers and Executives** must establish an organizational environment whose practices embody fairness, inclusiveness, respect and civility, thereby mitigating against conflicts; clearly articulate the organization’s position and its rationale; and understand the dynamics of change and how change may contribute to conflict. They must anticipate, prevent, and if

necessary, resolve disputes with internal and external stakeholders, including other branches of the Government. They should understand how one's own behavioral tendencies impact others, and have knowledge of and ability to use state-of-the-art conflict management practices.

**Managers and Executives Must:**

<p>A. Demonstrate self-understanding and emotional control and B. Demonstrate understanding of others and empathy</p>	<p>C. Ability to analyze personal, structural and other sources of conflict within the team or organization and plan for long-lasting, long-term improvements.</p>	<p>D. Know the value of and be able to develop a culture of inclusiveness, respect and civility that values and respects different ideas and preferences.</p>	<p>G. Understand and demonstrate a knowledge of the role that change has in contributing to possible conflict.</p>
<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>
<p>Sets a personal example. Actively shapes and contributes to the organizational climate by setting, sustaining, exemplifying and celebrating an inclusive and civil environment. Does not sacrifice civility for short-term productivity goals. Holds self and others accountable for the maintenance of an organizational culture whose practices embody fairness, inclusiveness, respect and civility.</p>	<p>Is knowledgeable of group and organization dynamics as well as strategies, techniques and resources that minimize conflict within them. Ensures employee assistance resources and mediation services are available, effective and used Recognizes systemic causes of conflict within the organization and uses all resources, including influence to resolve them. Strategically plans to advance seamless and inter-departmental approaches to services and products.</p>	<p>Strategically plans for diversity throughout the organization. Sets personal example of civility Sets a personal example of soliciting and considering diverse viewpoints and ideas. Minimizes stove-piping and other sources of disruptive competition among work groups.</p>	<p>Understands and specifically employs conflict as a tool towards something better. Understands and uses the creative energy that comes from tensions between seemingly opposing forces, ideas, and directions. Helps others transcend old positions, see benefits as well as negatives, and accept change. Uses conflict positively to help the organization evolve, change and improve by moving past the mental blocks of my way, your way and compromise that satisfies neither. Understands conflict between individuals, groups, systems, processes and ideas as signals that the organization can no longer fruitfully remain at the same level. Makes a practice of creative conflict that leads to better ideas, systems, processes and relationships. Helps others focus on ideas, processes, interests and outcomes and transcend personalities, positions, and a win/lose focus on change. Clearly articulates the organization's position, and the forces for change that drive the position. Maintains sufficient and effective lines of communications to all affected. Identifies the various constituencies and stakeholders affected and involves them proactively in policy- and decision-making to achieve common understandings and buy-in. Understands that there is often an unwillingness to change that is based on fear of the unknown.</p>

Conflict Management Competency Links for Managers and Executives: *Communication, Decisiveness, Emotional Intelligence, Influencing and Negotiation, Integrity and Honesty, Interpersonal Skills, Leveraging Diversity, Problem Solving, Resilience, Service Motivation, Team Building*

**Center for Leadership Capacity Services**  
**Office of Personnel Management**  
**Competency Dictionary**

**CONTINUAL LEARNING —Definition, Importance, Significant Elements, and Behaviors with Tables**

**CONTINUAL LEARNING (FOUNDATIONAL)**

Definition: Assesses and recognizes own strengths and weaknesses; pursues self-development.

CONTINUAL LEARNING—Importance: Continual learning is particularly critical in times of change, since those organizations that are flexible, adaptive and productive (learning organizations) will excel. The active pursuit of learning and development; the creation of intellectual capital; the transformation of experience into knowledge; and the use of that knowledge to address new challenges and improve future performance contribute to continuous improvement. The codification of this learning into organizational knowledge is essential as government is facing massive retirements in the near future.

CONTINUAL LEARNING—Elements:

- A. Value learning and take initiative to build knowledge and skills.
- B. Be reflective and learn from mistakes.
- C. Assess gaps in knowledge and skill in self and in others.
- D. Understand the value of knowledge sharing.
- E. Demonstrate knowledge of Learning Styles, and can use this knowledge and a variety of strategies (formal classroom, seminar and Distance learning; on-the-job projects, shadowing, mentoring etc) to close learning gaps.
- F. Understand the value of, and the ways to develop Individual Development Plans (IDP) for self and others.
- G. Coach and mentor employees.
- H. Understand the concept of knowledge management and lead knowledge management efforts.

- I. Manage expenditures for training and development as investments that maximize the value of human capital.
- J. Create an environment that facilitates knowledge sharing, learning, and networking which can support change.
- K. Integrate the development of human capital into strategic planning and create an integrated approach to address current problems and meet emerging demands.

CONTINUAL LEARNING—Developmental Descriptions:

A learning organization that embraces continual learning requires **individuals at all levels** who value learning; take the responsibility and the initiative to build knowledge and skills; maintain currency in their professional field; are open to new ideas; be reflective, possess the ability to accurately assess themselves, including identifying their own strengths and knowledge “gaps;” and apply their own expertise and knowledge to address new challenges. Such learning entails soliciting honest feedback to discover what it difficult to see in oneself. At higher levels (**supervisors through executive**), it means investing in people; creating and maintaining support for creative developmental opportunities for others. It includes the capacity to coach, to identify the strengths of others, and to build on them. It results in the creation of a learning organization, and preparing one’s team, group or organization for an ill-defined future. It requires the development of a learning culture that encourages mutuality, collaboration, curiosity, and reflection as well as an effective learning infrastructure: developmental framework and knowledge management. It means developing ways of organizing resources and opportunities to promote regular reflection and sharing and profiting from lessons learned across the organization. It means of continuous building opportunities for learning/continuous improvement within groups and across the organization, and includes modeling of continuous self-development.

**Foundational—All Employees Must:**

A. Value learning and take initiative to build knowledge and skills	B. Be reflective and learn from mistakes	C. Assess gaps in knowledge and skill in self and others	D. Understand the value of sharing Knowledge and information.	E & F. Demonstrate knowledge of learning styles, and use this knowledge, the IDP and a variety of strategies to close learning gaps.
<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>
<p><b>Strives for continuous improvement and is actively engaged in exploring new ideas and concepts.</b></p> <p>Seeks out and engages in opportunities for self – improvement.</p> <p>Spends time learning from others.</p> <p>Creates time within and away from job to learn.</p>	<p><b>Is reflective.</b></p> <p>Analyzes both successes and failures for clues to improvement.</p> <p>Understands mental models and can use these to</p>	<p><b>Assesses own strengths and weaknesses.</b></p> <p>Actively seeks feedback on own performance</p> <p>Understands own strengths and potential “fatal flaws” in</p>	<p><b>Actively seeks learning in areas beyond own technical expertise in order to become a broader resource.</b></p>	<p><b>Crafts and uses for own development a variety of learning approaches, including formal course work, reading, talking with others, attending formal training, shadowing, detail assignments, and on-the-job experiences.</b></p> <p>Understands own preferred learning styles and methods.</p>

<p>Seeks challenging assignments and unfamiliar tasks.</p> <p>Is passionate about and seeks out new developments, techniques, advances in knowledge and ideas.</p> <p>Seeks out new approaches, tools, and methods in own field of expertise.</p> <p>Maintain professional certification or license.</p>	<p>analyze actions</p> <p>Is resilient towards setbacks and failures, analyzing these instead for lessons learned and building on them.</p> <p>Confronts problems instead of avoiding them.</p>	<p>knowledge and performance.</p>	<p>Participates actively in professional associations(s).</p>	<p>Uses the IDP to link assessments, career goals and organizational strategies to personal development plans.</p> <p>Works to deploy strengths.</p>
--	---	-----------------------------------	---	--

Competency Links for All Employees: *Emotional Intelligence, Strategic Thinking, Communication, Resilience.*

- A **team leader** must be able to identify gaps in knowledge and skill on a team; and promote individuals’ further technical development so as to keep the team current with the latest knowledge and information. They must identify and make assignments that challenge abilities and develop self confidence; show insight into individuals’ learning profiles and styles and use that knowledge to develop team members; foster the learning and use of relational skills; and network with others to share knowledge and resources

**Team Leaders must:**

<p>A. Value learning and takes initiative to build knowledge and skills.</p>	<p>B. Be reflective and learn from mistakes.</p>	<p>C. Assess gaps in knowledge and skill in self and others.</p>	<p>D. Understand the value of sharing knowledge and information.</p>	<p>E &amp; F. Demonstrate knowledge of learning styles, and be able to use this knowledge, the IDP and a variety of strategies to close learning gaps.</p>	<p>J. Create an environment that facilitates knowledge sharing, learning and networking.</p>
<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>
<p><b>Encourages and supports professional growth including pursuit of appropriate</b></p>	<p><b>Uses after-action reviews to assess performance.</b></p>	<p><b>Recognizes and addresses team and team member strengths and potential “fatal flaws” in knowledge and performance.</b></p> <p>Draws on individual team member strengths rather than weaknesses</p>	<p><b>Networks with others and supports team-networking to share resources, knowledge, and</b></p>	<p><b>Supports the team’s use of a variety of learning methods, including reading, talking with others, after-action reviews, attending formal training, and on-the-job</b></p>	<p><b>Seeks and provides learning opportunities for team members and the team as a functioning whole.</b></p> <p>Creates time for the team to learn, both within and away from the job.</p> <p>Builds in time to reflect collectively on</p>

<p><b>certifications and licenses.</b></p> <p>Gives others the autonomy to approach issues in their own way, including the opportunity to make and learn from mistakes.</p>		<p>to fashion assignments and help develop others in the team.</p> <p>Gives decision making authority to team where appropriate. Avoids taking over all decisions.</p> <p>Rewards and recognition focus on good use of team skills, not just individual contributions.</p>	<p><b>build upon rather than replicate the work of others.</b></p>	<p><b>experiences.</b></p> <p>Shows insight into individuals' learning profiles and styles when making assignments, or devising developmental strategies.</p> <p>Identifies and makes assignments that challenge team members to stretch their abilities and self confidence.</p>	<p>team progress, achievements, successes and missteps.</p> <p>Identifies changes that may impact the team and its work and helps the team learn about and adapt to the changes.</p> <p>Brings the most up-to-date technical information to the team and supports team members in doing so.</p>
---	--	--	--	---	---

Competency Links for Team Leaders: *Team Building, Emotional Intelligence, Strategic thinking, Communication, Resilience, HR Management, Leveraging Diversity*

- Supervisors** must provide support for traditional and creative developmental opportunities, identifying and building on the strengths of individuals, and coaching and mentoring them. They analyze actions and contribute to procedures that enable learning from past outcomes; and foster knowledge sharing and learning across units. Supervisors ensure that all employees have an Individual Development Plan (IDP) , and link IDPs to both developmental assignments and the agency’s strategic needs; and understand the role of career coaching as an investment in human capital resources.

Supervisors must:

<p>A. Value learning and take initiative to build knowledge and skills.</p>	<p>B. Be reflective and learn from mistakes.</p>	<p>C. Assess gaps in knowledge and skill in self and others.</p>	<p>D. Understand the value of sharing knowledge and information.</p>	<p>E &amp; F. Demonstrate knowledge of learning styles, and be able to use this knowledge, the IDP and a variety of strategies to close learning gaps.</p>	<p>G. Coach and mentor employees.</p>	<p>I. Manage expenditures for training and development.</p>
<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>
<p><b>Invests in the further</b></p>	<p><b>Uses a variety of approaches to</b></p>	<p><b>Measures current skills</b></p>	<p><b>Fosters knowledge</b></p>	<p><b>Creates and makes developmental</b></p>	<p><b>Understands and has skill in coaching and mentoring</b></p>	<p><b>Ensures that IDPs are in place for all employees</b></p>

<p><b>development of own supervisory skills; in better understanding the issues and needs that affect customers; and in own field-specific expertise.</b></p> <p>Reinforces knowledge, skills and new behaviors gained through training and development by helping employees structure the application of these on the job.</p>	<p><b>analyze and understand how actions led to certain outcomes and how to improve one's approach to similar situations in the future.</b></p> <p>Is open about mistakes and failure with self and others.</p> <p>Contributes to procedures that enable the organization to learn from past actions.</p>	<p><b>and knowledge against competencies needed for continuing success and to meet future problems.</b></p> <p>Evaluates the impact of training on performance.</p>	<p><b>sharing and learning across units.</b></p> <p>Actively engages in partnering activities that align common goals and services.</p> <p>Serves as a source of wisdom and expertise on technical and organizational matters for employees</p>	<p><b>assignments to stretch and foster learning and development in employees.</b></p> <p>Delegates responsibility and decision making to lower levels to develop employees.</p> <p>Ensures that all employees have an IDP. Links IDPs and developmental assignments to current and future organizational needs.</p>	<p><b>practices and techniques.</b></p> <p>Understands and practices career coaching as an indispensable investment in human capital resources.</p> <p>Collaborates to further employees' career goals.</p> <p>Supports development of individuals and encourages them to take responsibility for their own development.</p> <p>Is empathic, understanding individual perspectives and needs.</p> <p>Provides one-on-one time for each employee focused on her/his development.</p> <p>Uses coaching tools and techniques to help employees guide their own development.</p>	<p><b>which link individual development (*both short and long term) with agency mission and strategic needs.</b></p> <p>Employs comprehensive communication and reward strategies to encourage employees to participate in training and other developmental opportunities.</p> <p>Knows and accesses training resources inside and outside the organization for the benefit of individuals in the unit.</p>
---	---	---	---	--	--	---

Competency Links for Supervisors: *Partnering, Emotional Intelligence, Strategic Thinking, Communication, Interpersonal Skills, Resilience, HR Management, Leveraging Diversity*

- Managers** must clearly define training goals and expectations and link them to Agency strategic objectives and goals; ensure that effective IDPs that support the Agency mission and strategy are present for all; and incorporate measures of effectiveness into all training and development initiatives. Managers design and implement Knowledge Management (KM) systems, applying the tools and techniques of KM to transfer learning

and share it across the organization; and they plan strategically for changing organizational needs in skills and knowledge, assessing organizational skills and strengths against current and future requirements.

Managers must:

A. Value learning and take initiative to build knowledge and skills.	B. Be reflective and learn from mistakes.	D. Understand the value of sharing knowledge and information.	H. Lead Knowledge Management efforts.	I. Manage expenditures for training and development.	J. Create an environment that facilitates knowledge sharing, learning and networking.	K. Integrate the development of human capital into strategic planning.
<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>
<p><b>Models continuous self-development.</b></p> <p>Adds to managerial knowledge, strategic thinking, financial planning and analysis, as well as skills in supporting a learning organization.</p>	<p><b>Plans, implements and learns from program and policy evaluation strategies.</b></p>	<p><b>Applies tools and techniques of <u>Knowledge Management</u> to transfer tacit into explicit learning and share it widely across the organization.</b></p> <p>Identifies best practices from high-performance organizations with similar missions.</p> <p>Helps the organization learn from customers and stakeholders and translate that learning into improved ways of performing.</p>	<p><b>Understands and applies knowledge and techniques of organizational development to build the organization's capacity to learn, improve, anticipate and meet new challenges.</b></p> <p><b>Has working knowledge of state of the art research and implementation strategies for knowledge management, information management, document and records management, data management.</b></p> <p>Designs and implements <u>Knowledge Management</u> systems.</p> <p>Reviews technological supports for Knowledge Management.</p> <p>Develops broad network of contributors to Knowledge Management systems.</p> <p>Orchestrates Knowledge Management strategies and initiatives throughout</p>	<p><b>Clearly defines training goals and expectations and links these to agency strategic objectives, mission and goals.</b></p> <p>Can project anticipated benefits, project costs, and measure outcomes of training and development investments.</p> <p>Incorporates measures of effectiveness into all training and development initiatives.</p> <p>Explores partnerships with others to achieve economies of scale in training and development efforts.</p>	<p><b>Solicits employees' ideas on key issues regularly, as a built-in part of the planning and evaluation processes.</b></p> <p>Has the ability to design, develop and sustain communities of interest and practice.</p> <p>Creates opportunities for employees to contribute their views on the agency's mission and strategies for achieving it, including innovative ideas and process improvements.</p> <p>Recognizes and rewards individual incentives to add to institutional knowledge.</p>	<p><b>Plans strategically for changing organizational needs in skills and knowledge.</b></p> <p>Assesses organizational skills and strengths against current and future requirements.</p>

			the organization.			
--	--	--	-------------------	--	--	--

Competency Links for Mangers: *External Awareness, Partnering, Emotional Intelligence, Strategic Thinking, Communication, Resilience, HR Management, Leveraging Diversity, Financial Management, Accountability, Technology Management, Vision.*

- At the **executive** level continual learning means investing in human capital; and incorporating employee development into the agency budgeting and planning processes. The Executive must create and support an environment that facilitates learning, networking, and knowledge sharing, and translate that into strategic planning and work activities. They promote benchmarking and other techniques that help build upon best practices; use Balanced Scorecard and/or other tools to ensure that resources to develop the Agency’s human resources are identified and obtained; and set high expectations for learning achievements. It is essential that Executives communicate the importance of learning as part of the organizational strategy; and ensure that managers and supervisors have been properly trained to coach, evaluate and conduct employee career discussions.

Executives Must:

A. Values learning and takes initiative to build knowledge and skills	B. Be reflective and learn from mistakes	D. Understand the value of sharing knowledge and information.	J. Create an environment that facilitates knowledge sharing, learning and networking.	K. Integrate the development of human capital into strategic planning.
<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>
<b>Continually updates own and others’ awareness of the organization and the big picture context within which</b>	<b>Ensures that new organizational policies, programs, procedures and services are built to incorporate and profit from</b>	<b>Develops process or system to ensure that what is learned in training or practice is shared throughout the organization and applied to work activity and strategic planning.</b>  Identifies and works within	<b>Has the ability to create, develop and sustain the flow of knowledge.</b>  <b>Can manage change and complex knowledge initiatives and projects.</b>	<b>Develops a strategic approach that establishes priorities and leverages investments in training and development to achieve agency results.</b>  Treats training costs as investments, rather than costs that should be minimized.  Uses Balanced Scorecard, or similar planning tool to ensure that resources to develop an organization’s human resources are recognized and secured.

<p><b>we work .</b></p>	<p><b>lessons learned.</b></p> <p>Ensures that stakeholders understand results of policy and program evaluation.</p>	<p>internal and external networks.</p> <p>Cooperates and/or networks across disciplinary, organizational, agency and public/private boundaries to establish and reach common understandings of issues and opportunities.</p> <p>Promotes benchmarking and other techniques that help an agency guild upon best practices.</p> <p>Broadly communicates throughout the organization the need to understand others; viewpoints, agendas, values, constraints and behaviors, and a willingness to take others' ideas into consideration.</p>	<p>Sets high expectations for learning achievements and models these in person.</p> <p>Champions and regularly communicates the importance of training and developing employees.</p> <p>Uses a variety of training techniques to help employees adjust to organizational and operational change.</p>	<p>Provides consistent support and appropriate funding for training and development efforts.</p> <p>Provides needed tools and training resources to line managers and supervisors.</p> <p>Assesses and demonstrates how training and development efforts contribute to improved performance and results.</p> <p>Incorporates employees' development goals into agency planning process.</p> <p>Reviews training goals and processes in light of strategic and tactical changes.</p> <p>Has in place training goals and resources that are consistent with agency mission, goals and culture.</p> <p>Has in place a rational system of prioritizing training needs.</p> <p>Ensures that managers and supervisors have been properly trained to coach, evaluate and conduct employee career discussions.</p>
-------------------------	--	--	--	--

Competency Links for Executives: *External Awareness, Partnering, Emotional Intelligence, Strategic Thinking, Communication, Resilience, HR Management, Leveraging Diversity, Financial Management, Accountability, Vision*

**Center for Leadership Capacity Services**  
**Office of Personnel Management**  
**Competency Dictionary**

**CREATIVITY AND INNOVATION —Definition, Importance, Significant Elements, and Behaviors with Tables**

**CREATIVITY AND INNOVATION (LEADING CHANGE)**

Definition: Develops new insights into situations; questions conventional approaches; encourages new ideas and innovations; designs and implements new or cutting edge programs/processes

CREATIVITY AND INNOVATION—Importance: Creative or innovative thinking leads to new insights, novel approaches, fresh perspectives, new ways of understanding and conceiving of things, and leads one to see the world in imaginative and different ways<sup>1</sup>. Creativity and innovation (both of which are closely allied with continual learning, entrepreneurship, and problem solving) represent a core competency in successful organizations that are able to anticipate and meet strategic challenges including change, advancing technology, an increasingly diverse work force, and constant budget constraints. This is about exploring all options in a systematic way, one that also moves thinking past conventional mental and organizational boundaries. It is using one's full range of skills, knowledge and experience to search for and address the complex causes, not just symptoms, of problems and to imagine and pose improvements to the organization. At the higher levels it means creating a culture and the means that encourage, support and reward innovative thinking and continual improvement.

CREATIVITY AND INNOVATION—Elements

- A. Be committed to personal and organizational improvement including implementing new ideas, improving ways to accomplish work, and adopting organizational change.
- B. Be open to, and take the initiative to offer new ideas.
- C. Use conventional and divergent thinking to generate new approaches.
- D. Create and communicate a culture that is open to alternatives and non-conventional thought and that enables employees to be innovative.
- E. Recognize, encourage, and employ creative capacity of others.
- F. Understand and use analytical tools including modeling techniques, risk analysis and cost benefit analysis.
- G. Demonstrate knowledge of and actively employ a broad range of resources in seeking new perspectives, ideas and approaches.

CREATIVITY AND INNOVATION—Developmental Descriptions

- At **all levels of the organization** Creativity and Innovation are marked by a commitment to personal and organizational improvement; an openness to and respect for new or unconventional ideas; and the use of both conventional and non-conventional thinking to explore all options and generate new approaches.

**Foundational-All Employees Must:**

A. Be committed to personal and organizational improvement.	B. Be open to, and take the initiative to offer new ideas.	C. Use conventional and divergent thinking to generate new approaches.	E. Recognize, encourage and employ the creative capacity of others.	F. Understand and use analytical tools including modeling techniques, risk analysis and cost-benefit analysis	G. Have knowledge of and actively employ a broad range of resources in seeking new perspectives, ideas and approaches.
<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>
<b>Continually seeks better ways to</b>	<b>Finds ways to initiate improvements within one's sphere of influence.</b>	<b>Values and is skilled in techniques and tools that move</b>	<b>Supports a workplace culture that welcomes and values new thought,</b>	<b>Uses a variety of tools and techniques to</b>	<b>Seeks cross-functional and other partnering</b>

---

<sup>1</sup> Adapted from Peter A. Facione, *Critical Thinking: What it is and Why It Counts*

<p><b>accomplish work.</b></p> <p>Uses full range of skills, knowledge and experience to imagine and actively promote improvements.</p> <p>Actively seeks to improve knowledge, skills and abilities.</p>	<p>Is curious; goes beyond the “givens.”</p> <p>Is able to adapt one’s thinking to meet changing circumstances.</p> <p>Is willing to stretch own mental horizons and accepts the ambiguity, risk and potential discomfort involved in stretch.</p> <p>Makes a conscious effort to broaden one’s perspective and thinking.</p> <p>Does not automatically dismiss new or unconventional ideas.</p>	<p><b>thinking and problem solving past conventional mental and organizational boundaries.</b></p> <p>Understands left and right brain patterns and approaches.</p> <p>Habitually explores multiple, sometimes unconventional options and different perspectives in order to gain the best solution.</p>	<p><b>different perspectives, and non-conventional approaches.</b></p> <p>Does not limit approach to own ideas and solutions.</p> <p>Does not automatically dismiss new or unconventional ideas.</p> <p>Supports and encourages colleagues with new ideas.</p> <p>Selects partners for diversity of style, perspective and approach, rather than duplicate own talents and thinking patterns.</p>	<p><b>analyze problems and opportunities, as assess risk</b></p> <p>Explores all options in a systematic way.</p> <p>Understands and employs systems thinking.</p>	<p><b>or team experiences to broaden perspective and learn alternative approaches from others.</b></p> <p>Discusses with others their approach to issues.</p> <p>Shares new approaches with others.</p> <p>Adopts others’ ideas to own area.</p>
---	--	--	---	--	--

Competency Links for **All Employees**: *Emotional Intelligence, Strategic Thinking, Problem Solving, Entrepreneurship, Partnering, Continual Learning, Interpersonal Skills, Influencing and Negotiating, Leveraging Diversity, Integrity and Honesty*

- Team leaders and Supervisors** must model the concepts of innovation and creativity; think “outside the box;” and encourage critical thinking, innovative problem solving, brainstorming and other techniques that support the generation of alternative approaches. They need to recruit for diversity of thought, talent and perspective; and invest in training that leads to better analysis, problem-solving, and creative solutions. Team Leaders and Supervisors should know, demonstrate, and encourage the use of innovative thinking and problem-solving approaches; and should acknowledge and reward innovation in their efforts to encourage a culture of innovation and creativity.

Team Leaders and Supervisors Must:

A. Be committed to personal and	B. Be open to, and take the initiative to	C. Use conventional and	D. Create and communicate a culture	E. Recognize, encourage and	F. Understand and use analytical tools including	G. Have knowledge of and
---------------------------------	---	-------------------------	-------------------------------------	-----------------------------	--	--------------------------

organizational improvement	offer new ideas	divergent thinking to generate new approaches	that is open to alternatives and non-conventional thought	employ the creative capacity of others	modeling techniques, risk analysis and cost-benefit analysis	actively employ a broad range of resources in seeking new perspectives, ideas and approaches.
<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>
<p>Identifies issues and opportunities to improve team processes, products, services, and service delivery.</p> <p>Can get beyond the good idea and implement change.</p> <p>Encourages the passion to excel.</p> <p>Models creative thinking, problem solving.</p> <p>Recognizes when a situation calls for, or could benefit from a different approach.</p> <p>Sets high expectations for continuing improvements to processes, products and services.</p> <p>Communicates a personal commitment to continual organizational improvement</p>	<p>Imbues team/unit culture with openness to alternatives</p> <p>Establishes team/unit processes and strategies that look beyond traditional boundaries, ideas and approaches.</p> <p>Helps others to see new possibilities. Challenges team/unit members to take a different perspective.</p> <p>Allows and encourages creative, innovative, and non-conventional contributions, even when this leads to conflict.</p> <p>Questions traditional answers and methodology.</p> <p>Adapts own thinking to meet changing circumstances, unexpected constraints, or challenges.</p> <p>Tolerates reasonable</p>	<p>Encourages employees to employ a variety of techniques for exploring different options.</p> <p>Leads the work unit to use brainstorming, systems thinking, and other techniques that might offer new perspectives, ideas or solutions.</p> <p>Routinely pushes the work group past simple cause and effect understandings, and past the first and simple answer to problems.</p>	<p>Makes offering new ideas and perspectives safe and valued.</p> <p>Routinely develops and weighs alternatives before settling on a solution.</p> <p>Helps work group members with differing capacities for creative thought and talents find synergy.</p> <p>Assists others to understand and handle the forces and opportunities that require changes of thought and approach.</p> <p>Establishes mechanisms for the exchange of ideas and good practice.</p> <p>Establishes mechanisms that provide continuing feedback on processes and services.</p> <p>Understands the role of conflict in creative processes and can manage such conflict towards positive outcomes.</p> <p>Gives others the space to</p>	<p>Encourages contributions to innovative and creative solutions.</p> <p>Actively recruits for diversity of thought, talent , and perspective among team/unit members.</p> <p>Facilitates team roles and processes that take greatest advantage of creative talent and innovative thought</p> <p>Establishes staffing strategies and work processes that encourage the consideration of multiple approaches and non-conventional thought.</p> <p>Uses performance measurements that encourage and reward new ideas.</p>	<p>Invests in training for team/unit members that enables employees better to weigh potential solutions and initiatives for appropriateness and feasibility.</p> <p>Invests in training for self and others that enhances the range of analytical and modeling tools for the group.</p> <p>Invests in training for self and others that enhance risk analysis and decision-making skills.</p> <p>Understands the role of evaluation and testing in creative processes.</p>	<p>Works with other teams, work units, and disciplines to achieve broader perspective on issues and to build on good work of others.</p> <p>Works closely with internal and external customers and stakeholders to ensure that all perspectives and interests are understood, and to encourage them to make contributions..</p>

	risk.		innovate.			
--	-------	--	-----------	--	--	--

Competency Links for Team Leaders and Supervisors for Creativity and Innovation: *Emotional Intelligence, Strategic Thinking, Problem Solving, Entrepreneurship, Partnering, Continual Learning, Interpersonal Skills, Influencing and Negotiation, Leveraging Diversity, Integrity and Honesty, Conflict Management, HR Management*

- Managers** need to champion creative thinking; actively seek new perspectives and ideas from a broad range of sources; develop strategies to attract, and retain individuals with talent for creativity and innovation; and be alert to opportunities that may arise from changing circumstances. They need to deal effectively with changes in priorities, resources and circumstances in order to deliver services and manage projects. Managers must search for and address the root causes of problems; generate multiple solutions to problems and opportunities; be cognizant of modeling techniques, risk analysis, and cost benefit analysis to assess strategic and tactical impact of new initiatives; and monitor the impact and success of new ideas to learn from their implementation.

**Managers Must:**

A. Be committed to personal and organizational improvement	C. Use conventional and divergent thinking to generate new approaches	D. Create and communicate a culture that is open to alternatives and non-conventional thought	E. Recognize, encourage and employ the creative capacity of others	F. Understand and use analytical tools including modeling techniques, risk analysis and cost-benefit analysis	G. Have knowledge of and actively employ a broad range of resources in seeking new perspectives, ideas and approaches.
<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>
Deals effectively with changes in priorities, resources and circumstances in order to deliver services and manage projects.  Is alert to emerging opportunities for improvement and is ready to take	Is agile and strategic in response to changing circumstances, priorities and resources.  Is willing to risk	Develops strategies to attract, motivate and retain superior employees with talent for creative and innovative thought.  Helps to break down barriers, stereotypes, and impediments that impede breakthrough	Develops and maintains organizational climate, personnel, and structures that foster quick and creative responses to new situations.	Generates multiple solutions to problems and approaches to improvement, then uses modeling techniques, risk analysis and cost benefit analysis to assess their strategic and tactical impact.  Will go beyond the conventional	Adjusts and uses concepts, methods and approaches that have been used successfully by others.  Relies not only on own, or organizational

<p>advantage of them.</p> <p>Is achievement oriented and alert to improvement opportunities</p> <p>Implements groundbreaking plans or procedures.</p> <p>Maintains an outcomes orientation.</p>	<p>new ideas and accept responsibility for them.</p> <p>Is comfortable with ambiguity</p>	<p>results.</p> <p>Is good at bringing the creative ideas of others to implementation.</p> <p>Demonstrates willingness to test ideas, experimentation—prepared to try out different solutions approaches</p> <p>Sets aside funds for improvement initiatives and training in skills that foster creative thought and innovation.</p>	<p>Champions creative thinking.</p> <p>Provides broad direction and trusts subordinates to carry out initiatives</p>	<p>solution when analysis indicates that different approach might yield greater benefit.</p> <p>Understands and uses a variety of modeling techniques for analysis.</p> <p>Monitors the impact and success of new ideas and learns from their implementation.</p>	<p>perspectives in approaching problems</p> <p>Reaches out broadly to other organizations, groups and disciplines to solicit ideas and perspectives of others in order to generate the best solutions.</p>
---	---	--	--	---	--

Competency Links for Managers: *Emotional Intelligence, Strategic thinking, Problem Solving, Entrepreneurship, Partnering, Continual Learning, Interpersonal Skills, Influencing and Negotiating, Leveraging diversity, Integrity and Honesty, Conflict Management, HR Management, Political Savvy.*

- Executives** must champion innovative thinking; foster a “learning organization;” and promote an organization-wide culture that is accepting of innovative approaches to opportunities and problems. They must be alert to emerging issues; and reward innovative thinking and continual improvement. Executives should be able to shift organizational paradigms; support a change-oriented work environment; question conventional approaches; envision and propose improvements to the organization; and be willing to adopt different solutions including those used in other organizations.

**Executives Must:**

<p>A. Be committed to personal and organizational improvement</p>	<p>D. Create and communicate a culture that is open to alternatives and non-conventional thought</p>	<p>E. Recognize, encourage and employ the creative capacity of others</p>	<p>F. Understand and use analytical tools including modeling techniques, risk analysis and cost-benefit analysis</p>	<p>G. Have knowledge of and actively employ a broad range of resources in seeking new perspectives, ideas and approaches.</p>
<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing</b></p>	<p><b>Distinguishing</b></p>	<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>

	<b>Behaviors</b>	<b>Behaviors</b>		
<p>Embodies and champions innovative thinking.</p> <p>Pursues and takes responsibility for radical improvements.</p> <p>Is strategic and forward thinking, continually reviewing, developing and improving systems.</p>	<p>Fosters the “learning organization,” also as it can be practiced across organizational, even national boundaries.</p>	<p>Develops and implements strategic human capital plans that ensures the organization of a wealth of creative, innovative thinkers.</p>	<p>Infuses big-picture or systems thinking throughout the organization in developing strategic plans</p> <p>Ensures broad organizational ability to conceptualize and clarify all of the forces, events, entities and people that are affecting and being affected by the situation at hand</p> <p>Rigorously tests for results.</p>	<p>Is engaged in government-wide improvement initiatives.</p> <p>Is broadly knowledgeable of and builds upon successful global initiatives.</p>

Competency Links for Executives: *Emotional Intelligence, Strategic Thinking, Problem Solving, Entrepreneurship, Partnering, Continual Learning, Interpersonal Skills, Influencing and negotiating, Leveraging Diversity, Integrity and Honesty, Conflict Management, HR Management, Political Savvy.*

**Center for Leadership Capacity Services**  
**Office of Personnel Management**  
**Competency Dictionary**

**CUSTOMER SERVICE—Definition, Importance, Significant Elements, and Behaviors with Tables**

**CUSTOMER SERVICE (RESULTS DRIVEN)**

Definition: Anticipates and meets the needs of both internal and external customers. Delivers high-quality products and services; is committed to continuous improvement.

CUSTOMER SERVICE—Importance: Customer Service is based on a commitment to serving the public. It is at the core of accessible government, and serves to reduce the citizenry's perception of a faceless bureaucracy. Good Customer Service recognizes that there are multiple stakeholders who are both internal and external customers, identifies and meets their needs, and strives for continuous improvement. Exemplary Customer Service is critical to intra-agency, interagency, and public-private collaboration.

CUSTOMER SERVICE—Elements:

- A. Have a personal commitment to serving the public, including an understanding of own role of trusted advisor.
- B. Know and utilize outreach, needs assessment, evaluation, and other marketing skills to identify and anticipate customer needs and provide exemplary customer service.
- C. Understand the Agency's diverse customer groups, their perspectives, issues and needs.
- D. Employ good customer service, interpersonal, consultation and communication techniques both towards internal and external customers.

- E. Identify and develop metrics to assess customer service satisfaction.
- F. Understand broadly and enact the Agency’s service mission and the ethical and legal parameters that govern it, especially the mandate to ensure equal access to services (Section 508).
- G. Continuously improve products and services.
- H. Work and plan strategically, using a systems perspective to anticipate developing customer issues and needs and to provide timely solutions that focus on long-term benefits.

CUSTOMER SERVICE—Developmental Descriptions

- At the **foundation** level Customer Service requires active listening; empathy; communicating in a positive tone; and efficiently reliably obtaining resources (within established guidelines) to satisfy the needs of both internal and external clients.

**Foundational—All Employees Must:**

<p>A. Have a personal commitment to serving the public; understands own role of trusted advisor.</p>	<p>B. Know and use good approaches to outreach, needs assessment, evaluation, and other skills to identify and anticipate customer needs and provide exemplary service.</p>	<p>C. Understand the Agency’s diverse customer groups, their perspectives, issues and needs.</p>	<p>D. Employ good customer service, interpersonal, consultation and communication techniques both towards internal and external customers.</p>	<p>F. Understand broadly the Agency’s service mission and the ethical and legal parameters that govern it, especially the mandate to ensure equal access to services (Section 508).</p>
<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>
<p><b>Takes personal responsibility for dealing with and/or correcting customer service issues and concerns.</b></p> <p>Goes the extra mile to satisfy demand within the scope of own skills and authority.</p>	<p><b>Uses skilled listening and feedback to ensure understanding.</b></p> <p>Makes appropriate inquiries to customers about their needs.</p> <p>Provides helpful</p>	<p><b>Provides products, services, and information appropriate to customer needs.</b></p> <p>Gains customer confidence through competence, good communications and trust.</p>	<p><b>Ensures that referrals of requests or issues are made to most appropriate organizational resource and that contact instructions are clear and accurate.</b></p>	<p><b>Demonstrates a clear understanding of the organization’s operating philosophy, ethics, goals and practices.</b></p> <p>Understands that providing the same service to all does not achieve equal access</p> <p>Pursues innovation and quality in services.</p>

<p>Advocates for the interests, needs, and wants of others.</p> <p>Takes personal and professional risks when necessary in the service of others.</p> <p>Is efficient and responsive.</p> <p>Challenges prevailing assumptions in order to improve quality of services or delivery.</p> <p>Makes self fully available and takes actions beyond normal expectations.</p> <p>Corrects problems promptly and non-defensively.</p>	<p>information and friendly, cheerful service.</p> <p>Gives clear explanations; Uses plain language to clarify needs and interests with customers.</p> <p>Does not make promises which cannot be delivered.</p>	<p>Listens carefully to client expectations and shows understanding of different views and perspectives.</p> <p>Knows about and suggests other organization services and/or information that might be relevant to the customer.</p>	<p>Treats all with respect and consideration</p> <p>Demonstrates empathy for customers</p> <p>Follows up on referrals where appropriate.</p> <p>Follows through on customers' questions, requests, and complaints</p>	<p>Understands the basic issues, context and customer concerns as addressed in the Agency's mission.</p> <p>Knows about and suggests other organization services and/or information that might be relevant to the customer.</p> <p>Treats all with respect and consideration.</p> <p>Understands and follows the guidance set forth under Section 508.</p>
--	---	---	---	--

Customer Service Competency Links for All Employees: *Accountability, Conflict Management, Creativity and Innovation, Emotional Intelligence, Entrepreneurship, Flexibility, Integrity and Honesty, Influencing and Negotiating, Interpersonal Skills, Problem Solving, Service Motivation, Strategic Thinking, Technical Credibility,*

- Team Leaders** must clearly communicate high expectations for good customer service; develop effective ways of consulting with internal and external customer groups to ensure that service meets current and changing needs; and apply emerging ideas and technologies to serving the customer.

Team Leaders must:

<p>A. Have a personal commitment to serving the public; understands own role of trusted advisor.</p>	<p>B. Know and use good approaches to outreach, needs assessment, evaluation, and other skills to identify and anticipate customer needs and provide exemplary service.</p>	<p>C. Understand the Agency's diverse customer groups, their perspectives, issues and needs.</p>	<p>D. Employ good customer service, interpersonal, consultation and communication techniques both towards internal and external customers.</p>	<p>F. Understand broadly the Agency's service mission and the ethical and legal parameters that govern it, especially the mandate to ensure equal access to services (Section 508).</p>	<p>G. Continuously improve products and services</p>
--	---	--	--	---	--

Distinguishing Behaviors	Distinguishing Behaviors	Distinguishing Behaviors	Distinguishing Behaviors	Distinguishing Behaviors	Distinguishing Behaviors
<p><b>Identifies and acts on opportunities to enhance customer service delivery system.</b></p> <p>Regularly, clearly and enthusiastically communicates to team members high expectations for good customer service.</p>	<p><b>Uses input and feedback from customers and team members to anticipate and make improvements in customer service.</b></p> <p>Gives clear explanations about why action has, or has not been proposed or taken.</p> <p>Builds information-gathering tools and uses them in decision making; planning</p>	<p><b>Understands underlying sources and issues behind constituent needs and provides service that best attempts to address them.</b></p> <p>Gives people access to information on which they can base informed decisions.</p> <p>Communicates a clear understanding of client needs and makes these central to decision-making and service delivery.</p> <p>Researches and addresses underlying customer needs— goes beyond the obvious and the most expedient when in the best long-term interest of the customer.</p> <p>Builds an independent opinion of customers needs, problems and may recommend approaches which are new and different from those requested by customer.</p> <p>Forgoes expedient solutions or resists customer demands when these are not consistent with that customer's long-term benefit.</p>	<p><b>Develops effective ways of consulting with internal and external customer groups to ensure service meets needs, to poll feedback, to develop understanding of needs and changing requirements/uses.</b></p> <p>Becomes an active partner in the customer's decision making process.</p>	<p><b>Uses legal and ethical standards to help resolve issues of fairness, equality, and appropriate scope of services and approaches.</b></p> <p>Stresses the need for flexibility and responsiveness.</p> <p>Measures the risks of innovation and testing against the public good, and Constitutional rights.</p>	<p><b>Maintains and communicates an improvement mentality.</b></p> <p>Works creatively towards achieving customer goals.</p> <p>Looks for alternate approaches and conceptualizations.</p> <p>Applies emerging ideas, innovations, and new technologies to serving the customer.</p>

Customer Service Competency Links for Team Leaders: Accountability, Conflict Management, Creativity and Innovation, Emotional Intelligence, Entrepreneurship, Flexibility, Influencing and Negotiating, Integrity and Honesty, Interpersonal Skills, Problem Solving, Service Motivation, Strategic Thinking, Technical Credibility

- Supervisors** must create a customer service oriented environment by developing and incorporating performance expectations that are tied to good customer service. They must understand, communicate and demonstrate a clear understanding of the organization’s operating philosophy, goals, practices, and the relevant statutory context within which services are provided; identify client needs and views and match those to available services. Supervisors must promote available services clearly and persuasively to existing and potential customers; and identify services that are needed to satisfy existing and emerging needs. They must treat stakeholders with respect; and correct problems promptly and non-defensively.

Supervisors must:

A. Have a personal commitment to serving the public; understands own role of trusted advisor.	B. Know and use good approaches to outreach, needs assessment, evaluation, and other skills to identify and anticipate customer needs and provide exemplary service.	C. Understand the Agency’s diverse customer groups, their perspectives, issues and needs.	D. Employ good customer service, interpersonal, consultation and communication techniques both towards internal and external customers.	E. Identify and develop metrics to assess customer service satisfaction	F. Understand broadly the Agency’s service mission and the ethical and legal parameters that govern it, especially the mandate to ensure equal access to services (Section 508).
<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>
<b>Assumes personal responsibility for meeting service requirements including taking actions that are beyond stated expectations to</b>	<b>Matches customer needs to available services, budget and resources.</b>  Promotes available services clearly and persuasively to existing and potential customers.	<b>Identifies ways to provide access to the organization’s services for all groups.</b>  Ensures staff receives appropriate training and	<b>Uses a range of appropriate consultation methods to seek client groups’ views and enables others to make their contribution to policy and planning.</b>  Establishes good working relationships with customers.  Listens carefully to what customers have to say about their needs and expectations.	<b>Is able to define appropriate service standards and develop performance measures.</b>  Identifies the impact of decisions on customers.	<b>Understands the relevant statutory context within which services are provided.</b>  Is able to define appropriate service standards and develop performance measures.

<p><b>ensure that service demands are met.</b></p>		<p>development in new customer service practices to ensure organizational alignment and good customer service.</p>	<p>Demonstrates, expresses and values openness and trust.</p> <p>Can deal effectively and fairly with conflicts between customer demand and policy or resource availability.</p> <p>Effectively and appropriately reduces complex goals or issues, tasks and/or problems to a workable set of fundamentals so that others can understand and take necessary action.</p> <p>Actively seeks the contributions and opinions of different client groups concerning their needs and expectations.</p>	<p>Sets customer service performance targets and links these with the personal development process.</p> <p>Ensures that employee performance reflects good customer service and addresses poor performance issues.</p>	<p>Sets customer service performance targets and links these with the personal development process.</p> <p>Ensures staff receives appropriate training and development in new customer service practices to ensure organizational alignment and good customer service.</p>
--	--	--	--	--	--

Customer Service Competency Links for Supervisors: *Conflict Management, Creativity and Innovation, Emotional Intelligence, Entrepreneurship, Flexibility, Influencing and Negotiating, Integrity and Honesty, Interpersonal Skills, Problem Solving, Service Motivation, Strategic Thinking, Technology Management*

- Managers and Executives** must develop and implement coherent policies and programs that support a customer service culture; and communicate and assess (metrics) customer service standards, practices, and policies through the organization. They must initiate, support, and maintain processes to identify current and potential customer needs and desires, creating new or improved service capabilities to meet anticipated customer needs. Managers and Executives must identify and prioritize both internal and external clients; must incorporate data about stakeholder needs (including accessibility) into service development plans; and invest in training and development in support of customer service.

Managers and Executives Must:

<p>A. Have a personal commitment to serving the public; understands own role of trusted advisor.</p>	<p>B. Know &amp; use approaches to outreach, needs assessment, evaluation, &amp; other skills to identify and anticipate customer needs, &amp; provide exemplary service.</p>	<p>C. Understand the Agency's diverse customer groups, their perspectives, issues and needs.</p>	<p>D. Employ good customer service, interpersonal, consultation and communication techniques both towards internal and external customers.</p>	<p>E. Identify and develop metrics to assess customer service satisfaction</p>	<p>F. Understand the Agency's service mission &amp; the ethical &amp; legal parameters that govern it, especially the mandate to ensure equal access to services (Section 508).</p>	<p>G. Continuously improve products and services</p>	<p>H. Works and plans strategically using a systems perspective to anticipate developing customer issues and needs and to provide timely solutions that focus on long-term benefits.</p>
<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>
<p><b>Promotes an active and dynamic customer focus throughout the organization, through performance expectations and the use of processes that are participative, interactive, and proactive.</b></p> <p>Does not let organizational concerns override the needs of the citizens.</p> <p>Effectively handles difficult constituent service situations in a manner that addresses the constituent's need and, where</p>	<p><b>Creates open, transparent, fair and rational decision-making processes.</b></p> <p>Builds information-gathering tools and uses them in decision making; planning.</p> <p>Integrates marketing into overall business planning.</p>	<p><b>Establishes procedures to poll customer feedback, ensure understanding of customer needs and changing requirements.</b></p>	<p><b>Engages broadly in consultation that is participatory and empowering.</b></p> <p>Demonstrates skill in reconciling conflicting needs and wants.</p> <p>Is politically adroit in addressing, informing and negotiating buy-in from all key stakeholders.</p>	<p><b>Assesses services in terms of capacity to deliver key benefits to client groups, i.e. customer-focused outcomes.</b></p> <p>Builds information about client groups' needs into service development plans.</p>	<p><b>Understands and influences the decision making processes so that policies, programs and other developments are informed, customer driven, and considered within the broad political framework.</b></p> <p>Identifies ways to provide access to the organization's services for all groups.</p> <p>Understands the link of marketing with organizational vision and core</p>	<p><b>Pursues innovation and quality in services.</b></p> <p>Maintains a change outlook.</p> <p>Challenges prevailing assumptions underlying service design and delivery.</p>	<p><b>Plans analytically, incorporating clear allocation of responsibilities, realistic measures and targets.</b></p> <p><b>Builds and aligns stakeholders, capabilities and resources.</b></p> <p>Uses a balanced scorecard approach to help ensure long term success and sustainability of services.</p> <p>Ensures that a clear understanding of client needs is central to decision-making and service delivery.</p> <p>Looks to provide long-term benefits and adjusts approach accordingly.</p> <p>Builds information about client groups' needs into service development plans.</p> <p>Understands how various govt. services are linked and uses partnering to achieve greatest</p>

<p>possible, preserves the reputation and best interests of the organization.</p> <p>Subordinates one's personal feelings about the correct solutions when doing so is in the best long-term interests of the customer.</p>					<p>values.</p>		<p>benefit to the customer.</p> <p>Advances knowledge sharing with all relevant groups.</p> <p>Takes full account of appropriate issues, their interrelationships and implications for service and business development.</p> <p>Uses systems thinking to assess, balance and integrate competing needs, demands of different customer groups</p>
---	--	--	--	--	----------------	--	--

*Customer Service Competency Links for Managers and Executives: Conflict Management, Creativity and Innovation, Emotional Intelligence, Entrepreneurship, Flexibility, Influencing and Negotiating, Integrity and Honesty, Interpersonal Skills, Problem Solving, Service Motivation, Strategic Thinking, Technology Management.*

**Center for Leadership Capacity Services**  
**Office of Personnel Management**  
**Competency Dictionary**

**DECISIVENESS—Definition, Importance, Significant Elements, and Behaviors with Tables**

**DECISIVENESS (RESULTS DRIVEN)**

Definition: Makes well-informed, effective, and timely decisions, even when data are limited or solutions produce unpleasant consequences; perceives the impact and implications of decisions.

DECISIVENESS—Importance: As the pace, degree, and “unpredictability” of change escalate, sound, well-informed decisions that are made in a timely manner (often with incomplete data) and with a concomitant commitment to action are essential for satisfactory job performance at every level of the organization. Note that decisiveness reflects the skills essential to problem solving *together* with a resoluteness of character that demonstrates a commitment to action unless reliable and credible information arises that prompts reevaluation of the decision.

DECISIVENESS—Elements:

- A. Be action oriented with a positive, “can-do” attitude, enabling sound and timely decisions that keep projects moving towards completion .
- B. Possess self-awareness and supportable confidence in one’s own knowledge, abilities and experience as a foundation for good decisions and actions.
- C. Understand the dimensions of risk and be willing to take reasonable and ethical risks when the need for action outweighs waiting for more complete information.
- D. Able to use a variety of analytical and intuitive approaches to analyze problems, recognize complex patterns, trace implications, and perceive the impact of various courses of action, and to take corrective action where required.

- E. Hold self accountable, assuming responsibility for the results of decisions even if unpopular or unsuccessful.
- F. Be reflective and analyzes outcomes of actions to learn from experience.
- G. Understand the importance of delegating authority and responsibility to others who may be “closer” to the problem.
- H. Show a broad understanding of the organization, its mission, goals and processes to enable one to establish parameters for decisions, to muster resources, and to identify and remove obstacles to needed action.
- I. Understand the importance of influence and communication in obtaining commitment of others to decisions.

DECISIVENESS—Developmental Descriptions:

- Individuals at **all levels** of the organization should demonstrate a proactive, achievement-oriented approach to decision making that reveals effective and timely decisions that are appropriate in scope and consistent with the organization’s values and policies, regardless of incomplete data or possible unpleasant reception. Decisive insight combines the ability to draw on one’s own experience, knowledge, and training to address increasingly difficult and complex situations. It is fueled by initiative and a bias for action. At the Foundation level decisiveness is demonstrated in technical matters or work processes, including rapid corrective action when problems occur.

All Employees Must:

<p><b>A.</b> Be action oriented with can-do attitude, making timely decisions that keep projects moving towards completion.</p>	<p><b>B.</b> Possess self-awareness and supportable confidence in one's own knowledge, abilities and experience to form the basis for good decisions and actions.</p>	<p><b>D.</b> Be able to use a range of both analytical and intuitive analysis to break down problems, recognize complex patterns and connections that are not obviously related, to trace implications of decisions, to perceive the impact of various courses of action, and to take corrective action where required</p>	<p><b>E.</b> Hold self accountable. Assume responsibility for the results of decisions even if unpopular or unsuccessful</p>
<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>
<p><b>Sees and seizes opportunities to make things</b></p>	<p><b>Makes appropriate,</b></p>	<p><b>Evaluates options and considers</b></p>	<p><b>Persists with decisions unless</b></p>

<p><b>happen to make a positive difference.</b>                  Takes responsibility and appropriate action within own sphere of influence.                  Takes initiative.                  Knows when, and when <u>not</u> to act.                  May take action oneself or bring to attention of those who can take appropriate action, but refers decisions upwards only when necessary and appropriate.                  Commits to action to carry out assignments; acts promptly and effectively once a decision on a course of action has been made.                  Establishes networks to gather relevant information.</p>	<p><b>informed, decisions on technical matters or work processes.</b>                  Can distinguish between personal preferences and objectively preferable courses of action.                  Takes corrective courses of action as needed.</p>	<p><b>consequences during decision making process</b>                  Thinks outside of the box—tests and crosses boundaries.                  Prevents larger or more complex problems from occurring.                  Is not dismissive of opposing views.                  Does not neglect intuitive judgments and insights                  Can distinguish essentials from irrelevant detail</p>	<p><b>reliable and credible information indicates a better course of action.</b>                  Owns own decisions.                  Continually learns from operational experience.</p>
---	--	--	--

Decisiveness Competency Links for All Employees: *Customer Service, Emotional Intelligence, Flexibility, Influencing and Negotiating, Integrity and Honesty, Interpersonal Skills, Political Savvy, problem Solving, Resilience, Strategic Thinking, Technical Credibility, Written and Oral Communication*

- Team Leaders and Supervisors** exhibit decisiveness within the context of their relative groups. They will need to facilitate the decision-making process of their groups to ensure that decisions are sound, seek advice as needed, and move beyond analysis to action. Similar decisive thought processes are needed when prioritizing, allocating and assigning tasks and resources within a work unit; and conducting performance reviews. They will need to recognize conflict and poor performance and address these before they undermine the work of the unit.

Team Leaders and Supervisors Must:

<p><b>A.</b> Be action oriented with can-do attitude, and make decisions</p>	<p><b>B.</b> Possess self-awareness and supportable confidence in</p>	<p><b>C.</b> Understand the dimensions of risk and be willing to take reasonable and</p>	<p><b>D.</b> Demonstrates ability to use a range of analytical and intuitive approaches to analyze</p>	<p><b>E.</b> Hold themselves accountable. Assumes</p>	<p><b>F.</b> Be reflective, analyzing outcomes of</p>	<p><b>H. and G</b> Have broad understanding of the organization,</p>	<p><b>J.</b> Understand the importance of influence and</p>
--	---	--	--	---	---	--	---

that keep projects moving towards completion.	one's own knowledge, abilities and experience to form the basis for good decisions and actions.	ethical risks when the need for action outweighs waiting for more complete information.	problems, recognize complex patterns and patterns that are not obviously related, trace implications of decisions, and perceive the impact of various courses of action, taking corrective action where required.	responsibility for the results of decisions even if unpopular or unsuccessful.	action and learning from experience.	its mission, goals and processes that enables one to establish parameters for decisions, to muster resources for action, and to identify and remove obstacles to needed action.	communication in obtaining the commitment of others to decisions.
<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>
<p><b>Leads team to progress from analysis into action; does not get stuck in analysis.</b></p> <p>Makes necessary on- the-spot corrections to actions.</p> <p>Acts promptly to prevent conflict from having negative impact on reaching goals.</p> <p>Acts to implement decisions.</p>	<p><b>Knows when information is likely sufficient for decision making.</b></p>	<p><b>Is knowledgeable of ethical decision-making tools as well as Federal ethics regulations and other laws which might pertain to the problem.</b></p> <p>Seeks legal and ethical advice when questions of this nature arise, or actions to be taken are unclear.</p> <p>Supports rational and ethical risk taking in others.</p>	<p><b>As a matter of process, identifies multiple courses of action and their potential outcomes and consequences.</b></p> <p>Identifies information required in specific situations.</p> <p>Clarifies objectives for the team and gives feedback to keep activities on track.</p> <p>Makes good decisions even where there are competing and ambiguous priorities.</p> <p>Evaluates the impact of decisions.</p>	<p><b>Assumes responsibilities for risks taken and actions embarked upon.</b></p> <p>Assesses consequences of decisions to inform future action.</p> <p>Can communicate lessons learned to authorities and customers.</p>	<p><b>Reflects upon decisions made, analyzes lessons learned and shares these with others.</b></p> <p>Builds means of analyzing outcomes into programs.</p> <p>Builds knowledge from past experiences into decision-making process.</p>	<p><b>Understands operational implications of strategy and can look beyond solutions that are merely expedient.</b></p> <p>Delegates authority and responsibility to others who may be closer to the problem.</p> <p>Works effectively within the system to eliminate barriers to necessary action.</p>	<p><b>Communicates decisions made and the rationale behind them.</b></p> <p>Informs others that decisions which affect them have been taken.</p> <p>Advises others of possible impact of decisions and actions.</p>

Decisiveness Competency Links for Team Leaders and Supervisors : *Customer Service, Emotional Intelligence, Flexibility, Influencing and Negotiating, Integrity and Honesty, Interpersonal Skills, Political Savvy, problem Solving, Resilience, Strategic Thinking, Technical Credibility, Written and Oral Communication*

- Although the scope of the work unit differs, **Managers and Executives** demonstrate decisiveness by identifying, developing and implementing policies and procedures that encourage decision-making and action

orientation throughout the organization. They must balance analysis with action; identify and act promptly upon opportunities and threats to the organization; allocate resources necessary to achieve organizational goals; and evaluate the impact of decisions on subordinate managers, staff members, and external stakeholders. Managers and Executives must analyze situations and prepare scenarios for crisis situations that may occur within their sphere of influence so as to be able to lead decisively regardless of circumstances.

<p>A. Be action oriented and make timely decisions that keep projects moving towards completion</p>	<p>B. and F. Possess self awareness and supportable confidence in one's knowledge, abilities and experience to form the basis for good decisions and actions. Be reflective, analyzing outcomes of action and learning from experience</p>	<p>C. Understands the nature of risk and is willing to take reasonable and ethical risks when the need for action outweighs waiting for more complete information.</p>	<p>D. Demonstrates ability to use a range of analytical and intuitive approaches to analyze problems, recognize complex patterns and patterns that are not obviously related, trace implications of decisions, and perceive the impact of various courses of action, taking corrective action where required.</p>	<p>E. Hold self accountable. Assumes responsibility for results of decisions even if unpopular or unsuccessful.</p>	<p>G. and H. Have broad understanding of the organization, its mission, goals and processes that enables one to establish parameters for decisions, to muster resources for action, and to identify and remove obstacles to needed action.</p>	<p>I. Understands the importance of influence and communication in obtaining the commitment of others to decisions</p>
<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>
<p><b>Commits the organization to a course of action and provides the resources to accomplish it.</b>  Thinks and acts quickly and logically even when there are no clear instructions, or if agreed upon</p>	<p><b>Quickly condenses research and evidence into realistic implementation and strategy.</b>  Knows how to organize for effective decisions.  Makes decisions that are sound, timely,</p>	<p><b>Understands the nature of risk and usually has a backup plan at the ready.</b>  Takes reasoned, educated/informed risks to achieve Agency/organization goals.  Empowers others to</p>	<p><b>Draws on complex learned concepts when examining patterns or trends and recognizes underlying issues and the implications of decisions or courses of actions.</b>  Anticipates need for</p>	<p><b>Ensures that policies and procedures are in place that encourage decision-making and action-orientation at the appropriate levels.</b>  Assumes responsibility for</p>	<p><b>Has strategic orientation; keeps alert to opportunities to enhance organizational effectiveness and acts upon these, even if some risk is involved.</b>  Takes action on both</p>	<p><b>Presents key information regarding decisions in accessible ways to full range of stakeholders.</b>  Confirms others' understanding of issues, options and actions.</p>

<p>plan falls apart. Demonstrates skill in formulating objectives and strategies under pressure and for complex situations. Thinks and acts quickly and effectively in crisis situations when established plans prove insufficient, when the unexpected occurs, and when core values are threatened. Gets beyond “paralysis by analysis.” Establishes trained “action teams” that can respond decisively to possible natural, national and international crisis situations.</p>	<p>and often courageous. Responds flexibly when planned actions don’t work. Regularly chooses process most likely to achieve objectives.</p>	<p>take risks, supports then when things or wrong and encourages them to learn from setbacks and failures. Improvises within the law and regulatory intent to achieve agency mission. Takes untraditional actions when traditional choices don’t accomplish the mission.</p>	<p>action, consequences of acting (or not acting), potential problems or opportunities. Understands a range of crisis management approaches and analysis tools. Monitors performance and quickly makes needed course corrections.</p>	<p>risks taken and actions pursued throughout the organization that are consistent with organization policies and procedures.</p>	<p>short-term AND future opportunities or problems. Identifies and implements actions that produce significant results and that are consistent with the Agency’s priorities and mission. Builds and uses an adequate knowledge base. Identifies and plans for possible natural, national and international crisis situations.</p>	<p>Understands and uses informal as well as formal processes and avenues to get things done. Establishes strategic communications plans and alternates for use in crisis situations. Can deal effectively with the Media during crisis situations.</p>
---	--	--	---	---	---	--

*Decisiveness Competency Links for Managers and Executives: Customer Service, Emotional Intelligence, Flexibility, Influencing and Negotiating, Integrity and Honesty, Interpersonal Skills, Political Savvy, Problem Solving, Resilience, Strategic Thinking, Technical Credibility, Written and Oral Communication*

**Center for Leadership Capacity Services  
Office of Personnel Management  
Competency Dictionary  
Developing Others—Definition, Importance, Significant Elements, and Behaviors with Tables**

**Developing Others (Leading People)**

Definition: Develops the ability of others to perform and contribute to the organization by providing ongoing feedback and by providing opportunities to learn through formal and informal methods.

Importance: Human Capital was coined as a term to underscore the central role and value that people play in the success and strategic agility of any enterprise. The metaphor extends its validity to wise investment and capital growth strategies. People will only achieve what they are truly capable of when they are supported by ongoing development initiatives, an organizational culture of learning and idea exchange, and leadership that takes the initiative to help others by providing direction, support, and a positive role model. Of the 12 elements that the Gallup Organization found which consistently correlated with a high performance culture, a full 8 relate to this competency: knowing what is expected of one; having one's talents recognized and used; timely recognition of good work; being cared about as a person; being encouraged in one's further development; having opportunities to learn and grow; talking with someone at least every 6 months about one's progress, and having a best friend at work—someone to confide in and who can be expected to listen and give sound advice. Beyond this compelling evidence linking investment in learning to high performance and productivity, developing others is the internal organizational expression of service motivation.

Elements:

- A. Establish, implement and evaluate strategic developmental plans, to include classroom and non-classroom based learning opportunities that enhance the capacity of employees to meet the changing demands of an ill-defined future.
- B. Support a “learning organization” culture which supports the risk-free exchange of ideas and that broadly promotes learning.
- C. Coach others, using effective goal-defining, feedback, and follow-through approaches to build others' confidence, commitment, skills and knowledge.
- D. Mentor new and younger employees to support inculturation, career growth, networking, political savvy and external awareness; enlighten and inspire.

Foundational:

All employees are expected to contribute to the exchange of ideas with others. Those with more experience, skills and knowledge are expected to share them, helping others grow. An especially helpful role is that of Mentor, in which those familiar with the organization help new or younger members to understand the culture of the organization and its political

milieu, and to connect to useful networks and other resources. All employees must also become adept in delivering useful and constructive feedback to peers regarding cooperation, support, and collaboration.

**All employees must:**

<p>B. Support a “learning organization” culture which supports the risk-free exchange of ideas and that broadly promotes learning.</p>	<p>C. Coach others, using effective goal-defining, feedback, and follow-through approaches to build others’ confidence, commitment, skills and knowledge.</p>	<p>D. Mentor new, younger and less experienced employees to support inculturation, career growth, networking, political savvy and external awareness; enlighten and inspire.</p>
<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>
<p><b>Supports a workplace and culture that welcomes and values new thought, different perspectives, and non-conventional approaches.</b></p> <p>Makes superiors aware of potential opportunities or risks inherent in a chosen policy/action.</p> <p>Collaborates, sharing plans, information and resources.</p> <p>Renders best counsel, being honest and frank while maintaining respect and civility.</p> <p>Keeps others in the loop.</p>	<p><b>Uses personal authority to influence and inspire others to further advancement towards shared goals, to work in collaboration, to find common interests, and to contribute their best.</b></p> <p>Is a personal model of service to others.</p> <p>Can shape, guide and facilitate group processes.</p> <p>Listens attentively to others to hear and understand what is being said, and to assess what is meant.</p> <p>Is articulate; supports communication with fact and research.</p> <p>Is skilled at framing the issue from many angles in order for alternate perspectives and opposing views to find common ground.</p> <p>Recognizes and values the talents of</p>	<p><b>Engages others; inspires, motivates and guides others toward goal accomplishment.</b></p> <p>Leads by example.</p> <p>Is sought out by peers for expertise and counsel.</p> <p>Demonstrates empathy with others and can help others understand differing perspectives.</p> <p>Builds trust through reliability and authenticity.</p>

	<p>others.</p> <p>Can express one's position and feelings clearly and concisely without accusation, sarcasm or hostility.</p> <p>Is actively involved in mediating misunderstandings among peers.</p>	
--	---	--

**Team Leaders:** A team leader must be able to identify gaps in knowledge and skill on a team; and promote individuals' further technical development so as to keep the team current with the latest knowledge and information. They must identify and make assignments that challenge abilities and develop self confidence in others; they must show insight into individuals' learning styles and use that knowledge in making the best use of developmental assignments. Clear, constructive and forward-focused feedback is important both to keep projects on track as well as to the development of positive, productive group dynamics. Team leaders must establish a team culture of inclusiveness and openness to ideas, change and differing perspectives that encourages all to contribute to achieving group/team goals.

B. Support a "learning organization" culture which supports the risk-free exchange of ideas and that broadly promotes learning.	C. Coach others, using effective goal-defining, feedback, and follow-through approaches to build others' confidence, commitment, skills and knowledge.	D. Mentor new, younger, and less experienced employees to support inculturation, career growth, networking, political savvy and external awareness; enlighten and inspire.
<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>
<p><b>Champions the democratic ideals of fairness and civility in the workplace.</b></p> <p>Realigns perspectives and processes to move from fixing the blame to fixing the problem.</p>	<p><b>Builds team skills through assignments, coaching and training that are related both to task accomplishment as well as to relationship building and group processes.</b></p> <p>Gives others structured autonomy to approach issues in their own way, including the opportunity to make and learn from mistakes.</p> <p>Recognizes and addresses team and team member strengths and potential fatal flaws in knowledge and performance.</p> <p>Seeks and provides learning opportunities for individual team members</p>	<p><b>Understands the concept of Human Capital, treats employees as public assets.</b></p> <p>Draws out people and ideas and connects them with other people for positive outcomes.</p> <p>Engenders an "esprit de Corps" that enables other to find continual meaning and</p>

<p>Uses after-action-reviews to assess performance and analyze lessons learned.</p>	<p>and for the team as a functional whole.</p> <p>Uses a variety of techniques to help team/group move beyond what is, towards continual improvement.</p> <p>Gives decision making authority to the team where appropriate. Avoids taking over all decisions.</p> <p>Builds the problem solving ability of the team.</p> <p>Gives feedback to the group as a whole and/or to individual group members in a way that enables positive performance change.</p>	<p>resourcefulness for dealing with uncertainty, change and hard times.</p> <p>Creates a team culture that fosters performance, pride and purpose.</p> <p>Can communicate changing organizational context.</p> <p>Instills a sense of opportunity and possibility in the team's view of change.</p>
---	--	---

**Supervisors:** Must identify and then build upon the strengths of employees by providing support for traditional and creative developmental opportunities. They analyze actions and implement procedures, such as after-action-reviews that enable learning from past outcomes. They ensure that information from this analysis that is applicable to other organizational areas is disseminated. Supervisors ensure that all employees have an Individual Development Plan (IDP) and link these through planning and follow-up IDP activities to both individual job performance and to the agency's strategic needs. Supervisors monitor and mentor successful performance by providing timely, fact-based feedback. They practice effective and appropriate delegation of responsibilities and tasks as a major developmental activity for others. They understand the role of career coaching as an indispensable investment in human capital resources.

<p>B. Support a "learning organization" culture which supports the risk-free exchange of ideas and that broadly promotes learning.</p>	<p>C. Coach others, using effective goal-defining, feedback, and follow-through approaches to build others' confidence, commitment, skills and knowledge.</p>	<p>D. Mentor new, younger, and less experienced employees to support inculturation, career growth, networking, political savvy and external awareness; enlighten and inspire.</p>
<p><b>Distinguishing Behaviors</b></p> <p><b>Fosters knowledge-sharing and learning across units.</b></p> <p>Uses various communication tools, group affiliations and networks to disseminate knowledge and lessons</p>	<p><b>Distinguishing Behaviors</b></p> <p><b>Defines, clearly communicates and measures progress against rigorous outcome criteria for successful performance.</b></p> <p>Reviews performance against clear standards</p>	<p><b>Distinguishing Behaviors</b></p> <p>Serves employees as a source of wisdom and expertise on technical and organizational matters.</p> <p>Assists others to understand and handle the forces and opportunities that require</p>

<p>learned.</p> <p>Keeps managers informed of valuable lessons learned as well as of final project results.</p>	<p>and expectations.</p> <p>Addresses poor performance.</p> <p>Provides regular feedback and coaches individuals and groups about performance.</p> <p>Ensures that IDPs are in place for all employees which link individual development with agency mission and strategic needs.</p> <p>Reinforces knowledge, skills and new behaviors gained through training and development by helping employees apply these on the job.</p> <p>Provides one on one time for each employee that focuses on his/her development.</p>	<p>changes of thought and approach.</p> <p>Supports the development of individuals and encourages them to take responsibility for their own development.</p> <p>Understands the psychological and emotional needs of others.</p> <p>Uses techniques that help employees guide their own growth and development.</p> <p>Provides a visible anchor for others in times of change by demonstrating ability to modify approach and demonstrating a personal ownership of the agency's vision.</p>
---	---	---

**Managers :** Assess and identify talent and potential and fosters these through a broad range of development strategies. They must clearly define training goals and expectations and link them to Agency strategic goals and objectives, and must incorporate measures of effectiveness into all training and development initiatives. Managers design and implement Knowledge Management systems to transfer learning and share it across the organization.

<p>A. Establish, implement and evaluate strategic developmental plans, to include classroom and non-classroom based learning opportunities that enhance the capacity of employees to meet the changing demands of an ill-defined future.</p>	<p>B. Support a “learning organization” culture which supports the risk-free exchange of ideas and that broadly promotes learning.</p>	<p>C. Coach others, using effective goal-defining, feedback, and follow-through approaches to build others’ confidence, commitment, skills and knowledge.</p>	<p>D. Mentor new, younger, and less experienced employees to support inculturation, career growth, networking, political savvy and external awareness; enlighten and inspire.</p>
<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>
<p><b>Ensures that training and development programs meet needed competencies and</b></p>	<p><b>Applies tools and techniques of knowledge Management to capture explicit learning and</b></p>	<p><b>Develops and implements performance management systems that are aligned with</b></p>	<p><b>Communicates performance expectations to</b></p>

<p><b>measures the results.</b></p> <p>Clearly defines training goals and expectations for the organization, linking individual development to agency strategic objectives, mission and goals.</p> <p>Uses a systematic process and the advice of experts to analyze competency gaps, plan appropriate developmental interventions, collect relevant performance data, and evaluate the results of the interventions.</p> <p>Incorporates rigorous measures of effectiveness into all training and development initiatives.</p> <p>Where applicable and feasible uses evaluation methodologies to calculate ROI of training initiatives.</p> <p>Integrates people issues into the business planning cycle.</p>	<p><b>share it widely across the organization.</b></p> <p>Identifies and disseminates best practices from high-performing organizations with similar missions.</p> <p>Helps the members of the organization learn from customers and stakeholders and to translate that learning into improved ways of performing.</p> <p>Creates opportunities for employees to contribute their views on the agency's goals and strategies for achieving them, to include innovative ideas and process improvements.</p> <p>Builds behind-the-scenes support for knowledge sharing and the expression of new ideas.</p> <p>Participates in setting expectations for learning.</p>	<p><b>the strategic plan, which maximize employee talent and contributions.</b></p> <p>Reinforces new concepts, skills and behaviors learned by providing opportunities for employees to use new skills and by modeling the behaviors they expect to see as a result of training.</p> <p>Restructures initiatives, pushing down decision making to lower levels in order to develop talent.</p> <p>Recognizes and communicates contributions and progress towards visionary goals.</p> <p>Understands the strategic advantage of building on employee strengths and talents.</p>	<p><b>employees which make the link to the organization's mission and strategic plan clear and compelling.</b></p> <p>Distills the vision and new ideas into focused messages that can inspire others in times of change.</p> <p>Champions individual and organizational learning.</p>
--	---	--	--

**Executives:** Invest in human capital, and incorporate employee development into the agency budgeting and planning process. The executive must create and support an environment and processes that facilitate learning, networking, and broad knowledge-sharing. They use the Balanced Scorecard and/or other tools to understand the Human Capital piece in the performance equation and to ensure that resources to develop the Agency's human capital are identified and obtained. They set high expectations for learning and celebrate these achievements. It is essential that Executives communicate the importance of learning as part of the organizational strategy for success. They ensure that the resources are available to train managers and supervisors in coaching, enabling them to provide meaningful, constructive, forward focused feedback. They hold managers and supervisors accountable for the wise management and investment in their human resources. They embody and model the values of the organization and of government service.

<p>A. Establish, implement and evaluate strategic developmental plans, to include classroom and non-classroom based learning opportunities that enhance the capacity of employees to meet the changing demands of an ill-defined future.</p>	<p>B. Support a “learning organization” culture which supports the risk-free exchange of ideas and that broadly promotes learning.</p>	<p>C. Coach others, using effective goal-defining, feedback, and follow-through approaches to build others’ confidence, commitment, skills and knowledge.</p>	<p>D. Mentor new, younger and less experienced employees to support inculturation, career growth, networking, political savvy and external awareness; enlighten and inspire.</p>
<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>
<p><b>Develops a strategic approach that establishes priorities and leverages investments in training and development to achieving agency results.</b></p> <p>Identifies mission-critical knowledge, skills and competencies for all levels and establishes objectives and strategies for achieving them.</p> <p>Uses the Balanced Scorecard, or similar systems planning tool to ensure that plans for and resources to develop an organization’s human resources are recognized and secured.</p> <p>Reviews training goals and processes in light of strategic and tactical changes.</p> <p>Employs analysis techniques to ensure that developmental investments are targeted strategically and implemented successfully.</p>	<p><b>Communicates the principle of life-long learning and fosters a learning culture that provides opportunities for continuous development, for agile accommodation to change, and facility in implementing continual improvement of products and services.</b></p> <p>Embodies and sets the standards for a culture that is open, secure, confident, empathetic, tolerant, self-aware, caring, engaged, trusting and trustworthy.</p>	<p><b>Ensures that the agency performance management system focuses on accountability for results.</b></p> <p>Develops follow-through strategies to ensure that what is learned in training and other developmental initiatives is shared and translated into work activity and strategic planning.</p> <p>Provides needed tools and training resources to line managers and supervisors.</p>	<p><b>Sets high expectations for learning and knowledge sharing and models these.</b></p> <p>Establishes procedures and policies that support an organizational moral compass—teaching and modeling the principles of integrity and honesty, setting clear and explicit standards of behavior, and ensuring aggressive and visible commitment to observing these standards.</p> <p>Creates broad ownership of the vision throughout the organization, engendering energy and voluntary engagement.</p> <p>Is a visible anchor for others, reaffirming key values and the importance of the mission in times of adversity and/or change.</p>

<p>Promotes inter-agency, cross-governmental, private sector and international developmental efforts as appropriate.</p>			<p>Embodies and communicates the public service vision of the organization.</p>
--	--	--	---

**Center for Leadership Capacity Services**  
**Office of Personnel Management**  
**Competency Dictionary**

**ENTREPRENEURSHIP —Definition, Importance, Significant Elements, and Behaviors with Tables**

**ENTREPRENEURSHIP (RESULTS DRIVEN)**

Definition: Positions the organization for future success by identifying new opportunities; builds the organization by developing or improving products or services. Takes calculated risks to accomplish organizational objectives.

ENTREPRENEURSHIP—Importance: Citizen-oriented, results-driven, market-based organizations that take an innovative approach to problem solving, and are willing to explore alternative solutions, are more nimble than process-oriented organizations and can increase effectiveness and efficiency, especially in times of declining revenue, increasing demand for services, and dynamic change.

ENTREPRENEURSHIP—Elements:

- A. Be aware of self, one's talents, one's customers, and of the environment to identify potential opportunities.
- B. Be action oriented, courageous, ingenious, and persistent in pursuing goals.
- C. Use conventional (convergent) and divergent thinking to generate new approaches. Ability to "think outside the box."
- D. Be an effective champion of new ideas and change.
- E. Know and use analytical processes and business tools to identify and develop new products and services.
- F. Build commitment to and structure for continual improvement of products and services.

ENTREPRENEURSHIP—Developmental Descriptions

- Employees at the **Foundation** levels must make obvious a desire for continuous improvement and customer service; demonstrate creativity in adapting or improving work processes; share new approaches with others; recognize and react to opportunities; and focus on the final production of a quality product or service.

All employees must:

A. Be aware of self , one’s talents, one’s customers and of the environment to identify potential opportunities and potential obstacles to improvement.	B. Be action oriented, courageous, ingenious, and persistent in pursuing goals.	C. Use conventional and divergent thinking to generate new approaches; have the ability to think outside of the box.	E. Use analytical processes and business tools to identify, develop, and disseminate new products and services.	H. Build a commitment to and structure for continual improvement of products and services.
<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>
<p><b>Understands own abilities, preferences and problem-solving approaches and partners with others to expand ability to innovate and to tolerate risk.</b></p> <p>Has an improvement mind set.</p> <p>Maintains a customer-orientation.</p> <p>Understands own passions and sources of energy.</p>	<p><b>Is not deflected by obstacles or problems.</b></p> <p>Show ingenuity and flexibility.</p> <p>Able to find a champion and gain support for innovation and new ideas.</p> <p>Able to predict objections and takes these into account.</p>	<p><b>Demonstrates creativity in developing and or improving ideas and concepts.</b></p> <p>Asks what if questions to test assumptions and challenge the status quo.</p> <p>Able to use a variety of conceptual tools and techniques</p> <p>Adapts own thinking to meet changes or unexpected constraints.</p> <p>Is curious—avoids “pat” answers.</p>	<p><b>Knows and practices appropriate business decision-making, market analysis, production, evaluation, and delivery tools.</b></p> <p>Understands systems thinking and considers the wider implications of choices and ideas.</p>	<p><b>Seeks better solutions instead of falling back on quick answers—able to look beyond the obvious.</b></p> <p>Does things that are unique, leading-edge, new.</p> <p>Is comfortable with ambiguity.</p> <p>Able to create new business.</p> <p>Significantly enhances services to customers.</p>

Entrepreneurship Competency Links at the Foundational Level: *Creativity and Innovation, Decisiveness, Financial Management, Flexibility, Influencing and Negotiating, Interpersonal Skills, Leveraging Diversity, Partnering, Political Savvy, Team Building, Vision*

- Team Leaders** must maintain an “outcomes” orientation; balance the risk of failure with potential gain, and effectively communicate that rationale; encourage team members to contribute to the “problem-solving” process; and demonstrate a positive approach towards new ideas, and processes, being supportive of the possible risks involved.

**Team Leaders Must:**

<p>A. Be aware of self, one’s talents, one’s customers and of the environment to identify potential opportunities.</p>	<p>B. Be action oriented, courageous, ingenious and persistent in pursuing goals.</p>	<p>C. Use conventional and divergent thinking to generate new approaches. Ability to think out of the box.</p>	<p>H Build commitment to and structure for continual improvement of products and services.</p>
<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>
<p><b>Maintains an “outcomes” orientation. Willing to try many different approaches and process to achieve outcomes.</b></p> <p>Keeps team focused on the fundamental priority of the customer’s perspective.</p> <p>Recognizes and reacts to present opportunities.</p> <p>Makes best use of diverse talents, technology and resources to deliver results. Builds on employees’ strengths.</p> <p>Actively recruits for diversity of thought and perspective among team members.</p>	<p><b>Can balance risk of failure with potential gain and effectively communicate rationale with team, supervisors and other stakeholders.</b></p> <p>Helps team find ways to circumvent obstacles.</p> <p>Helps team live better with ambiguity and deal with adversity.</p> <p>Recognizes and reacts to present opportunities.</p>	<p><b>Forms ideas that clarify the many possibilities in a complex situation.</b></p> <p>Encourages others to make suggestions.</p> <p>Empowers others to offer and explore new suggestions.</p> <p>Solicits and uses perspectives of others.</p> <p>Shares new approaches with others.</p>	<p><b>Demonstrates friendliness towards new approaches, ideas, supportive of risk-taking.</b></p> <p>Models the way.</p>

Entrepreneurship Competency Links for Team Leaders: *Creativity and Innovation, Decisiveness, Financial Management, Flexibility, Influencing and Negotiating, Interpersonal Skills, Leveraging Diversity, Partnering, Political Savvy, Team Building, Vision*

**Supervisors** must set performance objectives consistent with encouraging new practices while remaining accountable for larger objectives; encourage the development and communication of new or creative approaches; link entrepreneurial process with individual development plans; demonstrate a bias for action; be proactive rather than reactive; seek to find opportunity in change; and be willing to assume personal accountability to support a new idea.

Supervisors must:

A. Be aware of self, one's talents, one's customers and of the environment to identify potential opportunities.	B. Be action oriented, courageous, ingenious and persistent in pursuing goals.	C. Use conventional and divergent thinking to generate new approaches. Ability to think out of the box.	F. Build a commitment to and structure for continual improvement of products and services.
<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>
<p><b>Links entrepreneurial process with individual development processes, defining leading edge service standards and performance measures.</b></p> <p>Is willing to assume personal accountability and risk to support a new idea.</p> <p>Provides training that helps employees understand their strengths and identify the personal attributes which affect their approach and perspectives.</p> <p>Understands the various groups and occupations involved in delivering program/services, their roles and status relationships. Helps them modify how they define their roles, understand status relationships.</p> <p>Fosters understanding among groups, reduces group to group rivalry, and supplants their need for control with a sense of joint ownership.</p>	<p><b>Suggests and initiates improvements to specific products or service delivery options.</b></p> <p>Has a bias for action— tendency to be proactive rather than reactive.</p> <p>Is willing to see opportunity in adversity.</p>	<p><b>Forges links with other units within the organization to share ideas, approaches, and resources.</b></p> <p>Seeks new ideas from others.</p> <p>Willing to initiate change.</p> <p>Supports and communicates the role that diversity plays in innovation throughout the unit.</p> <p>Provides training that help employees find compatibility with and value in difference.</p>	<p><b>Provides structures for trying new ideas and rewards for innovation.</b></p> <p>Can generate excitement about new ideas.</p> <p>Works to improve services to both internal and external customers.</p> <p>Understands the concept of “honorable failure,” and protects staff from negative consequences of trying new ideas.</p> <p>Can see and use change as opportunity to improve, break constricting moulds.</p> <p>Actively partners with other units to improve products, services, delivery and to enhance cost-effectiveness.</p> <p>Willing to adopt and adapt successful ideas of others to own realm.</p> <p>Sees improvement and innovation as everyone's responsibility.</p> <p>Implements new reward structures for innovation, such as gain-sharing and performance-based pay.</p> <p>Links entrepreneurial process with Individual Development Plans.</p>

Entrepreneurship Competency Links at the Supervisory Level: *Creativity and Innovation, Decisiveness, Financial Management, Flexibility, Influencing and Negotiating, Interpersonal Skills, Leveraging Diversity, Partnering, Political Savvy, Team Building, Vision*

- Managers** must foster an environment of continuous improvement; remaining alert to opportunities to improve services to both internal and external customers; identify and exploit the benefits of others’ ideas through effective application; be willing to make decisions and invest resources in unproven, possibly risky ventures; assess cost-benefits and analyze success; disseminate success to audiences within and outside the organization; and be responsible for establishing a work climate that encourages development and testing of new ideas and processes.

**Managers Must:**

A. Be aware of self, one’s talents, one’s customers and of the environment to identify potential opportunities.	B. Be action oriented, ingenious and persistent in pursuing goals.	C. Use conventional and divergent thinking to generate new approaches. Ability to think out of the box.	D. Be an effective champion of new ideas and change.	E. Know and use analytical processes and business tools to identify and develop new products and services.	F. Build commitment to and structure for continuous improvement of products and services.
<b>Distinguishing Behavior s</b>	<b>Distinguishing Behavior s</b>	<b>Distinguishing Behavior s</b>	<b>Distinguishing Behavior s</b>	<b>Distinguishing Behavior s</b>	<b>Distinguishing Behavior s</b>
<p><b>Is knowledgeable of innovative approaches to government and business such as voluntary compliance to look for ways to streamline expensive, time-consuming processes.</b></p> <p>Recognizes innovative concepts that have growth or profit potential.</p> <p>Recognizes potential supporters of innovation</p>	<p><b>Uses knowledge of others to find potential supporters of innovation and works proactively to get them on board.</b></p> <p>Anticipates and resolves logistical and resource challenges to new products, processes, etc.</p> <p>Challenges service, source delivery, processes and performance.</p>	<p><b>Demonstrates willingness to test ideas, experiment— prepared to try out different solutions approaches.</b></p> <p>Provides broad direction and trusts subordinates to carry out initiatives.</p> <p>Takes objections seriously and uses them to test the</p>	<p><b>Uses a range of communication and influence strategies to respond appropriately to negative attitudes, skepticism, direct opposition, and other objections.</b></p> <p>Can effectively demonstrate and communicate benefits to all stakeholders.</p> <p>Able to resolve</p>	<p><b>Understands the implications of the “Pareto rule” where 20% of the cases are responsible for 80% of the workload and seeks new processes to separate the few complicated cases from the many uncomplicated ones. Invests time and resources to observe and evaluate success and failure.</b></p> <p>Can measure the</p>	<p><b>Generates and maintains a creative and change-oriented environment among staff and colleagues which leads to the creation and adaptation of new and effective ideas.</b></p> <p>Establishes organizational priorities to guide innovation, to offer incentives and support new ideas.</p> <p>Makes sure project objectives reflect organization’s objectives and mission</p> <p>Gives others the latitude to experiment. Devolves decision-making authority appropriately.</p>

<p>and forms alliances.</p> <p>Adapts others' ideas to own area.</p> <p>Is proactive in seeking consultation with others; looks across the organization and adopts/ exploits the benefits of others' ideas.</p> <p>Actively combats the "not invented here" mentality.</p> <p>Maintains an outcomes orientation.</p>	<p>Uses knowledge of others to predict opposition and addresses objections proactively.</p>	<p>validity of own assumptions.</p>	<p>resource limitations using innovative approaches such as user fees.</p> <p>Effectively addresses opposition to change and new ideas.</p> <p>Effectively combats public skepticism through effective persuasion and earned credibility.</p>	<p>impact of new ideas on the entire organization.</p> <p>Evaluates programs in terms of service to citizens.</p> <p>Uses analysis to plot availability of resources, organizational capacity and costs.</p>	<p>Communicates, rewards, and personifies courage in the pursuit of improvement.</p> <p>Is willing to make decisions and take calculated risks.</p> <p>Provides protection of innovators from bureaucratic constraints.</p> <p>Does not engage in change for the sake of change.</p> <p>Changes standard operating procedures, occupational patterns, and traditional power structures as necessary to implement improvements.</p> <p>Actively combats the "if it ain't broke, don't fix it" mentality.</p>
--	---	-------------------------------------	---	--	---

Entrepreneurship Competency Links for Managers: *Creativity and Innovation, Decisiveness, Financial Management, Flexibility, Influencing and Negotiating, Interpersonal Skills, Leveraging Diversity, Partnering, Political Savvy, Team Building, Vision*

- Executives** must lead with a sense of “ownership,” creating and communicating a vision of improvement that encourages and rewards innovative thought and experimentation; exhibit alertness to opportunity and a bias for action; be strategic and forward thinking in reviewing, developing, and improving systems; think “outside-the-box” conceptualizing, communicating and clarifying the diverse forces affecting and being affected by the situation at hand; and continually champion innovation and the generation and submission of new ideas.

Executives must:

<p>A. Be aware of self , one’s talents, one’s customers and of the environment to identify potential opportunities.</p>	<p>B. Be action oriented, courageous, ingenious and persistent in pursuing goals.</p>	<p>D. Be an effective champion of new ideas and change.</p>	<p>E. Know and use analytical processes and business tools to identify and develop new products and services.</p>	<p>F Build commitment to and structure for continuous improvement of products and services.</p>
<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>
<p><b>Understands the regulatory environment; knows and can use the process by which obsolete regulations and laws can be changed.</b></p> <p>Uses systems approach to strategic planning.</p> <p>Enhances the government’s ability to respond effectively and efficiently to interrelated issues.</p> <p>Is strategic and forward thinking, continually reviewing, developing and improving systems..</p> <p>Involves the private or voluntary sector to achieve public purposes, including competitions, partnerships, and use of voluntary services</p> <p>Recognizes interdisciplinary, inter-functional nature of services.</p>	<p><b>Can work effectively in the political environment to combat inadequate funding, political opposition, and legal and regulatory restraints which impede unnecessarily progress towards service goals.</b></p> <p>Champions improvement and innovation in government—works strategically to move beyond individual acts of innovation to the innovative organization.</p> <p>Understands and addresses long-term underlying issues, opportunities or forces that affect the ability of the organization to achieve its mission.</p>	<p><b>Understands and practices good marketing and promotion to ensure public understanding and acceptance, and to ensure positive media coverage.</b></p> <p>Knows whose support is needed for new ideas to thrive.</p> <p>Is effective in winning the hearts and minds of those affected by change.</p> <p>Can gain political support and build effective alliances for change.</p>	<p><b>Involves big-picture or systems thinking: has ability to conceptualize and clarify all of the forces, events, entities and people that are affecting and being affected by the situation at hand</b></p> <p>Seeks good governmental equivalent of elements which support innovation in the private sector.</p>	<p><b>Works with others to coordinate multiple services across organizations, public, private, national and international.</b></p> <p>Actively combats a culture of timidity and fear of public failure.</p> <p>Plans strategically to integrate front line services effectively and efficiently.</p> <p>Clearly communicate a vision of improvement that encourages and rewards innovative thought and experimentation.</p>

Entrepreneurship Competency Links for Executives: *Creativity and Innovation, Decisiveness, Financial Management, Flexibility, Influencing and Negotiating, Interpersonal Skills, Leveraging Diversity, Partnering, Political Savvy, Team Building, Vision*

**Center for Leadership Capacity Services**  
**Office of Personnel Management**  
**Competency Dictionary**

**EXTERNAL AWARENESS—Definition, Importance, Significant Elements, and Behaviors with Tables**

**EXTERNAL AWARENESS (LEADING CHANGE)**

Definition: Understands and keeps up-to-date on local, national, and international policies and trends that affect the organization and shape stakeholders' views; is aware of the organization's impact on the external environment.

EXTERNAL AWARENESS—Importance: Successful organizations engage in environmental scanning as part of the strategic planning and management process. They understand how the broad environment affects the organization, shapes the views of its stakeholders. They develop strategies that capitalize upon this environment, or they work through their chosen strategy to reshape it. The environmental scanning that is essential to success in the private sector is analogous to the competency of external awareness in governmental organizations which also requires understanding of both the internal and external environment, development of a strategy that capitalizes upon that environment, or efforts to reshape it. It is a systems oriented approach to thinking and to strategy.

EXTERNAL AWARENESS—Elements:

- A. Show comprehensive understanding of the Federal Government, the Agency itself, the relevant laws, regulations, policies and procedures that affect the organization, as well as the systems within the agency including its overall mission and role, and the major functions, departments, and processes within the Agency.
- B. Demonstrate facility in use of systematic environmental scanning including domestic and international political, social, technological, economic and demographic trends.

- C. Understand the human dynamics and social environment of work; build and sustain trusting, successful relationships.
- D. Base decisions, formulate strategic plans, implementation strategies, and management practices on an understanding of how the internal and external environment both influence and are influenced by these decisions.
- E. Value learning and take the initiative to develop and expand knowledge and understanding of the larger context of one's work.
- F. Establish a learning organization which uses knowledge management, benchmarking, and other means of monitoring and organizing diverse insights in order to respond quickly and well to external changes.

EXTERNAL AWARENESS—Developmental Descriptions:

- **Employees at all levels** of the organization must keep up-to-date with relevant laws, regulations, policies and procedures that affect the organization; recognize that outside factors (political, economic, social and technological trends) may change priorities and direction; and know their own field including other areas that influence or are related to it.

**Foundational—All Employees Must**

<p><b>A. Have a comprehensive understanding of the Federal Government, the Agency itself, the relevant laws, regulations, policies and procedures that affect the organization, as well as the systems within the agency including its overall mission and role, and the major functions, departments, and processes within the Agency.</b></p>	<p><b>B. Possess facility in use of systematic environmental scanning, including domestic and international political, social, technological, economic and demographic trends.</b></p>	<p><b>C. Understand the human dynamics and social environment of work, build and sustain trusting, successful relationships.</b></p>	<p><b>E. Value learning and take the initiative to develop and expand knowledge and understanding of the larger context of one’s work.</b></p>
<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>
<p><b>Maintains a current understanding of the political, social, technological, economic and demographic environment which shape and influence the issues and goals of the organization.</b></p> <p>Demonstrates knowledge of how one’s own activities fit into the bigger picture—both as regards the policy issues as well as organizational structure and processes.</p> <p>Finds a sense of purpose in the larger mission.</p> <p>Understands the purpose and workings of government and the laws and regulations which direct the work of the agency.</p> <p>Keeps up-to-date with relevant laws, regulations policies and procedures that affect the organization.</p> <p>Understands the need for changes in direction and priorities due to external change.</p> <p>Understands the basic issues, context and customer concerns as addressed in the Agency’s mission.</p> <p>Knows about other organization services and/or information that might be relevant to the customer.</p>	<p><b>Thinks in terms of the interconnectedness, interdependence, and complexity of forces external and internal that exercise profound influence on one’s work, unit, or organization.</b></p> <p>Can work beyond own perspective or assumptions about the world.</p> <p>Listens carefully to customer expectations, showing understanding of different views and perspectives.</p> <p>Seeks broad understanding of those who affect and who are affected by one’s work.</p> <p>Evaluates options and considers consequences during decision making process.</p> <p>Solicits input from a range of others.</p> <p>Can provide decision makers with accurate, timely, and useful information that reflects the requisite breadth of perspectives and scope of impact.</p> <p>Can work successfully within a wide range of environments and contexts (physical, virtual, small and large groups, organizational methods, processes and cultures).</p>	<p><b>Understands the relationships within the environment—with co-workers, supervisors, customers, contractors, and policy makers.</b></p> <p>Within appropriate sphere of influence, is able to influence and build the quality of these relationships.</p> <p>Builds shared understanding.</p> <p>Does not work in isolation. Collaborates, sharing plans, information, and resources</p> <p>Seeks feedback from others to ensure mutual understanding of goals and performance objectives.</p> <p>Is able to define one’s self in the context of relationship with others.</p> <p>Understands the value of diverse perspectives.</p> <p>Is sensitive to cross-cultural differences, non-verbal cues, feelings and emotions</p> <p>Understands how differing values, ways of acting, habitual beliefs and multiple perspectives can be brought into synergy.</p> <p>Considers and responds appropriately to the needs, feelings and capabilities of different people in different situations.</p>	<p><b>Is broadly knowledgeable of own field to include other areas that influence or are related to it.</b></p> <p>Develops networks.</p> <p>Invites frequent constructive feedback from a 360° perspective.</p> <p>Strives to understand the intrinsic nature of the issues—not just own perspective.</p> <p>Is aware of related work done through other disciplines and of other groups within the organization.</p> <p>Stays knowledgeable of developing policy and policy issues in one’s field.</p> <p>Looks for developmental activities or opportunities to work outside of own unit to broaden understanding of the organization, its processes and various approaches to the issues.</p>

External Awareness Competency Links for All Employees: *Continual Learning, Customer Service, Flexibility, Influencing and Negotiating, Interpersonal Skills, Leveraging Diversity, Political Savvy*

- Team Leaders and Supervisors** actively seek information about key agency policies and priorities likely to impact program areas; and ensure that unit goals, priorities, processes and performance standards are in alignment with organizational direction. They communicate internal/external client needs, making these central to decision-making and service delivery; and they organize resources to address problems or opportunities. Team Leaders and Supervisors share and seek best practices with organizational and cross organizational colleagues; interpret social trends (workforce staffing, aging, retirement); implement strategies to meet short-term needs in hiring, training, and succession planning; and encourage others to use a systems perspective to see how various internal and external functions interrelate.

Team Leaders and Supervisors Must:

<p><b>A. Have comprehensive understanding of the Federal Government, the Agency itself, the relevant laws, regulations, policies and procedures that affect the organization, as well as the systems within the agency including its overall mission and role, and the major functions, departments, and processes within the Agency.</b></p>	<p><b>C. Understand the human dynamics and social environment, of the workplace; build and sustain trusting, successful relationships.</b></p>	<p><b>D. Base decisions, formulate strategic plans, implementation strategies, and management practices on an understanding of how the internal and external environment both influence and are influenced by these decisions.</b></p>	<p><b>E. Value learning and take the initiative to develop and expand knowledge and understanding of the larger context of one's work.</b></p>
<p>Distinguishing Behaviors</p>	<p>Distinguishing Behaviors</p>	<p>Distinguishing Behaviors</p>	<p>Distinguishing Behaviors</p>
<p><b>Has knowledge and maintains a current understanding of the larger organizational culture, the interrelationships which form it, and how one's own activities (team, unit, organization, nation) fit into it.</b></p> <p>Understands the organization's strategic direction and can work within this overall direction to set unit goals, priorities and performance standards.</p>	<p><b>Is capable of accurately assessing the underlying complex root causes and forces behind individual or group behavior patterns.</b></p> <p>Keeps measure of the mental health of the work community.</p>	<p><b>Reviews programs, processes and progress, keeping alert to the need for modifications or reengineering.</b></p> <p>Uses the Balanced Scorecard, or similar systems to understand and balance the complex relationships which impact the organization's work .</p> <p>Communicates a clear understanding of internal/external client needs and makes these central to decision-making and service delivery.</p>	<p><b>Seeks best practices using partnering relationships, networks, and benchmarking.</b></p> <p>Actively seeks the contributions and opinions of different</p>

<p>Understands the organization's process systems, and information flow.</p> <p>Recognizes the interdependencies of all organizational units and collaborates to maximize resources, share information, and synergize outcomes.</p> <p>Has a clear picture of the direction the organization is going and communicates it with insight, energy and enthusiasm.</p> <p>Communicates the organization's mission and how this is related to the work of the team/unit.</p> <p>Understands that different stakeholder groups have differing perspectives and needs and that providing the same service to all does not achieve equal access.</p> <p>Understands the forces that shape views and actions of clients, customers, or competitors</p> <p>Recognizes the impact on constituencies of alternate courses of action.</p>	<p>Is "environmentally intelligent," keeping measure of the physical aspects of the workplace to ensure health, safety, and community.</p> <p>Uses the group's core values in making decisions and clarifying choices.</p> <p>Balances a focus on task with attention to relationships.</p> <p>Has a holistic understanding of the needs of groups and individuals and the skills to balance these.</p> <p>Considers information on staff satisfaction, employee relationships and workplace climate.</p>	<p>Understands underlying sources and issues behind constituent needs and provides service that best attempts to address them—going beyond the obvious and the most expedient to focus on long-term results.</p> <p>Understands and values the role and input of other groups whose work impacts one's own.</p> <p>Maximizes the productivity of the group through practice that applies understanding of how both tangible forces such as rules, roles and reward systems, as well as intangible systems such as pride, power, or sense of self impact the productivity of the organization. (Gallup Organization Q-12 Study)</p> <p>Integrates people issues into the business planning cycle.</p> <p>Determines which people are critical to accomplishing results and brings them together.</p> <p>Encourages others to see the big picture by demonstrating how various internal and external functions interrelate.</p> <p>Flexibly redirects project and team processes to maintain alignment with organizational direction.</p>	<p>client groups concerning their needs and expectations.</p> <p>Identifies changes that may impact the team/unit and its work, and helps the work unit learn about and adapt to the changes.</p> <p>Understands and uses Benchmarking to measure own performance against world class standards.</p> <p>Experiments with cross-functional and cross-boundary teams.</p>
--	---	---	---

External Awareness Competency Links for Team Leaders and Supervisors: *Continual Learning, Customer Service, Flexibility, Influencing and Negotiating, Interpersonal Skills, Leveraging Diversity, Oral and Written Communication, Partnering, Political Savvy*

- Managers and Executives** must monitor and analyze national and international social, political, technological, and economic trends, synthesizing and applying the information to optimize performance, organize resources, and avert threats to the organization's mission. They understand the increasing interdependence of federal, non-federal, public, NGO and international organizations; and identify information and best practices so as to develop, adopt and implement policies and procedures to leverage performance to new levels. Managers and Executives assess organizational skills and strengths against current and future requirements; develop

organizational plans to meet long-term needs; and recognize the possible impact of international events, global issues and crises on the U.S. and the Agency. They must be politically adept; build alliances among key stakeholders; and uses a systems approach to organizations (including the Congress) that will be involved in achieving their strategic goals.

Managers and Executives Must:

<p><b>A. Have comprehensive understanding of the Federal Government, the Agency itself, the relevant laws, regulations, policies and procedures that affect the organization, as well as the systems within the agency including its overall mission and role, and the major functions, departments, and processes within the Agency.</b></p>	<p><b>B. Possess facility in systematic environmental scanning, including domestic and international political, social, technological, economic and demographic trends.</b></p>	<p><b>D. Base decisions, formulate strategic plans, implementation strategies, and management practices on an understanding of how the internal and external environment both influence and are influenced by these decisions</b></p>	<p><b>F. Establishes a learning organization which uses knowledge management, benchmarking, and other means of monitoring and organizing diverse insights in order to respond quickly and well to external changes.</b></p>
<p>Distinguishing Behaviors</p>	<p>Distinguishing Behaviors</p>	<p>Distinguishing Behaviors</p>	<p>Distinguishing Behaviors</p>
<p><b>Understands the various drivers of change, the environmental factors in domestic politics; international politics and economics; social environment; demographics; technology; environment and related issues; work and workforce related issues.</b></p> <p>Understands the implications of political, economic and social changes on the department.</p> <p>Knows and understands the context for policy implementation.</p> <p>Understands the increasing interdependence of federal, non-federal, public, NGO, and international organizations.</p>	<p><b>Uses understanding of systemic structures to anticipate and respond to external change.</b></p> <p>Monitors political, economic and social trends that may affect the organization.</p> <p>Understands and uses a variety of modeling techniques, scenario exploration, and evaluation strategies for strategic planning, analysis of progress, and measurement of success.</p> <p>Uses collective inquiry, bringing together full representation of key stakeholders in planning and decision discussions.</p> <p>Ensures that knowledge systems</p>	<p><b>Develops, communicates and implements an organizational strategy that is based on accurate, current information which reflects a holistic understanding of the relevant issues and those affected by them.</b></p> <p>Considers external issues affecting the organization when making program decisions.</p> <p>Fully understands what one is doing and the broader consequences of one's actions.</p> <p>Adapts strategic responses and tactics to fit fluid circumstances.</p> <p>Can translate congressional, and other stakeholder mandates into effective strategies and achievable programs of action.</p> <p>Understands functional boundaries as</p>	<p><b>Has a strategic orientation; keeps alert to opportunities to enhance organizational effectiveness and acts upon these.</b></p> <p>Establishes effective mechanisms to cascade new information, share insights, and build strategic awareness throughout the organization.</p> <p>Develops a greater sense of organizational awareness throughout the agency.</p> <p>Makes organizational boundaries permeable; encourages communities of practice.</p> <p>Works to preserve interdependency and common perspective throughout the agency while allowing appropriate decision-making autonomy at lower or local levels.</p> <p>Makes unit and organizational progress towards goals visible throughout the</p>

<p>Recognizes the possible impact of international events, and global issues of environment and economy on U.S. society, the Government, and the agency.</p> <p>Understands the context for policy development and can be an effective and active participant.</p> <p>Participates in knowledge and policy networks, and ensures Agency participation in such networks.</p> <p>Has a global breadth of perspective and is able to work and coordinate work cross-culturally, nationally, internationally and globally</p> <p>Fosters administrative capacity across agencies, with NGOs, and international organizations to address problems effectively--in a sustained and articulated rather than stove piped fashion.</p> <p>Is politically adroit in addressing, informing and negotiating buy-in from all key stakeholders.</p> <p>Is aware of current trends, opportunities and threats to the organization's mission.</p>	<p>are in place which provide current, accurate information and the full spectrum of relevant perspectives.</p> <p>Engages broadly in consultation that is participatory and empowering.</p> <p>Uses systems thinking to factor in the various organizations, including the Congress that will be involved in achieving federal mission area goals into strategic planning.</p> <p>Promotes an informed, active and dynamic customer focus throughout the organization that is proactive, widely participative, and interactive.</p> <p>Solicits, understands, anticipates the changing needs and expectations of stakeholders and remains alert to opportunities to serve constituents better.</p> <p>Analyzes current events and various environmental trends and posits possible changes of direction or processes.</p> <p>Synthesizes and applies information from multiple sources.</p>	<p>arbitrary definitions that can outlive their usefulness.</p> <p>Works through networks, critical stakeholder groups and other outside constituencies to craft responsive, sustainable policy.</p> <p>Reaches out to key stakeholders to ensure their perspectives are taken account of in all planning, and to enlist their support for the resulting plan.</p> <p>Shifts resources as priorities change.</p> <p>Shifts strategies and tactics as resources change.</p> <p>Organizes resources and activities to deal with longer-term problems or opportunities.</p> <p>Understands and influences the decision making processes so that policies, programs and other developments are informed, customer driven, and considered within the broad political framework.</p> <p>Assesses organizational skills and strengths (Human Capital Management) against current and future requirements.</p> <p>Can recognize and plan for the full range of policy impact on critical stakeholders.</p> <p>Uses knowledge of interrelationships and connections to develop integrated, pragmatic, process solutions which cross traditional department boundaries and which foster agency-wide and "enterprise-wide" consistency and cooperation.</p> <p>Adopts, adapts and implements best practices to leverage performance to new levels.</p>	<p>agency.</p> <p>Builds and uses an adequate knowledge base and knowledge management system to recognize success factors, provide feedback, and maintain alertness to change and opportunity.</p> <p>Cultivates a culture of reflective openness.</p> <p>Reaches out broadly to other organizations, groups and disciplines to solicit other ideas and perspectives in order to generate the best solutions.</p> <p>Works within a broad network to understand interrelated issues and work towards common goals and to learn from common experience.</p> <p>Researches information about the real, underlying needs of critical stakeholders, beyond the obvious or those expressed initially by the stakeholders themselves.</p> <p>Relies not only on own, or organizational perspectives in approaching problems.</p> <p>Works to enhance own and unit knowledge of the broad environmental context of their work and mission.</p> <p>Establishes systematic lines of information exchange with stakeholders and customers.</p> <p>Seizes opportunities to serve on external committees and other means of sharing information across functional boundaries.</p>
---	--	---	---

External Awareness Competency Links for Managers and Executives: *Continual Learning, Customer Service, Flexibility, Influencing and Negotiating, Interpersonal Skills, Leveraging Diversity, Oral and Written Communication, Partnering, Political Savvy, Strategic Thinking*

**Center for Leadership Capacity Services**  
**Office of Personnel Management**  
**Competency Dictionary**

**FINANCIAL MANAGEMENT—Definition, Importance, Significant Elements, and Behaviors with Tables**

**FINANCIAL MANAGEMENT (BUSINESS ACUMEN)**

Definition: Understands the organization's financial processes. Prepares, justifies, and administers the program budget. Oversees procurement and contracting to achieve desired results. Monitors expenditures and uses cost-benefit thinking to set priorities.

FINANCIAL MANAGEMENT—Importance: The government employee is the custodian of the citizenry's funds. Prudent financial management (which includes the ability to manage, prioritize, deploy and leverage capital) is essential to the effective operation of the organization, is integral to successful procurement and contracting, and is mandatory to maintain public confidence in the work of government. Within government service, financial management includes being innovative and creative in the development and use of financial resources as well as being efficient and effective in the management, application, use and monitoring of these resources. It includes the ability to borrow appropriate best practices from the private sector, while understanding and respecting the inherent differences between a commercial enterprise and the work of government.

FINANCIAL MANAGEMENT—Elements:

- A. Value and use cost-effective approaches to accomplish work.

- B. Demonstrate broad understanding of financial management and the tools that are used to maintain the financial health of an organization.
- C. Understand the Federal budget process, the forms of funding available and the Federal context in which the agency’s “business” is conducted.
- D. Prepare and justify a budget that meets program/project needs.
- E. Administer a budget that meets program/project needs.
- F. Know and understand the implications of the Government Performance and Results Act (GPRA) and the Program Assessment Rating Tool. (PART).
- G. Use cost-benefit analysis to set priorities and make decisions on resource allocation.
- H. Know and comply with procurement and contracting rules and regulations.
- I. Know and use private sector processes and resources to achieve organizational goals, while understanding the inherent differences between commercial enterprises and the work of government.

FINANCIAL MANAGEMENT—Developmental Descriptions:

- **At all levels of the organization** employees must understand the role of taxes and appropriations in the funding of their operations; use materials and supplies effectively and efficiently to minimize expenses; suggest improvements that conserve labor, reduce supply/equipment/facility costs while improving quality; and comply with procurement and contracting regulations and policies.

Foundational--All Employees must:

A. Value and use cost-effective approaches to accomplish work.	H. Know and comply with procurement and contracting rules and regulations.
<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>
<p><b>Ensures value for the U.S. tax payer.</b></p> <p>Understands the role of taxes and appropriations in the funding of their operations.</p> <p>Understand the importance of and uses a Best Value approach (more with less) to make optimal use of limited resources.</p>	<p><b>Is ethical and frugal in the use of U.S. resources.</b></p> <p>Understands the constraints and accountability inherent in Federal acquisition and contracting.</p> <p>Solicits quotes from vendors.</p>

<p>Suggests improvements that conserve labor hours, reduce supply/equipment/facility costs, and improve quality.</p> <p>Provides products, services, and information that are appropriate to customer needs.</p> <p>Uses materials and supplies effectively and efficiently to minimize expenses.</p>	<p>Uses comparative data when selecting contractors or vendors.</p>
---	---

Financial Management Competency Links for All Employees: *Accountability, Continual Learning, Customer Service Integrity and Honesty, Service Motivation*

- Team Leaders and Supervisors** prepare and justify the budget for their organizational unit or program area; monitor, review, and track expenditures related to operations and contracts including personnel, overtime, supplies, and equipment; and promote available services clearly and persuasively to existing and potential customers. They use cost-benefit analysis to prioritize project needs and funding time-tables; influence employees to create and adapt cost effective work procedures; and can construct an accurate and compelling business case for projects.

Team Leaders and Supervisors must:

<p>A. Value and use cost-effective approaches to accomplish work.</p>	<p>B. Prepare and justify a budget that meets program/project needs.</p>	<p>E. Administer a budget that meets program/project needs.</p>	<p>F. Know and understand the implications of GPRA (Government Performance &amp; Results Act) and the Program Assessment Rating Tool (PART).</p>	<p>H. Know and comply with procurement and contracting rules and regulations.</p>
<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>
<p><b>Continually looks for ways to improve and create value.</b> Develops effective ways of consulting with internal and external customer groups to ensure service meets needs, to</p>	<p><b>Estimates the type and level of resources needed for team/unit to meet their goals under the agency’s strategic plan.</b> Develops unit objectives and specific action plans for the upcoming budget</p>	<p><b>Monitors, reviews and tracks expenditures and other resource use related to operations, including: personnel, overtime, supplies, and equipment.</b></p>	<p><b>Defines, communicates and measures progress against rigorous outcome criteria for successful</b></p>	<p><b>Ensures appropriate oversight and control over procurement and contracting.</b></p>

<p>poll feedback, to develop understanding of needs and changing requirements/uses.</p> <p>Matches customer needs to available services, budget and resources.</p> <p>Promotes available services clearly and persuasively to existing and potential customers</p> <p>Identifies cost-effective approaches.</p> <p>Influences employees to create and adapt cost-effective work procedures.</p>	<p>period.</p> <p>Understands the full scope of project expenditures, both indirect as well as direct costs.</p> <p>Uses cost-benefit analysis to prioritize project needs and establish a funding time-table.</p> <p>Proactively seeks the necessary project resources through careful planning and articulate, compelling justification.</p> <p>Can construct an accurate and compelling business case for projects.</p> <p>Understands and can apply the agency's systems of resource allocation.</p>	<p>Knows how, and how well one's resources are being spent.</p> <p>Applies project management and capital project management skills.</p> <p>Ensures the integrity of accounting and performance data.</p> <p>Uses expense reports to determine if project is fiscally on target.</p> <p>Understands appropriate and effective employee training as an investment and budgets accordingly.</p>	<p><b>performance.</b></p> <p>Knowledgeable of basic evaluation strategies and practices.</p> <p>Builds information-gathering tools and uses them in decision making; planning.</p>	<p>Ensures that all employees involved in these activities have training adequate to prepare them for competent and ethical performance and accountability.</p>
---	--	---	---	---

Financial Management Competency Links for Team Leaders and Supervisors: *Accountability, Continual Learning, Customer Service Decisiveness, Integrity and Honesty, Interpersonal Skills, Oral Communication, Problem Solving, Service Motivation*

- Managers** consult stakeholders during the budget process; identify and defend investment needs for the unit; review, consolidate, and approve budget requests submitted by subordinate supervisors; utilize cost-benefit analysis, ROI and other tools to prioritize projects and maximize the use of limited resources; and prepare and justify a budget for the program area and market it with compelling evidence. Managers must ensure cost effectiveness within the unit; measure key processes and projects for quality, speed, flexibility, customer satisfaction, productivity and innovation; and assure the organization has appropriate oversight and control over procurement and contracting so as to be in complete compliance with procurement regulations.

Managers must:

A & H. Value and use cost-effective approaches to	B. Demonstrate broad understanding of financial management and the tools	C. Understand the Federal budget process, the forms of funding available and the	D. Prepare and justify a budget that meets program needs.	F. Know and understand the implications of the	G. Use cost-benefit analysis to set priorities and make decisions on resource allocation.
---	--	--	---	--	---

<p>accomplish work. Know and comply with procurement and contracting rules and regulations</p>	<p>that are used to maintain the financial health of the organization.</p>	<p>Federal context in which the agency's "business" is conducted.</p>		<p>Government Performance and Results Act (GPRA) and the Program Assessment Rating Tool (PART).</p>	
<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>
<p><b>Systematically examines available alternatives which could lower costs.</b></p> <p>Has an understanding of the drivers of costs and works to eliminate waste and inefficiency.</p> <p>Is able to negotiate and willing to share resources to maximize the services of the agency.</p> <p>Transforms visionary goals and strategic plans into practical, accurate, sustainable budgets.</p> <p>Maximizes the potential of all resources.</p> <p>Fosters organizational approach to maximizing resources.</p> <p>Assure appropriate oversight and control over procurement</p>	<p><b>Understands and can develop an annual business plan for the unit which links strategic outcomes with budgets and key operational metrics.</b></p> <p>Understands Generally Accepted Accounting Principles (GAAP) and other basic cost concepts to the extent that one can interact effectively with accounting professionals in the planning process.</p> <p>Understands Activity Based Costing. Can identify the processes used in creating service as well as the resources used by that process.</p> <p>Underlying drivers of cost and gathers cost data, develops cost models to make budget proposals and justifications.</p> <p>Employs a budget system which allows a dynamic view of operations and incorporates actual data and planned changes into the system.</p> <p>Is highly skilled in analytical processes such as systems thinking and other forecasting methods.</p>	<p><b>Understands the Federal budget process, the forms of funding available and the Federal context in which the agency's "business" is conducted.</b></p> <p>Understands where the business of government and enterprise business intersect, and where they are distinct from one another.</p> <p>Is alert to opportunities to procure and develop resources.</p> <p>Prepares and justifies budget for program area.</p> <p>Understands how programs fit into overall mission of the agency and makes budget consolidation decisions and can justify program budgets based on this understanding.</p> <p>Consults internal and external stakeholders during budget process.</p> <p>Identifies and defends resource and investment needs for unit in line with overall understanding of organizational goals.</p>	<p><b>Plans the distribution of limited resources to meet established organizational and unit objectives.</b></p> <p>Makes budget needs clear and presents compelling evidence supporting cost estimates for meeting strategic objectives.</p> <p>Controls, allocates and prioritizes funding for programs and organizational units, and communicates clearly the reasoning/rationale behind decisions.</p> <p>Reallocates resources throughout the organization as necessary to enhance program impact.</p> <p>Includes adequate funding for business training for key personnel in budget plans.</p>	<p><b>Carries out impact assessment of programs to ensure that they remain relevant, appropriate and effective.</b></p> <p>Develops information systems necessary to support ongoing review and evaluation.</p> <p>Sets clear expectations and requirements for all providing input into the budget process to include: what information is needed, in what format, by when, and who is responsible.</p> <p>Measures key processes and projects against quality, speed, flexibility, customer satisfaction, productivity and innovation.</p> <p>Develops and implements systems that are sufficient to judge value and evaluate performance.</p> <p>Includes cost measures when monitoring program performance.</p>	<p><b>Creates budgets which maximize the utilization of resources in line with organizational goals.</b></p> <p>Understands various costing models including those used to predict both product as well as service costs.</p> <p>Insures proper accounting, auditing and oversight is in place.</p> <p>Monitors, reviews and tracks expenditures.</p> <p>Links budget expenditures to identified critical success factors.</p> <p>Understands and uses ROI among tools that measure program success.</p> <p>Manages value for cost while working within a constrained financial regime.</p> <p>Prioritizes projects to maximize the effective use of limited resources.</p> <p>Demonstrates skill in reconciling conflicting needs and wants.</p> <p>Uses systems thinking to make the assumptions about and measure reasonableness of projected cost calculations.</p>

and contracting.	Plans resources for new initiatives.				
------------------	--------------------------------------	--	--	--	--

Financial Management Competency Links for Managers: *Accountability, Continual Learning, Customer Service Decisiveness, Influencing and Negotiating, Integrity and Honesty, Interpersonal Skills, Oral and Written Communication, Problem Solving, Service Motivation, Strategic Thinking*

- The **Executive** must ensure that the organization provides the highest level of service and value to the US citizens within the ability of the budget to support them; allocate program and policy funding; and be prepared to adapt “best practices” that may be found in the private sector. The executive must identify resources and determine gaps and trends for future budget needs; use key performance indicators that are linked to the Agency’s strategic plan; identify and defend investment needs; prioritize projects, and work closely with OMB and other stakeholders during the budget process. The Executive must be familiar with each of the major phases of the Federal budget process and budget integration with government performance, including formulation of the President’s Budget, Congressional action, budget execution, the Government Performance and Results Act (GPRA) and the Program Assessment Rating Tool (PART); prepare, justify and/or administer the budget for the major organization together with the CFO; exhibit the ability to make clear and persuasive proposals (“market”) for resources; and manage, monitor and control financial resources for the organization including provision for proper accounting, auditing and oversight of Agency and procurement efforts.

Executives Must

A. Value and use cost-effective	B. Demonstrate broad understanding of financial management and the	C. Understand the Federal budget	D. Prepare and justify a budget that meets	F. Know and understand the implications of the	I. Understand and use private sector processes and
---------------------------------	--	----------------------------------	--	--	--

approaches to accomplish work.	tools that are used to maintain the financial health of the organization.	process, the forms of funding available and the Federal context in which the agency's "business" is conducted.	program needs.	Government Performance and Results Act (GPRA) and the Program Assessment Rating Tool (PART).	resources to achieve organizational goals.
<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>
<p><b>Challenges prevailing assumptions that underly service design and delivery and works continually to improve quality in cost-effective ways.</b></p> <p>Understands and seeks opportunities to leverage resources across relevant programs and services.</p> <p>Understands how partnerships can be employed to reduce duplication, enhance effectiveness and maximize value to the taxpayer-customer.</p> <p>Is alert to the use of enterprise-wide acquisition and technology systems to enhance</p>	<p><b>Uses budget planning processes and systems which promote broad understanding of the interdependencies of various functions throughout the agency.</b></p> <p>Uses effective strategic analysis to understand the fit among budgets, strategic plans, and organizational goals.</p> <p>Creates effective business intelligence systems.</p> <p>Works with the CFO to ensure adequate and consistent accounting procedures and tools are available.</p> <p>Works with the CFO to create and communicate an agency-wide framework to gather, interpret, and report cost data consistently.</p> <p>Works with CIOs to understand and plan for full range of costs relating to the acquisition and use of equipment and information technology.</p> <p>Plans strategic budgets sufficient for closing the gap between what is and the agency's long-term goals.</p> <p>Plans for the long-term by building financial sustainability into programs and strategies.</p> <p>Creates open, transparent and rational decision-making processes.</p>	<p><b>Understands how the political and federal context influence processes, strategy and ultimate success and is an adroit participant within this context.</b></p> <p>Understands the Federal budget process and budget integration with government performance.</p> <p>Uses systems thinking to promote effective use of taxpayer dollars across diverse functions and agencies.</p> <p>Is an insightful and highly competent negotiator.</p> <p>Prepares compelling and accurate budget justifications which are tied to Administration priorities and the agency's strategic plan.</p>	<p><b>Identifies and clearly communicates priorities and strategies for the budget period.</b></p> <p>Identifies and clearly communicates the critical success factors against which budget priorities are established and progress evaluated.</p> <p>Ensures that knowledge systems are in place which provide leaders and decision-makers with current, accurate information and full spectrum of relevant perspectives.</p> <p>Ensures through adequate and proactive HR management strategies that people with the requisite knowledge and skills are in place to advise and participate in budget planning, evaluation and financial systems.</p>	<p><b>Understands critical stakeholders' need for accurate data and accountable, ethical use of resources.</b></p> <p>Defines and measures progress against key performance indicators that are credible, measurable, and linked to the agency's strategic plan.</p> <p>Schedules regular audits and investigations and has necessary fiscal data gathering mechanisms in place to provide information which is accurate, current, and timely.</p> <p>Uses cost data as one of the tools for measuring organizational and individual performance.</p> <p>Maintains the confidence of the citizen in the effectiveness and efficiency of Federal work.</p> <p>Establishes financial systems that provide accurate and timely information.</p>	<p><b>Is broadly knowledgeable of how private sector business operates to maximize productivity and value.</b></p> <p>Understands the increasingly diverse nature of governance structures and tools and knows how to employ these.</p> <p>Understands and can apply marketing principles and tools as appropriate to increase awareness and encourage the use of products and services.</p> <p>Integrates marketing into overall business planning</p> <p>Is knowledgeable of structures imported from the private sector, like revolving funds, and partnership opportunities for delivering government services and takes these into account in strategic plans to maximize value.</p> <p>Sets aside funding for entrepreneurial initiatives, and the testing of new ideas through pilot programs.</p> <p>Uses the Balanced</p>

effectiveness and reduce costs.	Makes contingency plans which allow for flexibility in the face of change.				Scorecard to integrate all relevant elements into budget planning and resource allocation process.
---------------------------------	--	--	--	--	--

Financial Management Competency Links for Executives: *Accountability, Continual Learning, Customer Service Decisiveness, Entrepreneurship, Influencing and Negotiating, Integrity and Honesty, Interpersonal Skills, Oral and Written Communication, Problem Solving, Service Motivation, Strategic Thinking, Vision*

**Center for Leadership Capacity Services**  
**Office of Personnel Management**  
**Competency Dictionary**

**FLEXIBILITY—Definition, Importance, Significant Elements, and Behaviors with Tables**

**FLEXIBILITY (LEADING CHANGE)**

Definition: Is open to change and new information; rapidly adapts behavior and work methods in response to new information, changing conditions, or unexpected obstacles.

FLEXIBILITY—Importance: Flexibility is rooted in an optimistic attitude and approach to situations that sees change as an opportunity. Like continual learning, creativity, and entrepreneurship, it is an essential competency for individuals in organizations functioning in a rapidly changing environment. Flexibility is the ability to adapt to and work effectively within dynamic change, and with widely diverse individuals and groups. It entails understanding and appreciating different and sometimes opposing perspectives on an issue. At the lower levels it means easily accepting changes in one's own organization or job requirements. It requires being open to new information, being able to let go of old assumptions which then allows one to adapt how one operates. At higher levels it entails keeping alert to changing requirements and being prepared strategically and psychologically to modify one's approach as the requirements of a situation change. Flexibility allows an individual to remain comfortable with the anxiety that often accompanies uncertainty, and to react to changing circumstances with creativity, applying new ideas to achieve results.

FLEXIBILITY—Elements:

- A. Demonstrate conceptual flexibility and be open to change and new information.

- B. Adapt behavior and approach based on circumstances, new information, organizational change, changing priorities or needs or different contexts.
- C. Be open to new ideas and opinions from others.
- D. Comfortable in times of change and ambiguity.
- E. Maintain productivity, quality of work, and morale of group in times of change.
- F. Work effectively within a variety of situations and with diverse individuals and groups.

**FLEXIBILITY—Developmental Descriptions**

- At **all levels of the organization** employees must be able to see the possibilities in a situation and look beyond what is familiar; respond to changing demands, priorities, and resource levels; adapt behavior and approach based on new information, changing needs or contexts; work with diverse individuals and groups, seeking opportunities to learn from other perspectives and ideas; handle multiple demands; and learn and develop new skills or behaviors to be able to adapt to the constant elements of changing needs and contexts.

**All Employees Must:**

A. Demonstrate conceptual flexibility and be open to change and new information.	B. Adapt behavior and approach based on circumstances, new information, organizational change, changing priorities or needs or different contexts.	C. Be open to new ideas and opinions of others	D. Be comfortable in times of change and ambiguity.	F. Work effectively within a variety of situations and with diverse individuals and groups.
<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>
<p><b>Can think beyond what is familiar; explores differing perspectives and approaches.</b></p> <p>Sees the possibilities in the situation.</p> <p>Refers to the big picture and tries to understand other perspectives.</p> <p>Lets go of old assumptions about one’s job; doesn’t confuse job with self.</p> <p>Helps others transcend old positions. Communicates positive attitude to others less able to perceive the positive direction of</p>	<p><b>Smoothly handles multiple demands, shifting priorities, and rapid change.</b></p> <p>Understands the context of work—the organization, its mission, its customers and the need for flexibility and change in meeting its evolving environmental realities.</p> <p>Sets high personal and organizational standards for quality and responsiveness.</p> <p>Can adapt one’s thinking to meet changing circumstances.</p> <p>Uses analytical tools to weigh potential solutions and initiatives for appropriateness and feasibility.</p> <p>Is able to prioritize work and change</p>	<p><b>Keeps an open mind.</b></p> <p>Understands one’s own preferences and habits of thought.</p> <p>Listens to and considers multiple opinions before trying to defend or convince others of one’s own point of view.</p> <p>Does not limit approach to own ideas and solutions.</p> <p>Makes a conscious effort to broaden one’s perspective and thinking.</p> <p>Supports a workplace culture that welcomes and values new thought, different perspectives, and non-</p>	<p><b>Is optimistic and accepting of change.</b></p> <p>Adopts a positive attitude to new demands and necessary change.</p> <p>Is ready to act on opportunities.</p> <p>Operates from hope of success rather than fear of failure.</p> <p>Can show a sense of humor and perspective about self.</p> <p>Takes responsibility for self, being self-initiating, self-correcting, self-evaluating (rather than dependent on others to formulate the</p>	<p><b>Understands and responds appropriately to the differing needs of diverse internal and external customer groups.</b></p> <p>Understands the need to address these differences with flexible approaches.</p> <p>Understands that offering the same service or service delivery does not ensure equality of treatment or effectiveness across circumstances.</p> <p>Seeks cross-functional and other partnering or team experiences to broaden own perspective and learn</p>

<p>change.</p> <p>Habitually explores multiple, sometimes unconventional options and different perspectives in order to gain the best solution.</p> <p>Seeks opportunities to learn from others with different perspectives and ideas.</p> <p>Accepts the challenge to stretch own mental horizons and accepts the ambiguity, risk and potential discomfort involved in stretch.</p>	<p>those priorities as situations change.</p> <p>Is decisive, able to make sound decisions despite uncertainties and pressures.</p> <p>Adapts approach to accommodate multiple demands, deadlines, tasks.</p> <p>Learns and develops new skills or behaviors in order to adapt to changing needs and circumstances.</p> <p>Is able to “flex” from preferred styles into those most appropriate to the circumstance.</p>	<p>conventional approaches.</p> <p>Understands the difference between “the best way” and “the way I prefer.”</p> <p>Understands the valuable role that diversity can play in keeping thinking flexible and appropriate to changing circumstances.</p> <p>Displays willingness to learn from others, including subordinates and peers.</p>	<p>problems, initiate adjustments, or determine whether things are going acceptably well).</p> <p>Possesses self-awareness and supportable confidence in one’s own knowledge, abilities and experience.</p> <p>Builds upon understanding of similar experiences in the past.</p> <p>Understands the value of and practices stress-reduction techniques.</p> <p>Finds a balance between work and personal life.</p>	<p>alternative approaches from others.</p> <p>Capable of modifying communications techniques as necessary in order to reach understanding with and among different groups.</p>
--	---	---	--	--

Flexibility Competency Links: Foundational, Required of All Employees: *Accountability, Continual Learning, Creativity and Innovation, Emotional Intelligence, Interpersonal Skills, Leveraging Diversity, Oral and Written Communication, Problem Solving, Resilience, Service Motivation, Vision*

- A **Team leader** must understand how change in internal and external circumstances might affect the team and its work; modify team plans or processes to accommodate new circumstances; and clearly communicate the changing organizational context and its implications to the team. They must treat each person according to his or her unique needs; instill a sense of opportunity and possibility in the team’s view of change; and understand and mentor others in stress reduction techniques.

**Team Leaders**

<p>A. Demonstrate conceptual flexibility and be open to change and new information.</p>	<p>B. Adapt behavior and approach based on circumstances, new information, organizational change, changing priorities or needs or different contexts.</p>	<p>C. Be open to new ideas and opinions of others.</p>	<p>E. Maintain productivity, quality of work, and morale of group in times of change.</p>	<p>F. Work effectively within a variety of situations and with diverse individuals and groups.</p>
---	---	--	---	--

Distinguishing Behaviors	Distinguishing Behaviors	Distinguishing Behaviors	Distinguishing Behaviors	Distinguishing Behaviors
<p><b>Imbues team culture with openness to alternatives.</b></p> <p>Establishes team processes and strategies that look beyond traditional boundaries, ideas and approaches.</p> <p>Helps others to see new possibilities. Challenges team members to take a different perspective.</p> <p>Encourages team to employ a variety of techniques for exploring different options.</p> <p>Leads the team to use brainstorming, systems thinking, and other techniques that might offer new perspectives, ideas or solutions</p> <p>Routinely pushes the team past simple cause and effect understandings, and past the first and simple answer to problems.</p> <p>Tests fresh approaches and takes responsible and reasonable risks.</p> <p>Doesn't stop at the first answer.</p>	<p><b>Modifies team plans or processes to accommodate new and fluid circumstances.</b></p> <p>Understands how the agency interacts with the external world; relations with the community, stakeholders, etc., and uses this knowledge in achieving results.</p> <p>Is not overly committed to conventional methodology or traditional approaches.</p> <p>Helps team find ways to circumvent obstacles.</p> <p>Uses new tools, processes and technologies to enhance service.</p> <p>Invests in team training that enables members better to weigh potential solutions and initiatives for appropriateness and feasibility.</p> <p>Assumes responsibilities for risks taken and actions embarked upon when direction is ambiguous.</p>	<p><b>Creates a team culture of atmosphere and procedures that welcomes and employs new perspectives and ideas.</b></p> <p>Makes offering new ideas and perspectives safe and valued.</p> <p>Seeks input from team members.</p> <p>Teaches flexibility of thought in facilitating win-win solutions to team conflict.</p> <p>Actively recruits for diversity of thought, talent and perspective among team members.</p> <p>Allows and encourages creative, innovative and non-conventional contributions, even when this leads to "creative" conflict.</p>	<p><b>Can communicate changing organizational and environmental context.</b></p> <p>Helps individual team members find their balance in new, ambiguous and more demanding circumstances.</p> <p>Knows which emotions one is feeling and why and recognizes how feelings affect performance.</p> <p>Understands and can mentor others in stress reduction techniques.</p> <p>Pursues information to reduce uncertainty</p> <p>Provides feedback on team's contribution to organizational objectives.</p> <p>Instills a sense of opportunity and possibility in the team's view of change.</p>	<p><b>Treats each person according to his or her unique makeup, instilling mutual understanding, trust and confidence.</b></p> <p>Suggests different approaches for customers with diverse needs.</p> <p>Works closely with internal and external customers and stakeholders to ensure that all perspectives and interests are understood, and to encourage them to make contributions.</p> <p>Modifies team assignments, when feasible, to take advantage of individual strengths.</p> <p>Understands the implications of the MBTI for team work and can use these differences to enhance the team's success.</p> <p>Works with other teams and disciplines to achieve broader perspective on issues and to build on good work of others.</p>

Flexibility Competency Links for Team Leaders *Accountability, Continual Learning, Creativity and Innovation, Emotional Intelligence, Interpersonal Skills, Leveraging Diversity, Oral and Written Communication, Problem Solving, Resilience, Service Motivation, Strategic Thinking, Vision*

- **Supervisors** must be ready to clearly communicate changing roles, responsibilities, and procedures; solicit ideas and approaches that might improve service or reduce cost; and adapt rules, procedures, processes,

customs, and behaviors as required by changing circumstances in order to maintain productivity. They must understand the strategic goal of the organization and realign unit goals, priorities and standards to support the organizational strategy; delegate effectively and strategically in response to change or crisis; and align performance measures to enhance employee responsiveness to diverse stakeholder groups.

**Supervisors Must:**

A. Demonstrate conceptual flexibility and be open to change and new information.	B. Adapt behavior and approach based on circumstances, new information, organizational change, changing priorities or needs or different contexts.	C. Be open to new ideas and opinions of others.	E. Maintain productivity, quality of work, and morale of group in times of change.	F. Work effectively within a variety of situations and with diverse individuals and groups.
<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>
<p><b>Solicits new ideas and approaches that might improve services, improve the workplace, or reduce cost.</b></p> <p>Models creative thinking, problem solving.</p> <p>Questions current practice and examines own commitment to conventional ideas or traditional approaches.</p> <p>Uses after-action-reviews and other means to assess lessons learned from actions and posit improvements or course corrections.</p>	<p><b>Recognizes when a situation calls for, or could benefit from a different approach.</b></p> <p>Understands the organization’s strategic direction and can work within this overall direction to modify and realign unit goals, priorities and performance standards.</p> <p>Shifts resources and approaches as priorities change.</p> <p>Can delegate effectively and strategically in response to change or crisis.</p> <p>Researches existing rules and regulations, carefully; then uses all of the flexibility and breadth of application that exist within their real limits.</p> <p>Explores and employs newly available avenues of supervising individuals and groups, such as virtual workplaces and other such options.</p>	<p><b>Establishes staffing strategies and work processes that encourage the consideration of multiple approaches and non-conventional thought.</b></p> <p>Asks for advice from others on the priorities and the implications of any trade-off decisions to be made.</p> <p>Uses performance measurements that encourage and reward new ideas.</p> <p>Establishes mechanisms for the exchange of ideas and good practice.</p>	<p><b>Assists others to understand and handle the forces and opportunities that require changes of thought and approach.</b></p> <p>Understands individual responses to change.</p> <p>Understands and can communicate to employees how change is a necessary requirement for the organization to remain effective.</p> <p>Keeps employees informed of how their work effort is related to the change; and how they will be expected to participate in the new effort.</p> <p>Influences others toward a spirit of service and meaningful contribution.</p> <p>Invests in training for self and</p>	<p><b>Is capable of accurate assessment and sensitivity to the underlying complex root causes for individual or group behavior patterns.</b></p> <p>Gets to know the people that one supervises—their talents, strengths, weaknesses, but also their backgrounds, work preferences and interests.</p> <p>Aligns performance measures to enhance employee understanding and responsiveness to various customer and stakeholder groups.</p> <p>Works to ensure flexibility in service delivery in order to serve all customers equitably.</p> <p>Identifies ways to provide flexible access for all groups to the unit’s products and services.</p> <p>Actively seeks the contributions and opinions of different client groups concerning their needs and</p>

	<p>Uses flexible systems which enable better work-life balance.</p> <p>Ensures that newly available technologies, processes and procedures are understood and can be used by employees.</p> <p>Uses broadest ethical, legal and responsible interpretation of policy to allow for flexible solutions and approaches.</p>	<p>Understands and values the role and input of other groups whose work impacts one’s own.</p> <p>Works within broad networks.</p>	<p>others that enhances the range of analytical and modeling tools for the group.</p> <p>Communicates decisions made and the reasons behind them.</p> <p>Keeps others in the loop.</p> <p>Advises others of possible impact of decisions and actions.</p>	<p>expectations.</p> <p>Understands broadly the concept of “situational leadership,” and adapts own leadership style to the occasion.</p> <p>Responds to differing circumstances and individual needs of both internal and external customers.</p> <p>Facilitates training in areas that support staff ability to understand and work well with diverse people.</p>
--	--	--	---	---

Flexibility Competency Links for Supervisors: *Accountability, Continual Learning, Creativity and Innovation, Emotional Intelligence, Interpersonal Skills, Leveraging Diversity, Oral and Written Communication, Problem Solving, Resilience, Service Motivation, Strategic Thinking, Vision*

- Managers and Executives** must build an organization that can respond with agility and optimism to change and unexpected opportunities by soliciting, understanding, and anticipating the changing needs and expectations of stakeholders. They must implement knowledge management systems, benchmarking and other systematic processes to keep the organization aware of new information, new approaches, and new technologies; develop alternative scenarios and contingency plans; and establish key strategic planning processes that enable the organization to remain responsive to changing needs while remaining faithful to the organization’s strategic direction and goals. They must assess and manage the vast amounts of information that crisis generates, marshal resources and organize for effective decisions; and can delegate decision making authority.

**Managers and Executives Must:**

A. Demonstrate conceptual flexibility and be open to change and new information.	B. Adapt behavior and approach based on circumstances, new information, organizational change, changing priorities or needs or different contexts.	C. Be open to new ideas and opinions of others.	E. Maintain productivity, quality of work, and morale of group in times of change and/or crisis.	F. Work effectively within a variety of situations and with diverse individuals and groups.
<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>
<p><b>Maintains an outcomes orientation and encourages flexible approaches to achieving these outcomes.</b></p> <p>Scans the organization's political, social, economic, environmental, technological environment for new information and to pick up shifts in relationships, priorities, needs.</p> <p>Champions creative thinking.</p> <p>Can develop an effective business case for an alternate approach.</p> <p>Can posit the implications of various action alternatives.</p> <p>Implements knowledge management systems, benchmarking and other systematic processes to keep the organization aware of important new information, new approaches and new technologies.</p> <p>Recognizes the impact of alternative courses of action.</p> <p>Reaches out broadly to other organizations, groups and disciplines to solicit ideas and perspectives of others.</p>	<p><b>Is agile and strategic in guiding the organization's response to changing circumstances, priorities and resources.</b></p> <p><b>Understands, practices and promotes the breakthrough skills needed to leverage virtual teamwork.</b></p> <p>Uses ethical as well as strategic considerations when deciding when to be flexible and when to remain firmly on course.</p> <p>Implements/establishes key strategic planning and evaluation processes that enable the Agency to remain responsive to changing needs.</p> <p>Deals effectively with changes in priorities, resources and circumstances in order to deliver services and manage projects.</p> <p>Is alert to emerging opportunities and can maneuver the organization to take advantage of them.</p> <p>Generates multiple solutions to problems and approaches to improvement, then uses modeling techniques, risk analysis and cost benefit analysis to assess their strategic</p>	<p><b>Helps to break down barriers, stereotypes, and impediments that impede breakthrough results.</b></p> <p>Generates and maintains a creative and change-oriented environment among staff and colleagues which leads to the creation and adaptation of new and effective ideas.</p> <p>Establishes open lines of communication to solicit ideas and feedback.</p> <p>Seeks opportunities to work with others who will challenge own perspectives and ideas.</p> <p>Demonstrates willingness to test ideas, experimentation—prepared to try out different solutions approaches.</p> <p>Can delegate decision making authority.</p> <p>Is willing to risk new ideas and accept responsibility for them.</p> <p>Adjusts and uses concepts, methods and approaches that have been used successfully by others.</p>	<p><b>Champions the change effort; building and maintaining support and commitment.</b></p> <p>Energizes and alerts effected groups to the need for change.</p> <p>Defines a vision for change, making the future of the organization tangible and compelling for others.</p> <p>Actively involves those affected in the process.</p> <p>Breaks down the complexities of the situation and process into realistic, attainable goals, giving others a reliable map into new territory.</p> <p>Able to assess a crisis situation, manage overwhelming amounts of information that crisis generates; marshal resources and organize for effective decisions.</p> <p>Uses models of decision-making appropriate to resolving crises in different settings and contexts.</p> <p>Communicates, rewards, and personifies courage in the pursuit of improvement.</p>	<p><b>Is adroit in understanding addressing, informing, and negotiating buy-in from all key stakeholders.</b></p> <p>Can identify key stakeholders: targets, sponsors, potential advocates and detractors and develops appropriate strategies for each group.</p> <p>Solicits, understands, anticipates the changing needs and expectations of stakeholders.</p> <p>Can communicate a vision of change that appeals broadly to the long-term interests of critical stakeholders.</p> <p>Develops and maintains organizational climate, personnel, and structures that foster quick and flexible responses to new and complex situations.</p> <p>Integrates people issues into the business planning cycle.</p> <p>Considers information on staff satisfaction, employee relationships and workplace climate.</p>

	<p>and tactical impact.</p> <p>Forms contingency plans to overcome potential obstacles, and to take advantage of unforeseeable opportunities.</p> <p>Explores various ways of working in partnership across traditional functional and organizational lines.</p>	<p>Relies not only on own, or organizational perspectives in approaching problems.</p>		
--	--	--	--	--

Flexibility Competency Links for Managers and Executives: *Accountability, Continual Learning, Creativity and Innovation, Emotional Intelligence, Interpersonal Skills, Leveraging Diversity, Oral and Written Communication, Partnering, Problem Solving, Resilience, Service Motivation, Strategic Thinking, Vision*

**Center for Leadership Capacity Services**  
**Office of Personnel Management**  
**Competency Dictionary**

**HUMAN CAPITAL MANAGEMENT—Definition, Importance, Significant Elements, and Behaviors with Tables**

**HUMAN CAPITAL MANAGEMENT (BUSINESS ACUMEN)**

Definition: Builds and manages workforce based on organizational goals, budget considerations, and staffing needs. Ensures that employees are appropriately recruited, selected, appraised, and rewarded; takes action to address performance problems. Manages a multi-sector blended workforce and a variety of work situations.

HUMAN RESOURCES MANAGEMENT—Importance: Human Resources Management is of tremendous strategic importance.

Business and industry know that success in achieving efficient and effective organizations requires the strategic planning and use of human resources to achieve organizational objectives. There is growing recognition in government that a more strategic approach to human capital management is essential to implement the initiatives that are intended to transform agency cultures and make for a more responsive and agile federal service. This will increasingly include the ability to work with a multi-sector blended workforce in a wide range of non-traditional work situations and career patterns. Circular A-11 requires (by FY 2005) that all agencies must identify specific HR activities that they plan to implement to ensure leadership continuity. This goal has increased urgency since the President's Management Agenda is indicating that continuity of leadership and knowledge should be assured through succession planning and professional development programs. Thus,

all levels of management and federal leadership must be focused on ways to identify, develop, motivate and retain the leaders, managers, and workforce necessary to face the challenges and opportunities of an ill-defined future.

HUMAN CAPITALMANAGEMENT—Elements:

- A. Work to ensure quality of leadership, diversity, knowledge, and that are essential for mission success now and in the future.
- B. Link analysis and planning of current and future staffing needs to the organization's mission and strategic plan.
- C. Understand and comply with Merit System principles.
- D. Articulate and support a performance-based organizational work culture that recognizes employees doing good work.
- E. Understand the value of and act to support employee-centered workplace values in building commitment to the organization and increasing productivity.
- F. Invest in education, training, and other developmental opportunities to help themselves and their employees build mission critical competencies.
- G. Enhance the flexibility and competitiveness of federal employment. Develop and implement guidelines, policies and processes for the effective deployment and management of an increasingly diverse, multi-sector, blended workforce.

HUMAN CAPITALMANAGEMENT—Developmental Descriptions:

- **Employees who are Team Leaders and/or at the Foundation Level** of the organization need to know and be in compliance with the rules, regulations, and procedures in federal human resource management; maintain high standards of integrity, conduct, and concern for the public interest; and be aware of the procedures available for reporting unlawful, discriminatory, or mismanagement practices. They should take responsibility for personal improvement; link work activities to goals and strategies of the organization; know the importance

of a well-designed Individual Development Plan (IDP) and use an IDP to communicate personal development plans and align them with organizational goals

**Foundational and Team Leader**

<b>C. Understand and comply with Merit system principles</b>	<b>E. Invest in education, training and other developmental opportunities to help themselves and their employees build mission-critical competencies.</b>
<b>Distinguishing Behaviors</b>	<b>Distinguishing Behaviors</b>
<p><b>Maintains high standards of integrity, conduct, and concern for the public interest.</b></p> <p>Uses time efficiently and effectively.</p> <p>Does not use official authority unlawfully.</p> <p>Understands immunity from reprisal for reporting unlawful behavior, mismanagement, gross waste of funds, abuse of authority, or substantial and specific danger to public health or safety.</p> <p>Is knowledgeable of systems and programs which assist employees against discriminatory practice.</p> <p>Is knowledgeable of procedures and official assistance for reporting unlawful, abusive or endangering behaviors.</p>	<p><b>Uses the IDP to align ability assessments, career goals and organizational goals in a strategic way to personal development plans.</b></p> <p>Understands the goals and strategies of the organization and can link one’s daily work, and current skills, knowledge and abilities to these long-range and larger visions.</p> <p>Understands and carries out own responsibilities for developing their competencies, their careers, and for improving their organization’s performance.</p> <p>Seeks out and engages in opportunities for self-improvement.</p> <p>Creates time within and away from job to learn.</p> <p>Seeks out new approaches, tools and methods in own field of expertise.</p> <p>Maintains professional certification or license.</p> <p>Crafts and uses for development a variety of learning approaches, including reading, talking with others, attending formal training, shadowing, detail assignments, and on-the-job experiences.</p> <p>Recognizes and addresses team and team member strengths and potential “fatal flaws” in knowledge and performance.</p>

Human Resource Competency links for Foundation and Team Leader Levels: *Accountability, Communication, Continual Learning, Emotional Intelligence, Integrity and Honesty, Political Savvy, Technical Credibility*

- **Supervisors** shape and elicit high quality performance. They communicate performance objectives to individuals and teams; ensure that employees have appropriate training for competent and ethical performance; and monitor and mentor performance providing timely feedback, recognizing and rewarding good performance, or taking the necessary steps to remove those who cannot or will not meet the required

performance standards. They recruit and hire qualified individuals from appropriate sources on the basis of ability; collect and analyze data on goal progress, and make or recommend appropriate workforce modifications. Supervisors should demonstrate good conflict management skills; and deal promptly and effectively with all forms of discrimination, unlawful activity, waste of funds, and safety issues. They should understand the strategic importance of IDPs, particularly in their linkage to the critical needs of the organization; and understand different learning styles using the knowledge to identify and implement differing developmental opportunities for employees.

Supervisors Must:

<p><b>C.</b> Understand and practice Merit System Principles. Comply with Prohibited Personnel Practices.</p>	<p><b>D.</b> Articulate and support a performance-based organizational work culture.</p>	<p><b>E.</b> Understand the value of and act to support employee-centered workplace values in building commitment to the organization and increasing productivity.</p>	<p><b>F.</b> Invest in education, training and other developmental opportunities to help themselves and their employees build mission-critical competencies.</p>
<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>
<p><b>Treats employees fairly and equitably without regard to political affiliation, race, color, religion, national origin, sex, marital status, age, disability with proper regard for their privacy and Constitutional rights.</b></p> <p>Recruits and hires qualified individuals from appropriate sources on the basis of ability after fair and open competition.</p>	<p><b>Uses an effective system of performance planning and measurement to ensure that the Federal work force is used efficiently and effectively.</b></p> <p>Implements performance and accountability systems that support a multi-sector, blended workforce, to include part-time and flexiplace workers.</p> <p>Uses a performance measurement system which clearly links and communicates individual, team and unit performance to organizational goals and desired results.</p>	<p><b>Fosters a culture of trust, respect, teamwork, communication, creativity, equal opportunity and empowerment.</b></p> <p>Understands the implications of the Gallup Q-12 study for HR management and workplace culture.</p> <p>Understands the concept of “Human Capital” and treats people as valuable assets.</p> <p>Works with HR staff to design and implement innovative and flexible Human Capital policies that improve the work environment, facilitate hiring and retaining the right talent and support development.</p> <p>Involves employees in decisions, making optimal use of their knowledge, expertise and intimate understanding of the workplace culture.</p>	<p><b>Ensures that all employees have training adequate to prepare them for competent and ethical performance and which results in enhanced organizational and individual performance.</b></p> <p>Encourages employees to develop new competencies and achieve new levels of professional credentials.</p> <p>Develops and recognizes employees so that they realize their full potential.</p> <p>Understands employee strengths and uses developmental opportunities which build upon these strengths.</p> <p>Offers honest, useful feedback and</p>

<p>Takes steps necessary to remove those from Federal service who cannot or will not meet the required performance standards.</p> <p>Confronts unethical behavior in others.</p>	<p>Ensures that employees know what is expected of them and how this is linked to the Agency's service mission.</p> <p>Develops and uses performance measures that are meaningful, measurable, understandable, verifiable, equitable and achievable.</p> <p>Monitors and mentors performance providing timely feedback. Intervenes to correct marginal and substandard performance.</p> <p>Recognizes and rewards good performance; identifies and corrects unacceptable performance objectively and fairly.</p> <p>Uses effective techniques to manage virtual workplace (off site) employees.</p> <p>Ensures that individuals/ teams and units receive appropriate rewards and recognition for good work.</p> <p>Bases reward and recognition decisions on merit and outstanding service, not on expediency.</p>	<p>Works with employee support programs and unions to improve working conditions, employee commitment and productivity.</p> <p>Has good conflict management skills and uses expert ADR assistance as needed to maintain a positive workplace culture.</p> <p>Understands diversity and inclusiveness—not merely as democratic mandates, but as tremendous sources of strength and acts accordingly in hiring, development, group organization, and decision making.</p> <p>Deals effectively and courageously with all forms of discrimination.</p> <p>Understands and communicates the need for reasonable accommodation for employees. Implements technological, virtual workplace and other strategies designed to remove barriers for those with disabilities.</p> <p>Helps employees find work--life balance. Supports commitments to community and family. Does not tolerate workaholism.</p>	<p>identifies people's needs for development</p> <p>Delegates work and makes assignments designed to strengthen employee knowledge, skill and abilities.</p> <p>Understands different learning styles and uses this knowledge to support long-term employee development, identifying and using various developmental opportunities.</p> <p>Follows up on training and development to ensure employees have the requisite opportunity to put new lessons to work.</p> <p>Understands the strategic development of IDPs which link personal development goals with the direction and critical needs of the organization.</p>
--	--	---	--

Human Resource Competency links for Supervisors: *Accountability, Communication, Continual Learning, Emotional Intelligence, Integrity and Honesty, Influencing and Negotiating, Interpersonal Skills, Political Savvy, Technical Credibility*

- H. **Managers** must use a systematic process to analyze current workforce skills and competencies, with particular emphasis on mission-critical skills and knowledge, so as to strategically plan for a flexible and knowledgeable workforce that will meet current, emerging and future challenges. They must understand the workforce implications of a technology-enabled government; identify flexible employment and working practices that empower employees and also permit rapid response to change; develop and implement performance management systems that are aligned with the Agency's strategic plan; and ensure that training and development programs develop individuals and bring needed competencies to the organization. Managers need to assess and identify human talent as early as possible and foster them through a broad range of development strategies; fully understand the principles of the Merit

System; and work towards and engage in workforce and succession planning analysis that result in merit based programs that balance mission goals and staffing levels. They must protect employees against arbitrary action, discrimination or favoritism; and work to design and implement a barrier-free workplace.

**Managers Must**

<p><b>A.</b> Work to ensure quality of leadership, diversity, knowledge, and skills that are essential for mission success, now and in the future.</p>	<p><b>B.</b> Link analysis and planning of current and future staffing needs to the organization’s mission and strategic plan.</p>	<p><b>C.</b> Understand and practices Merit System Principles.</p>	<p><b>D.</b> Articulate and support a performance-based organizational work culture.</p>	<p><b>E.</b> Understand the value of and acts to support employee-centered workplace values in building commitment to the organization and increasing productivity.</p>	<p><b>F.</b> Invests in education, training and other developmental opportunities to help themselves and their employees build mission-critical competencies.</p>
<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>
<p><b>Can assess skills imbalances and the organizational depth in critical competencies and make HR plans and actions that address these.</b></p> <p>Is focused on finding, recruiting and developing talent both within and outside of the organization.</p> <p>Understands and is committed to the concept of Human Capital management.</p> <p>Balances technical</p>	<p><b>Analyzes and strategically plans for a workforce with skills and competences that meet current, emerging and future challenges.</b></p> <p>Identifies mission-critical skills, knowledge and competencies.</p> <p>Plans for and manages an increasingly diverse, multi-sector, blended workforce employed in a wide variety of traditional and non-traditional employment arrangements.</p> <p>Understands the strategic concepts of the Balanced Scorecard and uses this, or similar systems planning and metric analysis tools to integrate HR factors into the</p>	<p><b>Protects employees against arbitrary action, personal favoritism, or coercion for partisan political purposes.</b></p> <p>Selects employees to participate in development and training on a fair and nondiscriminatory basis.</p> <p>Understands the principles of the Merit System and to implement contracting, alternate sourcing, innovative hiring and retention programs that do not violate these principles.</p> <p>Protects employees</p>	<p><b>Uses performance goals and measures to ensure that the management of human resources contributes to the accomplishment of the Agency’s mission.</b></p> <p>Develops and implements performance management systems that are aligned with the strategic plan, which maximize employee contributions and which keeps the entire Agency focused on the right performance targets.</p> <p>Uses performance management systems that are transparent and accurate enough to</p>	<p><b>Understands the link, and can create synergy between employee concerns and business results.</b></p> <p>Understands the Gallup Q-12 study, measures own HR management performance against its lessons.</p> <p>Ensures that employee opinion is considered.</p> <p>Considers employee input in the design and implementation of individual and organizational training and development initiatives.</p>	<p><b>Ensures that training and development programs meet needed competencies and measures the results.</b></p> <p>Understands that the value of people assets can be enhanced through training.</p> <p>Understands and practices what matters in preparing people for different leadership roles.</p> <p>Participates in setting expectations for learning.</p> <p>Reinforces new concepts, skills and behaviors learned by providing opportunities for employees to use new skills and by modeling the behaviors they expect to see as a result of training.</p> <p>Uses a systematic process and the advice of experts to analyze competency gaps, plan appropriate</p>

<p>competence with managerial and leadership competencies when selecting and developing supervisory personnel. Forges a strong, collaborative relationship with HR professionals.</p>	<p>overall strategic plan. Understands the workforce implications of citizen-centered, technology-enabled government. Understands the workforce costs behind programs and services. Researches and implements within the scope of allowability, competitive sourcing, IPDs and other effective strategies that can provide needed short- and long term talent, knowledge and skill to the agency. Understands workforce deployment needs to meet the Agency's mission and goals.</p>	<p>against reprisal for reporting unlawful behavior, mismanagement, gross waste of funds, abuse of authority, or substantial and specific danger to public health or safety.</p>	<p>support performance-based pay initiatives. Involves HR specialists in the planning process that translates the overall strategic plan into specific goals and actions for the unit. Communicates performance expectations to employees which make the link to organization's mission and strategic plan clear and compelling.</p>	<p>Works with experts to design and implement a barrier-free workplace. Is committed to the safety and health of employees; implements an effective occupational safety and health program. Identifies and implements flexible workplace practices that affirm the value of the individual and provide for agility in response to challenges.</p>	<p>developmental interventions, collect relevant performance data, and evaluate the results of the interventions. Ensures valid and rigorous analysis of training and other developmental efforts to demonstrate how these contribute to enhanced employee skills, knowledge or abilities, changes in on-the-job behaviors, as well and on improved performance and organizational results. Understands the principles of program evaluation and can judge its rigor and the validity of findings. Understands the strategic advantage of building on employee strengths and talents.</p>
---	--	--	--	---	---

Human Resource Competency links for Managers: *Accountability, Communication, Continual Learning, Emotional Intelligence, Flexibility, Integrity and Honesty, Influencing and Negotiating, Interpersonal Skills, Partnering, Political Savvy, Strategic Thinking, Technical Credibility, Technology Management*

- Executives must base human capital plans and programs on timely, well-researched and well analyzed trend and direction data; be committed in word and deed to attract and retain a world-class, diverse, and productive workforce; actively promote the identification and implementation of flexible, worker-friendly/family-friendly workplace practices; and fully integrate Human Resources into the business planning process, including the investment of capital for training and development initiatives. They must develop a strategic approach that establishes training priorities that ensure that employees have the information, skills, and competencies

needed to work effectively in a complex, constantly changing environment; ensure that the agency performance management systems focus on accountability for results; and ensure that employee rewards and recognition programs are linked to performance that contributes to achievement of agency goals.

**Executives Must:**

<p><b>A.</b> Work to ensure quality of leadership, diversity, knowledge, and skills that are essential for mission success, now and in the future.</p>	<p><b>B.</b> Align analysis and planning of current and future staffing needs to the organization's mission and strategic plan.</p>	<p><b>D.</b> Articulate and support a performance-based organizational work culture.</p>	<p><b>E.</b> Understand the value of and acts to support employee-centered workplace values in building commitment to the organization and increasing productivity.</p>	<p><b>F.</b> Invest in education, training and other developmental opportunities to help themselves and their employees build mission-critical competencies.</p>
<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>
<p><b>Positions the Agency to address current challenges and meet emerging demands through a strategic and integrated approach to Human Capital management.</b></p> <p>Recruits and retains people of integrity, talent, commitment to service and diversity of perspective.</p> <p>Is committed in word and deed to attract and retain a world-class, diverse, and productive workforce with the talent to serve well both now and in the future.</p> <p>Ensures the continuity of leadership and knowledge for the Agency through an integrated strategy of HR</p>	<p><b>Bases Human Capital plans and programs on timely, well researched and well analyzed trend and direction data.</b></p> <p>Puts systems in place to ensure the comprehensive review, reassessment, reprioritization, and appropriate reengineering of what the agency does, how it does business, and who is involved in implementing its business.</p> <p>Understands HR as a broad corporate function on a par with financial, IT, and programs management.</p> <p>Fully integrates HR into the business planning process, including investment capital for training and development initiatives.</p> <p>Keeps HR in the knowledge loop</p>	<p><b>Identifies mission critical knowledge, skills and competencies, to include leadership and managerial competencies for all levels and establishes objectives and strategies for accomplishing them.</b></p> <p>Implements and monitors a performance management system that effectively differentiates between high and low performance and links individual/team/unit performance to organizational goals and desired results.</p> <p>Ensures that the agency performance management system focuses on accountability for results.</p> <p>Integrates human capital management into supervisor,</p>	<p><b>Develops short and long-term strategies to create a quality workplace designed to attract, acquire and retain quality talent.</b></p> <p>Works to implement effective and efficient HR programs and processes.</p> <p>Promotes the identification and use of flexible workplace policies.</p> <p>Supports the identification and implementation of family-friendly</p>	<p><b>Develops a strategic approach that establishes training priorities that are consistent with agency mission and goals.</b></p> <p>Communicates the principle of life long learning and fosters a learning culture that provides opportunities for continuous development, for agile accommodation to change, and facility in implementing continual improvement of products and services.</p> <p>Leverages investments in training and development to achieve agency results.</p> <p>Invests both time and money in training and development to ensure that employees have the information, skills, and competencies they need to work effectively in a rapidly changing and complex environment.</p> <p>Employs analysis techniques to ensure that developmental investments are</p>

<p>management, Succession Planning and Knowledge Management.</p> <p>Systematically establishes plans and programs to acquire, develop and manage strong leadership, managerial, and supervisory cadres.</p> <p>Strategically selects for and develops good leadership at all levels of the organization.</p> <p>Fully integrates HR into the business planning process, including investment capital for training and development initiatives.</p>	<p>as new information regarding changing priorities, technologies, legal requirements that may require modifications in HR management and training priorities.</p> <p>Ensures agency-wide accountability for the effective management of its people resources.</p> <p>Uses Balanced Scorecard and Activity Based Costing to analyze the true costs of personnel allocations.</p> <p>Researches flexible and efficient ways to fill competency gaps using a broad combination of strategies, such as succession planning, contracting, IPAs, training, and retraining initiatives.</p>	<p>manager and executive performance expectations and holds them accountable for the good and efficient management of the agency's people resources.</p> <p>Ensures that employee rewards and recognition programs are reliably linked to performance that contributes to achievement of agency goals.</p> <p>Develops a performance management system that effectively differentiates between high and low performance, and which forms the baseline for strategic plans to maximize organizational and individual strengths and resolve the weaknesses.</p>	<p>workplace practices.</p>	<p>targeted strategically and implemented successfully.</p> <p>Systematically provides resources, programs and tools for knowledge sharing across the organization in support of its mission accomplishment.</p> <p>Promotes inter-agency, cross-governmental, private sector and international developmental efforts as appropriate.</p>
--	---	---	-----------------------------	---

Human Resource Competency links for Executives: *Accountability, Communication, Continual Learning, Emotional Intelligence, Flexibility, Integrity and Honesty, Influencing and Negotiating, Interpersonal Skills, Partnering, Political Savvy, Strategic Thinking, Technology Management, Vision*

**Center for Leadership Capacity Services**  
**Office of Personnel Management**  
**Competency Dictionary**

**Integrity and Honesty—Definition, Importance, Significant Elements, and Behaviors with Tables**

**INTEGRITY AND HONESTY (FOUNDATIONAL)**

Definition: Behaves in an honest, fair, and ethical manner. Shows consistency in words and actions. Models high standards of ethics.

INTEGRITY/HONESTY—Importance: Government employees use and manage public funds and are expected to be trusted stewards of our national resources. Integrity and Honesty are vital in every agency and at every level, so that public confidence in the efficiency, effectiveness, and integrity of the government and the efficacy of our democratic system can be maintained.

INTEGRITY/HONESTY—Elements:

- A. Know and exhibit personal and organizational Integrity and Honesty as a “badge” of service, since all government employees are stewards of the common interests of the citizenry.
- B. Know and understand the importance of the Constitution and act to preserve, protect, and defend it through the practice of formal ethical requirements and the demonstration of high moral values.
- C. Value and model Integrity and Honesty by acting in a just, fair, and ethical manner and encouraging ethical behavior among others.
- D. Inspire trust and confidence among stakeholders through reliability, authenticity, and accountability.

INTEGRITY/HONESTY—Developmental Descriptions:

- Fair and ethical behavior, and following through on commitments and promises are integral to the ability to build trust, and are prerequisites to being effective in **all roles in government service**. These competencies and/or behaviors are closely allied to the concept of “servant leadership” and are needed from the foundational roles through the executive level. If one is not ethical and trustworthy, one cannot be placed in any position of trust, i.e., one should not even be considered to become a team leader without having demonstrated the integrity, honesty and trustworthiness to have and maintain a position of public trust. At all levels individuals with integrity and honesty demonstrate high moral values in word and deed, demonstrate accountability for preserving the integrity of products and services; build trust through reliability and authenticity; meet formal ethical requirements; maintain confidentiality as appropriate for personal and/or organizational information; and refrain from spreading gossip, rumor, and false information. They understand and adhere to ethical standards for public officials; demonstrate belief in the concept of human dignity; and understand the Constitution, our system of government, and what the Oath of Office requires of public officials. At all levels individuals with integrity and honesty show moral courage, i.e., doing the right thing even when it is not popular or by expressing dissent when actions or pending decisions would violate organizational and/or constitutional values, laws, and regulations; and they confront unethical behavior in others.

All Employees Must:

<p><b>A. Know and exhibit personal and organizational integrity and honesty as a “badge” of service.</b></p>	<p><b>B. Know and understand the importance of the Constitution and act to preserve, protect and defend it through the practice of formal ethical requirements and the demonstration of high moral values.</b></p>	<p><b>C. Value and model integrity and honesty by acting in a just, fair and ethical manner and encouraging ethical behavior among others.</b></p>	<p><b>D. Inspire trust and confidence among stakeholders through reliability, authenticity, and accountability.</b></p>
<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>
<p><b>Understands, fulfills and personifies the special mandate of public service.</b></p> <p>Finds a sense of purpose in the larger mission; can sublimate personal need for recognition and reward and find value and personal satisfaction in the intrinsic rewards of service.</p> <p>Practices “servant leadership,” and serves out of concern for the well-being of others and the good of our nation and communities.</p> <p>Understands the larger context of one’s job, its implications, and consequences.</p> <p>Defends what’s right with courage and fortitude.</p> <p>Deals effectively with pressure.</p> <p>Understands the role of taxes and appropriations in the funding of operations and acts in general as good stewards of all public resources.</p>	<p><b>Demonstrates loyalty to the Government and citizens of the U.S. by fulfilling, “well and faithfully,” the highest obligations of service.</b></p> <p>Understands and implements the principles and inherent responsibilities of democracy.</p> <p>Understands constitutional, political, legal and regulatory environment for government.</p> <p>Demonstrates leadership whatever one’s level of authority might be.</p> <p>Expresses dissent when actions or pending decisions would violate organizational and/or Constitutional values, laws, and regulations.</p>	<p><b>Acts out of motivation to do the right thing, rather than out of pleasure, fear, inclination, habit, peer approval, or social or political pressure.</b></p> <p>Demonstrates belief in the concept of human dignity; treating all others with respect and fairness, and openly, consistently challenging bias, intolerance, and incivility.</p> <p>Neither participates in nor condones offensive or discriminatory behavior.</p> <p>Does not join cliques that practice offensive and exclusionary behavior.</p> <p>Is self-aware and able to recognize and to mitigate against mental models, ego, and other blind spots which might cloud understanding of fair and just.</p> <p>Makes fair judgments based on merit.</p> <p>Uses control over resources and other sources of power as a means to do good.</p> <p>Is forthright with self and others about one’s own mistakes.</p>	<p><b>Holds self accountable for preserving the integrity of products and services, and meeting the highest standards of quality and safety.</b></p> <p>Uses actions to let others know one’s values and principles, intentions and feelings, and acts in ways that are consistent with them.</p> <p>Holds self accountable for meeting objectives and keeping commitments; follows through.</p> <p>Takes on a fair share of the work.</p> <p>Does not make promises that are expedient but cannot be kept.</p> <p>Keeps organizational and personal information confidential when required and/or appropriate.</p> <p>Corrects problems promptly and nondefensively. .</p> <p>Shows allegiance to meaningful work, using one’s time and agency resources fully in support of the welfare and safety of citizens.</p> <p>Is open to candid feedback, new perspectives, continuous learning, and self-development.</p> <p>Shows moral courage – does the right thing even when it is not popular.</p> <p>Refrains from spreading gossip, rumor, and false information.</p>

Integrity and Honesty Competency Links for All Employees: *Accountability, Emotional Intelligence, Interpersonal Skills, Resilience, Service Motivation, Technical Credibility,*

- Team Leaders, Supervisors and Managers** must understand the legal and ethical framework of the civil service; and must create a climate that supports integrity and honesty, and that sets the ethical tone for the work units. They must articulate that all government workers are the stewards of the public trust. Team Leaders, Supervisors and Managers should recognize and support honesty, integrity and ethical behavior of employees; confront unethical behavior in others; hold individuals/units accountable for failures of integrity and honesty; and act consistently with espoused values, even when it might be difficult or unpopular. They must ensure the integrity of accounting and performance data; inspire others through actions as well as words; encourage and support discussions about ethical issues; interpret ethics regulations for others in a way that meets both the letter and the spirit of the law; and provide counsel to others facing ethical dilemmas in the workplace.

**Team Leaders, Supervisors and Managers Must:**

<p>A. Know and exhibit personal and organizational integrity and Honesty as a “badge” of service.</p>	<p>B. Know and understand the importance of the Constitution and act to preserve, protect and defend it through the practice of formal ethical requirements and the demonstration of high moral values.</p>	<p>C. Value and model integrity and honesty by acting in a just, fair and ethical manner and encouraging ethical behavior among others.</p>	<p>D. Inspire trust and confidence among stakeholders through reliability, authenticity, and accountability.</p>
<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>
<p><b>Models commitment to service.</b>  Communicates, and acts in concert with the understanding</p>	<p><b>Holds others accountable for issues of integrity and honesty and duty.</b>  Encourages and supports conversations about ethical issues-- both right vs. wrong and</p>	<p><b>Creates a climate that supports integrity and honesty in the organization, through personal example but also through processes and procedures that reward and encourage ethical behavior.</b>  Understands diversity and inclusiveness—not</p>	<p><b>Implements programs, policies and procedures that maximize trust and confidence both within the group, as well as between the group and its internal and external stakeholders.</b>  Supports personnel-, training-, procedural- and technology strategies that ensure competent, reliable</p>

<p>that public service has an ultimate responsibility to the customer, rather than the institution.</p> <p>Does not sacrifice trust and integrity to expediency, even under pressure.</p> <p>Does not make inappropriate decisions for personal gain, to include career advancements.</p>	<p>right vs. right dilemmas, and provides counsel to those facing such dilemmas.</p> <p>Brings in expert sources to help clarify issues, legal requirements and thought processes in ethical decisions.</p> <p>Understands the legal and ethical framework of the civil service and does not transgress against it, even when it might seem to offer some benefit to the project or program.</p> <p>Seeks the input of legal and ethical advisors when not clear how such framework must be applied in a given context.</p> <p>Ensures appropriate oversight and control over hiring practices, procurement and contracting.</p>	<p>merely as democratic mandates, but as tremendous sources of strength and acts accordingly in hiring, development, group organization, and decision making.</p> <p>Fairly distributes opportunities and benefits across the entire team/group.</p> <p>Sets team goals and develops procedures dedicated to serving internal and external customers.</p> <p>Ensures that individuals/ teams and units receive appropriate rewards and recognition for good work.</p> <p>Bases reward and recognition decisions on merit and outstanding service, not on expediency.</p> <p>Confronts unethical behavior in others.</p> <p>Offers honest, useful feedback and identifies people’s needs for development</p> <p>Ensures that all employees have training adequate to prepare them for competent and ethical performance.</p>	<p>and appropriate service and products to others.</p> <p>Addresses poor performance among team and group members.</p> <p>Makes decisions and the thinking behind them transparent to those affected by them.</p> <p>Gets beyond bureaucracy, jargon and red tape in service to the customer.</p> <p>Listens to experts and assesses the ethics of risk before making decisions of critical importance.</p> <p>Ensures the integrity of accounting and performance data through good data collection and analysis systems.</p> <p>Maintain confidentiality and protect the privacy of employees, customers, and other members of the public.</p> <p>Keeps the confidence of performance discussions, mentoring, and personal issues raised by the employee.</p>
---	--	---	---

Integrity and Honesty Competency Links for Team Leaders, Supervisors and Managers: *Accountability, Emotional Intelligence, Influencing and Negotiating, Interpersonal Skills, Resilience, Service Motivation, Technical Credibility,*

- The **Executive** must articulate public service values and the meaning of the Oath of Office under the Constitution; and ensure that the Civil Service is responsive to elected leaders and faithful to Constitutional values and processes. They should create an organizational culture that fosters high standards of ethics, service and honor; and establish procedures, policies, standards, and training that support an organization “moral compass.” Executives should inspire others to act at the highest level of honesty and integrity; and work with all responsible to develop and implement ethics regulations that embody the spirit of public service.

**Executives Must**

<p>A. Know and exhibit personal and organizational integrity and Honesty as a “badge” of service.</p>	<p>B. Know and understand the importance of the Constitution and act to preserve, protect and defend it through the practice of formal ethical requirements and the demonstration of high moral values.</p>	<p>C. Value and model integrity and honesty by acting in a just, fair and ethical manner and encouraging ethical behavior among others.</p>	<p>D. Inspire trust and confidence among stakeholders through reliability, authenticity, and accountability.</p>
<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>
<p><b>Demonstrates public service as a higher calling and an honorable profession, both through personal example as well as through the principles that visibly guide the organization one leads.</b></p> <p>Inspires others to act at the highest level of honesty and integrity.</p> <p>Can be counted on to act with courage and consistency with espoused values, even when it might be unpopular, or personally inconvenient to do so.</p> <p>Does not yield to inappropriate personal or group requests for favors or sacrifice integrity to political pressure.</p> <p>Does not compromise on values or principles.</p> <p>Creates an organizational culture that fosters high standards of ethics, service and honor.</p> <p>Ensures that agency purpose and direction are clearly and transparently service inspired.</p>	<p><b>Expresses the values of trust, respect, and responsibility that hold democracy together, and uses these to conceive and articulate the goals of the agency, and to unite employees in the pursuit of honorable, selfless service to others.</b></p> <p>Ensures that the civil service is responsive to elected leaders and faithful to Constitutional values and processes.</p> <p>Works with all responsible to develop and implement ethics regulations that truly embody the spirit of public service.</p> <p>Ensures that the Agency has the information, expert advice and other support it needs to act using the full breadth of allowability, yet transgressing neither against public perception of what is right nor against the law itself.</p>	<p><b>Establishes procedures and policies that support an organizational moral compass-- teaching the principles of integrity and honesty, setting clear and explicit standards of behavior, and ensuring aggressive and visible commitment to observing these standards.</b></p> <p>Serves as a role model inspiring others to emulate integrity, honesty, justice, respect and civility.</p>	<p><b>Inspires public appreciation for, confidence, and a trust in the necessary work of government both through personal example, as well as Agency policies, procedures, products and services that deserve such appreciation, confidence and trust.</b></p> <p>Ensures accountability throughout the Agency.</p> <p>Ensures that the Agency is well aligned in its culture and processes to serve the public through demonstrated expertise and commitment to service goals.</p> <p>Provides accurate, current and understandable information to policy makers and citizens, exposing the implications of choice in an unbiased fashion.</p> <p>Ensures that plans, resources and decisions reflect the organization's focus on public service.</p>

Integrity and Honesty Competency Links for Executives: *Accountability, Emotional Intelligence, Influencing and Negotiating, Interpersonal Skills, Political Savvy, Resilience, Service Motivation, Technical Credibility.*

**Center for Leadership Capacity Services**  
**Office of Personnel Management**  
**Competency Dictionary**

**INTERPERSONAL SKILLS—Definition, Importance, Significant Elements, and Behaviors with Tables**

**INTERPERSONAL SKILLS (FOUNDATIONAL)**

Definition: Treats others with courtesy, sensitivity, and respect. Considers and responds appropriately to the needs and feelings of different people in different situations.

INTERPERSONAL SKILLS—Importance: Well-developed Interpersonal skills are essential to productivity in a diverse workplace that more and more utilizes a team approach to accomplish the tasks of the organization. Leaders at every level must understand, motivate and communicate with others. No matter the brilliance of the thought or the approach, convincing others to accept the thought and working to accomplish it require well-developed interpersonal skills. Empathy, tact, discretion, respect, helpfulness, integrity, openness to and courtesy for the ideas and cultures of others, active listening, effective and sensitive written and oral communication, cognitive flexibility, emotional maturity, understanding the positions of others, and a plethora of other interpersonal skills promote an atmosphere of confidence and trust that inspires a group or a team to accomplish the tasks of the organization.

INTERPERSONAL SKILLS—Elements:

- A. Promote and model courtesy, respect, and trust.
- B. Demonstrate personal leadership.

- C. Be aware of self and impact on others.
- D. Build rapport; develop and maintain cooperative working relationships.
- E. Understand others; demonstrate cognitive and behavioral flexibility.

INTERPERSONAL SKILLS—Developmental Descriptions:

- Interpersonal skills are exhibited at the **foundation level** by an awareness of self and one’s impact on others; demonstration of interest in others; and empathy to the needs of others. Individuals with interpersonal skills are willing and able to view things from another’s perspective; reflects an understanding of another’s concerns; and demonstrates listening and other skills, allowing others to be and to feel heard. They treat others with respect; know and use effective body language; build trust through reliability and authenticity; and meet commitments. All employees should be attentive to emotional cues; collaborate with others; and seek feedback to clarify issues and ensure mutual understanding of goals and performance objectives.

Foundational—All Employees must:

<b>A. Promote and model courtesy, respect, and trust.</b>	<b>B. Demonstrate personal leadership.</b>	<b>C. Be aware of self; and impact on others.</b>	<b>D. Build rapport; develop and maintain cooperative working relationships.</b>	<b>E. Understand others; demonstrate cognitive and behavioral flexibility.</b>
Distinguishing Behaviors	Distinguishing Behaviors	Distinguishing Behaviors	Distinguishing Behaviors	Distinguishing Behaviors
<p><b>Treats others with respect.</b> Values the ideas of others. Displays skill and tact when addressing interpersonal problems. Handles difficult people and tense situations with diplomacy and tact.</p>	<p><b>Steps forward to lead as needed, regardless of position.</b> Builds trust through one’s reliability and authenticity. Leads by example. Engages others;</p>	<p><b>Knows what one feels; recognizes emotions and their effects; manages own disruptive emotions and impulses.</b>  Is aware, or seeks to understand the culture, beliefs, values, biases, preferences, feelings and other drivers of behavior—both</p>	<p><b>Relates well with other people.</b> Builds shared understanding; balances inquiry and advocacy—by taking a position, but also inquiring into others’ views and remaining open.  Does not work in isolation.</p>	<p><b>Considers and responds appropriately to the needs, feelings and capabilities of different people in different situations.</b>  Can think beyond black and white; is conceptually complex.  Ability to scan for information.</p>

<p>Does not cause others to loose face; is not blaming.</p> <p>Is not retaliatory.</p> <p>Neither participates in nor condones offensive or discriminatory behavior.</p> <p>Does not join cliques that practice offensive and exclusionary behavior.</p> <p>Does not feed the rumor mill.</p> <p>Is discreet and tactful when correcting or questioning another's idea or action.</p> <p>Is tactful, compassionate and sensitive.</p> <p>Knows and uses effective body language and tone of voice that convey the right attitude, respect and knowledge.</p> <p>Personally embodies impartiality.</p> <p>Shows respect for the values and ideas of others, even when not agreeing with them.</p> <p>Corrects problems promptly and without defensiveness.</p> <p>Gladly offers appropriate assistance.</p> <p>Keeps private discussions confident.</p> <p>Keeps all agreements.</p>	<p>inspires, motivates and guides others toward goal accomplishment.</p> <p>Challenges bias and intolerance.</p> <p>Takes tough, principled stands even if these are unpopular.</p> <p>Persuades others and is assertive, when necessary.</p> <p>Is sought out by peers for expertise and counsel in resolving difficult interpersonal situations.</p> <p>Takes responsibility for personal performance.</p> <p>Facilitates atmosphere of open communication.</p> <p>Deals with difficult issues straightforwardly.</p> <p>Is actively involved in mediating misunderstandings among peers.</p> <p>Is proactive in defusing arguments among peers.</p>	<p>conscious and unconscious—in oneself and others.</p> <p>Has a sense of humor.</p> <p>Able to insulate hot buttons and fears.</p> <p>Understands own mental filters and assumptions, especially the "ladder of inference," and uses this understanding to suspend judgment.</p> <p>Understands the implications of the MBTI.</p> <p>Lets others know one's values and principles, intentions and feelings, and acts in ways that are consistent with them.</p> <p>Can express one's position and feelings clearly and concisely without accusation, sarcasm or hostility.</p> <p>Stays composed, positive, and unflappable even in trying moments.</p> <p>Thinks clearly and stays focused under pressure.</p> <p>Seeks feedback from others to avoid blindspots that can cause misunderstandings.</p> <p>Routinely questions one's own possible role in the creation of misunderstanding or dissent.</p> <p>Admits own mistakes.</p> <p>Can let go of the need to be right.</p>	<p>Collaborates, sharing plans, information, and resources</p> <p>Seeks feedback from others to ensure mutual understanding of goals and performance objectives; clarifies others' understanding of the issue or situation.</p> <p>Is able to define oneself in the context of relationship with others.</p> <p>Recognizes and values the talents and experience of others.</p> <p>Is attentive to emotional cues and listens well.</p> <p>Understands unexpressed or poorly expressed meanings using knowledge of others.</p> <p>Builds consensus through give and take.</p> <p>Meets commitments and keep promises.</p> <p>Holds self accountable for meeting objectives.</p> <p>Facilitates win-win situations.</p> <p>Leaves customers feeling they have been heard, understood, respected and well served.</p> <p>Demonstrates empathy for customers.</p>	<p>Values diversity and is comfortable working with different styles and perspectives.</p> <p>Demonstrates empathy with others and can help others understand differing perspectives.</p> <p>Understands and responds appropriately and flexibly to the differing needs of diverse internal and external customer groups.</p> <p>Is prepared to listen to other views, be flexible and modify own perspectives.</p> <p>Understands how the issues at hand affect other people, and is aware of the consequences.</p> <p>Seeks points of agreement between own views and those of others.</p> <p>Can analyze a situation and adopt an appropriate style and approach.</p> <p>Is receptive to experience, ideas, views and preference styles that differ from one's own.</p> <p>Is effective in give-and-take, and registers emotional cues in attuning one's message.</p> <p>Solicits input from a range of others.</p> <p>Respects, understands, and values individual differences.</p> <p>Respects and relates well to people from varied backgrounds.</p> <p>Understands diverse worldviews.</p>
---	--	--	--	--

Interpersonal Skills Competency Links for All Employees: *Accountability, Conflict Management, Creativity and Innovation, Emotional Intelligence, Flexibility, Influencing and Negotiating, Integrity and Honesty, Oral and Written Communication, Partnering, Political Savvy, Service Motivation, Strategic Thinking, Team Building, Vision.*

- Team Leaders** must promote an atmosphere of confidence and trust, building a team that is characterized by trust, involvement and empowerment. They must foster a friendly climate; good morale, and cooperation among team members; develop and maintain cooperative working relationships; encourage the contributions of others; and guide team members through effective listening, questioning, and discussion skills. Team Leaders must assist the group establish norms that encourage respect, participation, and trust; be cognizant of the ways in which emotions and feelings impact a situation; and demonstrate sensitivity to the needs of those who perceive offence. They should identify and reward supportive behaviors; develop a structure that permits and encourages everyone’s ideas to be heard; and be a positive role model of appropriate interpersonal skills and behaviors.

Team Leaders Must:

<b>A. Promote and model courtesy, respect, and trust.</b>	<b>C. Be aware of self and impact on others.</b>	<b>D. Build rapport; develop and maintain cooperative working relationships..</b>	<b>E. Understand others; demonstrate cognitive and behavioral flexibility.</b>
Distinguishing Behaviors	Distinguishing Behaviors	Distinguishing Behaviors	Distinguishing Behaviors
<b>Establishes an environment of helpfulness, courtesy and civility.</b>  Treats all members of the team with respect.  Pays attention to how the team supports its	<b>Has good listening skills; can adjust emotional state into being open, receptive, nonjudgmental, compassionate and willing to learn.</b>  Is an empathic listener; cares about the other.  Can leave ego out of the equation.  Defers judgment on what	<b>Promotes an atmosphere of confidence and trust and builds a team characterized by trust, involvement and empowerment.</b>  Helps people get to know one another.  Creates a safe environment for others.  Explores issues with the team; shares information; solicits ideas; uses participative decision-making processes.  Leads and manages an inclusive workplace that maximizes the talents of each person to achieve sound business results.  Understands collaborative leadership and has good facilitation skills.	<b>Is a skillful facilitator of group processes; has an intrinsic understanding of what’s happening in a group and how to intervene to address whatever needs to be addressed.</b>  Understands the psychological and emotional needs of people; has good understanding of underlying reasons for behaviors.

<p>members. Teaches team members how to work collaboratively with others. Helps others respect and listen to the input of others. Gives credit where credit is due in team and other group projects.</p>	<p>someone is saying and focuses instead on learning more. Knows when to step in and when not to. Can distinguish between requirements and preferences. Is approachable and easy to talk to. Takes the time to listen.</p>	<p>Identifies and rewards supportive behaviors within the group. Helps the group set norms that it can live by and that encourage respect, participation and trust. Helps team members learn to communicate in productive ways with each other and with other units or groups. Surfaces and resolves conflicts that impede healthy networks. Skilled in restating arguments, ideas or issues so that everyone is clear on them. Negotiates the objectives of the project among team members and clarifies respective contributions and expectations. Develops a structure that allows everyone’s ideas to be heard. Can help others get beyond turf issues by emphasizing the benefits of collaboration. Recognizes and capitalizes on opportunities for members of workgroups and teams to understand each other and to develop a mutually supportive environment. Fairly distributes opportunities and benefits across the entire team.</p>	<p>Takes into account the impact of emotions and feelings on a situation. Is able to make an assessment of a person’s specific strengths and weaknesses. Is sensitive to patterns of interaction occurring within the team. Knows team members well enough to sense which situations might generate disagreement. Is sensitive to the needs of those who perceive offence.</p>
--	--	---	--

Interpersonal Skills Competency Links for Team Leaders: *Accountability, Conflict Management, Continual Learning, Creativity and Innovation, Emotional Intelligence, Flexibility, Influencing and Negotiating, Integrity and Honesty, Oral and Written Communication, Partnering, Political Savvy, Service Motivation, Strategic Thinking, Team Building, Vision.*

- Supervisors and Managers** need to coach, teach, counsel, empower and motivate subordinates to interact with others in a respectful manner; actively contribute to problem solving especially in difficult, contentious situations, promoting win-win situations; and display sensitivity in working with diverse backgrounds, treating all individuals (from all levels of the organization) with respect, caring and courtesy. They should establish the foundations for a high-performing organization; invest in training to ensure that subordinates have preparation that helps them understand the perspectives of others; create an environment of helpfulness and courtesy; and

treat the public with deep respect and tact while conducting the organization’s work. Supervisors and Managers should communicate enthusiasm; be assertive but flexible; be aware of and sensitive to body language and other interpersonal signals; understand and display an in-depth understanding of the underlying reasons for a person’s behavior or responses; and provide timely, candid, constructive feedback to help others develop.

Supervisors and Managers Must:

<b>A. Promote and model courtesy, respect and trust.</b>	<b>D. Build rapport; develop and maintain cooperative working relationships..</b>	<b>E. Understand others; demonstrate cognitive and behavioral flexibility.</b>
Distinguishing Behaviors	Distinguishing Behaviors	Distinguishing Behaviors
<p><b>Establishes the cultural foundations for a high performing organization.</b></p> <p>Communicates clear organizational values; builds commitment, engagement and trust.</p> <p>Exercises official authority when necessary, but relies on personal authority and interpersonal skills wherever possible, to maintain civility, inclusiveness and fairness.</p> <p>Communicates enthusiasm.</p> <p>Coaches, teaches, counsels, and motivates employees towards greater mutual respect and understanding.</p> <p>Maintains agreed upon confidentiality.</p>	<p><b>Uses collaborative work initiatives to build relationships and to increase the coherence, strength and effectiveness within the unit.</b></p> <p>Builds better communications and cooperation between levels and across agency divisions.</p> <p>Involves more people in the decisions that affect them.</p> <p>Encourages and participates in intra/extra organizational assignments to develop partnering as well as understanding of larger context for group work.</p> <p>Can measure the adequacy of trust and commitment from the various groups, and step in to repair the relationship when that trust is endangered.</p> <p>Ensures that all partners are treated fairly and ethically.</p> <p>Sets parameters and goals with partners clearly to avoid misunderstandings.</p> <p>Ensures that subordinates have training that helps them to understand the perspective of others.</p> <p>Creates a feedback rich culture in which feedback is valued, sought out from a full range of stakeholders, discussed broadly, and acted upon.</p>	<p><b>Uses effective interpersonal skills, including listening, as indispensable performance management tools.</b></p> <p>Uses good guiding skills to coach, consult, engage and to encourage performance.</p> <p>Helps others to think differently and bigger.</p> <p>Actively listens to the concerns of employees regarding issues such as organizational changes, quality of work life and other issues that might cause employees worry or stress.</p> <p>Skillfully probes and asks questions that help others reflect and create insight.</p> <p>Ensures mutual understanding of goals and performance expectations.</p> <p>Confronts performance problems in a way that maintains a positive relationship.</p> <p>Provides feedback that is candid, timely, focused on the future and fair.</p> <p>Objectively describes performance problems concretely and with specificity.</p> <p>Gains commitment from others for improvement and performance.</p>

Ensures that others understand the power of open communication to enhance workplace relationships and have the skills to be effective members of a learning organization.	<p>Works with union officials and others to identify and remove obstacles to understanding and a positive workplace culture.</p> <p>Encourages debate and open discussion.</p> <p>Actively involves others in planning that might circumvent conflict, such as the development of work schedules, assignments, rewards, etc.</p> <p>Orchestrates win-win solutions.</p>	<p>Never resorts to inappropriate quid pro quo's or shaming strategies.</p> <p>Spots the potential for conflict, brings issues into the open and helps deescalate them.</p> <p>Deals effectively with negative or disruptive behaviors or sub-standard performance in a way that results in positive resolution or changed/enhances behavior/performance.</p>
---	---	---

Interpersonal Skills Competency Links for Supervisors and Managers: *Accountability, Conflict Management, Continual Learning, Creativity and Innovation, Emotional Intelligence, Flexibility, Influencing and Negotiating, Integrity and Honesty, Oral and Written Communication, Partnering, Political Savvy, Service Motivation, Strategic Thinking, Team Building, Vision.*

- Executives** must inspire others and set the standards for a workplace culture that is open, secure, confident, empathetic, tolerant, self-aware, caring, engaged, trusting, and trustworthy, promoting and rewarding subordinates who foster these ideals. They must use their knowledge of interrelationships to develop integrated, pragmatic, process solutions which cross traditional department boundaries and which foster agency-wide and “enterprise-wide” consistency and cooperation. Executives should impress external stakeholders and political leaders with understanding and respect for their positions; establish long-term connections and relationships characterized by high levels of trust, and work effectively with diverse individuals in a variety of settings. Executives should build a legacy of collaboration, appreciation and individual development using “balanced assessments” in evaluation of employees; maintaining positive and productive relations with peers; and identifying and providing appropriate support to groups to ensure negotiation of win-win outcomes.

Executives Must:

<b>A. Promote and model courtesy, respect and trust.</b>	<b>D. Build rapport; develop and maintain cooperative working relationships.</b>	<b>E. Understand others; demonstrate cognitive and behavioral flexibility.</b>
Distinguishing Behaviors	Distinguishing Behaviors	Distinguishing Behaviors
<p><b>Embodies and sets the standards for a culture that is open, secure, confident, empathetic, tolerant, self-aware, caring, engaged, trusting and trustworthy.</b></p> <p>Conceives and articulates goals that transcend conflict, and preoccupations with self, and which unite people in the pursuit of objectives worthy of their best efforts.</p> <p>Inspires public appreciation for, confidence, and a trust in the necessary work of government both through personal example, as well as Agency policies, procedures, products and services that deserve such appreciation, confidence and trust.</p> <p>Inspires others to act at the highest level of honesty and integrity, and holds them accountable for it.</p> <p>Positively affects morale, motivation, and attitude.</p> <p>Establishes trust at and between all levels.</p> <p>Is a visible anchor for others, reaffirming key values and importance of the mission in times of change.</p> <p>Personally exemplifies or embodies the desired change through strong, symbolic actions that are consistent with the change.</p> <p>Is a personal source of energy and direction.</p> <p>Understands vision as setting direction in a way that broadly inspires trust and confidence.</p>	<p><b>Contributes to a cultural coherence among government offices and agencies, and between public and private that understands and works towards common purpose.</b></p> <p>Uses knowledge of interrelationships and connections to develop integrated, pragmatic, process solutions which cross traditional department boundaries and which foster agency-wide and “enterprise-wide” consistency and cooperation.</p> <p>Networks with the full range of stakeholders, inside the government and without to identify and pursue high potential service alliances.</p> <p>Works to improve communications, knowledge-sharing and service provision through networks, partnerships, and participative planning and decision-making processes.</p> <p>Understands from a systems perspective how people, teams, departments, contractors and customers work and interact and positively shapes these processes and relationships.</p> <p>Disperses power and decision-making authority in keeping with level of responsibility and knowledge.</p> <p>Uses Media Advocacy effectively to change the way an issue is viewed, to create a consistent stream of relevant knowledge, and to motivate others to support the issue.</p> <p>Establishes clear message in strategic goals as well as performance expectation for collaborative work towards common goals.</p>	<p><b>Looks at the people side of business.</b></p> <p>Creates broad ownership of the vision throughout the organization, engendering energy and voluntary engagement which is key to the vision’s sustainability.</p> <p>Defines a vision for change, making the future of the organization tangible and compelling for others.</p> <p>Provides structure and information that helps employees and organizational units understand how to react positively to new demands and circumstances, and how to employ existing resources to fulfill new mandates.</p> <p>Ensures that a clear understanding of client needs is central to decision-making and service delivery.</p> <p>Uses a systems approach to make policy and program decisions which are aligned with the needs of the public, and are made only after considering the full impact of these decisions on the public.</p> <p>Meets customers where they are, by communicating the vision in a way they can relate to, speaking first to their conditions and their personal needs.</p> <p>Impresses political leadership and other external stakeholders with understanding and respect for their positions.</p> <p>Implements knowledge organization systems which keep employees involved, committed and in the loop regarding long-term agency goals.</p> <p>Develops integrated, pragmatic, process solutions which cross traditional department boundaries and which foster agency-wide and “enterprise-wide” consistency and cooperation.</p> <p>Establishes communications processes within the organization which enable greater recognition of common issues, and which foster the organization’s ability to address these collaboratively.</p>

Interpersonal Skills Competency Links for Executives: *Accountability, Conflict Management, Continual Learning, Creativity and Innovation, Emotional Intelligence, Flexibility, Influencing and Negotiating, Integrity and Honesty, Oral and Written Communication, Partnering, Political Savvy, Service Motivation, Strategic Thinking, Team Building, Vision.*

**Center for Leadership Capacity Services**  
**Office of Personnel Management**  
**Competency Dictionary**

**LEVERAGING DIVERSITY—Definition, Importance, Significant Elements, and Behaviors with Tables**

**LEVERAGING DIVERSITY (LEADING PEOPLE)**

Definition: Fosters an inclusive workplace where diversity and individual differences are valued and leveraged to achieve the vision and mission of the organization.

LEVERAGING DIVERSITY—Importance: The demographics of today's workforce are changing rapidly (approximately 85% of the entrants into the workforce are or are expected to be women, minorities and immigrants). Such social diversity (ethnicity, gender, age, religion, personality type, and physical disabilities) as well as informational diversity (knowledge, background, perspective, education) have been shown to contribute to higher levels of performance and to success in organizations. The management and/or leveraging of diversity is uniquely important in federal service, and contributes to the creation of a society and a culture in which individual human differences are respected and valued. Diversity itself becomes a valuable prerequisite to an organization's ability to do critical analysis, to be creative, to envision alternate futures—and to guard against groupthink. Organizational leaders must assist such diverse groups to develop the requisite insight, respect for one another, and a common commitment to the values and goals of the organization—thereby leveraging those multiple perspectives and individual strengths into organizational greatness.

LEVERAGING DIVERSITY—Elements:

- A. Value diversity and the variety of perspectives, enhanced knowledge, and enriched creativity that it brings.
- B. Develop and maintain an organizational culture that promotes teamwork, acceptance, and productivity, and that embodies the democratic principles of access, fairness, and equity.
- C. Recognize the value of diversity in conducting effective analysis, developing creative initiatives, identifying and responding to changing needs, and in achieving organizational goals.
- D. Develop business strategies, plans, policies and systems to recruit, retain, and develop a diverse workforce throughout the organization.

LEVERAGING DIVERSITY—Developmental Descriptions:

- **Employees at all levels** must be sensitive to individual differences; demonstrate belief in the concept of human dignity; and treat all people with consideration, respect, and fairness. They must employ a basic knowledge of individual and cultural differences to understand that the same message may be understood quite differently depending on context and perspective; and work to build shared understanding. All employees must comply with diversity policies; understand and follow the guidance set forth under Section 508; and respect coworkers' and stakeholders' rights to be different. They should understand and demonstrate the value of diverse perspectives, be able to defend others against prejudice and bias; and seek input from those with different perspectives, consciously selecting partners for diversity of style, perspective or approach, rather than to duplicate their own talents and thinking patterns.

**Foundational—All Employees Must:**

<p><b>A. Value diversity and the variety of perspectives, enhanced knowledge, and enriched creativity that it brings</b></p>	<p><b>B. Develop and maintain an organizational culture that promotes teamwork, acceptance, and productivity, and that embodies the democratic principles of access, fairness, and equity.</b></p>
<p>Distinguishing Behavior</p>	<p>Distinguishing Behavior</p>
<p><b>Respects and learns from cultural, religious, age, gender, racial and other differences.</b></p> <p>Understands the valuable role that diversity can play in keeping thinking flexible and appropriate to changing circumstances.</p> <p>Is aware, or seeks to understand the culture, beliefs, values, biases, preferences, feelings and other drivers of behavior—both conscious and unconscious—in oneself and others.</p> <p>Actively pursues knowledge and understanding of perspectives and ideas not one's own.</p> <p>Is receptive to experience, ideas, views and preference styles that differ from one's own. Understands the difference between "the best way" and "the way I prefer."</p> <p>Demonstrates empathy with others and can help others to understand differing perspectives.</p> <p>Shows respect for the values and ideas of others, even when not agreeing with them.</p> <p>Recognizes and values the talents of others.</p> <p>Spends time learning from others.</p> <p>Working beyond own perspective or assumptions about the world.</p> <p>Can work beyond own perspective or assumptions about the world.</p> <p>Understands and can counter the power of one's own culturally influenced mental models to influence behavior.</p> <p>Is willing to stretch own mental horizons and accepts the ambiguity, risk and potential discomfort involved in stretch.</p> <p>Understands the value of diverse perspectives, and selects partners for diversity of style, perspective and approach, rather than to duplicate own talents and thinking patterns.</p> <p>Habitually explores multiple, sometimes unconventional options and different perspectives in order to gain the best solution.</p> <p>Understands how differing values, ways of acting, habitual beliefs and multiple perspectives can be brought into synergy.</p> <p>Displays willingness to learn from others, including subordinates and peers.</p> <p>Understands own abilities, preferences and problem-solving approaches and partners with others to expand ability to innovate.</p>	<p><b>Demonstrates belief in the concept of human dignity; treating all others with consideration, respect and fairness, and openly, consistently challenging bias, intolerance, and incivility.</b></p> <p>Supports a workplace culture that welcomes and values new thought, different perspectives, and non-conventional approaches.</p> <p>Contributes to a society and a work culture in which individual human differences are respected.</p> <p>Is sensitive to cross-cultural issues, cultural differences, non-verbal cues, feelings and emotions.</p> <p>Demonstrates empathy with others and can help others understand differing perspectives.</p> <p>Listens carefully to client expectations and shows understanding of different views and perspectives.</p> <p>Works to build shared understanding.</p> <p>Listens to and considers multiple opinions before trying to defend or convince others of one's own point of view.</p> <p>Understands that providing the same service to all does not achieve equal access.</p> <p>Employs a basic knowledge of individual and cultural differences to understand that the same message may be understood quite differently depending on the context.</p> <p>Understands and responds appropriately and flexibly to the differing needs of diverse internal and external customer groups.</p> <p>Considers and responds appropriately to the needs, feelings and capabilities of different people in different situations.</p> <p>Neither participates in nor condones offensive or discriminatory behavior.</p> <p>Understands and follows the guidance set forth under Section 508.</p> <p>Embody impartiality in all actions.</p>

<p>Seeks cross-functional and other partnering or team experiences to broaden perspective and learn alternative approaches from others.</p> <p>Considers and responds appropriately to the needs, feelings and capabilities of different people in different situations.</p> <p>Can work successfully within a wide range of environments and contexts (physical, virtual, small and large groups, organizational methods, processes and cultures).</p>	<p>Does not join cliques that practice offensive and exclusionary behavior.</p> <p>Expresses dissent when actions or pending decisions would violate organizational and/or Constitutional values, laws, and regulations.</p> <p>Is self-aware and able to recognize and to mitigate against mental models, ego, and other blind spots which might cloud understanding of fair and just.</p> <p>Makes fair judgments based on merit.</p> <p>Handles difficult people with diplomacy.</p> <p>Works cooperatively with others.</p>
---	---

Leveraging Diversity Competency Links for All Employees: *Continual Learning, Creativity and Innovation, Customer Service, Emotional Intelligence, External Awareness, Flexibility, Honesty and Integrity, Interpersonal Skills, Oral Communication, Partnering, Service Motivation*

- Team Leaders and Supervisors** must understand the value of diversity as a business strategy; and create a safe environment for differences by leading and managing a workplace that displays a culture of inclusiveness, respect, and civility. They must hold employees accountable for respecting equality and diversity within work groups; and move the workforce to look beyond traditional boundaries, ideas and approaches to achieve outcomes. Team Leaders and Supervisors must implement, monitor and evaluate diversity programs; be cognizant of the provisions of Section 508; and recognize and promptly address issues of organizational barriers, harassment, and discrimination. They should demonstrate insight into individual’s learning styles when devising developmental strategies; understand the implications of the MBTI and similar tools, thereby leveraging differences to enhance the workgroup’s success; and capitalize on diversity and multi-disciplinary approaches to improve projects. Team Leaders and Supervisors should be alert to the potential for conflict so

as to identify, manage and deescalate issues; and they should support opportunities to recruit, develop and retain a diverse workforce.

**Team Leaders and Supervisors Must:**

<b>A. Value diversity and the variety of perspectives, enhanced knowledge, and enriched creativity that it brings</b>	<b>B. Develop and maintain an organizational culture that promotes teamwork, acceptance, and productivity, and that embodies the democratic principles of access, fairness, and equity.</b>	<b>C. Recognize the value of diversity in conducting effective analysis, developing creative initiatives, identifying and responding to changing needs, and in achieving organizational goals.</b>
Distinguishing Behaviors	Distinguishing Behaviors	Distinguishing Behaviors
<p><b>Leads and manages a workplace that promotes an appreciation of difference as an invaluable prerequisite for critical analysis, creativity, and for envisioning alternate futures.</b></p> <p>Moves employees to look beyond traditional boundaries, ideas and approaches, and to consider multiple perspectives, approaches and non-conventional thought.</p> <p>Understands how social diversity (ethnicity, gender, personality type, physical disabilities, and age) as well as informational diversity (knowledge, background, perspective, education) have been proven to generate higher levels of performance.</p> <p>Capitalizes on diversity and multi-disciplinary approaches to improve projects.</p> <p>Seeks opportunities to work with others who will challenge own perspectives and ideas.</p> <p>Understands the implications of the MBTI and similar tools for team work and can use these differences to enhance the team's success.</p> <p>Shows insight into individuals' learning profiles and styles when making assignments, or devising developmental strategies.</p> <p>Helps others to see new possibilities. Challenges team members to take a different perspective.</p> <p>Helps team members with differing capacities for creative thought and talents find synergy.</p>	<p><b>Develops a culture of inclusiveness, respect and civility that values difference.</b></p> <p>Facilitates building rapport and group cohesion to inspire high level commitment and world class performance.</p> <p>Understands the psychological and emotional needs of people; has good understanding of underlying reasons for behaviors.</p> <p>Helps people get to know one another.</p> <p>Involves all team members and ensures that all voices are heard and respected.</p> <p>Creates a safe environment for difference.</p> <p>Helps others respect and listen to the input of others.</p> <p>Helps team members learn to communicate in productive ways with each other and with other units or groups.</p> <p>Spots the potential for conflict, brings issues into the open and helps deescalate them.</p> <p>Ensures that subordinates have training that helps them to understand the perspective of others.</p> <p>Exercises authority when necessary to maintain civility, inclusiveness and fairness.</p> <p>Uses legal and ethical standards to help resolve issues of fairness, equality, and appropriate scope of services and approaches.</p> <p>Holds employees accountable for ensuring equality and</p>	<p><b>Actively seeks the contributions and opinions of different internal and external client groups concerning their needs and expectations.</b></p> <p>Understands that different stakeholder groups have differing perspectives and needs and that providing the same service to all does not achieve equal access.</p> <p>Develops effective ways of consulting with internal and external customer groups to ensure service meets needs, to poll feedback, to develop understanding of needs and changing requirements/uses.</p> <p>Can provide decision makers with accurate timely, and useful information that reflects the requisite breadth of perspectives and scope of impact.</p> <p>Understands and values the role and input of other groups within the organization whose work impacts one's own.</p> <p>Works with union officials and others to identify and remove obstacles to understanding and a positive workplace culture.</p> <p>Implements programs to promote understanding and appreciation of individual differences.</p>

<p>Understands the forces that shape views and actions of clients, customers, or competitors.</p> <p>Imbues team culture with openness to alternatives.</p>	<p>diversity within work units.</p> <p>Collects and analyzes statistics to identify underrepresented groups and works with agency program officials to develop and implement recruitment, retention, and upward mobility programs.</p>	<p>Gathers input for promoting diversity in the workplace from the members of the work group.</p>
---	--	---

Leveraging Diversity Competency Links for Team Leaders and Supervisors: *Continual Learning, Creativity and Innovation, Customer Service, Emotional Intelligence, External Awareness, Flexibility, Honesty and Integrity, Human Resources Management, Influencing and Negotiating, Interpersonal Skills, Oral and Written Communication, Partnering, Service Motivation, Team Building*

- Managers and Executives** must design, implement and promote a broad-based diversity policy for the Agency and for its units; and develop short and long-term strategies to create an inclusive, welcoming workplace designed to attract, acquire and retain high quality, diverse talent. They should implement, promote, and monitor business strategies for diversity throughout the Agency; monitor metrics to identify underrepresented groups; and develop recruitment, retention, development and upward mobility programs to achieve a qualified and diverse workforce. Managers and Executives should demonstrate a global breadth of perspective; reach out to other organizations, groups and disciplines to solicit ideas and perspectives of others; and identify the changing needs and expectations of the organization's diverse stakeholders. They must promote diversity in succession planning; incorporate diversity accomplishments into subordinates' performance plans; strengthen service delivery for a diverse customer base through the use of in-language and alternate formats; ensure that the organization's vision and values fairly address all employees and other stakeholders; and arrange for reasonable accommodation to individual differences and disabilities.

Managers and Executives Must:

<p><b>A. Value diversity and the variety of perspectives, enhanced knowledge, and enriched creativity that it brings.</b></p>	<p><b>B. Develop and maintain an organizational culture that promotes teamwork, acceptance, and productivity, and that embodies the democratic principles of access, fairness, and equity.</b></p>	<p><b>C. Recognize the value of diversity in conducting effective analysis, developing creative initiatives, identifying and responding to changing needs, and in achieving organizational goals.</b></p>	<p><b>D. Develop business strategies, plans, policies and systems to recruit, retain, and develop a diverse workforce throughout the organization</b></p>
<p>Distinguishing Behaviors</p>	<p>Distinguishing Behaviors</p>	<p>Distinguishing Behaviors</p>	<p>Distinguishing Behaviors</p>
<p><b>Sets a personal example of soliciting and considering diverse viewpoints and ideas as a regular part of doing work.</b></p> <p>Has a global breadth of perspective and is able to work and coordinate work cross-culturally, nationally, internationally and globally.</p> <p>Engages broadly in task forces and other multi-disciplinary teams.</p> <p>Helps others focus on ideas, processes, interests and outcomes and to transcend personalities and positions, and a win/lose focus of conflict.</p> <p>Understands and uses the creative energy that comes from tensions between seemingly opposing forces, ideas, and directions. Manages diversity strategies to trigger “creative conflict” that leads to better ideas, systems, processes and relationships.</p> <p>Cooperates across disciplinary, organizational, agency and public/private boundaries to establish and reach common understandings of issues and opportunities.</p> <p>Reaches out broadly to other organizations, groups and disciplines to solicit ideas and perspectives of others in order to generate the best solutions.</p>	<p><b>Develops short and long-term strategies to create an inclusive, welcoming workplace designed to attract, acquire and retain high quality, diverse talent.</b></p> <p>Arranges for reasonable accommodation to individual differences to ensure the full potential of different persons (including those with disabilities).</p> <p>Conceives and articulates goals that transcend conflict, and preoccupations with self, and which unite people in the pursuit of objectives worthy of their best efforts.</p> <p>Sets personal example of civility and inclusiveness.</p> <p>Sets a personal example of soliciting and considering diverse viewpoints and ideas.</p> <p>Establishes procedures and policies that support an organizational moral compass-- teaching the principles of integrity and honesty, setting clear and explicit standards of behavior, and ensuring aggressive and visible commitment to observing these standards.</p> <p>Works to engender high levels of public trust in the government by exemplifying civic leadership, and employing open, transparent, and broadly participatory processes in decision making.</p> <p>Build a culture that promotes teamwork, acceptance, and productivity among persons who exhibit differences.</p> <p>Ensures that the organization’s vision and values fairly address all employees and other stakeholders without favoritism.</p>	<p><b>Strategically plans to ensure that a diversity of perspective informs all systems and processes throughout the organization.</b></p> <p><b>Solicits, understands, anticipates the changing needs and expectations of stakeholders and remains alert to opportunities to serve diverse constituents better.</b></p> <p>Engages broadly in consultation that is participatory and empowering.</p> <p>Understands the dynamics between elected officials and public servants and uses this knowledge strategically and with tact to remove obstacles to understanding and mission accomplishment.</p> <p>Engages broadly in consultation that is participatory and empowering.</p> <p>Maintains sufficient and effective lines of communications to all affected.</p>	<p><b>Is committed in word and deed to attract and retain a world-class, and productive workforce.</b></p> <p>Develops short- and long-term business strategies for enhancing diversity.</p> <p>Designs and implements succession planning programs to recognize and develop new leadership talent that is broadly and richly diverse.</p> <p>Makes workforce diversity a performance criteria for employees.</p>

<p>Identifies the various constituencies and stakeholders affected and involves them proactively in policy- and decision-making to achieve common understandings and buy-in.</p>	<p>Strengthens service delivery for a diverse customer base including bilingual, Braille, disabled, etc.</p>		
--	--	--	--

Leveraging Diversity Competency Links for Managers and Executives: *Continual Learning, Creativity and Innovation, Customer Service, Emotional Intelligence, External Awareness, Flexibility, Honesty and Integrity, Human Resources Management, Influencing and Negotiating, Interpersonal Skills, Oral and Written Communication, Partnering, Service Motivation, Team Building*

**Center for Leadership Capacity Services**  
**Office of Personnel Management**  
**Competency Dictionary**

**ORAL COMMUNICATION—Definition, Importance, Significant Elements, and Behaviors with Tables**

**ORAL COMMUNICATION (FOUNDATIONAL)**

Definition: Makes clear and convincing oral presentations. Listens effectively; clarifies information as needed.

ORAL COMMUNICATION--Importance: Clear and accurate communication, the process by which two or more parties exchange information verbally and share meaning, is essential in life and in the workplace.

Inaccurate, incomplete or poorly understood communication has been correlated with injuries, death on the job, and business failures. Thus, the civil servant must be articulate, clear, concise and effective, actively checking to make sure that the message has been understood. There is a further mandate that government communication is accurate and supported with adequate data and research. Further, articulate, clear, and sensitive communication meets people “where they are,” minimizes misunderstandings and facilitates the workflow. This part of oral communication is inexorably linked with interpersonal skills. Clarity of meaning is increasingly important in today’s multicultural federal workplace. Eloquent, sensitive, and compelling oral communication provides internal and external stakeholders with a “human voice,” and is a vital factor in developing and maintaining positive relations with Congress and national or international groups. This “human voice” is equally an essential element in successful

performance management. On the management and executive levels, the requirement stretches to include abilities to foster good organizational communication skills.

ORAL COMMUNICATION—Elements:

- A. Speak honestly, effectively and with integrity.
- B. Make convincing, articulate, and accurate oral presentations using non-verbal and vocal qualities that support the verbal spoken message.
- C. Effectively use various communication channels, including meetings, presentations and briefings.
- D. Actively consider, plan for, and react appropriately to the audience and the contextual environment in order to minimize barriers to understanding.
- E. Explain complex information clearly and accurately, and seek feedback to determine that understanding has occurred.
- F. Be an effective facilitator.
- G. Listen actively, seek clarification when needed and demonstrate sensitivity to a diverse workforce.

ORAL COMMUNICATION—Developmental Descriptions:

- **Individuals at all levels of the organization** use oral communication to achieve organizational goals and must consider the receiver(s) and their familiarity with the topic; treat all with respect and fairness; and use common conventions of language and grammar. They should prepare in advance for such communication whenever possible; speak accurately and clearly in all settings; support thoughts with facts; recall that non-verbal and tonal elements are projected along with the verbal message and therefore should use pitch, rhythm and pauses effectively. All individuals should monitor the receiver's behavior, clarify the message as needed and seek feedback to ascertain that the message has been received. All persons should actively consider the

environment in which the communication occurs so as to minimize potential barriers to the communication process; and they should be able to effectively use a variety of channels, choosing those appropriate to the situation.

Foundational—All Employees Must

<p><b>A. Speak honestly, effectively and with integrity.</b></p>	<p><b>B. Make convincing, articulate, and accurate oral presentations using non-verbal and vocal qualities that support the verbal spoken message.</b></p>	<p><b>C. Effectively use various communication channels.</b></p>	<p><b>D Actively consider, plan for, and react appropriately to the audience and the contextual environment in order to minimize barriers to understanding.</b></p>	<p><b>G. Listen actively, seek clarification when needed and demonstrate sensitivity to a diverse workforce.</b></p>
<p>Distinguishing Behaviors</p>	<p>Distinguishing Behaviors</p>	<p>Distinguishing Behaviors</p>	<p>Distinguishing Behaviors</p>	<p>Distinguishing Behaviors</p>
<p><b>Demonstrates belief in the concept of human dignity; treating all others with respect and fairness, and openly, consistently challenging bias, intolerance, and incivility.</b></p> <p>Can express one's position and feelings clearly and concisely without accusation, sarcasm or hostility.</p> <p>Publicly supports and defends others against unfair or inappropriate criticism.</p> <p>Refrains from spreading gossip, rumor, and false information.</p> <p>Persuades others and is assertive when necessary.</p>	<p><b>Speaks in a way that reflects and communicates clear and compelling thought processes, and authenticity of message.</b></p> <p>Is accurate; supports communication with fact and research.</p> <p>Is articulate, clear, concise and effective in communicating with others.</p> <p>Understands that good communication skills, oral and written, are an integral element of one's professional competence, and works continually to improve them.</p> <p>Stays composed, positive, civil and unflappable even in trying moments.</p> <p>Gains customer confidence through competence, good communications and trust.</p> <p>Uses a vocabulary that is appropriate for oral presentations, that enhance clarity and that convey professionalism.</p> <p>Ensures that colleagues, supervisors and other key decision makers are well informed.</p> <p>Uses common conventions of language and grammar appropriate to professional settings.</p> <p>Uses <u>gesture, eye contact, vocal</u></p>	<p><b>Chooses the appropriate medium for the message and adapts spoken language effectively to that medium.</b></p> <p>Knows how and when to support oral presentations with PowerPoint and other media technologies.</p> <p>Speaks in a way that makes complex technical concepts understandable and uses appropriate supporting materials (charts, illustrations, etc.).</p>	<p><b>Habitually considers and responds flexibly to the audience and other contextual environmental factors in order to maximize understanding.</b></p> <p>Considers the audience, their familiarity with the topic and degree of interest prior to speaking.</p> <p>Demonstrates empathy with others and can help others understand differing perspectives.</p> <p>Is effective in give-and-take, and registers emotional cues in attuning the message.</p> <p>Leaves customers feeling they have been heard, understood, respected and well served.</p> <p>Actively checks to make sure that the message has been understood. Looks for visual feedback from others and uses questions to check understanding.</p> <p>Ensures written text of oral presentations is carefully edited for perspective, accuracy, and correctness.</p> <p>Is prepared to listen to other views, be flexible and modify own perspectives.</p> <p>Understands how the issues at hand affect other people, and is aware of the consequences.</p> <p>Seeks points of agreement between own views and those of others.</p> <p>Is alert to and avoids language which is too technical for the audience, or which others</p>	<p><b>Seeks clarification of comments, particularly if the message is internally inconsistent, or if word usage differs from the norm.</b></p> <p>Listens attentively to others to hear and understand what is being said, and to assess what is meant.</p> <p>Evaluates non-verbal cues for confirmation of the verbal message.</p> <p>Restates individual's comments for clarity and confirmation of understanding.</p> <p>Demonstrates sensitivity to cultural meanings that may appear in both word usage and non-verbal behaviors.</p>

	pitch and intensity appropriately to add positively to the impact of the message.		<p>might misunderstand or find offensive.</p> <p>Arranges for interpreters, sign-language interpreters, or other facilitative media to ensure full access and understanding.</p> <p>Handles difficult people with diplomacy.</p> <p>Understands and responds appropriately to the differing needs of diverse internal and external customer groups.</p>	
--	---	--	---	--

Oral Communication Competency Links for All Employees/Foundational: *Customer Service, Emotional Intelligence, External Awareness, Flexibility, Honesty and Integrity, Influencing and Negotiating, Leveraging Diversity, Political Savvy, Resilience, Written Communication*

- Team Leaders** must effectively communicate the team’s role in the Agency’s mission, both to the team and to others within the organization; and effectively reduce and communicate complex goals or tasks to a workable set of fundamentals so that others can understand and take necessary actions. They must help team members learn to communicate in productive ways, with each other and with other units or groups. Team Leaders must develop sensitivity to personal space, cultural nuances, and individual differences that affect the communication process; and they should model reciprocal, dynamic communication processes, consistently reinforcing the need to check for understanding.

Team Leaders Must:

<b>B. Make convincing, articulate, and accurate oral presentations using non-verbal and vocal qualities that support the verbal spoken message.</b>	<b>C. Effectively use various communication channels.</b>	<b>D Actively consider, plan for, and react appropriately to the audience and the contextual environment in order to minimize barriers to understanding.</b>	<b>E. Explain complex information clearly and accurately, and seek feedback to determine that understanding has occurred.</b>	<b>F. Be an effective facilitator.</b>
Distinguishing Behaviors	Distinguishing Behaviors	Distinguishing Behaviors	Distinguishing Behaviors	Distinguishing Behaviors
<b>Can effectively communicate the team’s</b>	<b>Understands and uses various channels of</b>	<b>Is capable of modifying communications techniques as</b>	<b>Effectively and appropriately reduces complex goals or issues,</b>	<b>Helps team members learn to communicate in productive</b>

<p><b>role in the Agency’s mission, both to the team, and to others within the organization.</b></p> <p>Articulates and can generate enthusiasm for a shared vision and mission.</p> <p>Champions necessary change and enlists others in its pursuit.</p> <p>Regularly, clearly and enthusiastically communicates to team members high expectations for good customer service.</p>	<p><b>communication effectively, including meetings, briefings, and the media.</b></p> <p>Prepares meetings, formal conversations and presentations in advance when possible to maximize effectiveness.</p> <p>Plans meeting agendas and distributes these in advance to maximize contributions to the topic and sharpen the focus of the meetings.</p>	<p><b>necessary in order to reach understanding with and among different groups.</b></p> <p>Fine-tunes presentations strategically to the listener.</p> <p>Understands and employs communication as a strategic issue, anticipating and responding to the needs of all affected groups, including employees.</p> <p>Takes into account the impact of emotions and feelings on a situation.</p> <p>Models reciprocal, dynamic communicative process and checks for understanding.</p> <p>Is sensitive to patterns of interaction occurring within the team.</p>	<p><b>tasks and/or problems to a workable set of fundamentals so that others can understand and take necessary action.</b></p> <p>Can break down problems and situations into discrete parts that are easier to understand and to manage.</p> <p>Makes decisions and the thinking behind them transparent to those affected by them.</p> <p>Gives clear explanations about why action has, or has not been proposed or taken.</p> <p>Gets beyond bureaucracy, jargon and red tape in service to the customer.</p> <p>Offers honest, useful, empathic feedback and identifies people’s needs for development.</p>	<p><b>ways with each other and with other units or groups.</b></p> <p>Is a good facilitator and uses strategies that draw more reticent team members into the discussion.</p> <p>Uses effective communication strategies to manage disagreement or difficult exchanges.</p> <p>Knows when to step in and when not to.</p> <p>Deals quickly with disagreement or conflict among team members.</p> <p>Is approachable and easy to talk to.</p>
--	---	--	--	--

Oral Communication Competency Links for Team Leaders: *Continual Learning, Customer Service, Emotional Intelligence, External Awareness, Flexibility, Honesty and Integrity, Influencing and Negotiating, Leveraging Diversity, Political Savvy, Problem Solving, Resilience, Written Communication*

- Supervisors** should plan effective strategies for communicating complex messages; should provide meeting information or agendas to help focus attention; and should anticipate and control distracting behaviors. They must plan strategies to manage challenging or difficult exchanges; and identify strategies to integrate reticent participants into the group’s discussions. They should expand presentation skills including voice quality and non-verbal behavior; effectively use a variety of media; and identify locations and venues that support communication while minimizing environmental distractions. Supervisors should ensure mutual understanding

of goals and performance expectations; objectively describe performance problems; and provide feedback that is candid, timely, and fair.

Supervisors Must

<p><b>B. Make convincing, articulate, and accurate oral presentations using non-verbal and vocal qualities that support the verbal spoken message .</b></p>	<p><b>C. Effectively use various communication channels.</b></p>	<p><b>D Actively consider, plan for, and react appropriately to the audience and the contextual environment in order to minimize barriers to understanding.</b></p>
<p>Distinguishing Behaviors</p>	<p>Distinguishing Behaviors</p>	<p>Distinguishing Behaviors</p>
<p><b>Projects competence and credibility.</b> Responds appropriately, accurately, and with aplomb to challenging questions or comments.</p>	<p><b>Plans effective strategies for communicating complex messages, including information regarding behavior, performance, policies, and new directives.</b> Prepares strategically for interviews, performance reviews, and other meetings to establish focus, goals and strategic approach. Helps others prepare well for interviews, performance reviews and other meetings to ensure the meetings yield common understandings and achieve strategic goals. Skillfully probes and asks questions that help others reflect and create insight. Influences unit’s performance through effective feedback, coaching, counseling and mentoring. Ensures mutual understanding of goals and performance expectations. Confronts performance problems in a way that maintains a positive relationship. Provides feedback that is candid, timely, focused on the future, and fair. Objectively describes performance problems concretely and with specificity. Gains commitment from others for improvement and performance. Never resorts to inappropriate <i>quid pro quo</i> or shaming strategies.</p>	<p><b>Understands the impact of culture and individual styles and can communicate effectively within a wide range of contexts.</b> Anticipates and plans responses to potential questions and challenges. Is sensitive to personal space, touch and other cultural and individual differences that affect communication.</p>

Oral Communication Competency Links for Supervisors: *Conflict Management, Continual Learning, Customer Service, Emotional Intelligence, External Awareness, Flexibility, Honesty and Integrity, Influencing and Negotiating, Leveraging Diversity, Political Savvy, Problem Solving, Resilience, Written Communication*

- **Managers and Executives** must provide accurate, current and understandable information to policy makers and citizens; effectively communicate Agency and Federal policies by fully preparing for presentations and

deliberately selecting communication styles to fit the audience and situation. When addressing legislative hearings, large employee forums or external stakeholders, presentations should be well planned, consistent, clear, powerful, and persuasive. They should identify and plan to overcome potential barriers to communication; be adept at handling contentious situations; and use a variety of nonverbal techniques to enhance and reinforce the message. Managers and Executives should develop a climate that encourages open communications; ensure that others understand the power of open communication to enhance workplace relationships; and be accomplished at using a wide variety of media. They should plan a crisis communications strategy that can support quick and flexible organizational responses to unforeseen, new, and complex situations; and be articulate as spokesperson during crisis situations, projecting a personal and organizational image of competence and credibility.

Managers and Executives Must:

<b>A. Speak honestly, effectively and with integrity.</b>	<b>B. Make convincing, articulate, and accurate oral presentations using non-verbal and vocal qualities that support the verbal spoken message.</b>	<b>C. Effectively use various communication channels.</b>	<b>D Actively consider, plan for, and react appropriately to the audience and the contextual environment in order to minimize barriers to understanding.</b>
Distinguishing Behaviors	Distinguishing Behaviors	Distinguishing Behaviors	Distinguishing Behaviors
<p><b>Uses fact, reason and persuasion to bring others in line with the vision, rather than skewed arguments that are not a fair representation of the issue.</b></p> <p>Provides accurate, current and understandable information to policy makers and citizens, exposing the implications of choice in an unbiased fashion.</p>	<p><b>Can effectively shape the debate and influence how an issue and potential solutions are perceived by others.</b></p> <p>Distills the vision and new ideas into focused, strategic and targeted messages that inspire and guide others in times of change.</p> <p>Understands and uses marketing techniques that are appropriate for enhancing customer knowledge and use</p>	<p><b>Ensures that others understand the power of open communication to enhance workplace relationships and that they have the communication skills to be effective members of a learning organization.</b></p> <p>Uses a broad variety of media and communication tactics to communicate, repeat and reinforce the message, such as Web sites, e-mail lists, and direct mail.</p>	<p><b>Uses environmental scanning, systems thinking, stakeholder analysis, and other strategic analysis tools to recognize and overcome barriers to communication.</b></p> <p>Is politically adroit in addressing, informing and negotiating buy-in from all key stakeholders.</p> <p>Engages broadly in consultation that is participatory and empowering.</p>

<p>Does not sacrifice civility for short-term productivity goals.</p> <p>Models assertive communication and positive attitudes even in extremely challenging situations.</p> <p>Communicates with customers, employees and other key stakeholders with openness and transparency.</p> <p>Fosters a climate that allows any subordinate to pose a challenge to any idea, encouraging their own skills at leading.</p> <p>Creates a recognizable “voice” that is personal, visible and recognizable and that inspires trust and commitment among employees and stakeholders alike.</p> <p>Communicates the public service vision of the organization.</p>	<p>of government services.</p> <p>Gives clear and explicit view that signals where the organization is headed and why.</p> <p>Creates broad ownership of the vision throughout the organization, engendering energy and voluntary engagement which is key to the vision’s sustainability.</p> <p>Publicly challenges the status quo by comparing it to a vision of change and takes dramatic action to enforce the change effort.</p>	<p>Creates a feedback rich culture in which feedback is valued, sought out from a full range of stakeholders, discussed broadly, and acted upon.</p> <p>Understands the effectiveness of “management by walking around” as a communication strategy.</p> <p>Encourages debate and open discussion.</p> <p>Conducts debriefing of stressful situations as needed.</p> <p>Cultivates a learning culture of reflective openness.</p> <p>Values face-to-face discussion.</p> <p>Plans and implements a crisis communications strategy that can support quick and flexible organizational responses to unforeseen, new, and complex situations.</p>	<p>Can select a style which fits the audience and the situation, flexing among “tell,” “sell,” “consult,” or “join” styles.</p> <p>Strategically plans to overcome barriers to communication such as selective exposure, selective attention, selective perception, selective retention, and selective recall.</p> <p>Understands the complexities of organizational and group cultures and uses that knowledge to circumvent barriers to understanding among them.</p> <p>Anticipates likely contextual barriers to effective understanding and cooperation. Employs processes that maintain regular and clear lines of communication in order to overcome such barriers.</p>
---	---	--	--

Oral Communication Competency Links for Managers and Executives: *Conflict Management, Continual Learning, Customer Service, Emotional Intelligence, External Awareness, Flexibility, Honesty and Integrity, Influencing and Negotiating, Leveraging Diversity, Political Savvy, Problem Solving, Resilience, Written Communication*

**Center for Leadership Capacity Services**  
**Office of Personnel Management**  
**Competency Dictionary**  
**Partnering—Definition, Importance, Significant Elements, and Behaviors with Tables**

**PARTNERING (BUILDING COALITIONS AND COMMUNICATIONS)**

Definition: Develops networks and builds alliances; collaborates across boundaries to build strategic relationships and achieve common goals.

PARTNERING—Importance: Collaboration is a critical dimension of modern leadership in public services today, because the final objective of government is not the interest of the individual organization, but rather good judgment, fair procedures and overall effective outcomes for the citizen. Highly effective government today aims for seamless, appropriate, and cost-effective service even when many organizations are involved. The complex political and institutional architecture that would support such seamless government requires a major shift to partnerships, coalitions, and other collaborative, participative, interdependent approaches. Such initiatives cannot depend on traditional forms of “authority,” but must rely on collaborative leadership. Organizations must learn to move from rule-based operations, to those that are guided by principles and outcomes. This will require from government leadership the ability to think and work in systems; to involve others; to manage change through many others; to see and communicate an overarching mission and common purpose; to contribute to a cultural coherence among government offices and agencies, and to build effective community between public and private enterprises. Such *Partnering* provides the opportunity to achieve synergy, reduce or avoid duplications, establish a

team culture, deliver superior services efficiently and seamlessly, and to meet the increasingly complex challenges of the 21<sup>st</sup> Century.

PARTNERING—Elements:

- A. Participate in and contribute to collaborative work, sharing information and soliciting input from others.
- B. Understands the value of, maintains the quality of, and can exercise appropriate influence on relationships (with co-workers, supervisors, customers, contractors, and policy makers) across the environment.
- C. Value the benefits of professional organizations and other networks and pursue wider knowledge of networks relevant to issues affecting one's own work.
- D. Facilitate the establishment and health of a partnering culture.
- E. Actively create and communicate strategic opportunities to partner with others towards the achievements of common goals.
- F. Manage existing partnerships, monitoring achievements and progress.
- G. Create a vision of administrative capacity across agencies, with NGOs, and international organization to address problems effectively—in a sustained and articulated rather than “stove-piped” fashion.
- H. Plan strategically to implement partnering and collaborative relationships, using systems thinking to scan for opportunities, and strategic planning to modify organizational processes, systems, and relations to support new collaborative structures.
- I. Be a skillful and disciplined communicator who can communicate an overarching vision of government service, generate commitment, and who can facilitate and negotiate the often complex and delicate exchanges that must take place to accomplish partnership goals.

PARTNERING—Developmental Descriptions:

- Successful partnering requires a concrete understanding of the synergistic benefits that result from working with others. **All Employees** should develop an awareness of relevant networks; identify and learn from best

practices in other settings; participate in collaborative work efforts; and share information<sup>1</sup> and solicit input from others. They should know their own field, and those that are related to it; become aware of related work done by other groups within the organization; identify “best practices” and new information; write and publish within their professional discipline; and develop professional relationships with colleagues within the organization—and those outside the organization.

All Employees Must:

<p><b>A.</b> Participate in and contribute to collaborative work, sharing information and soliciting input from others.</p>	<p><b>B.</b> Understands the value of, maintains the quality of, and can exercise appropriate influence on relationships across the environment—with co-workers, supervisors, customers, contractors, and policy makers.</p>	<p><b>C.</b> Values the benefits of professional organizations and other networks and pursues wider knowledge of networks relevant to issues affecting one’s own work.</p>
<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>
<p><b>Has a vision of what can be gained by working with others; understands how bringing together the different views, diverse talents, resources and skills, intelligence and strengths is the most effective way to solve complex problems.</b></p> <p>Seeks cross-functional and other partnering or team experiences to broaden perspective and learn alternative approaches from others.</p> <p>Discusses with others their approach to issues.</p> <p>Shares new approaches with others.</p> <p>Adopts others’ ideas to own area.</p> <p>Can suspend short-term personal goals in favor of long-term and broader organizational or community goals.</p> <p>Liaises within own department to problem-solve.</p> <p>Cooperates with others.</p>	<p><b>Develop professional relationships with colleagues inside and outside of the organization.</b></p> <p>Supports team decisions, is a good team player. Is honest and responsible. Does own share of the work.</p> <p>Responds positively and reciprocates when approached by others.</p> <p>Has good communication, listening and negotiating skills.</p> <p>Expresses positive attitudes and expectations of others.</p> <p>Publicly credits others who have contributed and performed well.</p> <p>Seeks out others input when all the factors impinging on the issues need to be identified and attended to.</p> <p>Develops contacts to gain broader understanding and context for own work.</p>	<p><b>Is broadly knowledgeable of own field to include other areas that influence or are related to it.</b></p> <p>Is aware of related work done through other disciplines and of other groups within the organization.</p> <p>Attends and contributes to seminars and conferences.</p> <p>Writes and publishes papers for key professional association members, as well as for a broader, related professional audience.</p> <p>Broadens own understanding of how fields of knowledge, programs and service skills overlap.</p> <p>Actively participates in and contributes to professional associations.</p> <p>Seeks out best practices and new information.</p>

<sup>1</sup> Employees in sensitive, security-related fields must exercise caution when identifying specific information that may be shared. Security requirements should take precedence in such arenas.

Shares all appropriate and useful information. Displays willingness to learn from others, including subordinates and peers.	Has good interpersonal and communications skills. Acknowledges others' experience and ideas.	
--	---	--

Partnering Competency Links for All Employees: *Communications, Conflict Management, Entrepreneurship, Influence and Negotiating, Integrity and Honesty, Interpersonal Skills, Leveraging Diversity, Political Savvy, Problem Solving, Strategic Thinking, Team Building,*

- Team leaders** must be open and alert to partnering opportunities; develop mutually beneficial ways of working with other team leaders; identify and manage potential areas of conflict within the team or partnership; forge consensus to reach goals, and seek win-win solutions. They must facilitate the establishment of a partnering culture; be a skillful facilitator of group processes; assist others to respect and listen to the contributions of others; clarify contributions and expectations of all participants; model effective communication; and educate the team about successful partnering and collaboration efforts.

**Team Leaders Must:**

<b>D. Facilitate the establishment and health of a collaborative, partnering culture.</b>	<b>E. Actively create and communicate strategic opportunities to partner with others towards the achievement of common goals.</b>
<b>Distinguishing Behavior</b>	<b>Distinguishing Behavior</b>
<p><b>Is a skillful facilitator of group processes; has an intrinsic understanding of what’s happening in a group and how to intervene to address whatever needs to be addressed.</b></p> <p>Works to build trust within the team and with related groups.</p> <p>Helps team understand the wider context of their work and the larger goals of the agency or government which are only attainable through partnerships.</p> <p>Understands collaborative leadership and has good facilitation skills.</p> <p>Skilled in restating arguments, ideas or issues so that everyone is clear on them.</p> <p>Develops a structure that allows everyone’s ideas to be heard.</p> <p>Teaches those in the team who do not know how to work collaboratively with others.</p> <p>Can help others get beyond turf issues by emphasizing the benefits of collaboration.</p> <p>Helps others respect and listen to the input of others.</p>	<p><b>Brings the right people together at the right time to address issues and undertake initiatives.</b></p> <p>Actively brings the team together with other groups to find common solutions to similar problems.</p> <p>Establishes meetings, e-lists and other means to share knowledge with related groups.</p> <p>Cooperates with other units to share resources, such as staff, expertise, space and funding.</p> <p>Seeks win-win opportunities.</p> <p>Develops contacts in wider environment to maximize effectiveness of services, to promote synergy in and across service provision and to eliminate duplication.</p>

<p>Surfaces and resolves conflicts that impede healthy networks.                  Forges consensus to reach goals.                  Builds on points of agreement and alignment of common interests.                  Negotiates the objectives of the project among team members and clarifies respective contributions and expectations.                  Gives credit where credit is due in team and other group projects.                  Brings the most up-to-date information on successful partnering and collaboration to the team.                  Helps team members learn to communicate in productive ways with others.</p>	<p>Develops mutually beneficial ways of working with other team leaders.                  Identifies mutual interests and the potential for cooperative working.</p>
---	--

Partnering Competency Links for Team Leaders: *Communications, Conflict Management, Entrepreneurship, Influence and Negotiating, Integrity and Honesty, Interpersonal Skills, Leveraging Diversity, Political Savvy, Problem Solving, Strategic Thinking, Team Building,*

- Supervisors** manage existing partnerships, monitoring achievements and progress; identify areas of potential conflict and establish procedures to clarify the situation and avoid conflict; and effectively plan the commitment of human and financial resources to the partnership effort. They identify, build upon, and disseminate partnering lessons; facilitate cross-functional collaboration and information sharing; facilitate training in areas that support the ability to form and maintain productive relationships; and work to facilitate the establishment and health of a partnering culture, including the creation of opportunities and incentives to learn and share knowledge with others.

**Supervisors Must:**

<p><b>D.</b> Facilitates the establishment and health of a partnering culture.</p>	<p><b>E.</b> Actively creates and communicates strategic opportunities to partner with others towards the achievement of common goals.</p>	<p><b>F.</b> Manages existing partnerships, monitoring achievements and progress.</p>
<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>
<p><b>Uses collaborative work initiatives to increase the coherence, strength and effectiveness within the unit.</b>                  Encourages and participates in intra/extra organizational assignments to develop partnering as well as understanding of</p>	<p><b>Works to maximize the effectiveness of strategy by aligning and integrating efforts, core processes, activities and resources.</b></p>	<p><b>Understands the operational implications of the partnering strategy.</b>                  Can effectively plan for the commitment of time, skills, financial resources, external</p>

<p>larger context for group work.</p> <p>Can measure the adequacy of trust and commitment from the various groups, and step in to repair the relationship when that trust is endangered.</p> <p>Is willing to share ownership in, benefits of, and responsibility for the success of the partnership initiative.</p> <p>Rewards active exploration of partnering possibilities.</p> <p>Reports to upper management the lessons learned from implemented partnerships.</p> <p>Creates opportunities and incentives to learn and share knowledge with others about partnering successes and opportunities.</p> <p>Facilitates training in areas that support the ability to form and maintain productive relationships, such as team building, interpersonal relationships, communication, and political savvy.</p>	<p>Understands the types of cooperative arrangements from networking to complex multi-sector collaboration and chooses the one appropriate to achieving set goals.</p> <p>Ensures that lessons learned are disseminated and built upon.</p> <p>Shares innovative partnering ideas with others.</p> <p>Expands appropriate use and design of partnership opportunities within own area.</p> <p>Be proactive and agile in realigning resources, processes and approaches.</p> <p>Facilitates cross-functional collaboration, information sharing and establishment of shared work goals.</p>	<p>support, commitment and human capital to the partnership effort.</p> <p>Understands which resources, roles and responsibilities have been committed to by each partner.</p> <p>Ensures that procedures are in place to evaluate the achievements of partnerships.</p> <p>Ensures that innovative partnerships explore the possible, but operate within Constitutional and regulatory boundaries.</p> <p>Ensures that all partners are treated fairly and ethically.</p> <p>Sets parameters and goals with partners clearly to avoid misunderstandings.</p> <p>Understands operational implications of strategy.</p>
---	--	--

Partnering Competency Links for Supervisors: *Communications, Conflict Management, Emotional Intelligence, Entrepreneurship, Flexibility, Influence and Negotiating, Integrity and Honesty, Interpersonal Skills, Leveraging Diversity, Political Savvy, Problem Solving, Strategic Thinking, Team Building,*

- Managers** have primary responsibility for fostering a culture that understands the organization’s goals, and is willing to work collaboratively towards the achievement of those goals. They must establish communications processes within the organization to enable greater recognition of common issues; must seek out and initiate opportunities to achieve organizational goals through partnering and collaboration; utilize knowledge management and networking systems; and contribute to the establishment and implementation of a management structure that supports partnerships. Managers must emphasize developmental opportunities for staff to enable them to identify, develop, and employ a broad range of processes and tools; foster benchmarking as a means of addressing continual improvement; explore collaborative possibilities that are

innovative in type and scope; network with a wide range of stakeholders to identify and pursue alliances; and ensure rigorous evaluation processes to measure the success of partnership efforts.

**Managers Must:**

<p><b>D.</b> Facilitate the establishment and health of a partnering culture.</p>	<p><b>E.</b> Actively create and communicate strategic opportunities to partner with others towards the achievement of common goals.</p>	<p><b>F.</b> Manage existing partnerships, monitoring achievements and progress.</p>
<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>	<p><b>Distinguishing Behaviors</b></p>
<p><b>Fosters a culture that understands goals in the broader context, and which works collaboratively towards the achievement of those goals.</b></p> <p>Minimizes stove-piping and other sources of disruptive competition among work groups.</p> <p>Designs and implements knowledge management and networking systems both within the organization and among relevant discipline and managerial networks.</p> <p>Emphasizes developmental opportunities for staff which enable them to broaden their abilities to seek out, develop and employ a broad range of processes and tools.</p> <p>Establishes communications processes within the organization which enable greater recognition of common issues, and which foster the organization’s ability to address these collaboratively.</p> <p>Builds trust within and across partnerships.</p> <p>Treats partners fairly.</p> <p>Helps others focus on ideas, processes, interests and outcomes and transcend personalities and positions, and a win/lose focus of conflict.</p> <p>Maintains agreed upon confidentiality.</p>	<p><b>Develops integrated, pragmatic, process solutions which cross traditional department boundaries and which foster agency-wide and “enterprise-wide” consistency and cooperation.</b></p> <p>Establishes collaborative partnerships to enhance organizational capacity to reach mission goals.</p> <p>Strategically plans to advance seamless and inter-departmental approaches to services and products.</p> <p>Establishes partnerships to maximize resource availability and organizational performance.</p> <p>Explores collaborative possibilities that are innovative in type and scope.</p> <p>Can strategically manage change through many others.</p> <p>Promotes cooperation across functions/departments to achieve objectives.</p> <p>Is alert to opportunities to maximize resources, improve services, and avoid unnecessary duplication through collaborative and partnership efforts.</p>	<p><b>Contributes to the establishment and implementation of a management structure for partnerships, including structures and accountability across the partnership itself, as well as to regulate the relationship between the partnership and the home agency.</b></p> <p>Understands, practices and promotes the breakthrough skills needed to leverage virtual teamwork and the effective use of social networks.</p> <p>Defines a clear and comprehensive structure of participants’ roles and responsibilities, clear purpose, expected outputs, and realistic performance measures.</p> <p>Monitors partnerships for value added and analyses successes and failures in order to build upward from lessons learned.</p> <p>Establishes procedural ground rules regarding how decisions will be made, how information will be distributed, the role of representatives.</p> <p>Contributes resources equitably.</p> <p>Ensures rigorous evaluation processes to measure the success of partnership efforts; compares results with expectations and analyses how partnerships can be improved.</p> <p>Ensures that all those affected by the work of the partnership are involved.</p> <p>Understands and uses forms of formal, written agreements to outline expectations among the partners.</p> <p>Contributes real resources to the collaborative effort.</p> <p>Uses tools that clearly communicate the project status and needs among all partners and which reach all key decision makers.</p> <p>Adopts a common set of standards for seamless systems, data and business process integration.</p>

		Finds flexibility within the rules to support innovative collaborative partnerships within and outside of the agency.
--	--	---

Partnering Competency Links for Managers: *Communications, Conflict Management, Emotional Intelligence, Entrepreneurship, Flexibility, Influence and Negotiating, Integrity and Honesty, Interpersonal Skills, Leveraging Diversity, Political Savvy, Problem Solving, Strategic Thinking, Team Building,*

- Executives** must understand that collaboration is a critical dimension of public service, and is a key operational factor in achieving a citizen-focused, seamless government, especially in times of budgetary constraints. They must communicate a compelling vision; establish and communicate the need for collaborative relationships; and plan integrated government services that are sustainable and affordable, and that maximize the capabilities and resources of all levels of government as well as the private sector. Managers must establish and foster a sense of organizational direction that supports seamless government, alternative working arrangements, partnerships, and entrepreneurial mindset; support knowledge management; and build effective networks within and without the organization to seek and exchange information, support, and resources. They must design an organizational infrastructure that facilitates cross-functional collaboration, establishment of shared work goals; and promote cooperation across functions/departments and agencies to achieve organizational objectives.

**Executives Must:**

<p><b>G.</b> Creates a vision of administrative capacity across agencies, with NGOs, and international organizations to address problems effectively--in a sustained and articulated rather than stove piped fashion.</p>	<p><b>H.</b> Plans strategically to implement partnering and collaborative relationships, using systems thinking to scan for opportunities, and strategic planning to modify organizational processes, systems, and regulations to support new collaborative structures.</p>	<p><b>I.</b> Be a skillful and disciplined communicator who can communicate an overarching vision of government service, generate commitment, and who can facilitate and negotiate the often complex and delicate exchanges that must take place to accomplish partnership goals.</p>
---	--	---

Distinguishing Behaviors	Distinguishing Behaviors	Distinguishing Behaviors
<p><b>Understands collaboration as a critical dimension of public service which is the key operational factor in achieving a citizen-focused, seamless government.</b></p> <p>Understands the full scope of service and governmental issues so that vision and direction is conceived more in terms of coordinating vs. providing service.</p> <p>Participates in knowledge and policy networks and ensures Agency participation in such networks.</p> <p>Networks with the full range of stakeholders, inside the government and without to identify and pursue high potential service alliances.</p> <p>Has a global breadth of perspective and is able to work and coordinate work cross-culturally, nationally, internationally and globally.</p> <p>Promotes coordination, cooperative agreements and collaborative agreements among agencies.</p> <p>Reaches out broadly to other organizations, groups and disciplines to solicit other ideas and perspectives in order to generate the best solutions.</p> <p>Actively canvases for collaborative possibilities from among the broadest array of possible partners.</p> <p>Contributes to a cultural coherence among government offices and agencies, and between public and private that understands and works towards common purpose.</p> <p>Is connected to a broad network of Federal managers and executives as well as professionals and experts whose knowledge is relevant for the agency.</p>	<p><b>Plans integrated government services that are sustainable and affordable, and that maximize the capabilities and resources of all levels of government, as well as the private sector.</b></p> <p>Uses knowledge of interrelationships and connections to develop integrated, pragmatic, process solutions which cross traditional department boundaries and which foster agency-wide and “enterprise-wide” consistency and cooperation.</p> <p>Shifts the institutional architecture and organizational infrastructure towards supporting seamless government.</p> <p>Employs knowledge management systems.</p> <p>Understands and, where appropriate, implements “enterprise-wide” solutions.</p> <p>Can think and work in systems to transcend traditional understanding of how government services can be provided and to identify the full range of strategic partners.</p> <p>Establishes clear message in strategic goals as well as performance expectation for collaborative work towards common goals.</p> <p>Supports staff in taking calculated risks in exploring new partnerships and other collaborative efforts.</p>	<p><b>Has and communicates a common, overarching vision, and can win others over to a forward moving program.</b></p> <p>Understands the participating organizations, their needs and their cultures, their understanding of the issues to be addressed, and their goals and outcome expectations.</p> <p>Uses collective inquiry, bringing together full representation of key stakeholders in planning and decision discussions.</p> <p>Establishes and communicates the need for a collaborative relationship; articulates the problem and the way in which partnership could help.</p> <p>Minimizes divisions and helps group focus on what has been accomplished and on the ultimate goal.</p> <p>Helps others focus on ideas, processes, interests and outcomes and transcend personalities and positions, and a win/lose focus of conflict.</p> <p>Has the resilience to weather the mistrust, setbacks and other problems that arise in complex relationships.</p> <p>Contributes to a climate of trust and respect.</p> <p>When necessary, sacrifices personal or institutional acclaim for the achievement of higher goals through collaboration.</p>

Partnering Competency Links for Executives: *Communications, Conflict Management, Emotional Intelligence, Entrepreneurship, Flexibility, Influence and Negotiating, Integrity and Honesty, Interpersonal Skills, Leveraging Diversity, Political Savvy, Problem Solving, Strategic Thinking, Team Building*

**Center for Leadership Capacity Services**  
**Office of Personnel Management**  
**Competency Dictionary**

**POLITICAL SAVVY—Definition, Importance, Significant Elements, and Behaviors with Tables**

**POLITICAL SAVVY (BUILDING COALITIONS AND COMMUNICATIONS)**

Definition: Identifies the internal and external politics that impact the work of the organization. Perceives organizational and political reality and acts accordingly.

POLITICAL SAVVY—Importance: Political Savvy is essential in every organization and is a critical competency in a governmental organization that is buffeted by multiple stakeholders, has limited resources, and operates in the constantly changing dynamics of a democratic political system. Those who are politically savvy have knowledge of the internal and external systems and the ways in which those systems function in both their organization and in the larger political environment. They have a clear sense of mission; maintain a current understanding of the political, social, technological, economic and demographic environment in which they operate; and are sensitive to nuances of word, deed, and behavior. Political Savvy and emotional intelligence aid the public servant in building consensus and gaining the cooperation of others, which are essential to partnering, strategic thinking, vision, conflict management, and influencing others. Although political savvy is important at all levels for both personal and organizational reasons, it is vital at the upper levels of an Agency. Political Savvy must be learned, and skills honed so that departmental and/or organizational policies may reflect public

.interests, emerging concerns may be integrated into new program policies, and the Agency may be effective and advance its mission.

POLITICAL SAVVY—Elements:

- A. Understand the Federal Government, the Agency itself, and the systems within the agency, including the major functions, departments and processes within the agency.
- B. Have knowledge of all relevant laws, regulations, policies and procedures that affect the organization.
- C. Understand the Agency's mission; know the issues at the heart of the Agency's policy agenda; monitor needs of key stakeholders, and know the internal and external environmental issues that affect the work of the organization.
- D. Understand the climate and culture of the organization, its formal and informal power structures; recognize decision influencers; recognize legitimate limits to the organization's reach.
- E. Identify, build, influence, and strengthen internal support bases.

POLITICAL SAVVY—Developmental Descriptions:

- **All government employees** need to know and understand the formal and informal structures and processes of their agency including the chain of command, positional power, rules, regulations, policies, procedures, organizational climate and culture. They can follow the “chain of command” when reporting information; and inform key organization personnel and/or stakeholders about important decisions and/or the work unit situations. All government employees with this foundational competency seek to build consensus and gain the cooperation of others; demonstrate an awareness of political impact, especially the implications of key issues in light of stakeholder interest or concerns; and operate effectively within the organization's systems, climate, and culture to achieve organizational goals.

Foundational—All Employees Must:

<p><b>A. Understand the Federal Government, the Agency itself, and the systems within the agency, including the major functions, departments and processes within the agency.</b></p>	<p><b>B. Have knowledge of all relevant laws, regulations, policies and procedures that affect the organization.</b></p>	<p><b>C. Understand the agency’s mission; know the issues at the heart of the agency’s policy agenda.</b></p>	<p><b>D. Understand the climate and culture of the organization, its formal and informal power and influence structures; recognize decision influencers; recognize legitimate constraints.</b></p>	<p><b>E. Identify, build, influence and strengthen internal support bases.</b></p>
<p>Distinguishing Behaviors</p>	<p>Distinguishing Behaviors</p>	<p>Distinguishing Behaviors</p>	<p>Distinguishing Behaviors</p>	<p>Distinguishing Behaviors</p>
<p><b>Understands the formal structure of the organization, its role and place within the larger government system of power distribution, responsibility and accountability.</b></p> <p>Understands own role as public servant and the responsibilities of government to the people.</p> <p>Demonstrates knowledge of how one’s own activities fit into the bigger picture—both as regards the policy issues as well as organizational structure and processes.</p> <p>Maintains a current understanding of the political, social, technological, economic and demographic environment which shape and influence the issues and goals of the</p>	<p><b>Understands the relevant statutory context within which the mission is accomplished and services are provided.</b></p> <p>Understands the constitutional, political, legal and regulatory environment for government.</p> <p>Expresses dissent when actions or pending decisions would violate organizational and/or Constitutional values, laws, and regulations.</p> <p>Keeps up-to-date with relevant laws, regulations policies and procedures that affect the organization.</p>	<p><b>Knows and understands the context for agency policy development and implementation.</b></p> <p>Knowledgeable of the facts; understands the issues; and can see these issues also from customer and key stakeholder perspectives.</p> <p>Identifies and understands the implications of key issues or decisions in light of the potential impact on public interest and concerns.</p> <p>Strives to understand the intrinsic nature of the issues—not just own perspective.</p> <p>Actively pursues knowledge and understanding of perspectives and ideas not one’s own.</p> <p>Provides an impact analysis for alternative courses of action.</p> <p>Evaluates options and considers consequences during decision making process.</p>	<p><b>Understands chain of command, positional power rules, and personal authority.</b></p> <p>Can work successfully within a wide range of environments and contexts (physical, virtual, small and large groups, organizational methods, processes and cultures).</p> <p>Understands the relationships within the environment—with co-workers, supervisors, customers, contractors, and policy makers.</p> <p>Understands political forces within an organization.</p> <p>Keeps supervisors in the know, alerting them to new developments, progress, problems as they develop.</p> <p>Keep supervisors well informed of what has been done, what is currently being done, and what one is planning to do.</p> <p>Keeps organizational and personal information confidential when required and/or appropriate.</p> <p>Understands the basic tactics and</p>	<p><b>Defines and works effectively within own sphere of influence, using this knowledge to maneuver around obstacles.</b></p> <p>Understands and practices “personal authority”—a leadership attribute related to how one acts all the time.</p> <p>Renders best counsel, being honest and frank while maintaining respect and civility.</p> <p>Does not work in isolation; builds networks; collaborates, sharing plans, information, and resources.</p> <p>Is able to build consensus and gain the cooperation of others whether or not in a position of authority.</p> <p>Can recognize allies.</p> <p>Builds a track record; gives best counsel; renders best judgment and persists.</p> <p>Can express one’s position and feelings clearly and concisely without accusation, sarcasm or hostility.</p>

<p>organization.</p> <p>Understands the role of taxes and appropriations in the funding of operations and acts in general as good stewards of all public resources.</p>	<p>Knows the range of mechanisms which protect public interests and goods.</p> <p>Understands and implements the principles and inherent responsibilities of democracy.</p> <p>Follows rules, SOPs, regulations and policy.</p>	<p>Can identify opponents and knows why they take a certain position on the issue.</p> <p>Can identify who is affected, who loses and who gains from a particular action, and other potential consequences.</p> <p>Can posit potential solutions to a situation.</p> <p>Gives clear explanations on why actions/policies have been proposed, taken, or not taken.</p> <p>Stays knowledgeable of developing policy and policy issues in one's field.</p>	<p>strategies to bring others on board.</p> <p>Can provide decision makers with accurate, timely, and useful information that reflects the requisite breadth of perspectives and scope of impact.</p> <p>Listens carefully to customer expectations, showing understanding of different views and perspectives.</p> <p>Seeks broad understanding of those who affect and who are affected by one's work.</p> <p>Is aware of related work done through other disciplines and of other groups within the organization.</p> <p>Understands how to get ahead in the organization using strategies and tactics that are honorable and fair.</p>	<p>Participates in knowledge networks.</p> <p>Understands mental models and can use these to analyze actions.</p> <p>Uses control over resources and other sources of power as a means to do good.</p> <p>Can work beyond own perspective or assumptions about the world.</p> <p>Can set realistic and strategic Red and Green lines in goal setting.</p> <p>Understands "shadow of the future," the potential impact of current actions on future relationships.</p>
---	---	---	--	---

Political Savvy Competency Links for All Employees/Foundational: *Conflict Management, Continual Learning, Emotional Intelligence, External Awareness, Influencing and Negotiating, Integrity and Honesty, Interpersonal Skills, Oral Communication, Partnering, Strategic Thinking, Technical Credibility, Written Communication*

- Team Leaders and Supervisors** need to understand and operate effectively within both the formal and informal organizational systems; and understand the interrelationships between their own unit and the major functional activities within their Agency, working effectively with each in achieving the goals of the unit and the mission of the Agency. They must recognize when to remain firm and when to compromise so as to accomplish broader organizational objectives; know key stakeholders, involving them in decisions and keeping them informed of work progress, and aligning actions to support public interest/concerns; and demonstrate skills in forming and/or restating arguments, ideas or issues to assure clarity and build consensus.

Team Leaders and Supervisors Must:

<p><b>A. Understand the Federal Government, the Agency itself, and the systems within the agency, including the major functions, departments and processes within the agency.</b></p>	<p><b>C. Understand the agency’s mission; know the issues at the heart of the agency’s policy agenda.</b></p>	<p><b>D. Understand the climate and culture of the organization, its formal and informal power structures; recognize decision influencers; recognize legitimate limits to the organization’s reach.</b></p>	<p><b>E. Identify, build, influence and strengthen internal support bases.</b></p>
<p>Distinguishing Behaviors</p>	<p>Distinguishing Behaviors</p>	<p>Distinguishing Behaviors</p>	<p>Distinguishing Behaviors</p>
<p><b>Understands the interrelationships between own unit and the major functions within an Agency, such as finance, information, and Human Resources; works effectively with each in planning, implementing and sustaining the work of the unit.</b></p> <p>Solicits consultation broadly within an agency as part of a balanced-scorecard approach to planning, implementing, measuring and sustaining program initiatives in support of the Agency’s mission.</p>	<p><b>Develops effective ways of consulting with internal and external customer groups to ensure service meets needs, to poll feedback, to develop understanding of evolving needs and changing requirements/uses.</b></p> <p>Understands underlying sources and issues behind constituent needs and provides service that best attempts to address them.</p> <p>Recognizes when to compromise and when to remain firm to accomplish broader organizational objectives that affect the work unit.</p> <p>Involves stakeholders in making decisions for work unit and gains their support.</p> <p>Exposes the implications of choice, making clear what advantages or disadvantages are inherent in each option.</p> <p>Understands that different stakeholder groups have differing perspectives and needs and that providing the same service to all does not achieve equal access.</p> <p>Works broadly with stakeholders to create a shared vision, balancing and reconciling various interests.</p> <p>Works to build trust within the team and with related groups.</p> <p>Encourages and models inclusiveness,</p>	<p><b>Helps the organization’s decision makers connect with the performance of the unit/ team and the unit/ team to find its fit with the organization’s mission, strategic goals and priorities.</b></p> <p>Operates effectively within both formal and informal organizational systems.</p> <p>Practices “Leading Up.”</p> <p>Represents the group effectively throughout the organization.</p> <p>Keeps key people informed of important decisions concerning work unit and/or situations.</p> <p>Uses appropriate informal systems to supplement the effectiveness of formal systems.</p> <p>Determines which people are critical to accomplishing results and brings them together.</p> <p>Understands and values the role and input of other groups whose work impacts one’s own.</p> <p>Whenever possible “partners” with the union as an influence strategy</p>	<p><b>Builds lateral support for initiatives; mobilizes the support of others whose cooperation, backing and/or approval is required.</b></p> <p>Effectively influences workgroups and units outside span of control using practices that both reinforce understanding of mutual interests and that support continuing collaborative endeavors.</p> <p>Recognizes the interdependencies of all organizational units and collaborates to maximize resources and synergize outcomes.</p> <p>Applies knowledge of network theory to multiply influence through the power of informal and formal networks --understands and uses “gatekeepers”, “liaisons”, and “bridges” to gain access to information and people.</p> <p>Understands the psychological and emotional needs of people; has good understanding of underlying reasons for behaviors.</p> <p>Can get beyond “telling,” manipulation, and achieving mere compliance to creating ownership and responsibility.</p> <p>Understands the concept of Human Capital, treats employees as public assets.</p> <p>Uses a range of appropriate consultation methods to seek client groups’ views and enables others to make their contribution to policy and planning.</p> <p>Applies understanding of how both tangible forces such as rules, roles and reward systems, as well as</p>

	<p>inviting participation from all affected.</p> <p>Effectively solicits data and feedback from and consults with key <i>outside</i> sources to enhance the likelihood of endorsement of the final product/outcome.</p> <p>Actively seeks the contributions and opinions of different client groups concerning their needs and expectations.</p>	<p>to build commitment.</p> <p>Helps subordinates understand how to get ahead in the organization using strategies and tactics that are honorable and fair.</p>	<p>intangible systems such as pride, power, or sense of self impact the productivity of the organization. (Gallup Organization Q-12 Study).</p> <p>Skilled in restating arguments, ideas or issues so that everyone is clear on them.</p> <p>Asks clarifying and powerful questions to facilitate group or stakeholder clarity around goals, processes, timelines, roles, resources</p>
--	--	---	---

Political Savvy Competency Links for Team Leaders and Supervisors: *Conflict Management, Continual Learning, Emotional Intelligence, External Awareness, Influencing and Negotiating, Integrity and Honesty, Interpersonal Skills, Oral Communication, Partnering, Strategic Thinking, Technical Credibility, Written Communication,*

- A **manager** must understand the Agency, its dynamics, and the way in which the Agency interacts with the external world including the public, media, Congress, other Federal and State agencies, and special interest groups. The manager must recognize the political implications of different courses of action, guiding the organization toward implementation of actions that are politically achievable while maintaining the integrity of the organization’s vision and mission. Managers must build and maintain enduring bases of support; work to reconcile the needs of multiple stakeholders, weighing and balancing public interest, stakeholder needs, and the interests of the individual unit; and must form and use networks and alliances to gain information and to achieve organizational goals.

Managers Must:

<p><b>A. Understand the Federal Government, the Agency itself, and the systems within the agency, including the major functions, departments and processes within the agency.</b></p>	<p><b>C. Understand the agency’s mission; know the issues at the heart of the agency’s policy agenda.</b></p>	<p><b>D. Understand the climate and culture of the organization, its formal and informal power structures; recognize decision influencers; recognize legitimate limits to the organization’s reach.</b></p>	<p><b>E. Identify, build, influence and strengthen internal support bases.</b></p>
<p>Distinguishing Behaviors</p>	<p>Distinguishing Behaviors</p>	<p>Distinguishing Behaviors</p>	<p>Distinguishing Behaviors</p>
<p><b>Understands how the agency interacts with the external world; relations with the public, stakeholders, media, Congress, and special interest groups and uses this knowledge in achieving results.</b></p> <p>Uses fact, reason and persuasion to bring others in line with the vision, rather than skewed arguments that are not a fair representation of the issue.</p>	<p><b>Is perceptive. Identifies and monitors the fundamental and changing needs and perceptions of key stakeholders.</b></p> <p>Has strategic orientation; keeps alert to opportunities to enhance organizational effectiveness and acts upon these, even if some risk is involved.</p> <p>Uses understanding of systemic structures to anticipate and respond to external change.</p> <p>Understands the forces that shape views and actions of clients, customers, or competitors.</p> <p>Recognizes the impact on constituencies of alternate courses of action.</p> <p>Learns to pay attention to subtle shifts and to interpret the potential impact of such shifts.</p> <p>Develops clear view of options and constraints.</p> <p>Identifies and monitors the fundamental and changing needs and</p>	<p><b>Knows the importance of and monitors the internal and external political environments that affect the work of the organization.</b></p> <p>Can effectively shape the debate and influence how an issue and potential solutions are perceived by others.</p> <p>Uses a “Systems Thinking” perspective to scan for changes in the political and social environment.</p> <p>Recognizes the needs and perceptions of key stakeholders and can balance and weight competing interests effectively.</p> <p>Researches and takes evolving social realities of the organization into account.</p> <p>Understands the implications of the Gallup Q-12 study.</p> <p>Monitors political, economic and social trends that may affect the internal structures of the organization.</p> <p>Understands and uses a variety of modeling techniques, scenario exploration, and evaluation strategies for strategic planning, analysis of progress, and measurement of success.</p> <p>Builds, promotes and uses coalitions and partnerships.</p> <p>Is aware of power bases and can influence them</p>	<p><b>Builds and strengthens enduring bases of support.</b></p> <p>Earns rapport with higher-level leadership through one’s competence, courage, honesty and respect.</p> <p>Moves resolutely, yet with tact, persuasion and respect when it is necessary to transform the understanding, and possibly the actions, of higher-level leadership.</p> <p>Understands collaborative leadership and can use this with employees and with stakeholders effectively to gain buy-in and commitment.</p> <p>Forms alliances to achieve goals.</p> <p>Uses formal and informal organization systems to meet objectives.</p> <p>Promotes cooperation across functions/departments to achieve objectives.</p> <p>Uses political networks to initiate and cause change.</p> <p>Uses networks to seek information of</p>

	perceptions of key stakeholders. Works to reconcile needs of multiple stakeholders. Flexibly redirects project and team processes to maintain alignment with organizational direction.	appropriately to guide events and outcomes. Involves potential opponents in discussions to neutralize a critic, to find common ground, or to gain access to other groups. Understands bargaining processes and is an effective participant, working towards win-win solutions.	strategic importance or to gain access to decision makers and influencers. Recognizes the dynamics of ongoing power- and political relationships within the organization.
--	--	--	--

Political Savvy Competency Links for Managers: *Conflict Management, Continual Learning, Emotional Intelligence, External Awareness, Influencing and Negotiating, Integrity and Honesty, Interpersonal Skills, Oral Communication, Partnering, Strategic Thinking, Technical Credibility, Written Communication,*

- The Federal **Executive** has a strategic understanding of the Agency, and its mission; maintains a constant awareness of the external environment gathering information on public, political, and internal issues, building support and promoting the agency image; and uses this knowledge of external trends, underlying issues, and political reality to guide and shape the strategy of the organization to achieve maximum impact and effectiveness. The Executive is politically adroit in addressing, informing and negotiating buy-in from all key stakeholders; addressing their needs without compromising organizational integrity; continuously broadens networks of relationships, and uses media advocacy effectively to shape the way an issue is viewed. In addition, the Executive assembles coalitions and builds broad-based support for initiatives and directives; and advances federal policy initiatives integrating them into new program policies that are consistent with the strategic direction of the agency.

Executives Must:

<p><b>A. Understand the Federal Government, the Agency itself, and the systems within the agency, including the major functions, departments and processes within the agency.</b></p>	<p><b>C. Understand the agency’s mission; know the issues at the heart of the agency’s policy agenda.</b></p>	<p><b>D. Understand the climate and culture of the organization, its formal and informal power structures; recognize decision influencers; recognize legitimate limits to the organization’s reach.</b></p>	<p><b>E. Identify, build, influence and strengthen internal support bases.</b></p>
Distinguishing Behavior	Distinguishing Behavior	Distinguishing Behavior	Distinguishing Behavior
<p><b>Understands the full context for policy development—the structures, missions, customers and evolving environmental realities-- and can be an effective and active participant.</b></p> <p>Has a global breadth of perspective and is able to work and coordinate work cross-culturally, nationally, internationally and globally.</p> <p>Recognizes the possible impact of international events, and global issues of environment and economy on U.S. society, the Government, and the agency.</p> <p>Is knowledgeable of the ways in which State and local government, nonprofit, private corporations, international institutions and governing bodies all play vital roles in formulating and implementing federal initiatives.</p> <p>Understands what all of the possible positions on an issue will be and know how to preempt opposing arguments.</p>	<p><b>Has a strategic understanding of the issues and of how barriers to solutions might be addressed.</b></p> <p>Ensures that interests of the key stakeholders are addressed without compromising the integrity of the organization.</p> <p>Understands the wider economic, social and political costs--and benefits of a specific action.</p> <p>Solicits, understands, anticipates the changing needs and expectations of stakeholders and remains alert to opportunities to serve constituents better.</p> <p>Analyzes current events and various environmental trends and posits possible changes of direction or processes.</p> <p>Synthesizes and applies information from multiple sources.</p> <p>Promotes an informed, active and dynamic customer focus throughout the organization that is proactive, widely participative, and interactive.</p>	<p><b>Maps the agency’s strategy, taking all internal and external environmental factors into account.</b></p> <p>Is aware of current trends, opportunities and threats to the organization’s mission.</p> <p>Uses systems thinking to factor in the various organizations, including the Congress, that will be involved in achieving federal mission area goals into strategic planning.</p> <p>Uses systematic processes of forecasting, knowledge management, and evaluative review to move the organization from reactive behavior to proactive initiative and to accommodate agile and flexible decision-making.</p> <p>Understands the increasingly diverse nature of governance structures and tools and knows how to employ these.</p>	<p><b>Is politically adroit in addressing, informing and negotiating buy-in from all key stakeholders.</b></p> <p>Understands the dynamics between elected officials and public servants and uses this knowledge strategically and with tact to remove obstacles to understanding and mission accomplishment.</p> <p>Uses Media Advocacy effectively to change the way an issue is viewed, to create a consistent stream of relevant knowledge, and to motivate others to support the issue.</p> <p>Meets customers where they are, by communicating the vision in a way they can relate to, speaking first to their conditions and their personal needs.</p> <p>Understands agenda setting and uses a variety of strategies, including the media to shape the debate.</p> <p>Inspires public appreciation for, confidence, and a trust in the necessary work of government both through personal example, as well as Agency policies, procedures, products and services that deserve such appreciation, confidence and trust.</p>

Political Savvy Competency Links for Executives: *Conflict Management, Continual Learning, Emotional Intelligence, External Awareness, Influencing and Negotiating, Integrity and Honesty, Interpersonal Skills, Oral Communication, Partnering, Strategic Thinking, Technical Credibility, Written Communication*

**Center for Leadership Capacity Services**  
**Office of Personnel Management**  
**Competency Dictionary**

**PROBLEM SOLVING—Definition, Importance, Significant Elements, and Behaviors with Tables**

**PROBLEM SOLVING (RESULTS DRIVEN)**

Definition: Identifies and analyzes problems; weighs relevance and accuracy of information; generates and evaluates alternative solutions; makes recommendations.

PROBLEM SOLVING—Importance: Problems are often ill-structured situations, and may not be recognized as problems until they loom large; consequently, attention should be devoted to developing a systems approach for monitoring processes. Such an approach aids in identifying emerging problems so that they may be addressed before they become critical and cause damage to the organization or its objectives. Unstructured situations and emerging problems do not typically fit within a standard “decision rule.” Thus, Problem Solving should be distinguished from more routine decision making. Problem Solving benefits from a conceptual model of the larger situation in which the problem exist, and should include the application of critical thinking so as to distinguish between relevant and irrelevant factors, identify the dimensions of the problem, and explore multiple (and sometimes unconventional) options. Problem Solving often benefit from effective group processes that increase participation, expand ownership of the situation, and enhance the likelihood of a successful solution.

PROBLEM SOLVING—Elements:

- A. Think critically in order to anticipate problems and identify steps to prevent their occurrence.

- B. Examine, analyze, question and challenge current situations, issues, approaches and information.
- C. Take initiative to solve problems affecting the work of the organization.
- D. Use a variety of problem-solving techniques and collaborative approaches to identify and evaluate alternative courses of action.
- E. Be skilled in implementing the changes necessary to make solutions work in practice.
- F. Anticipate change and/or problems, and is agile in response to new realities.

PROBLEM SOLVING—Developmental Descriptions:

- At all levels of the organization the first task in Problem Solving is to systematically monitor practices and processes so as to recognize that a problem exists. Regardless of level within the organization, this recognition must be followed by critical thinking and a systems approach to distinguish between relevant and irrelevant factors. Appropriate resources must be devoted to the problem so as to gather and analyze information; develop and evaluate alternatives; and implement and assess the resulting solution in a timely fashion. It is essential that problems should be addressed promptly, appropriate corrective action should be taken, and the situation should be perceived as an opportunity for growth and improvement.

All Employees Must:

<p><b>A. Think critically in order to anticipate problems and identify steps to prevent their occurrence. B. Examine, analyze, question and challenge current situations, issues, approaches and information.</b></p>	<p><b>C. Take initiative to solve problems affecting the work of the organization.</b></p>	<p><b>D. Use a variety of problem-solving techniques and collaborative approaches to identify and evaluate alternative courses of action.</b></p>	<p><b>E. Be skilled in implementing the changes necessary to make solutions work in practice.</b></p>
<p>Distinguishing Behaviors</p>	<p>Distinguishing Behaviors</p>	<p>Distinguishing Behaviors</p>	<p>Distinguishing Behaviors</p>
<p><b>Can think critically. Uses knowledge of assumptions, mental models, systems archetypes, as well as the</b></p>	<p><b>Sets high personal and organizational standards for quality and responsiveness; takes</b></p>	<p><b>Can understand and evaluate complex situations and ideas; identifies and frames the problem</b></p>	<p><b>Understands the context of work--the organization, its mission, its customers and the need for</b></p>

<p><b>context, i.e. political trends, priorities and cultures to anticipate problems, and to recognize a need for change.</b></p> <p>Thinks in terms of the interconnectedness, interdependence, and complexity of forces both external and internal that exercise profound influence on one’s work, unit, or organization.</p> <p>Understands the whole picture—the history of the issues, problems or situation, and seeks broad understanding of those who affect and who are affected by one’s work.</p> <p>Questioning. Asks “what if?” questions to test assumptions and to challenge the status quo.</p> <p>Can imagine alternatives. Continually seeks better ways to accomplish work.</p> <p>Understands self, identifies and critically examines own assumptions, bias.</p> <p>Solicits input from a range of others.</p> <p>Knows and practices appropriate business decision-making, market analysis, production, evaluation and delivery tools.</p> <p>Understands systems thinking and considers the wider implications of ideas and approaches.</p> <p>Refers to the big picture and tries to understand other perspectives.</p> <p>Able to predict objections and takes these into account.</p> <p>Is not dismissive of opposing views.</p> <p>Can distinguish essentials from</p>	<p><b>responsibility and appropriate action within own sphere of influence.</b></p> <p>Is willing to seek new challenges.</p> <p>Understands own role as public servant and the responsibilities of government to the people.</p> <p>Understands problems as motivating opportunities to make important improvements.</p> <p>Understands problems as personal growth opportunities that tests the best of one’s abilities, and motivates a stretch beyond what you think you can do.</p> <p>Challenges and provides alternatives to generally accepted practice.</p> <p>Takes personal responsibility for dealing with and/or correcting customer service issues and concerns; is efficient and responsive.</p> <p>Works to fix the problem, not the blame.</p> <p>Is justifiably confident of own abilities.</p> <p>Corrects problems promptly and non-defensively.</p> <p>Is not deflected by obstacles or problems.</p> <p>Is decisive, able to make sound decisions despite uncertainties and pressures.</p> <p>Takes corrective courses of action as needed.</p> <p>Sees and seizes opportunities to make things happen to make a positive difference.</p> <p>Refers problems upwards only when necessary and appropriate.</p>	<p><b>clearly; sorts out symptoms from root causes.</b></p> <p>Identifies sources of information relevant to the problem. Gathers accurate baseline data.</p> <p>Examines information for accuracy, assumptions, biases or specific interests.</p> <p>Uses analytical tools to weigh potential solutions and initiatives for appropriateness and feasibility.</p> <p>Is able to “flex” from preferred styles into those most appropriate to the circumstance.</p> <p>Habitually explores multiple, sometimes unconventional options and different perspectives in order to gain the best solution.</p> <p>Evaluates options and considers consequences during decision making process.</p> <p>Does not neglect intuitive judgments and insights.</p> <p>Listens to and considers multiple opinions before trying to defend or convince others of one’s own point of view.</p> <p>Does not limit approach to own ideas and solutions.</p> <p>Values and is skilled in techniques and tools that move thinking and problem solving past conventional mental and organizational boundaries.</p> <p>Understands left and right brain patterns and approaches.</p> <p>Can distinguish between personal preferences and objectively preferable</p>	<p><b>flexibility and change in meeting its evolving environmental realities.</b></p> <p>Can provide decision makers with accurate, timely, and useful information that reflects the requisite breadth of perspectives and scope of impact.</p> <p>Gathers and analyzes data and information from relevant sources to support the development of solutions.</p> <p>Monitors the outcome of a solution.</p> <p>Takes corrective action as needed; can shift direction adroitly and redirect efforts when changes are implemented.</p> <p>Can translate analysis into sound recommendations, and make solutions work in practice.</p> <p>Is able to prioritize work and change those priorities as situations change.</p> <p>Can adapt one’s thinking to meet changing circumstances; adapt approach to accommodate new demands.</p> <p>Learns and develops new skills or behaviors in order to adapt to changing needs and circumstances.</p> <p>Helps others transcend old positions.</p> <p>Communicates positive attitude to others less able to perceive the positive direction of change.</p> <p>Seeks cross-functional and other partnering or team experiences to broaden perspective and learn alternative approaches from others.</p>
--	---	--	---

irrelevant detail. Can distinguish among fact, inference, speculation and opinion.	Neither argues blindly for own solution, nor changes mind <u>just</u> to reach an agreement.	courses of action.	
---	--	--------------------	--

Competency Links for All Employees/Foundational: *Accountability, Continual Learning, Creativity and Innovation, Decisiveness, Emotional Intelligence, Resilience*

- Team Leaders should be outcomes oriented; imbue the team culture with openness to alternatives; and establish team processes and strategies that look beyond traditional boundaries, ideas and approaches. They should communicate the changing organizational context for the team’s work; help the team plan new processes, actions, and short term goals; and apply problem solving techniques to issues of change. Team leaders should be capable of assessing the underlying causes and forces behind behavior patterns, and organize resources and activities to deal with longer-term problems or opportunities.

Team Leaders Must:

<b>A. Think critically in order to anticipate problems and identify steps to prevent their occurrence.                  B. Examine, analyze, question and challenge current situations, issues, approaches and information.</b>	<b>C. Take initiative to solve problems affecting the work of the organization.</b>	<b>D. Use a variety of problem-solving techniques and collaborative approaches to identify and evaluate alternative courses of action.</b>	<b>E. Be skilled in implementing the changes necessary to make solutions work in practice.</b>
Distinguishing Behaviors	Distinguishing Behaviors	Distinguishing Behaviors	Distinguishing Behaviors
Understands the organization’s strategic direction and can work within this overall direction to make course corrections, or to modify unit goals and processes in order to accommodate new and fluid circumstances.  Is forward looking. Reviews programs, processes and progress, keeping alert	Contributes to organizational knowledge and to procedures that enable the organization to learn from past actions.  Is reflective. Assesses consequences of past decisions to inform future	Imbues team culture with openness to alternatives. Establishes team processes and strategies that look beyond traditional boundaries, ideas and approaches.  Generates and maintains a collaborative team environment, one that promotes creativity and open discussion.  Can state the problem in terms of needs, rather	Can communicate the changing organizational context for the team’s work, helping the team plan new processes, actions and short term goals that are required to maintain alignment of team with long term organizational goals.  Is able to convince others of the

<p>to the need for modifications or reengineering.</p> <p>Recognizes the interdependencies of all organizational units and collaborates to address problems, maximize resources, share information, and to synergize outcomes.</p> <p>Looks for what can be done in response to threats or problems rather than what can't.</p> <p>Sees patterns or trends; links parts of a problem to a broader set of issues or relationships.</p> <p>Can analyze personal, structural and other sources of conflict within the team or organization and plan for long-lasting, long-term improvements.</p> <p>Recognizes and addresses team and team member strengths and potential "fatal flaws" in knowledge and performance; plans strategically to optimize strengths while minimizing the impact of weaknesses.</p> <p>Works closely with internal and external customers and stakeholders to ensure that all perspectives and interests are understood, and to encourage them to make contributions.</p> <p>Seeks legal and ethical advice when questions of this nature arise, or when actions to be taken are unclear.</p> <p>Recognizes conflict within the team; acts promptly to prevent conflict from having negative impact on group culture or productivity.</p> <p>Helps employees get beyond obstacles. Does not allow the</p>	<p>action.</p> <p>Facilitates critical thinking throughout the group.</p> <p>Is open about mistakes and failure with self and others.</p> <p>Can communicate lessons learned to authorities and customers.</p> <p>Invests in team training that enables members better to weigh potential solutions and initiatives for appropriateness and feasibility.</p> <p>Assumes responsibilities for risks taken and actions embarked upon.</p> <p>Identifies information required in specific situations.</p> <p>Is capable of accurately assessing the underlying complex root causes and forces behind individual or group behavior patterns.</p> <p>Organizes resources and activities to deal with longer-term problems or opportunities.</p> <p>Makes necessary on- the-spot corrections to actions.</p> <p>Is knowledgeable of ethical decision-making tools as well as Federal ethics regulations and other laws which might</p>	<p>than solutions. Leaves the door open to multiple, possibly more effective solutions.</p> <p>Uses team processes to generate multiple solutions to problems and approaches to improvement; uses modeling techniques, risk analysis and cost benefit analysis to assess their strategic and tactical impact.</p> <p>Uses a variety of approaches to analyze and understand how past actions have led to certain outcomes and how to improve one's approach to similar situations in the future.</p> <p>Identifies the key issues and applies problem solving techniques to issues of change.</p> <p>Empowers others to take the initiative, thereby adding to the variety of problem-solving approaches, and strengthening individual team member skills in this area.</p> <p>Uses benchmarking to study and apply others' successful solutions to the problem.</p> <p>Routinely develops and weighs alternatives before settling on a solution.</p> <p>Helps others to see multiple possibilities.</p> <p>Challenges team members to take a different perspective from their habitual point of view.</p> <p>Leads the team to use brainstorming, systems thinking, and other techniques that might offer new perspectives, ideas or solutions.</p> <p>Routinely pushes the team past simple cause and effect understandings, and past the first and simple answer to problems.</p> <p>Tests fresh approaches, takes responsible and reasonable risks, evaluates outcomes and disseminates lessons learned.</p> <p>Helps team find ways to circumvent obstacles.</p> <p>Creates a team culture of atmosphere and procedures that welcomes and employs new perspectives and ideas.</p>	<p>need for change to meet critical organizational objectives and new realities.</p> <p>Understands the psychological and emotional needs of people; has good understanding of underlying reasons for behaviors.</p> <p>Takes into account the impact of emotions and feelings on a situation.</p> <p>Lets employees know what is expected of them at work; objectives and processes are developed with employees, clearly thought out, prioritized and communicated.</p> <p>Can break down complex problems and situations into discrete parts that are easier to understand and to manage.</p> <p>Asks clarifying and powerful questions to facilitate group or stakeholder clarity around goals, processes, timelines, roles, resources.</p> <p>Is outcomes oriented. Measures the success of chosen approaches.</p> <p>Recognizes when a solution is good enough; works with interim solutions to achieve results, while still tackling underlying causes.</p> <p>Provides feedback on team's contribution to organizational objectives; gives credit to those who contributed to the solution.</p> <p>Involves people in deciding what has to be done.</p> <p>Advises others of possible impact of</p>
--	--	--	---

<p>shortcomings of policy or resources to halt the work of the team.</p>	<p>pertain to the problem.  Enlists help from appropriate people in problem-solving.</p>	<p>Makes offering new ideas and perspectives safe and valued.  Teaches flexibility of thought in facilitating win-win solutions to team conflict.  Actively recruits for diversity of thought, talent and perspective among team members.</p>	<p>decisions and actions.  Detects and resolves team/unit breakdowns resulting from change.</p>
--	--	---	---

Competency Links for Team Leaders: *Accountability, Conflict Management, Continual Learning, Creativity and Innovation, Decisiveness, Emotional Intelligence, Oral Communication Resilience, Service Orientation, Strategic Thinking, Teambuilding, Written Communication*

- Supervisors and Managers must routinely review programs, processes, and progress, keeping alert to emerging issues, the need for modifications or reengineering. When problems are identified they should distinguish between symptoms and causes to enable a clear articulation of the problem, and identify the root cause of complex problems. Supervisors and Managers should consider all aspects of the problem, identifying connections and seeing implications and possibilities in the situation; utilize individual, collaborative, lateral, innovative, radical and/or unconventional approaches involving partners and/or stakeholders when generating alternatives; consider interim solutions while addressing underlying causes; identify priorities and evaluate alternatives; implement solutions; and monitor the effectiveness of the decision(s) in achieving organizational goals.

**Supervisors and Managers Must:**

<p><b>A. Think critically in order to anticipate problems and identify steps to prevent their occurrence.</b>  <b>B. Examine, analyze, question and challenge current situations, issues, approaches and information.</b></p>	<p><b>C. Take initiative to solve problems affecting the work of the organization.</b></p>	<p><b>D. Use a variety of problem-solving techniques and collaborative approaches to identify and evaluate alternative courses of action.</b></p>	<p><b>E. Be skilled in implementing the changes necessary to make solutions work in practice.</b></p>
Distinguishing Behaviors	Distinguishing Behaviors	Distinguishing Behaviors	Distinguishing Behaviors
<p><b>Reviews programs, processes and progress, keeping alert to the need for modifications or reengineering.</b></p> <p>Establishes mechanisms for the exchange of ideas and good practice. Encourages and shares the adoption of new ideas and successful approaches across and outside the organization.</p> <p>Establishes mechanisms that provide continuing feedback on processes and services.</p> <p>Identifies gaps in knowledge and modifies data gathering/analysis processes to fill those gaps.</p> <p>Knows when information is sufficient for decision making.</p> <p>Can prioritize among issues and problems, judging importance, feasibility, appropriateness and consequences in selecting those to address.</p> <p>Uses the Balanced Scorecard, or similar systems to understand and balance the complex relationships which impact the organization's work.</p> <p>Recognizes the impact on constituencies of alternate courses of action. Understands the drawbacks which may be incurred with short-term quick fixes.</p> <p>Understands operational implications of strategy and can look beyond solutions that are merely expedient.</p> <p>Understands the forces that shape views and actions of clients, customers, or competitors.</p> <p>Understands what information is statistically</p>	<p><b>Recognizes when a situation calls for, or could benefit from a different approach.</b></p> <p>Models critical and creative thinking, problem solving; sees the possibilities in the situation.</p> <p>Adapts own thinking to meet changing circumstances, unexpected constraints or challenges.</p> <p>Understands the role of conflict in creative processes and can manage such conflict towards positive outcomes.</p> <p>Adapts other's ideas to own area.</p> <p>Shares new approaches with others and encourages the adoption of new ideas within area.</p> <p>Communicates a clear understanding of internal/external client needs and makes these central to decision-making and service delivery.</p> <p>Researches existing rules and regulations, carefully; then uses all of the flexibility and breadth of application that exist within their real limits.</p> <p>Establishes staffing strategies and work processes that encourage the consideration of multiple approaches and non-conventional thought.</p>	<p><b>Uses effective group processes to enhance problem-solving and decision-making abilities, to increase participation and ownership, and to enhance the likelihood for a successful solution.</b></p> <p>Is skilled in collaborative approaches and involving others to solve problems.</p> <p>Values a range of perspectives.</p> <p>Understands and values the role and input of other groups whose work impacts one's own.</p> <p>Works within broad networks to address common issues, generic problems.</p> <p>Can help the involved/affected individuals or groups understand and accept shared "ownership" of the problem. Does not assign blame.</p> <p>Has good facilitation skills, ability to diffuse explosive emotions, ensure that all voices are heard, and to steer the group towards win-win solutions and good, workable decisions.</p> <p>Uses after-action-reviews and other means to assess lessons learned from actions and posit</p>	<p><b>Can communicate change in a way that helps people realign their work and energy behind the new reality, using compelling vision, clear and detailed steps, and persuasive skills.</b></p> <p>Develops and implements an appropriate action plan for change, taking into account who, why, when, and how.</p> <p>Understands individual responses to change.</p> <p>Assists others to understand and handle the forces and opportunities that require changes of thought and approach.</p> <p>Avoids an atmosphere of fear and uncertainty, through clear, timely communication rather than letting rumor and misunderstandings govern understanding.</p> <p>Gives others the space to innovate within broad guidelines and clear goals. Fosters ownership of change.</p> <p>Can delegate effectively and strategically in response to change or crisis.</p> <p>Has a holistic understanding of the needs of groups and individuals</p>

<p>meaningful.</p> <p>Shifts resources and approaches as priorities change.</p> <p>Invests in training for self and others that enhances the range of analytical and modeling tools for the group.</p> <p>Invests in training for self and others that enhance risk analysis and decision-making skills.</p> <p>Can deal effectively with conflicts between customer demand and policy or resource availability.</p> <p>Considers information on staff satisfaction, employee relationships and workplace climate.</p> <p>Deals proactively with stress responses and behaviors within the group/team.</p>	<p>Empowers others to act by relinquishing control; delegating authority and responsibility to others who may be closer to the problem; communicates accountability.</p> <p>Tolerates reasonable risk.</p> <p>Asks for advice from others on the implications of any trade-off decisions that need to be made.</p> <p>Assumes responsibilities for risks taken and actions embarked upon when direction is ambiguous.</p>	<p>improvements or course corrections.</p> <p>Practices and teaches decision making tools that are proven to help distinguish among choices in ethical dilemmas and in weighing risk.</p>	<p>and the skills to balance these.</p> <p>Keeps employees informed of how their work effort is related to the change; and how they will be expected to participate in the new effort.</p> <p>Communicates decisions made and the reasons behind them.</p> <p>Keeps others in the loop.</p> <p>Advises others of possible impact of decisions and actions.</p>
--	---	---	--

Competency Links for Supervisors and Managers: *Accountability, Conflict Management, Continual Learning, Creativity and Innovation, Decisiveness, Emotional Intelligence, Flexibility, Oral Communication, Resilience, Service Orientation, Strategic Thinking, Teambuilding, Written Communication*

- The Executive must create adaptive organizational structures that are tolerant of reasonable risk, and that anticipate and respond agilely to emerging issues and external change. They should champion the development of proactive strategies; demonstrate flexibility in the face of external constraints; and explore possibilities for new efforts or solutions to problems. Executives demonstrate leadership in thinking and integrating efforts with internal and external stakeholders; resolve major problems based on an understanding of current and future conditions; encourage and share the adoption of new ideas across and outside the organization; and create new models or theories to explain complex situations and to reconcile information. They should ensure that processes are instituted to enable others to manage complex issues at the

appropriate level; ensure that decisions are consistent with overall goals; and examine wider implications to determine if problems can become potential opportunities for the organization.

Executives Must:

<p><b>A. Think critically in order to anticipate problems and identify steps to prevent their occurrence.</b>  <b>B. Examine, analyze, question and challenge current situations, issues, approaches and information.</b></p>	<p><b>F. Anticipates change and is agile in response to new realities.</b></p>	<p><b>E. Be skilled in implementing the changes necessary to make solutions work in practice.</b></p>	<p><b>D. Use a variety of problem-solving techniques and approaches to identify and evaluate alternative courses of action.</b></p>
<p>Distinguishing Behaviors</p>	<p>Distinguishing Behaviors</p>	<p>Distinguishing Behaviors</p>	<p>Distinguishing Behaviors</p>
<p><b>Thinks, plans, and works towards long-term success, affordability and sustainability, employing systems thinking (e.g. Balanced Scorecard), SWOT analyses, and other sophisticated analytical and forecasting tools.</b></p> <p>Identifies opportunities for organizational success even in the context of uncertainty, problems and threats.</p> <p>Explores possibilities for new efforts or solutions to problems, modeling strategic choices and directions.</p> <p>Examines the complexities of, and interrelationships among factors behind the problem, even when the problem seems simple and straightforward.</p> <p>Understands how the organization interacts with the external world and the planning implications of these interactions.</p>	<p><b>Creates adaptive organizational structures and processes.</b></p> <p>Ensures that systems and strategies are in place that allow the organization to be proactive and agile in times of change and in the face of a future that is ill-defined.</p> <p>Plans strategically and proactively for crisis situations.</p> <p>Aligns organizational systems with current needs. Recognizes and removes obstacles to change.</p> <p>Ensures problems are managed at the appropriate level.</p> <p>Is clear about accountability and responsibility for implementing change initiatives.</p> <p>Establishes many systems that can measure performance and provide feedback from all important sources. Creates a feedback-rich environment.</p> <p>Uses surveys, needs assessments, focus groups, forums, and listening sessions to gather information and understand perspectives on the problem.</p> <p>Contributes to a dynamic planning and analysis</p>	<p><b>Develops an adaptive organizational culture that is empowering, quick to make decisions, open and candid, and more tolerant of reasonable risk.</b></p> <p>Establishes an energized and powerful leadership team. Brings together people with expertise, credibility and leadership.</p> <p>Honest; doesn't engage in or encourage organizational "denial" or happy talk.</p> <p>Communicates a vision for the future that is believable and doable, one that establishes direction, aligns people with the new reality, and inspires action.</p> <p>Ensures that relevant data and honest discussion are the norm in meetings.</p> <p>Is flexible when faced with external constraints, and adapts methodology and ideas quickly to</p>	<p><b>Works in partnership with others to address problems.</b></p> <p><b>Reaches out broadly to other organizations, groups and disciplines to solicit other ideas and perspectives in order to generate the best solutions.</b></p> <p>Encourages and shares the adoption of new ideas across and outside of the organization.</p> <p>Uses collective inquiry, bringing together full representation of key stakeholders in planning and decision discussions.</p> <p>Establishes and communicates the need for a collaborative relationship; articulates the problem and the way in which partnership could help.</p> <p>Helps others focus on ideas, processes, interests and outcomes and transcend personalities and positions, and a win/lose focus of conflict.</p> <p>Demonstrates leadership in thinking and integrating efforts with stakeholders internally and externally that clearly</p>

<p>Analyzes how changes might impact stakeholders and the organization.</p> <p>Understands the role of organizational strengths and opportunities in confronting problems.</p> <p>Anticipates issues and responds to problems by looking beyond the problem to the strategic causes and issues.</p>	<p>process that assesses weaknesses, limitations, restrictions, threats; the internal and external environments; as well as the organization's strengths and potential opportunities.</p> <p>Investigates and analyzes the conditions that led to a problem, the actions taken for solution, and the relevant outcomes to identify lessons learned for prevention measures.</p> <p>Reengineers, or redevelops strategies as necessary. Makes large or long-term adaptations in own organization in response to the needs of stakeholders and issues identified.</p> <p>Ensures that employees have the training they need.</p> <p>Aligns information systems with the organization's need to adapt quickly to new, sometimes complex and ambiguous situations that require accurate, timely data.</p> <p>Aligns personnel planning and HR systems with the organization's need to adapt quickly.</p>	<p>immediate or anticipated changes in the external environment.</p> <p>Understands how to use problems to combat complacency and reenergize the organization.</p> <p>Understands and can communicate to employees how change is a necessary requirement for the organization to remain effective.</p> <p>Heightens awareness of the issues among key stakeholders, paving the way for acceptance of change.</p> <p>Monitors the impact solutions have on reaching desired outcomes.</p>	<p>influences program management.</p> <p>Achieves problem resolution between differing parties including influential individuals, constituents groups, and other external stakeholders.</p> <p>Looks at a shared approach to issues with others both within and outside own area.</p> <p>Has the resilience to weather the mistrust, setbacks and other problems that arise in complex relationships.</p> <p>Contributes to a climate of trust and respect.</p> <p>When necessary, sacrifices personal or institutional acclaim for the achievement of higher goals through collaboration.</p>
---	--	--	--

Competency Links for Executives: *Accountability, Conflict Management, Continual Learning, Creativity and Innovation, Decisiveness, Emotional Intelligence, External Awareness, Flexibility, Human Resources Management, Integrity and Honesty, Oral Communication, Partnering, Resilience, Service Orientation, Strategic Thinking, Teambuilding, Vision, Written Communication*

**Center for Leadership Capacity Services**  
**Office of Personnel Management**  
**Competency Dictionary**

**RESILIENCE—Definition, Importance, Significant Elements, and Behaviors with Tables**

**RESILIENCE (LEADING CHANGE)**

Definition: Deals effectively with pressure; remains optimistic and persistent, even under adversity. Recovers quickly from setbacks.

RESILIENCE—Importance: Resilience enables individuals and organizations to remain effective during difficult times by being flexible in response to obstacles, recovering quickly from adversity, seeking opportunities in challenges (rather than becoming risk averse), and thereby contributing to long-term organizational and personal success. The resilient organization exhibits planning, a proactive approach to reduce the causes of stress, and provides support to its members. It is thus able to maintain a positively-focused, goal-oriented, high-energy culture and to thrive when other organizations are foundering under stressful situations.

RESILIENCE—Elements

- A. Remain effective in judgment, decision-making, and actions despite pressure, ambiguity and stress.
- B. Understand and manage situations and variables that contribute to stress arousal in self and others.
- C. Use analysis and problem solving skills to assess stressful and/or threatening situations and to identify root causes.
- D. Value and use positive coping/thriving strategies to manage stress and recover from setbacks.
- E. Understand the internal and external environment and uses that knowledge to plan strategically, to overcome obstacles, and to obtain needed resources.

RESILIENCE—Developmental Descriptions

- Individuals at **all levels** of the organization must develop realistic insight into situations that evoke distress and could negatively impact personal long-term performance, including stressors in the environment, and personal thinking processes and attitudes. They must practice critical thinking to examine, and over-ride (if appropriate) automatic or habitual thinking patterns; examine accuracy of negative thoughts and/or distorted thinking that might escalate stress; understand the concept of resonance to determine possible undue influence of the past; and examine assumptions about mental models that emerge during stress. All individuals should identify and practice relaxation techniques; develop support systems within the organization; develop physiological resilience (health/wellness); seek work and life balance; and utilize prioritization, goal-setting and small wins to eliminate anticipatory stress.

**Foundational: All Employees Must**

A. Remain effective in judgment, decision-making, and actions despite pressure, ambiguity and stress.	B. Understand and manage situations and variables that contribute to stress arousal in self and others.	C. Use analysis and problem solving skills to assess stressful and/or threatening situations and to identify root causes.	D. Value and use positive coping/thriving strategies to manage stress and recover from setbacks.
Distinguishing Behaviors	Distinguishing Behaviors	Distinguishing Behaviors	Distinguishing Behaviors
<p><b>Maintains focus on long term goals despite ever-changing short-term priorities, objectives, and requirements that foster a sense that outcomes are unpredictable, uncontrolled or undesirable.</b></p> <p>Able to show a sense of humor and perspective about self.</p> <p>Manages impulsive feelings and distressing emotions well.</p>	<p><b>Is self-aware and understands situations that are personal stress triggers and how stress affects performance.</b></p> <p>Be self-initiating, self-correcting, self-evaluating (rather than dependent on others to from the problems, initiate adjustments, or determine whether things are going acceptably well)..</p>	<p><b>Exercises critical thinking to accurately read situations, and organizational and external realities.</b></p> <p>Understands the links between feeling stress, and what we think, do, and say.</p> <p>Knows which emotions one is feeling and why.</p>	<p><b>Transforms energies into developing greater and greater skill in self-support.</b></p> <p>Develops support system.</p> <p>Develops opportunities for commitment, challenge and control (versus helplessness—concentrates on factors within control).</p> <p>Develops physiological resiliency</p>

<p>Stays composed, positive, civil and unflappable even in trying moments.</p> <p>Is self-authoring; realizes that responsibility and choice over own life is one's own.</p> <p>Is flexible when faced with external constraints.</p> <p>Is tolerant of change and flux.</p> <p>Creates own standards of excellence and achievement.</p> <p>Perseveres despite obstacles and setbacks.</p> <p>Operates from hope of success rather than fear of failure.</p> <p>Gains realistic insight into situations that evoke distress and could negatively impact personal long-term performance, including processes and attitudes that reduce "stress hardness" (example the death of a loved one).</p>	<p>Seeks feedback from others to avoid blindspots that can cause misunderstandings.</p> <p>Handles difficult people and tense situations with diplomacy and tact.</p> <p>Is effective in give-and-take.</p> <p>Understands positive and negative effects of stress.</p> <p>Examines "worrying" thoughts and challenges their usefulness toward problem solving and positive action. (anticipatory stressors)</p> <p>Works cooperatively with others.</p> <p>Is discreet and tactful when correcting or questioning another's idea or action.</p>	<p>Understands "mental models" which cloud thinking, thwart cooperation with others, and block creative solutions.</p> <p>Builds cognitive ability to examine and, when appropriate, over-ride automatic or habitual thinking patterns.</p> <p>Is able to challenge personal assumptions and "gut" reactions of fear, anger, and sadness.</p> <p>Examines accuracy of negative thoughts.</p> <p>Is actively involved in mediating misunderstandings among peers.</p>	<p>through diet and exercise.</p> <p>Develops life balance (for example: professional, financial, cultural, creative, personal, social).</p> <p>Uses rehearsal strategies to reduce stress (practices for future stressful events, such as difficult conversations, negotiations).</p> <p>Uses prioritizing, goal-setting and small wins to eliminate anticipatory stress.</p> <p>Is able to practice selected relaxation techniques to manage stress.</p>
---	--	--	--

Resilience Competency Links for All Employees: Accountability, Communication, Continual Learning, Emotional Intelligence, Influencing and Negotiating, Interpersonal Skills, Political Savvy,

- Team Leaders and Supervisors** must assist team/unit members in developing their ability to be resilient; ask questions that probe for and reveal distorted thinking among team members; and facilitate interactions that provide support for the individual team/unit members while providing opportunities for challenge and control. They must understand the cognitive, emotional, physical, and behavioral effects of prolonged or intense stress; model and foster a "can do" environment that can withstand pressure, ambiguity and other stressors; and implement processes and programs that support employees' understanding and ability to cope with stress. Team Leaders and Supervisors assist employees to understand stress arousal and its effects through wellness and similar programs; offer challenging, but not threatening, work assignments/environments; provide training

and developmental opportunities that build capability and confidence; use analysis and problem solving approaches to identify root causes of stress; and encourage employees to offer opinions, information and preferences so as to foster a sense of commitment and control. They also support family-friendly workplace and wellness initiatives within the constraints of the work requirements; utilize effective time management for self and others; manage conflict within the workgroups; and communicate in ways that minimize rumors, and unproductive activities while providing useful, meaningful, well-reasoned explanations that reduce fear and anxiety.

Team Leaders and Supervisors:

A. Remain effective in judgment, decision-making, and actions despite pressure, ambiguity and stress.	B. Understand and manage situations and variables that contribute to stress arousal in self and others.	C. Use analysis and problem solving skills to assess stressful and/or threatening situations and to identify root causes.	D. Value and use positive coping/thriving strategies to manage stress and recover from setbacks.
Distinguishing Behaviors	Distinguishing Behaviors	Distinguishing Behaviors	Distinguishing Behaviors
<p><b>Creates a culture that can withstand pressure, ambiguity and other difficulties.</b></p> <p>Models assertive, positive attitudes and behaviors that foster a can-do atmosphere.</p> <p>Engenders an <i>esprit de Corps</i> that enables others to find continuing meaning and resourcefulness for dealing with</p>	<p><b>Remain alert to, and is able to recognize signs of stress as it impacts productivity, teamwork, and creativity.</b></p> <p>Avoids an atmosphere of fear and uncertainty, through clear, timely communication rather than letting rumor and misunderstandings govern understanding.</p> <p>Manages disagreement and conflict within the workgroup and helps others to develop mature conflict management to manage conflict.</p> <p>Lets employees know what is expected of them at work; objectives and processes are developed with employees, clearly thought out, prioritized and communicated.</p> <p>Provides environment and standards for healthy employee and group interactions.</p>	<p><b>Is decisive, able to make sound decisions despite uncertainties and pressures.</b></p> <p>Asks questions in ways that probe for and uncover distorted and one-sided thinking among team members.</p> <p>Looks for what can be done in response to threats rather than</p>	<p><b>Understands how a positive, supportive work environment promotes higher productivity throughout the organization.</b></p> <p>Helps employees find a balance between home and office and implements programs that facilitate such balance.</p> <p>Allows appropriate time and support for wellness activities of employees.</p> <p>Supports family friendly workplace as well as similar initiatives within the restraints of work requirements.</p> <p>Utilizes appropriate humor and builds fun</p>

<p>uncertainty and hard times. Deals proactively with stress responses and behaviors within the group/team.</p>	<p>Assigns, directs, monitors and appraises work in ways that respect the person—never becomes aggressive or hostile; offers challenging but not threatening work assignments. Acts in the role of servant leader, working to provide the culture, tools and direction needed to alleviate employee stress. Demonstrates concern for employees as individuals, not just workers.</p>	<p>what can't. Provides training and developmental opportunities that build a sense of capability.</p>	<p>into the workplace. Provides training and developmental opportunities that build a sense of capability. Utilizes effective time management for self and others (short, well planned meetings etc.).</p>
---	--	--	--

Resilience Competency Links for Team Leaders and supervisors: Accountability, Communication, Continual Learning, Emotional Intelligence, Human Resources Management, Influencing and Negotiating, Interpersonal Skills, Political Savvy,

- The **Manager** and the **Executive** must demonstrate psychological and cognitive comfort with complexity, ambiguity and uncertainty. They must design and implement programs (including those that facilitate employees finding a balance between home and office), which provide for the long-term health of the organization and allow the organization to remain productive during times of uncertainty, rapid change and other common stress-producing conditions. The Manager and Executive must prepare in advance for likely threats and crises, with crisis and emergency planning. They should be able to assess a crisis situation, manage immense volumes of information that crisis generates, marshal resources, and organize for effective decisions. They must build an overall organizational environment to support employee commitment and involvement; model assertive communication and positive attitudes in challenging situations; conduct risk management assessments relative to the viability, mission and outcomes of the unit/organization; calmly and cogently assess situations; and determine ways in which the unit/organization can react positively to new demands and circumstances.

**Managers and Executives:**

<p>A. Remain effective in judgment, decision-making, and actions despite pressure, ambiguity and stress.</p>	<p>B. Understand and manage situations and variables that contribute to stress arousal in self and others.</p>	<p>C. Use analysis and problem solving skills to assess stressful and/or threatening situations and to identify root causes.</p>	<p>D. Value and use positive coping/thriving strategies to manage stress and recover from setbacks.</p>	<p>E. Understand the internal and external environment and uses that knowledge to plan strategically, to overcome obstacles, and to obtain needed resources.</p>
<p>Distinguishing Behaviors</p>	<p>Distinguishing Behaviors</p>	<p>Distinguishing Behaviors</p>	<p>Distinguishing Behaviors</p>	<p>Distinguishing Behaviors</p>
<p><b>Acts quickly and decisively in critical situations.</b>                  Designs and implements key strategic processes and programs which allow the organization to remain productive during times of crisis, other uncertainty, rapid change, and other common stress-producing conditions.                  Challenges self to take on personally stressful situations to develop skill, flexibility and resilience under pressure.                  Builds capacity in others to transform threats into challenges/opportunities.                  Is psychologically and cognitively comfortable with complexity, ambiguity and uncertainty.                  Draws on complex learned concepts when examining patterns or trends and recognizes underlying issues and the implications of decisions or courses of actions.                  Able to assess a crisis situation, manage overwhelming amounts of information that crisis generates, marshal resources and organize for effective decisions.</p>	<p><b>Provides structure and information that helps employees and organizational units understand how to react positively to new demands and circumstances, and how to employ existing resources to fulfill new mandates.</b>                  Is a visible anchor for others, reaffirming key values and importance of the mission in times of change.                  Implements knowledge organization systems which keep employees involved, committed and in the loop regarding long-term agency goals.                  Breaks down the complexities of the situation and process into realistic, attainable goals, giving others a reliable map into new territory.                  Puts systems in place that ensure a safe, secure and healthy work place.</p>	<p><b>Accurately appraises what is at stake in situations and the options and prospects that are available.</b>                  Uses systematic processes of forecasting, knowledge management, and evaluative review to move the organization from reactive behavior to proactive initiative.                  Prepares in advance for likely threats with crisis and emergency planning.                  Routinely does risk management assessments relative to the viability, mission and outcomes of the organization.                  Uses proven models of ethical decision making to help resolve complex right vs. right situations.                  Models assertive communication and positive attitudes even in extremely challenging situations.</p>	<p><b>Builds overall organizational environment to support employee commitment, involvement and can-do attitudes.</b>                  Routinely assesses the quality of the workplace environment and culture.                  Conducts debriefing of stressful situations as needed.                  Understands and uses informal as well as formal processes and avenues to get things done.</p>	<p><b>Understands the organization from a systems perspective to minimize surprises and maximize ability to forecast direction and needs accurately.</b>                  Understands when demands exceed the capacity of the organization to respond, and, when it is necessary, have the fortitude to say “no” to unreasonable demands.                  Knows and understands the context for policy development and can be an effective and active participant.</p>

Resilience Competency Links for Managers and Executives: Accountability, Communication, Continual Learning, Emotional Intelligence, Human Resources Management, Influencing and Negotiating, Interpersonal Skills, Political Savvy, Strategic Thinking

**Center for Leadership Capacity Services**  
**Office of Personnel Management**  
**Competency Dictionary**

**Public SERVICE MOTIVATION—Definition, Importance, Significant Elements, and Behaviors with Tables**

**PUBLIC SERVICE MOTIVATION (FOUNDATIONAL)**

Definition: Shows a commitment to serve the public. Ensures that actions meet public needs; aligns organizational objectives and practices with public interests.

PUBLIC SERVICE MOTIVATION—Importance: Service Motivation is at the core of the term “Public Servant” and epitomizes what the citizenry seeks from government employees. It is evidenced in unwavering integrity and honesty, outstanding customer service that is delivered to both internal and external customers, and in commitment to the mission and role of the Agency in advancing the security and welfare of the citizenry. It is of critical importance to recommit to the core values of service motivation since public trust in the government’s ability to “do the right thing” has eroded from 63% during the Kennedy administration to only 38% in 2004. Part of that erosion is due to the perception that government is controlled by special interests. Thus a vital element of service motivation is personal responsibility on the part of all civil servants to enhance trust in the government. Civil servants must provide outstanding service that is above ideological conflict, displays continuity, spurns the undue influence of special interests, and functions effectively despite the polarization of partisan politics.

### PUBLIC SERVICE MOTIVATION—Elements

- A. Understand, practice and exemplify a commitment to public service including personal responsibility (accountability), outstanding customer service, unwavering honesty, high ethical standards, and a commitment to the mission and role of the Agency in advancing the security and welfare of the citizenry.
- B. Inspire and enable others to be service oriented.
- C. Demonstrate responsiveness to the needs of the citizens of the U. S., both internal and external customers of the Agency, and public and private stakeholder.
- D. Take personal responsibility for providing friendly, cheerful, helpful service.
- E. Be responsible stewards of the nation’s welfare and resources.
- F. Work with internal and external stakeholders to create a shared vision of service.

### PUBLIC SERVICE MOTIVATION—Developmental Descriptions

- Employees **at every level** must demonstrate loyalty to the Government and citizenry by fulfilling the highest obligations of service; “meet the mission” of the Agency by providing effective, responsive, and timely service to a wide variety of constituents under conditions that may be stressful and/or lacking in special recognition; and hold themselves accountable for meeting objectives, keeping commitments and following through. They must demonstrate belief in the concept of human dignity, treating all with respect and fairness; and pursue to completion all public inquiries, requests and complaints in a timely manner. All employees should understand the role of taxes and appropriations in the funding of operations and act as “good stewards” of all public

resources; correct problems promptly and non-defensively; provide helpful information to others both within and outside the government; and act in a manner that welcomes questions, inviting others to seek help.

**Foundational: All Employees Must:**

<b>A. Demonstrate commitment to public service, . . . commitment to the security and welfare of the citizenry.</b>	<b>B. Inspire others to be service oriented.</b>	<b>C. Demonstrate responsiveness to the needs of the citizens of the U.S., internal and external customers, and public and private stakeholders.</b>	<b>D. Take personal responsibility for providing friendly, cheerful, helpful service.</b>	<b>E. Be responsible stewards of the nation’s welfare and resources.</b>
Distinguishing Behaviors	Distinguishing Behaviors	Distinguishing Behaviors	Distinguishing Behaviors	Distinguishing Behaviors
<p><b>Understands, fulfills and personifies the special mandate of public service.</b></p> <p>Demonstrates loyalty to the Government and citizens of the U.S. by fulfilling, “well and faithfully,” the highest obligations of service.</p> <p>Embodies the integrity and ethics expected of a public servant.</p> <p>Serves out of concern for the well-being of others and the good of our nation and communities.</p> <p>Finds a sense of purpose in the larger mission; can sublimate personal need for recognition and to satisfaction in the intrinsic rewards of service.</p> <p>Understands the larger context of one’s job, its implications, and consequences.</p>	<p><b>Serves as a personal model of service to others.</b></p> <p>Is trusted by others.</p> <p>Is a good citizen in the workplace, of the U.S. and of the global community.</p> <p>Demonstrates belief in the concept of human dignity; treating all others with respect and fairness, and openly, consistently challenging bias, intolerance, and incivility.</p> <p>Defends what’s right with courage and fortitude.</p> <p>Is involved in activities and groups which enhance the quality of the workplace; is involved with Agency-sponsored community projects; takes a leadership role in own community.</p> <p>Acts in a manner that welcomes others’ questions and invites others to seek help; takes responsibility for mentoring junior colleagues and new employees.</p> <p>Neither participates in nor condones offensive or discriminatory behavior.</p> <p>Takes on a fair share of the work.</p>	<p><b>Leaves customers feeling they have been heard, understood, respected and well served.</b></p> <p>Demonstrates empathy for customers.</p> <p>Understands and responds appropriately and flexibly to the differing needs of diverse internal and external customer groups.</p> <p>Gives clear explanations; Uses plain language to clarify needs and interests with customers.</p> <p>Ensures that referrals of requests or issues are made to most appropriate organizational resource and that contact instructions are clear and accurate.</p> <p>Understands that offering the same service, or service delivery does not ensure equality of treatment or effectiveness across circumstances.</p>	<p><b>Goes the extra mile to satisfy demand within the scope of own skills and authority.</b></p> <p>Provides effective, responsive and timely service.</p> <p>Holds self accountable for meeting objectives and keeping commitments; follows through.</p> <p>Takes personal responsibility for dealing with and/or correcting customer service issues and concerns; is efficient and responsive.</p> <p>Follows through on customers’ questions, requests, and complaints.</p> <p>Gains customer confidence through competence, good communications and trust.</p> <p>Corrects problems promptly and undefensively.</p>	<p><b>Uses own time and other resources prudently and appropriately to further the goals of the Agency.</b></p> <p>Understands the role of taxes and appropriations in the funding of operations and acts in general as good stewards of all public resources.</p> <p>Practices efficient, effective procurement, management, application, utilization and monitoring of resources (including property, people and financial) to achieve effective service.</p> <p>Understands accountability in terms of results, not rules. Measures work done in output, not seat time.</p> <p>Actively maintains high quality skills and cutting edge knowledge.</p> <p>Actively seeks out</p>

			opportunities to maximize resources.
--	--	--	--------------------------------------

Service Motivation Links for all Employees: *Accountability, Customer Service, External Awareness, Financial Management, Integrity and Honesty, Partnering, Political Savvy,. Strategic Thinking, Vision,*

- Team Leaders and Supervisors** must demonstrate in word and deed that public service has an ultimate responsibility to the customer, rather than the institution; practice servant leadership within the organization, helping employees to get beyond obstacles, and enabling employees to focus on and fulfill service commitments. They create a workplace culture that fosters performance, pride and purpose; maintain clear non-bureaucratic communication with customers; support training, procedures and technology that lead to competent, reliable and appropriate service and products; actively address the roots of employee burnout, disillusionment and cynicism; and address poor performance among team and group members.

**Team Leaders and Supervisors Must:**

A. Demonstrate a commitment to public service, ...commitment to the security and welfare of the citizenry.	B. Inspire and enables others to be service oriented. D. Take personal responsibility for providing friendly, cheerful, helpful service.	C. Demonstrate responsiveness to the needs of the citizens of the U.S., both internal and external customers of the Agency, and public and private stakeholders.	E. Be responsible stewards of the nation’s welfare and resources.
Distinguishing Behaviors	Distinguishing Behaviors	Distinguishing Behaviors	Distinguishing Behaviors
<p><b>Communicates, and acts in concert with the understanding that public service has an ultimate responsibility to the customer, rather than the institution.</b></p> <p>Assumes personal responsibility to engender trust in government.</p> <p>Regularly, clearly and enthusiastically communicates to employees high expectations for</p>	<p><b>Practice “servant leadership” within the organization and encourage employees, and work groups to practice a similar role in their relationships with internal and external customers.</b></p> <p>Helps employees get beyond obstacles. Does not allow the shortcomings of policy or resources to halt the work of the team.</p> <p>Actively combats the roots of employee burn-out, disillusionment, and cynicism.</p>	<p><b>Develops effective ways of consulting with internal and external customer groups to ensure service meets needs, to poll feedback, to develop understanding of needs and changing requirements/uses.</b></p> <p>Understands and communicates how the agency interacts with the external world; relations with the community, stakeholders, etc., and uses this knowledge in achieving results.</p>	<p><b>Measures the risks of innovation and testing against the public good, and Constitutional rights.</b></p> <p>Addresses poor performance among team and group members.</p> <p>Ensures the integrity of accounting and performance data through good data collection and analysis systems.</p> <p>Ensures appropriate oversight and</p>

<p>good customer service.</p> <p>Does not sacrifice trust and integrity to expediency, even under pressure.</p> <p>Does not make inappropriate decisions for personal gain, to include career advancements.</p> <p>Uses legal and ethical standards to help resolve issues of fairness, equality, and appropriate scope of services and approaches.</p> <p>Maintains confidentiality and protect the privacy of employees, customers, and other members of the public.</p>	<p>Does not confuse service with workaholism.</p> <p>Counsels and assists others to find a balance between commitments to the Agency and to their community and family.</p> <p>Enables employees to focus on and fulfill service commitments by finding and allocating resources and other needed support.</p> <p>Ensures that rewards are allocated for outstanding service to the public.</p> <p>Sets unit goals and develops procedures and standards dedicated to serving internal and external customers.</p> <p>Is able to convince others of the need for change in order to fulfill the service mission.</p> <p>Creates a workplace culture that fosters performance, pride and purpose.</p> <p>Focuses all employees on improving service.</p> <p>Helps all employees connect the organization's mission to public service.</p>	<p>Supports personnel-, training-, procedural- and technology strategies that ensure competent, reliable and appropriate service and products to others.</p> <p>Maintains clear communications with customers.</p> <p>Gets beyond bureaucracy, jargon and red tape in service to the customer.</p> <p>Uses input and feedback from customers and team members to anticipate and make improvements in customer service.</p> <p>Suggests different approaches for customers with diverse needs.</p> <p>Works closely with internal and external customers and stakeholders to ensure that all perspectives and interests are understood, and to encourage them to make their own contributions to policy and process.</p>	<p>control over hiring practices, procurement and contracting.</p> <p>Practices decision making tools that are proven to help distinguish among choices in ethical dilemmas and in weighing risk.</p> <p>Assumes responsibilities for risks taken and actions embarked upon when direction is ambiguous.</p>
--	--	---	--

Service Motivation Links for Team Leaders and Supervisors: *Accountability, Communication, Customer Service, External Awareness, Financial Management, Human Resources Management, Influencing and Negotiating, Integrity and Honesty, Partnering, Political Savvy,. Strategic Thinking, Technical Credibility, Technical Management, Vision*

- Managers** must conduct research to determine the needs of the customer; share the research findings to ensure that resources are aligned to support initiatives, and adjust approach, plans, policy, selections and resources accordingly; and align policies and programs with the true needs of the public, They must demonstrate expertise and commitment to common goals and be recognized as a trusted advisor and partner to the customer; develop and apply metrics to monitor customer satisfaction; apply lessons to improving

services; and partner with internal and external customers to enable them to see long term benefits and to identify initiatives that best fulfill the agency's mandate of service to them.

Managers Must:

<p><b>A. Demonstrate a commitment to public service, . . .commitment to the security and welfare of the citizenry.</b></p>	<p><b>B. Inspire and enable others to be service oriented.</b> <b>D. Take personal responsibility for providing friendly, cheerful, helpful service</b></p>	<p><b>C. Demonstrate responsiveness to the needs of the citizens of the U.S., both internal and external customers of the Agency, and public and private stakeholders.</b></p>	<p><b>E. Be responsible stewards of the nation’s welfare and resources.</b></p>	<p><b>F. Works with internal and external stakeholders to create and implement a shared vision of service.</b></p>
<p>Distinguishing Behaviors</p>	<p>Distinguishing Behaviors</p>	<p>Distinguishing Behaviors</p>	<p>Distinguishing Behaviors</p>	<p>Distinguishing Behaviors</p>
<p><b>Sets high personal and organizational standards for integrity and service.</b>  Does not yield to pressures from any quarter to act in ways counter to the spirit and letter of the laws of the U.S. or against the best interests of the Public.  Implements sound, research-based, program policy, programs and service that support the true needs of the citizens.</p>	<p><b>Through demonstrated expertise and commitment to common goals, is recognized as trusted advisor and partner to the customer.</b>  Cascades strategies to employees and teams to build shared understanding of the links between policy, programs and public service.  Rigorously monitors customer satisfaction, and applies these lessons to improving services.</p>	<p><b>Strives to understand at the broadest level the changing issues, needs, and perspectives that impact the welfare of the citizen-customer.</b>  Discovers the needs of the customers through research and study. Goes beyond” handed-down” knowledge and assumptions.  Looks for information about the underlying needs of others, beyond those expressed or recognized initially.</p>	<p><b>Looks for long-term benefits to the customer and adjusts approach, policy and resources accordingly.</b>  Is able to focus the efforts of the organization on the needs of the ultimate customer, rather than on issues or tasks that seem urgent, but which, given the customer focus, are less important, or even counter-productive.  Takes a long-term perspective and weighs true value for the citizen added against mere efficiency.</p>	<p><b>Takes full account of appropriate issues, their interrelationships (also across organizations) and their implications for achieving the Agency’s mission to the Public.</b>  Works to establish and make clear connections between and common interests among effected groups and to help the discussions get beyond positional understandings of needs and wants.</p>

Service Motivation Links for Managers: *Accountability, Communication, Continual Learning, Customer Service, Decisiveness, Emotional Intelligence, External Awareness, Financial Management, Influencing and Negotiating, Integrity and Honesty, Interpersonal Skills, Partnering, Political Savvy, Strategic Thinking, Technical Credibility, Technical Management, Vision*

- The Federal **Executive** has ultimate responsibility to ensure that policies and programs work toward the best interests of the citizens of the U.S. and must demonstrate service motivation with integrity, wisdom, knowledge, fortitude, tact, and persuasiveness. The Executive must engender high levels of public trust in the government by personally embodying service to the U.S. and its citizens, and employing open, transparent, and broadly participatory processes in decision making. They do not yield to pressure to act in ways counter to the spirit

and letter of the laws of the U. S. or against the best interests of the Public. The Executive should use a systems approach to be fully cognizant of appropriate issues, their interrelationships and their implications for achieving the Agency’s mission; focus all employees on improving service by clearly communicating the relationship of the organization’s mission to public service; identify, develop, execute, and assess policies, programs and services that support the broad objectives of the Agency and the true needs of the customer; and champion those issues most likely to make significant contributions to public service

Executives Must:

<p><b>A. Demonstrate a commitment to public service, including personal responsibility, outstanding customer service, unwavering honesty, high ethical standards, and commitment to the security and welfare of the citizenry.</b></p>	<p><b>B Inspire and enable others to be service oriented.</b></p> <p><b>D. Take personal responsibility for providing friendly, cheerful, helpful service</b></p>	<p><b>C. Demonstrate responsiveness to the needs of the citizens of the U.S., both internal and external customers of the Agency, and public and private stakeholders.</b></p>	<p><b>E. Be responsible stewards of the nation’s welfare and resources.</b></p>	<p><b>F. Works with internal and external stakeholders to create and implement a shared vision of service.</b></p>
<p>Distinguishing Behaviors</p>	<p>Distinguishing Behaviors</p>	<p>Distinguishing Behaviors</p>	<p>Distinguishing Behaviors</p>	<p>Distinguishing Behaviors</p>
<p><b>Works to engender high levels of public trust in the government by exemplifying civic leadership, and employing open, transparent, and broadly participatory processes in decision making.</b></p> <p>Works to ensure the citizens service that is above ideological conflict, and undue influence of special interests.</p> <p>Buffers important civic goals against political polarization.</p>	<p><b>Communicates the public service vision of the organization.</b></p> <p>Rewards service to the public, to include championing and supporting employees who volunteer in the community.</p>	<p>Uses a systems approach to make policy and program decisions which are aligned with the needs of the public, and are made only after considering the full impact of these decisions on the public.</p> <p>Exposes the implications of choice to all stakeholders in an unbiased fashion.</p> <p>Acts on independent, but factually-based opinion, e.g. recommends approaches which are new and different from those requested by either sponsors or even by the</p>	<p>Shares insights and research findings in tactful, but persuasive ways to ensure that resources are aligned behind initiatives that truly benefit the citizens of the U.S.</p> <p>Expends resources to ensure an adequate evidence base is available to support plans and decisions.</p>	<p><b>Sees service from a systems perspective and works to align all stakeholders’ efforts towards integrated programs, shared knowledge, and mutual understanding of common interests.</b></p> <p>Partners with internal and external customers in a way that enables them to see long term benefits and to find initiatives that best fulfill the Agency’s mandate of service to them.</p> <p>Promotes policy, programs and</p>

<p>Ensures that plans, resources, priorities, and human capital strategies reflect the organization's focus on citizen-centered service.</p> <p>Is willing to go out on a limb personally to persuade policy makers to support the direction most likely to achieve the mission of the Agency and the greatest Public good.</p>		<p>customer, if these approaches seem to better meet the customer's actual and long-term needs.</p> <p>Selects to champion those issues most likely to make the most significant contribution to Public service.</p>		<p>perspectives serve the best interests of the people of the U.S., rather than serving the organization.</p>
---	--	--	--	---

*Service Motivation Links for Executives: Accountability, Communication, Continual Learning, Customer Service, Emotional Intelligence, External Awareness, Financial Management, Human Resources Management, Influencing and Negotiating, Integrity and Honesty, interpersonal Skills, Partnering, Political Savvy, Strategic Thinking, Technical Credibility, Technical Management, Vision*

**Center for Leadership Capacity Services**  
**Office of Personnel Management**  
**Competency Dictionary**

**STRATEGIC THINKING—Definition, Importance, Significant Elements, and Behaviors with Tables**

**STRATEGIC THINKING (LEADING CHANGE)**

Definition: Formulates objectives and priorities, and implements plans consistent with the long-term business and competitive interests of the organization in a global environment. Capitalizes on opportunities and manages risks.

Strategic Thinking—Importance: Strategic Thinking is the conceptual process that underlies two of the elements most critical for success in any organization—strategic planning and strategic management. It is the apex of managerial and executive thinking and is simultaneously considered both the most difficult and most important challenge for any public or private organization and its leaders. It is imperative that the leadership of an Agency continually scan the environment and engage in strategic thinking to develop a compelling strategy for the organization, and motivate all within the organization to think strategically, aligning plans and policies to support and promote the agency’s vision and strategy.

Strategic Thinking—Elements:

- A. Understand the organization, its mission, its customers and its evolving environmental realities
- B. Plan, and work towards long-term success, affordability and sustainability of the Agency, employing systems thinking (e.g. Balanced Scorecard) and other analytical forecasting tools to assess risk, and prioritize among options, programs and initiatives.
- C. Plan strategic direction for the Agency that is consistent with its fundamental purpose/mission and that is based on a holistic view of interdependent internal and external variable factors.

- D. Work to maximize the effectiveness of strategy by aligning and integrating efforts, core processes, activities and resources with the agency's mission, long-term strategy and objectives.
- E. Be proactive and agile in aligning resources, processes, and approaches with the evolving realities of global, economic, technological, and demographic (especially workforce) change factors.
- F. Be effective communicators of the Agency's strategy, communicating the strategy throughout the organization.
- G. Establish and value the importance of objectives (and appropriate performance measures) for the organizational unit that are consistent with Agency strategy and goals.
- H. Work to integrate the capabilities of all levels of government, as well as the private sector towards the effective and efficient accomplishment of mission goals.

### Strategic Thinking—Developmental Descriptions

- Strategic Thinking requires **all employees** to understand the goals and strategies of the organization and to link one's daily work to these long-range and larger visions; and accept responsibility for the unit's performance objectives. They should be skilled in those techniques and tools that move thinking and problem solving to new heights; continually seek better ways to accomplish tasks; share information relevant to process changes; redirect efforts when change plans are implemented; and participate in finding improved ways to accomplish activities.

**Foundational—All Employees Must:**

<p><b>A. Understand the organization, its mission, its customers and its evolving environmental realities.</b></p>	<p><b>B. Think, plan, and work towards long-term success, affordability and sustainability, employing systems thinking (e.g. Balanced Scorecard) and other analytical forecasting tools to assess risk, prioritize among options, programs and initiatives.</b></p>	<p><b>D. Work to maximize the effectiveness of strategy by aligning and integrating efforts, core processes, activities and resources with the agency’s mission, long term strategy and objectives.</b></p>	<p><b>E. Be proactive and agile in aligning resources, processes and approaches with the evolving realities of global, economical, technological, and workforce change.</b></p>
<p>Distinguishing Behaviors</p>	<p>Distinguishing Behaviors</p>	<p>Distinguishing Behaviors</p>	<p>Distinguishing Behaviors</p>
<p><b>Understands the goals and strategies of the organization and can link one’s daily work to these long-range and larger visions.</b></p> <p>Is aware of current trends, opportunities and threats to the organization’s mission.</p> <p>Understands the basic issues, context and customer concerns as addressed in the Agency’s mission.</p> <p>Is aware of the work of others within the organization and beyond own work area.</p> <p>Seeks cross-functional and other partnering or team experiences to broaden perspective and learn alternative approaches from others.</p> <p>Is broadly knowledgeable of own field to include other areas that influence or are related to it.</p> <p>Understands the purpose and workings of government and the laws and regulations which direct the work of the agency.</p> <p>Is knowledgeable of existing and developing policy in one’s field.</p> <p>Is aware, in general, of how the world at large impacts plans and strategies, and how that, in turn, affects choices.</p>	<p><b>Is skilled in techniques and tools that move thinking and problem solving past conventional mental and organizational boundaries.</b></p> <p>Challenges assumptions.</p> <p>Works beyond solutions that are merely expedient.</p> <p>Can measure risk against appropriate considerations of ethics, cost, and probability of success.</p> <p>Uses full range of skills, knowledge and experience to imagine and actively promote improvements.</p> <p>Evaluates options and considers consequences during decision making process.</p> <p>Can provide timely, accurate, useful information.</p> <p>Habitually explores multiple, sometimes unconventional options and different perspectives in order to gain the best solution.</p> <p>Does not automatically dismiss new or unconventional ideas.</p> <p>Contributes ideas to accomplish performance objectives.</p> <p>Selects working partners for diversity of style, perspective and approach, rather than duplicate own talents and thinking patterns.</p>	<p><b>Finds a personal “fit” with the agency’s mission and aligns own efforts with organizational performance.</b></p> <p>Continually seeks better ways to accomplish work.</p> <p>Uses full range of skills, knowledge and experience to imagine and actively promote improvements.</p> <p>Participates in planning work and developing best practices.</p> <p>Does not work in isolation</p> <p>Shares information and best practices with the organizational unit. Participates in finding new and better ways to accomplish activities.</p>	<p><b>Accepts that change must occur in order to maintain services that are effective and relevant to a changing society.</b></p> <p>Explores the facts behind change.</p> <p>Can shift direction adroitly and redirect efforts when changes are implemented.</p> <p>Adapts own thinking to meet changing circumstances, unexpected constraints or challenges.</p> <p>Forms contingency plans to overcome potential obstacles, and to take advantage of unforeseeable opportunities.</p> <p>Reflects and learns from experience.</p> <p>Analyses own development options strategically in ways that optimize one’s strengths, resources, and chances for success.</p>

Competency Links for All Employees/Foundational: Problem Solving, Creative Thinking, Resilience, External Awareness, Flexibility, Vision, Customer Service

- The **Team Leader** and **Supervisor** must clearly understand the Agency’s mission and how this is related to the work of the team/unit, aligning (or realigning) the work of the unit to the long-term mission of the organization; clearly communicate expectations and performance measures to team/unit members; and hold members accountable for individual and team performance. They should model a change-tolerant view; encourage organizational thinking; and set high expectations for continuing improvements to processes, products and services. Team Leaders and Supervisors should provide input on the feasibility of goals, targets and measures; understand the unit’s strengths and weaknesses; organize resources and activities to deal with longer-term problems or opportunities; and support changing strategy, structure and staffing as required.

**Team Leaders and Supervisors Must**

<p><b>A. Understand the organization, its mission, its customers and its evolving environmental realities. (E-K, EI)</b></p>	<p><b>B. Plan and work towards long-term success, affordability and sustainability employing systems thinking (e.g. Balanced Scorecard) and other analytical forecasting tools to assess risk, prioritize among options, programs and initiatives.</b></p>	<p><b>D. Work to maximize the effectiveness of strategy by aligning and integrating efforts, core processes, activities and resources with the agency’s mission, long term strategy and objectives.</b></p>	<p><b>E. Be proactive and agile in realigning resources, processes and approaches with the evolving realities of global, economical, technological, and workforce change.</b></p>	<p><b>F. Be effective communicators of the Agency’s strategy.</b></p>
<p>Distinguishing Behaviors</p>	<p>Distinguishing Behaviors</p>	<p>Distinguishing Behaviors</p>	<p>Distinguishing Behaviors</p>	<p>Distinguishing Behaviors</p>
<p><b>Understands the organization’s mission and how this is related to the work of the team/unit.</b>  Recognizes the interdependencies of</p>	<p><b>Reviews programs, processes and progress, keeping alert to the need for modifications or reengineering.</b>  Encourages team/unit performance and holds members accountable.  Helps others to see new possibilities.</p>	<p><b>Aligns the work of the team/unit and performance management with the long-term mission of the organization.</b>  Understands operational implications of strategy.  Aligns individual performance objectives</p>	<p><b>Models a change-tolerant view and encourages organizational thinking.</b>  Identifies issues and opportunities to improve team processes, products, services and service delivery.</p>	<p><b>Communicates the changes in processes, actions, and short term goals required to maintain alignment of</b></p>

<p>all organizational units and collaborates to maximize resources and synergize outcomes.</p>	<p>Leads the team to use brainstorming, systems thinking, and other techniques that might offer new perspectives, ideas or solutions.</p> <p>Pushes thought processes beyond first answers, to solutions that have more promise for the long term.</p> <p>Routinely develops and weighs alternatives before settling on a solution.</p> <p>Generates multiple solutions to problems and approaches to improvement, then uses modeling techniques, risk analysis and cost benefit analysis to assess their strategic and tactical impact.</p> <p>Will go beyond the conventional solution when analysis indicates that different approach might yield greater benefit.</p>	<p>and IDPs with organization's strategic plan.</p> <p>Encourages and involves employees in process decisions which improve goal accomplishment.</p> <p>Communicates performance expectations to team members/employees which make the link to organization's mission and strategic plan clear and compelling.</p> <p>Removes barriers to employee performance.</p> <p>Encourages contributions and inspires the team/unit to establish innovative and creative solutions to the new challenges.</p> <p>Recognizes and rewards performance and goal accomplishment.</p> <p>Helps to break down barriers, stereotypes, and impediments that impede breakthrough results.</p>	<p>Sets high expectations for continuing improvements to processes, products and services.</p> <p>Organizes resources and activities to deal with longer-term problems or opportunities.</p> <p>Monitors team/ unit's strengths &amp; weaknesses vis-à-vis the evolving needs of the organization, continually working to bring these into optimal alignment.</p> <p>Deals effectively with changes in priorities, resources and circumstances in order to deliver services and manage projects.</p>	<p><b>team/unit with long term objectives.</b></p> <p>Communicates the organization's mission and how this is related to the work of the team/unit.</p> <p>Advises others of possible impact of decisions and actions.</p> <p>Detects and resolves team/unit breakdowns resulting from change.</p>
--	---	---	--	--

Competency Links for Team Leaders and Supervisors: Problem Solving, Creative Thinking, Resilience, External Awareness, Flexibility, Vision, Customer Service, Communication, Technology Management

- The **Manager** assists in long-range planning to enhance organizational performance and survival, involving internal stakeholders in the planning process for the organizational unit; employs systems thinking, collaboration and an integrated approach to problem solving; and develops, aligns and communicates strategies of the unit to accomplish the organization's goals. The Manager prioritizes outcomes and prepares unit goals including staffing and resource requirements; establishes partnerships to maximize resource availability, organizational performance, and share best practices; educates and supports supervisors'

understanding and success in the achievement of plans; recognizes the system-wide outcomes of program implementation, and accepts and supports changing strategy, structure and staffing as needed to support organizational realities.

**Managers Must:**

<p><b>A. Understand the organization, its mission, its customers and its evolving environmental realities.</b></p>	<p><b>B. Plan and work towards long-term success, affordability and sustainability employing systems thinking (e.g. Balanced Scorecard) and other analytical forecasting tools to assess risk, prioritize among options, programs and initiatives.</b></p>	<p><b>D. Work to maximize the effectiveness of strategy by aligning and integrating efforts, core processes, activities, and resources with the agency’s mission, long term strategy and objectives.</b></p>	<p><b>E. Be proactive and agile in realigning resources, processes and approaches to the evolving realities of global, economical, technological, and workforce change.</b>  <b>G. Establish and value the importance of objectives (and appropriate performance measures) for the organizational unit that are consistent with Agency strategy and goals.</b></p>	<p><b>F. Be Effective Communicators of the Agency’s Strategy throughout the organization.</b></p>
<p>Distinguishing Behaviors</p>	<p>Distinguishing Behaviors</p>	<p>Distinguishing Behaviors</p>	<p>Distinguishing Behaviors</p>	<p>Distinguishing Behaviors</p>
<p><b>Goes beyond assumptions or “givens” in assessing issues and changing circumstances.</b></p> <p>Has an ability to think outside of the Agency; outside of government.</p> <p>Works to enhance own and unit knowledge of the broad environmental context of their work and mission.</p> <p>Works to transcend functional and organizational boundaries to enhance long-term performance, affordability, and</p>	<p><b>Builds long-term strategic plans with specific goals, strategic objectives, actions, adequate performance measures and which are driven by customer requirements.</b></p> <p>Implements an HR system that is capable of hiring, developing and training the right people to implement long-term strategies.</p> <p>Builds and uses an adequate knowledge base and knowledge management system to recognize success factors, provide feedback, and maintain alertness to change and opportunity.</p> <p>Has knowledge of and the ability to facilitate knowledge creation, sharing, and reuse.</p> <p>Implements systems and processes to develop and maintain the currency of</p>	<p><b>Plans the implementation and management of the Agency’s strategic plan.</b></p> <p>Serves as linking pin: Interprets the agency’s purpose and forges connections among units.</p> <p>Develops integrated, pragmatic, process solutions which cross traditional department boundaries and which foster agency-wide and “enterprise-wide” consistency and cooperation.</p> <p>Establishes partnerships to maximize resource availability and</p>	<p><b>Has strategic orientation; keeps alert to opportunities to enhance organizational effectiveness and acts upon these, even if some risk is involved.</b></p> <p>Promotes agency-wide involvement in continuous improvement.</p> <p>Empowers informed decision makers on all levels to make effective, timely decisions.</p> <p>Understands and adjusts tactics to accommodate changes in the organizational unit’s strategic plan.</p> <p>Establishes mechanisms that provide continuing feedback</p>	<p><b>Describes clearly and communicates the Agency’s strategy and performance measures, cascading the message effectively throughout the ranks.</b></p> <p>Communicates the context for work. Effectively and frequently communicates how the Agency’s work fits into the bigger picture of government and service.</p> <p>Can communicate a sense of importance and urgency.</p> <p>Develops effective business cases for change.</p>

<p>sustainability.</p> <p>Communicates the customer focus throughout the organization.</p> <p>Relies not only on own, or organizational perspectives in approaching problems.</p> <p>Reaches out broadly to other organizations, groups and disciplines to solicit ideas and perspectives of others in order to generate the best solutions.</p>	<p>credible information on outcomes, costs and other vital performance intelligence.</p> <p>Understands how Agency programs and processes create value for the citizen.</p> <p>Finds and enacts cost-reduction opportunities without compromising responsiveness and quality.</p> <p>Understands and implements ROI measurements.</p> <p>Understands and implements Activity-Based Costing which captures real data on projects and activities.</p> <p>Develops and aligns strategies of unit to accomplish the goals of the organization.</p> <p>Prepares organizational unit goals including staffing and resource requirements that are in alignment with long term goals.</p> <p>Ensures that staff have adequate training in analytical processes necessary for gathering and processing performance intelligence.</p> <p>Monitors risk and risk-mitigation actions in a structured way.</p>	<p>organizational performance.</p> <p>Establishes regular lines of communication to align customers, contractors, service delivery, and the Agency in a single strategic direction.</p> <p>Plans for and invests in training and other developmental activities for self and others that enhances the abilities of the group to meet strategic goals.</p> <p>Involves internal stakeholders in the planning process which translates the overall strategic plan into specific goals and actions for the unit.</p>	<p>on processes and services.</p> <p>Establishes mechanisms for the exchange of ideas and information.</p> <p>Understands the concept of “enterprise wide systems,” and keeps alert to areas of work which this approach can be effective.</p> <p>Develops and uses criteria for determining the optimal mix of delivery mechanisms</p> <p>Develops and implements performance management systems that are aligned with the strategic plan, which maximize employee contributions and which keeps the entire Agency focused on the right performance targets.</p>	<p>Uses strategy mapping to help all employees understand the agency’s strategy and tactics translate these into actions which help the agency succeed.</p> <p>Keeps units and employees informed of progress towards goals and sustains motivation.</p> <p>Matches rewards for performance with successful achievement of strategic goals.</p>
--	---	---	---	---

Competency Links for Managers: Problem Solving, Creative thinking, Resilience, External Awareness, Flexibility, Vision, Customer Service, HR Management, Communication, Technology Management

- The **Executive** must be constantly aware of the external and internal environment and the strengths and weaknesses of the Agency to anticipate and recognize change and its potential impact on long term plans; reframe the mission and vision of the organization to meet changing priorities in the global economy; and understand the interdependencies of longer-term political, economic, global, and social trends. The Executive

uses knowledge of emerging public issues/concerns to develop new program policies that address long-term needs, have a significant impact on public well-being and are consistent with the mission of the agency. They adjust organizational direction to align with shifting national priorities; create long-range plans to enhance organizational performance and survival and involve both internal and external stakeholders in the planning process. The Executive establishes partnerships to maximize resource availability and organizational performance; creates a mission- and performance-oriented culture that recognizes and rewards strategic performance and goal accomplishment; links budget to performance; and educates managers in understanding, aligning, and communicating Agency plans.

Executives Must:

<b>A. Understand the organization, its mission, its customers and its evolving environmental realities.</b>	<b>B. Plan and work towards long-term success, affordability and sustainability employing systems thinking (e.g. Balanced Scorecard) and other analytical forecasting tools to assess risk, prioritize among options, programs and initiatives.</b>	<b>C. Plan strategic direction for the agency that is consistent with its fundamental purpose/mission and that is based on a holistic view of interdependent internal and external variable factors</b>	<b>G. Establish and value the Importance of objectives (and appropriate performance measures) for the organizational unit that are consistent with agency strategy and goals.</b>	<b>Work to integrate the capabilities of all levels of government, as well as the private sector, towards the effective and efficient accomplishment of mission goals.</b>	<b>Be proactive and agile in realigning resources, processes and approaches to the evolving realities of global, economical, technological, and workforce change.</b>	<b>Communicate the strategy.</b>
Distinguishing Behaviors	Distinguishing Behaviors	Distinguishing Behaviors	Distinguishing Behaviors	Distinguishing Behaviors	Distinguishing Behaviors	Distinguishing Behaviors
<b>Maps the Agency strategy, taking all internal and external environmental factors into account.</b>	<b>Proactively manages for the long-term success, affordability and sustainability of the Agency's programs and services.</b>	<b>Plans strategic direction for the Agency based on a holistic view of interdependent variables and tradeoffs among</b>	<b>Plans and implements systems which improve accountability across the</b>	<b>Plans services that are sustainable and affordable, and that integrate and maximize the capabilities of all levels of government,</b>	<b>Creates strategic plans which position the organization to be adept, and agile at anticipating, adapting to, and meeting the needs of the future.</b>	<b>Easily articulates a vision for transformational improvement and links this</b>
Understands the						

<p>increasing interdependence of federal, non-federal, public, NGO, and international organizations.</p> <p>Works within a broad network to understand interrelated issues and work towards common goals.</p> <p>Reaches out to key stakeholders to ensure their perspectives are taken account of in all planning, and to enlist their support for the resulting plan.</p> <p>Is knowledgeable of the ways in which State and local government, nonprofit, private corporations, international institutions and governing bodies all play vital roles in formulating and implementing federal initiatives.</p> <p>Is broadly aware of international dimensions when weighing policy options and taking action.</p> <p>Promotes and engages others in effective partnerships in the formulation and design of complex national initiatives.</p>	<p>Thinking stretches beyond just efficiency and cost-control to creating service and value.</p> <p>Maintains and communicates an outcomes focus for the organization.</p> <p>Uses systematic processes of forecasting, knowledge management, and evaluative review to move the organization from reactive behavior to proactive initiative and to accommodate agile and flexible decision-making.</p> <p>Builds an HR system that is capable of hiring, developing and training the right people to implement long-term strategies.</p> <p>Uses systems thinking to factoring the various organizations, including the Congress, that will be involved in achieving federal mission area goals into strategic planning.</p>	<p><b>functions and organizational boundaries.</b></p> <p>Plans and implements sound financial-, IT-, acquisition-, Human Capital, change- and knowledge management strategies for the organization.</p>	<p><b>organization.</b></p> <p>Works with CFO to ensure accurate and easily available financial data.</p>	<p><b>as well as the private sector.</b></p> <p>Understands how partnerships can be employed to reduce duplication, enhance effectiveness and maximize value to the taxpayer-customer.</p> <p>Plans for enterprise-wide approaches to IT, contracting, acquisition and other areas which can be integrated to maximize strategic impact.</p>	<p>Thinks in terms of long-term, transformational goals, rather than incremental ones.</p> <p>Understands and implements a "learning organization" culture.</p> <p>Puts systems in place to ensure the comprehensive review, reassessment, reprioritization, appropriate reengineering of what the agency does, how it does business, and who is involved in implementing its business.</p> <p>Takes steps to free the organization of outmoded commitments and operations that encumber the future.</p> <p>Understands the increasingly diverse nature of governance structures and tools and knows how to employ these.</p>	<p><b>to the strategic plan.</b></p> <p>Knows and connects with all key stakeholders to communicate the strategic plan and ensure sufficient resources for its execution.</p>
---	--	--	---	--	---	---

Competency Links for Executives: Problem Solving, Creative Thinking, Resilience, External Awareness, Flexibility, Vision, Customer Service, Communication, HR Management, Technology Management, Partnering, Political Savvy

**Center for Leadership Capacity Services**  
**Office of Personnel Management**  
**Competency Dictionary**

**TEAM BUILDING—Definition, Importance, Significant Elements, and Behaviors with Tables**

**TEAMBUILDING (LEADING PEOPLE)**

Definition: Inspires and fosters team commitment, spirit, pride, and trust. Facilitates cooperation and motivates team members to accomplish group goals.

Teambuilding—Importance: Team-based approaches to work (formal and informal groups, work groups, committees, and collaborative endeavors of varying organizational impact and complexity) can be powerfully effective as building blocks for organizational performance. A high-performing team that emphasizes collaboratively working together to achieve common goals develops synergy thereby increasing its effectiveness as a force for productivity, quality and cost reduction. Teams have greater total resources, and a greater diversity of resources contributing to improved problem solving and to higher productivity. When collaboration among group members is essential for group effectiveness, teams can provide that interaction and achieve common goals. They help “socialize” new members, facilitate organizational performance, build leadership skills, and inspire innovation while providing benefits for their members. Teams help their members learn about the Agency and themselves as they acquire new skills and performance strategies, and can also serve important personal needs for affiliation and esteem.

Teambuilding—Elements:

- A. Value the importance of teams and establish teams of appropriate size, structure and composition as needed to accomplish goals.
- B. Model the importance of teams by participating in team processes at appropriate level.
- C. Communicate in ways that encourage cooperation among team members, and which promote both task accomplishment and positive team dynamics.
- D. Use creative techniques for problem-solving that promote task accomplishment and which fully use the team's resources
- E. Delegate authority and responsibility within the team effectively with an eye to developing good collaborative skills and new leaders for the organization.
- F. Sustain the collaborative process through good team and performance management.
- G. Inspire pride and team spirit among team members.

Teambuilding—Developmental Descriptions:

- Employees **at all levels** must be able to demonstrate effective interpersonal skills; and act with integrity and honesty in team processes, honoring the ground rules set by the team. They should support team processes that deliver usable outcomes, use appropriate group problem solving tools such as brainstorming, fishbone diagrams etc. to examine and analyze problems; act in a way that values diversity and balanced participation; and demonstrate discretion and tact when questioning another's ideas. All employees should work comfortably within a peer group where leadership is shared and processes are developed from within the team; and become skilled at reframing issues in order to find common ground.

Foundational—All Employees Must:

<b>B. Model the importance of teams by participating in team processes at appropriate levels.</b>	<b>C. Communicate in ways that encourage cooperation among team members, and which promote both task accomplishment as well as positive team dynamics.</b>	<b>D. Use creative techniques for problem-solving that promote task accomplishment and which fully use the team’s resources.</b>
Distinguishing Behaviors	Distinguishing Behaviors	Distinguishing Behaviors
<p><b>Values and understands the many advantages of working with others; is a good team player.</b></p> <p>Seeks cross-functional and other partnering or team experiences to broaden perspective and learn alternative approaches from others.</p> <p>Recommends the formation of workgroups/teams if the situation seems appropriate.</p> <p>Builds skill in working effectively with others without formal authority.</p> <p>Values diversity seeking broad and balanced participation.</p> <p>Recognizes and values the talents of others.</p>	<p><b>Demonstrates broad insights into emotional intelligence and skill in building and sustaining relationships.</b></p> <p>Shows respect for the values and ideas of others, even when not agreeing with them.</p> <p>Seeks points of agreement between own views and those of others.</p> <p>Avoids interrupting behaviors, encourages others to speak.</p> <p>Acts with integrity and honesty in team processes (honors ground rules set by team; keeps team business within the team etc.)</p> <p>Is proactive in defusing arguments among peers.</p> <p>Is discreet and tactful when correcting or questioning another’s idea or action.</p> <p>Works comfortably within a peer group where leadership is shared and processes are developed from within the team.</p> <p>Speaks and writes with clarity and considers the receiver.</p> <p>Solicits feedback or questions to ensure meaning conveyed is meaning received. (see oral and written communication.)</p> <p>Supports team decisions, is a good team player. Is honest and responsible. Does fair share of the work.</p> <p>Publicly credits others who have contributed and performed well.</p>	<p><b>Uses effective group problem solving tools such as brainstorming, fishbone diagrams and similar group techniques, using multiple perspectives for examining and analyzing problems.</b></p> <p>Develops creative abilities to contribute effectively to team operations and results.</p> <p>Discusses with others their approach to issues.</p> <p>Can shape, guide and facilitate group processes in meetings.</p> <p>Effective in drawing out the opinions and ideas of group members.</p> <p>Uses humor.</p> <p>Is skilled at reframing issues in order to find common ground.</p>

Teambuilding--Competency Links for All Employees: *Conflict Management, Emotional Intelligence, Entrepreneurship, Integrity and Honesty, Interpersonal Skills, Leveraging Diversity, Oral Communication, Partnering, Problem Solving, Service Motivation*

- The **Team Leader** must foster commitment, team spirit, pride and trust; facilitate internal group dynamics to optimize team performance; build team skills through coaching and training; and manage interpersonal (and systemic) conflict. They must collaborate within the team to develop and clarify team member roles, responsibilities, and norms; and clarify the parameters of authority and resources available. The Team Leader

builds the problem solving ability of the team members and the team itself: communicates the organization’s mission and goals with insight, and enthusiasm; helps establish appropriate metrics and objective criteria; and ensures that work is accomplished within established timetables. They instill a sense of opportunity and possibility in the team’s view of change; collaborate with relevant groups to gain information about external conditions that might impact the work of the team; and change course when needed.

Team Leaders

<p><b>A. Value the importance of teams and establish teams of appropriate size, structure and composition as needed to accomplish goals.</b></p>	<p><b>C. Communicate in ways that encourage cooperation among team members, and which promote both task accomplishment as well as positive team dynamics.</b></p>	<p><b>E. Delegate responsibilities within the team effectively and with an eye to developing good collaborative skills and new leadership for the organization.</b></p>	<p><b>F. Sustain the collaborative process through good team and performance management.</b></p>	<p><b>G. Inspire pride and team spirit among team members.</b></p>
<p>Distinguishing Behaviors</p>	<p>Distinguishing Behaviors</p>	<p>Distinguishing Behaviors</p>	<p>Distinguishing Behaviors</p>	<p>Distinguishing Behaviors</p>
<p><b>Acts as catalyst, bringing the right people together and sustaining the group processes that will lead to success.</b></p> <p>Capitalizes on diversity and multidisciplinary to improve projects.</p> <p>Recognizes strengths and can maximize the</p>	<p><b>Establishes, maintains and safeguards collaborative team processes.</b></p> <p>Skilled at leading and influencing group thought and planning processes.</p> <p>Builds group consensus through conflict resolution and negotiation.</p> <p>Uses persuasion, influence and negotiation skills to build positive relational and task performance within the team.</p> <p>Involves all team members and ensures that all voices are heard and respected.</p> <p>Restate arguments and reframes issues so that everyone is clear on them and to facilitate finding common ground.</p>	<p><b>Builds team skills within the group through coaching and training related to either task accomplishment or relationships/process.</b></p> <p>Fairly distributes opportunities and benefits across the entire team.</p> <p>Teaches team members to work well together.</p> <p>Encourages team members to assume leadership of different</p>	<p><b>Sets and communicates clear goals; monitors the direction of individual and team performance; and makes necessary course corrections.</b></p> <p>Negotiates the objectives of the project among team members, clarifies respective contributions and expectations, and enables clear definition of roles within the team.</p> <p>Performance norms established appropriate to teams.</p> <p>Clarifies team purpose and expectations.</p> <p>Helps team establish appropriate metrics and objective criteria for success.</p>	<p><b>Has a clear picture of the direction the organization is going and communicates it with insight, energy and enthusiasm.</b></p> <p>Creates a team culture that fosters performance, pride and purpose.</p> <p>Provides feedback on team’s contribution to organizational objectives.</p> <p>Instills a sense of opportunity and</p>

<p>resources of the team.</p> <p>Collaborates with relevant groups outside the team to stay informed of external conditions which might impact the work of the team.</p> <p>Imbues team culture with openness to alternatives.</p>	<p>Establishes standards of behavior which promote inclusion and participation.</p> <p>Helps team understand barriers to team performance and the possible downsides of group dynamics so as to avoid team derailment.</p> <p>Uses collaborative decision-making processes to build trust and ownership.</p> <p>Routinely pushes the team past simple cause and effect understandings, and past the first and simple answer to problems.</p> <p>Has a tolerance for and understanding how to use conflict for productive purposes.</p> <p>Uses team processes to generate multiple solutions to problems and approaches to improvement; uses modeling techniques, risk analysis and cost benefit analysis to assess their strategic and tactical impact.</p> <p>Allows and encourages creative, innovative and non-conventional contributions, even when this leads to conflict.</p> <p>Encourages and models inclusiveness.</p> <p>Teaches from honest mistakes.</p>	<p>functions appropriate to their knowledge and skills.</p> <p>Builds problem solving ability of team.</p> <p>Manages creative talent.</p>	<p>Is able to restate goals, or establish new ones, as changing circumstances require.</p> <p>Ensures work is accomplished within established timetables.</p> <p>Change course when needed; letting go of what's not working.</p> <p>Protects integrity of open, collaborative process.</p> <p>Clarifies parameters of authority and resources available.</p> <p>Clarifies mileposts, desired deliverables, timelines etc.</p> <p>Collaborates within the team to develop and clarify team member roles and responsibilities.</p> <p>Skilled at project management, task prioritization and delegation.</p> <p>Keeps focus on the big picture.</p> <p>Holds people accountable for responsibilities and good teamwork.</p>	<p>possibility in the team's view of change.</p> <p>Recommends awards and recognition to recognize individual and team performance when work supports organizational goals and achieves results.</p> <p>Coaches, mentors and guides teams and team members are done in such a way as to foster commitment, team spirit, pride and trust.</p>
--	---	--	--	--

Teambuilding--Competency Links for Team Leaders: *Accountability, Conflict Management, Creativity, Emotional Intelligence, Entrepreneurship, External Awareness, Human Resources Management, Influencing and Negotiating, Integrity and Honesty, Interpersonal Skills, Leveraging Diversity, Oral Communication, Partnering, Problem Solving, Service Motivation*

- The **Supervisor** demonstrates sound knowledge of when and how teams are best used, forming and tasking teams within the span of control so as to maximize successful outcomes; and selects team members that represent diverse interests, specialties, and technical expertise to maximize leverage on the task. They identify team members to achieve both the immediate task and to develop positive and ongoing working relationships

throughout the organization; and use team leadership assignments to foster leadership talent throughout the unit. The Supervisor assists with the team launch, clearly communicating team purpose, expectations, parameters of authority, resources and other relevant information; communicates, implements, and coordinates the team’s work or results with relevant workgroups; advocates for the work of the team with other groups and with higher level managers; and supports the team in obtaining resources, expertise, and the cooperation needed to achieve results. They provide (or acquire) the coaching/training needed to achieve results; invest in training to enhance group process, group management, and decision making skills; and recommend or approve formal recognition for the work of the team.

Supervisors Must:

<b>A. Value the importance of teams and establish teams of appropriate size, structure and composition as needed to accomplish goals.</b>	<b>E. Delegate responsibilities within the team effectively and with an eye to developing good collaborative skills and new leadership for the organization.</b>	<b>F. Sustain the collaborative process through good team and performance management.</b>
Distinguishing Behaviors	Distinguishing Behaviors	Distinguishing Behaviors
<p><b>Manages teams in terms of personnel, time and other resources, integrating teaming strategies effectively with other process approaches to best achieve the unit’s goals.</b></p> <p>Understands both advantages and disadvantages of teams.</p> <p>Understands the various types of formal and informal teams, and knows in which contexts they can be used best to foster overarching goals.</p> <p>Supports cross functional and matrix teams.</p> <p>Plans team membership to achieve the</p>	<p><b>Uses various team leadership assignments to foster managerial and leadership talent throughout the unit.</b></p> <p>Advocates for the work of the team with other groups and higher level managers.</p> <p>Recommends or approves formal recognition for work of the team.</p> <p>Invests in training for self and others that enhance group process, group management, and decision-making skills.</p> <p>Establishes staffing strategies and work processes that encourage the consideration of multiple approaches and non-conventional thought.</p>	<p><b>Communicates and coordinates team’s work and results with relevant other workgroups.</b></p> <p>Gives others the space to innovate. Sets broad goals and empowers the team to pursue them and make reasonable decisions. Doesn’t micromanage.</p> <p>Supports the team in getting resources, expertise, and cooperation necessary to achieve results.</p> <p>Clearly communicates team purpose, expectations, and parameters of authority, resources and other relevant information.</p> <p>Monitors on-going individual and team performance.</p> <p>Establishes mechanisms for the exchange of ideas and good practice among teams.</p>

<p>immediate task as well as to develop positive and ongoing working relationships that span the organization.</p> <p>Selects team members that represent diverse interests, specialties, and technical expertise so as to have maximum leverage on the task.</p>		<p>Can measure the adequacy of trust and commitment from the various groups, and step in to repair the relationship when that trust is endangered.</p>
---	--	--

Teambuilding—Competency Links for Supervisors: *Accountability, Conflict Management, Continual Learning, Creativity, Emotional Intelligence, Entrepreneurship, External Awareness, Human Resources Management, Influencing and Negotiating, Integrity and Honesty, Interpersonal Skills, Leveraging Diversity, Oral Communication, Partnering, Problem Solving, Service Motivation*

- Managers and Executives** form and task highly experienced teams to solve complex, high profile problems involving overall organizational climate, mission, cross-cutting policy issues, customer or other issues with major external focus; and use teams to pilot potential new initiatives or cutting edge innovations. They collaborate across organizational boundaries to ensure alignment of team efforts with other teams/processes and to minimize possible redundancy and/or inefficiency; and they achieve strategic, effective, measurable results for the organization through the effective use of teams, networks and collaborative endeavors.

Managers and Executives fully integrate the work of a wide variety of teams and functions into organizational outcomes and future planning; and work with subordinate managers/team leaders to promote teams that work in concert toward strategic organizational results without demonstrating intergroup rivalries or sub-optimization of efforts. They are actively involved in team coordination to ensure each team has necessary resources and that teams are working synergistically in support of overarching organizational goals; communicate verbally and nonverbally in ways that establish a climate of trust and openness among team members; strategically use

team and team leadership assignments to develop management and leadership skills throughout the organization; and give high organizational visibility to successful projects. Managers and Executives serve on executive task forces and with external groups to bridge differences among competing or conflicting groups and teams, including possibly working on joint union-management initiatives or on issues involving public participation in government.

Managers and Executives Must:

<b>A. Value the importance of teams and establish teams of appropriate size, structure and composition as needed to accomplish goals.</b>	<b>B. Model the importance of teams by participating in team processes at appropriate levels.</b>	<b>E. Delegate responsibilities within the team effectively and with an eye to developing good collaborative skills and new leadership for the organization.</b>	<b>F. Sustain the collaborative process through good team and performance management.</b>
Distinguishing Behaviors	Distinguishing Behaviors	Distinguishing Behaviors	Distinguishing Behaviors
<p><b>Achieves strategic, effective, measurable results for the organization through the effective use of teams, networks and collaborative endeavors.</b></p> <p>Forms and tasks highly experienced teams to solve complex, high profile problems involving overall organizational climate, mission, cross-cutting policy issues, customer or other issues with major external focus</p> <p>Fosters a culture that understands goals in the broader context, and which works collaboratively towards the achievement of those goals.</p> <p>Minimizes stove-piping, eliminates unproductive turf issues, and other sources of disruptive competition among work groups.</p> <p>Uses teaming to address complex problems which both affect and require</p>	<p><b>Models importance of collaborative working through personal participation in high level, inter-disciplinary, cross-functional groups and teams which represent broad aspects of the organization.</b></p> <p>Serves on executive task forces and with external groups to bridge differences of competing or conflicting groups and teams. This may include working on combined union-management initiatives or issues involving public participation in government.</p>	<p><b>Uses team memberships and leadership assignments widely as part of an overall strategic plan to develop management and leadership skills throughout the organization.</b></p> <p>Mentors and develops others through developmental assignments and training in increasingly complex, broad-based teams.</p> <p>Communicates successful team efforts throughout the organization to ensure efforts are visible, valued and implemented to maximum extent possible—uses a variety of media effectively for this purpose.</p> <p>Teams are given substantive issues with real potential impact to work on.</p> <p>Communicates importance of team projects and gives high organizational visibility to successful</p>	<p><b>Develops integrated, pragmatic, process solutions which cross traditional department boundaries and which foster agency-wide and “enterprise-wide” consistency and cooperation.</b></p> <p>Establishes communications processes within the organization which enable greater recognition of common issues, and which foster the organization’s ability to address these collaboratively.</p> <p>Is actively involved in team coordination to ensure each team has necessary resources and that teams are working synergistically in support of overarching organizational goals.</p> <p>Measures team processes’ “value added” in terms of productivity, organizational culture, and leadership development.</p> <p>Uses teams to pilot potential new initiatives or cutting edge innovations.</p> <p>Understands potential for inter-group rivalries,</p>

<p>attention from a number of individuals and groups. Maximizes involvement of relevant personnel and subject experts across and outside of organization.</p> <p>Teams are managed to add value to individual work, the work of functional areas, the work of the larger organization <u>and</u> to foster commitment, team spirit, pride and trust throughout the organization.</p> <p>Collaborates across organizational boundaries to ensure alignment of team efforts with other teams/functions/processes and minimize redundancy, inefficiency etc.</p>		<p>projects.</p>	<p>competing interests and sub-optimization and works with subordinate managers to promote teams that work in concert toward strategic organizational results. (see Believers vs. Non-Believers, below)</p> <p>Monitors key teams to ensure broad organizational goals, as opposed to parochial team interests, are achieved. (see Believers vs. Non-Believers, below)</p> <p>Understands and works to avoid the “Believers vs. Non-believers” loop which causes innovative teams to become separated from the organization as a whole. (See preceding two behaviors. Systems Thinking Archetype)</p> <p>Integrates the work of a wide variety of teams and functions fully into organizational outcomes and future planning.</p>
---	--	------------------	---

*Teambuilding--Competency Links for Managers and Executives: Accountability, Conflict Management, Continual Learning, Creativity, Emotional Intelligence, Entrepreneurship, External Awareness, Human Resources Management, Influencing and Negotiating, Integrity and Honesty, Interpersonal Skills, Leveraging Diversity, Oral Communication, Partnering, Problem Solving, Service Motivation, Strategic Thinking*

**Center for Leadership Capacity Services**  
**Office of Personnel Management**  
**Competency Dictionary**

**TECHNOLOGY MANAGEMENT—Definition, Importance, Significant Elements, and Behaviors with Tables**

**TECHNOLOGY MANAGEMENT (BUSINESS ACUMEN)**

Definition: Keeps up-to-date on technological developments. Makes effective use of technology to achieve results. Ensures access to and security of technology systems.

Technology Management—Importance,

Technology is changing the face of enterprise—and the rate at which technology is changing is itself accelerating. The acquisition and deployment of large IT systems in the federal government “has included a number of spectacular successes and spectacular failures.”<sup>1</sup> Yet, technology offers huge opportunities to deliver government services and programs more effectively and efficiently, making them more accessible, more convenient, more coordinated, more responsive and more personalized. Consequently Congress has passed major legislation (Clinger-Cohen Act<sup>2</sup> and e-Government Act of 2002) that is designed to achieve the potential of technology while also addressing procurement reform, results based management, financial accountability and business process reengineering. It is imperative that Agency managers and executives fully integrate IT processes with the Agency’s mission; provide for IT security; and establish effective and efficient capital planning processes for selecting, managing and evaluating the results of all major investments in IT systems. In order to benefit all stakeholders and to reap potential cost benefits, technology must be managed throughout its life

---

<sup>1</sup> [www.woirm.nih.gov/itmra/background.html](http://www.woirm.nih.gov/itmra/background.html) Accessed 4/18/2004.

<sup>2</sup> Clinger-Cohen is also known as the Information Technology Management Reform Act of 1996.

cycle. This includes the realization that adoption of relevant technology frequently requires learning the new technology at all levels and may necessitate that supervisors, managers and executives utilize conflict management and change management skills to fully integrate the technology and reap its benefits.

Technology Management—Elements:

- A. Understand the impact of technological changes on the organization.
- B. Scan the environment to identify new technologies to meet organizational and customer needs.
- C. Acquire up-to-date technology skills and maintain currency.
- D. Understand the requirements of the Clinger-Cohen Act and the e-Government Act of 2002, make cost effective use of technology, and utilize the CIO’s expertise appropriately and in conformity with the legislation.

Technology Management—Developmental Descriptions:

- **All Employees** should understand how IT affects their areas of responsibility, customers, and stakeholders; and use IT appropriately and knowledgeably to improve performance, communicate better, and achieve the organization’s goals. They must be proficient in the use of technology applications used to support their function and to complete assignments within the organization; and adept at learning and utilizing new technology applications. Employees should participate in discussions and planning sessions that explore enhancing communication, productivity, and quality through new technological support; and actively seek opportunities to apply new technologies to increase efficiency and effectiveness.

Foundational—All Employees Must:

<b>B. Scans the environment to identify new technologies to meet organizational and customer needs.</b>	<b>C. Acquire up to date technology skills and maintain currency.</b>	<b>D. Understand the requirements of the Clinger-Cohen Act and the e-Government Act of 2002, make cost effective use of technology, and utilize the CIO’s expertise appropriately and in conformity with the legislation.</b>
Distinguishing Behaviors	Distinguishing Behaviors	Distinguishing Behaviors

<p><b>Understands how IT impacts immediate areas of responsibility, as well as internal and external customers.</b></p> <p>Understands and fulfills role in maintaining the security of the nation's IT systems.</p> <p>Remains alert to technological ways of enhancing citizen access to programs and services.</p> <p>Understands how the requirements of Section 508 impact IT implementations.</p> <p>Participates in discussions and planning sessions which explore enhancing productivity and quality through new technological support.</p> <p>Can explain the implications of proposed changes on current processes and customer service.</p>	<p><b>Maintains understanding of and appropriate IT skills as they apply to own field, to project management, communications and organizational management.</b></p> <p>Is proficient in use of technology applications used to support one's work and communications.</p> <p>Is willing to learn new tools and new ways of doing work.</p> <p>Is adept at learning and applying new technology applications.</p> <p>Shows ingenuity and flexibility.</p> <p>Is not deflected by obstacles or problems.</p> <p>Has an improvement mind set.</p> <p>Maintains a customer-orientation.</p>	<p><b>Employs IT securely, appropriately and knowledgeably to improve performance, communicate better, achieve the organization's goals and to fulfill its mission.</b></p> <p>Maintains knowledge of and follows security procedures for IT.</p> <p>Suggests areas where technological improvements might be implemented in serving the customer.</p> <p>Actively seeks opportunities to apply new technologies for increased efficiency and effectiveness in individual work position.</p>
---	---	--

Technology Management Competency Links for All Employees/Foundational: *Continual Learning, Creativity and Innovation, Flexibility; Partnering; Problem Solving, Technical Credibility, Strategic Thinking, Vision*

- Team Leaders and Supervisors** must actively study best practices in the use of technology and seek opportunities to apply new technologies for increased efficiency and effectiveness; identify technologies that might enhance team/unit communication; and ensure that employees have sufficient training and follow-up support to implement technology enhancements. They must create a culture of openness that fosters the acceptance of change including the application of new technology; and communicate the goals supported by technological change and help members of the unit to understand the goals. Team Leaders and Supervisors should set high expectations for continuing improvements to processes, products and services, instill a sense of opportunity and possibility in the team's view of change: and support pilot efforts to implement new technologies.

Team Leaders and Supervisors

A. Understand the impact of	B. Scan the environment to identify	C. Acquire up to date technology skills	D. Understand the requirements of the
-----------------------------	-------------------------------------	---	---------------------------------------

<p><b>technological changes on the organization.</b></p>	<p><b>new technologies to meet organizational and customer needs.</b></p>	<p><b>and maintain currency.</b></p>	<p><b>Clinger-Cohen Act and the e-Government Act of 2002, make cost effective use of technology, and utilize the CIO's expertise appropriately and in conformity with the legislation</b></p>
<p>Distinguishing Behaviors</p>	<p>Distinguishing Behaviors</p>	<p>Distinguishing Behaviors</p>	<p>Distinguishing Behaviors</p>
<p><b>Helps employees connect technological change with the agency's goals and mission, and with their own contribution to that mission.</b></p> <p>Instills a sense of opportunity and possibility in the team's view of change.</p> <p>Moves to manage change within the unit; defines and instills new values, attitudes, norms and behaviors that support new ways of doing work and overcome resistance to change.</p> <p>Building consensus among customers and stakeholders, planning, testing, and implementing all aspects of transition from one organizational structure or process to another.</p>	<p><b>Keeps up to date with technologies that might enhance team communication and other group processes.</b></p> <p>Sets high expectations for continuing improvements to processes, products and services.</p> <p>Adapts own thinking to meet changing circumstances, unexpected constraints or challenges.</p> <p>Recognizes when a situation calls for, or could benefit from a different approach.</p> <p>Studies and observes technological applications in use by other teams within the organization.</p> <p>Study best practices in technology that might enhance the group's work.</p> <p>Makes suggestions regarding expanded use of existing technologies, or use of new technologies to improve productivity of the unit, or enhance access to customers.</p> <p>Routinely develops and weighs alternatives to work processes, including IT solutions.</p>	<p><b>Ensures that employees have sufficient training and follow-up support, firstly, to implement technology enhancements, but then also, to fill new roles and work in different ways as technology changes the way business is done.</b></p> <p>Creates a team culture of openness to new ideas, experimentation and improvement.</p> <p>Establishes team processes and strategies that look beyond traditional boundaries, ideas and approaches.</p> <p>Uses new tools, processes and technologies to enhance service.</p> <p>Provides feedback on team's contribution to organizational objectives.</p> <p>Encourages employees to develop new competencies and achieve new levels of professional credentials.</p> <p>Understands different learning styles and uses this knowledge to support long-term employee development, identifying and using various developmental opportunities.</p> <p>Follows up on training and development to ensure employees have the requisite opportunity to put new lessons to work.</p>	<p><b>Directs, controls, administers, regulates IT projects to ensure effectiveness related to organizational goals.</b></p> <p>Insures that security policies are observed.</p> <p>Applies project management and capital project management skills in planning and implementing new technologies.</p> <p>Partners with technology professionals to ensure optimal and cost-effective technology support to programs, processes and services.</p> <p>Maintains an "outcomes" orientation when planning, implementing and evaluating new technologies, or technology-enhanced processes.</p> <p>Defines, communicates and measures progress of IT projects against rigorous outcome criteria.</p> <p>Identifies lessons learned from successful and unsuccessful IT projects and builds upon these in new projects.</p>

Technology Management Competency Links for Team Leaders and Supervisors, *Communication, Conflict Management, Continual Learning, Creativity and Innovation, Flexibility; Human Resources Management, Partnering; Problem Solving, Team Building, Technical Credibility, Strategic Thinking, Vision*

- **Managers and Executives** must actively work to understand the use of technology to support enhanced delivery and accessibility of services and programs; and consult with and/or partner with technology professionals to ensure optimal and cost-effective technology support to programs and services. They must employ a knowledge management system that supports decision making with the best information available to the right people at the proper time; develop integrated, pragmatic, process solutions which cross traditional department boundaries and which foster agency-wide and enterprise-wide consistency; develop IT programs and support systems that provide seamless and rationally bundled services to customers; and invest in the strategic and systematic workforce development that includes IT training of personnel across the agency. Managers and Executives must maintain a long-range view of how work, services and programs can be enhanced through technology; develop and use criteria for determining the optimal mix of delivery mechanisms for government services; and must understand and apply rigorous evaluation principles to measure achievements supported through technology. They must adopt and pursue a policy of strategic partnering of technological expertise with program knowledge in order to project and implement long-range programmatic and mission goals that can take full advantage of cost-effective technologic advances; and bring together the expertise, the vision and the resources that will enable government services and transactions to be seamless and accessible anytime, anyplace. Executives and Managers must work together with the Chief Information Officer to understand more completely the ways in which technology can be used to support work processes, services, and access; to ensure consistency with Administration electronic government initiatives including Section 508; to safeguard mission essential information and

communication capabilities in times of crisis; and to develop a convincing business case for the technology initiatives which they seek to undertake.

**Managers and Executives Must:**

<p><b>A. Understand the impact of technological changes on the organization.</b></p>	<p><b>B. Scan the environment to identify new technologies to meet organizational and customer needs.</b></p>	<p><b>C. Acquire up to date technology skills and maintain currency.</b></p>	<p><b>D. Understand the requirements of the Clinger-Cohen Act and the e-Government Act of 2002, make cost effective use of technology, and utilize the CIO's expertise appropriately and in conformity with the legislation.</b></p>
<p>Distinguishing Behavior</p>	<p>Distinguishing Behavior</p>	<p>Distinguishing Behavior</p>	<p>Distinguishing Behavior</p>
<p><b>Understands the full change-management implications of IT projects.</b></p> <p>Has knowledge of the strategies and processes needed to transfer explicit and tacit knowledge across time, space, and organizational boundaries, including retrieval of critical archived information. (knowledge management)</p> <p>Has knowledge of state of the art and evolving technology solutions that promote knowledge management, including portals and collaborative and distributed learning technologies.</p> <p>Strategically and systematically plans for IT training/education across the agency, and monitors the effectiveness of this training.</p> <p>Establishes partnerships to maximize resource availability and organizational performance.</p> <p>Integrates workforce development with IT process improvement strategies.</p>	<p><b>Actively works to understand the use of new technology to support enhanced delivery of services and programs to citizens.</b></p> <p>Ensures that technology applications are consistent with Section 508 and are designed to facilitate access by all citizens, regardless of disability or where they live.</p> <p>Understands the benefits of working within "enterprise architecture."</p> <p>Facilitate partnering, knowledge sharing, interdependency of agencies-networking—working throughout the enterprise vs. stovepipes.</p> <p>Develops and uses criteria for determining the optimal mix of delivery mechanisms for government services.</p> <p>Identifies more efficient and effective processes for achieving intended results based on the outstanding practices of other organizations.</p>	<p><b>Keeps a long-range and systems view of how work, services and programs can be enhanced through technology.</b></p> <p>Estimates potential impacts and opportunities within a systems perspective.</p> <p>Works to maximize the effectiveness of strategy by aligning and integrating IT efforts, processes, activities, and resources with the agency's mission, long term strategy and objectives.</p> <p>Develops integrated, pragmatic, process solutions which cross traditional department boundaries and which foster agency-wide and "enterprise-wide" consistency, resource sharing and other cooperation.</p> <p>Develops IT programs and support systems that better ensure seamless delivery of services and ease of use.</p> <p>Is proactive and agile in realigning resources, processes and approaches to the evolving realities of global, economical, technological, and workforce change.</p> <p>Employs a knowledge management</p>	<p><b>Manage IT as a capital investment, and maintain the security of the systems.</b></p> <p>Utilizes the CIO's expertise to develop effective and secure systems.</p> <p>Links technology acquisition to planning and evaluation processes.</p> <p>Applies good project management skills to IT projects.</p> <p>Links IT investment decisions to strategic objectives and business plans.</p> <p>Is able to develop an informed business case for IT investments which assesses projected IT project risks, benefits and costs.</p> <p>Understands and can apply rigorous evaluation principles to measure achievements supported through technology.</p> <p>Establishes measures for IT systems that compare results with costs, benefits and risks, and which identify managerial, organizational or technical problems.</p> <p>Plans and provides for adequate resources, including people, funding and tools, to ensure that IT projects and systems support the organization's business needs and meet user's needs.</p> <p>Tracks underperforming projects and makes</p>

<p>Measures the impact of technology-driven and technology-enabled changes both on the organization as well as on end-users of services and programs.</p> <p>Understands interfaces and dependencies (systems thinking) with other projects and systems.</p> <p>Involves representatives of enterprise architecture, systems engineering, software engineering and design, hardware engineering, project planning and estimating, project stakeholders and champions, business units, customers and end users to fully understand IT from a systems perspective.</p> <p>Uses a structured approach, such as benchmarking to identify the best practices from industry and government and to compare and adapting them to own operations.</p>	<p>Reviews current projects/systems for currency and usefulness.</p> <p>Collects data about best in class organizations.</p> <p>Develops working relationships with best-in-class organizations.</p>	<p>system that supports decision making with the right information available to the right people at the right time.</p> <p>Works across units within the organization to provide seamless and rationally bundled services to customers.</p>	<p>corrective actions.</p> <p>Sets priorities for IT investments and improvements based on Maturity Models.</p> <p>Safeguard mission critical technology based assets in times of crisis.</p>
--	--	---	---

*Technology Management Competency Links for Managers and Executives, Accountability, Communication, Conflict Management, Continual Learning, Creativity and Innovation, Customer Service, External Awareness, Financial Management, Flexibility; Human Resources Management, Partnering; Political Savvy, Problem Solving, Team Building, Technical Credibility, Strategic Thinking, Vision*

**Center for Leadership Capacity Services**  
**Office of Personnel Management**  
**Competency Dictionary**

**Vision—Definition, Importance, Significant Elements, and Behaviors with Tables**

**VISION (LEADING CHANGE)**

Definition: Takes a long-term view and acts as a catalyst for organizational change; builds a shared vision with others. Influences others to translate vision into action.

Vision—Importance

The identification and articulation of a vision statement by an Agency's executive and managers assists an organization in achieving a sense of purpose; acts as a catalyst for organizational change; and is a prime element in the development of strategic analysis, planning, and management. Strategic Vision and the accompanying analysis, planning, and management provide structure for decision making throughout the organization, and are correlated with successful achievement of an organization's goals. Managers and executives must be able to communicate their agency's mission, core values and strategic goals to employees and to create and sustain a positive workplace that inspires them to support agency mission and goals.

Vision—Elements

- A. Have a breadth of perspective and a clear understanding of the Agency, its role in the Federal government, and the full and changing context in which the organization's mission is set.
- B. Value and use systematic scanning and other analytical tools so as to identify and integrate key issues affecting the organization and its service mission into a believable vision.
- C. Be agile, flexible, innovative thinkers , able to anticipate change and to conceive new models for responding to complexity, uncertainty, and new resilience.

- D. Able to communicate the organization’s mission, values, and vision clearly, building a shared vision and “orchestrating” individual efforts into a meaningful whole.
- E. Demonstrate personal commitment to the organization’s mission, values and vision, and embodies the honesty, integrity, ethics, courage, and personal accountability that engender trust and inspire belief, commitment, and action from others.

Vision—Developmental Descriptions

- **All organization members** need to understand the mission, vision and values of the organization; the critical role of innovation in advancing change-driven policies; and how their individual work contributes to the overall effectiveness and mission of the Agency.

**All Employees Must**

<p><b>A. Have a breadth of perspective and a clear understanding of the Agency, its role in the Federal Government, and the full and changing context in which the organization’s mission is set.</b></p>	<p><b>B. Value and use systematic scanning and other analytical tools so as to identify and integrate key issues affecting the organization and its service mission into a believable vision.</b></p>	<p><b>C. Be agile, flexible, innovative thinkers, able to anticipate change and to conceive new models for responding to complexity, uncertainty and new realities</b></p>	<p><b>D. Able to communicate the organization’s mission, values and vision clearly, building a shared vision and “orchestrating” individual efforts into a meaningful whole.</b></p>	<p><b>E. Demonstrate personal commitment to the organization’s mission, values and vision, and embodies the honesty, integrity, ethics, courage, and personal accountability that engender trust and inspire belief, commitment, and action from others.</b></p>
<p>Distinguishing Behaviors</p>	<p>Distinguishing Behaviors</p>	<p>Distinguishing Behaviors</p>	<p>Distinguishing Behaviors</p>	<p>Distinguishing Behaviors</p>
<p><b>Refers to the big picture and tries to understand other’s perspectives.</b></p> <p>Has change mindset.</p> <p>Consistently thinks about whether an approach process or service is inefficient, outdated or incomplete.</p> <p>Publicly defines specific areas where change is needed.</p>	<p><b>Has basic understanding of organizational goals, direction.</b></p> <p>Understands how one’s own work fits and supports goals and mission of the organization.</p> <p>Seeks cross-functional and other partnering or team experiences to broaden own perspective of the relevant issues.</p>	<p><b>Able to adapt thinking to meet changing circumstances; sees the possibilities in the situation.</b></p> <p>Is optimistic and accepting of change.</p> <p>Is curious; goes beyond the “givens,” and can think beyond what is familiar.</p> <p>Lets go of old assumptions about one’s job.</p> <p>Is willing to stretch own mental horizons and accepts the ambiguity, risk and</p>	<p><b>Uses personal authority to influence and inspire others to further advancement towards shared goals, to work in collaboration, to find common interests, and to contribute their best.</b></p> <p>Can communicate clearly to others what needs to be achieved.</p>	<p>Understands one’s role as a public servant.</p> <p>Demonstrates allegiance to the agency’s mission.</p> <p>Embodies the integrity and ethics expected of a public servant.</p> <p>Is trusted by others at work.</p> <p>Leaves customers feeling</p>

<p>Keeps own professional skills and knowledge of the field up to date.</p> <p>Works with others from related disciplines to better understand the breadth of the issues which affect the agency's mission.</p>	<p>Creates personal development plans and goals that are linked to serving the mission of the organization.</p> <p>Communicates positive attitude to others less able to perceive the positive direction of change.</p>	<p>potential discomfort involved in stretch.</p> <p>Makes a conscious effort to broaden own perspective and thinking.</p> <p>Does not automatically dismiss new or unconventional ideas.</p> <p>Supports a workplace culture that welcomes and values new thought, different perspectives, and non-conventional approaches.</p> <p>Habitually explores multiple, sometimes unconventional options and different perspectives in order to gain the best solution.</p> <p>Learns and develops new skills or behaviors to adapt to constant, sometimes turbulent change</p>	<p>Supports an environment and behaves in a way which promotes inclusion and participation.</p> <p>Can work collaboratively with peers and in multi-disciplinary groups to set project goals, timelines, and allocate resources.</p> <p>Keeps others in the loop.</p>	<p>they have been heard, understood, respected and well served.</p>
---	---	--	---	---

Competency Links for all Employees: *Creativity and Innovation, External Awareness, Resilience, Service Motivation, Communication, Partnering, Customer Service, Strategic Thinking, Continual Learning, Negotiation and Influence*

- The **Team Leader** must create a team culture that fosters performance, pride, and purpose that contribute toward the organizational goals and objectives; and must communicate a sense of opportunity as the team's view of change.

**Team Leaders Must**

<p><b>A. Have a breadth of perspective and a clear understanding of the Agency, its role in the Federal Government, and the full and changing context in which the</b></p>	<p><b>B. Value and use systematic scanning and other analytical tools so as to identify and integrate key issues affecting the organization and its service mission into a believable vision.</b></p>	<p><b>C. Be agile, flexible, innovative thinkers, able to anticipate change and to conceive new models for responding to complexity, uncertainty and new realities</b></p>	<p><b>D. Be able to communicate the organization's mission, values and vision clearly, building a shared vision and "orchestrating" individual efforts into a meaningful whole.</b></p>	<p><b>D. Demonstrate personal commitment to the organization's mission, values and vision, and embodies the honesty, integrity, ethics, courage, and personal</b></p>
--	---	--	---	---

<b>organization's mission is set.</b>				<b>accountability that engender trust and inspire belief, commitment, and action from others.</b>
Distinguishing Behaviors	Distinguishing Behaviors	Distinguishing Behaviors	Distinguishing Behaviors	Distinguishing Behaviors
<b>Has a clear picture of the direction the organization is going and communicates it with insight, energy and enthusiasm.</b>	<p><b>Understands organizational direction and ensures team contribution toward organizational goals and objectives.</b></p> <p>Is able to convince others of the need for change dues to critical organizational objectives.</p> <p>Helps individual team members find their balance in new, ambiguous and more demanding circumstances.</p>	<p><b>Uses team processes to generate multiple solutions to problems and approaches to improvement; uses modeling techniques, risk analysis and cost benefit analysis to assess their strategic and tactical impact.</b></p> <p>Is able to restate goals, or establish new ones, as changing circumstances require.</p> <p>Encourages the generation of alternative approaches and new ideas.</p>	<p><b>Can communicate changing organizational context.</b></p> <p>Establishes standards of behavior which promote inclusion and participation</p> <p>Provides feedback on team's contribution to organizational objectives.</p> <p>Involves people in deciding what has to be done.</p> <p>Sets clear short and long term objectives.</p> <p>Creates a team culture that fosters performance, pride and purpose.</p>	<p><b>Instills a sense of opportunity and possibility in the team's view of change.</b></p>

Competency Links for Team Leaders: *Creativity and Innovation, External Awareness, Resilience, Service Motivation, Communication, Partnering, Customer Service, Strategic Thinking, Continual Learning, Negotiation and Influence*

- Supervisors** must have a working knowledge of the organization's direction, and must establish goals, priorities and performance standards. They communicate the vision and/or the vision for change to the unit and move the unit toward visionary goals through teamwork and collaboration; explore and employ alternative approaches to supervision; gather customer feedback and inform others of the perceived need(s) for change. Supervisors must act as an advocate for employees who take actions consistent with change efforts; and celebrate both individual and team contributions and progress toward visionary goals.

Supervisors Must

<p><b>A. Have a breadth of perspective and a clear understanding of the Agency, its role in the Federal Government, and the full and changing context in which the organization’s mission is set.</b></p>	<p><b>B. Value and use systematic scanning and other analytical tools so as to identify and integrate key issues affecting the organization and its service mission into a believable vision.</b></p>	<p><b>C. Be agile, flexible, innovative thinkers, able to anticipate change and to conceive new models for responding to complexity, uncertainty and new realities</b></p>	<p><b>D. Be able to communicate the organization’s mission, values and vision clearly, building a shared vision and “orchestrating” individual efforts into a meaningful whole.</b></p>	<p><b>E. Demonstrate personal commitment to the organization’s mission, values and vision, and embodies the honesty, integrity, ethics, courage, and personal accountability that engender trust and inspire belief, commitment, and action from others.</b></p>
<p>Distinguishing Behaviors</p>	<p>Distinguishing Behaviors</p>	<p>Distinguishing Behaviors</p>	<p>Distinguishing Behaviors</p>	<p>Distinguishing Behaviors</p>
<p><b>Understands that change is a necessary requirement for the system to remain effective.</b></p> <p>Identifies and describes to staff a need for change in the agency.</p>	<p><b>Understands and communicates to strategic planners the human factor issues related to implementing a new vision.</b></p> <p>Establishes clear responsibilities and objectives to deliver results.</p>	<p><b>Adapts rules, procedures, customs and behaviors as required to implement changes that support the vision.</b></p> <p>Explores and employs new avenues of supervising individuals and groups, even when these require significant modification of one’s traditional supervisory approach. (i.e. flexiplace options)</p>	<p><b>Motivates employees to achieve high performance through empathetic, open and honed communication.</b></p> <p>Maintains unit productivity in times of change.</p> <p>Sets high expectations for continuing improvements to processes, products and services.</p> <p>Moves organizational unit toward visionary goals through cross-functional partnering and collaboration (e.g., task forces, committees, focus groups, or special projects).</p> <p>Celebrates success to gain commitment toward the organization’s vision.</p>	<p><b>Provides a visible anchor for others in times of change by demonstrating ability to modify approach, and demonstrating personal ownership of the agency’s vision.</b></p> <p>Communicates a personal commitment to continual organizational improvement.</p> <p>Recognizes and communicates individual contributions and team progress toward visionary goals.</p> <p>Assists others to understand and handle the forces and opportunities that require changes of thought and approach</p> <p>Acts as an advocate for employees who take actions consisted with change efforts.</p>

Competency Links for Supervisors: *Creativity and Innovation, External Awareness, Resilience, Service Motivation, Communication, Partnering, Customer Service, Strategic Thinking, Continual Learning, Negotiation and Influence*

- **Managers** contribute to the development and implementation of the Agency’s vision. They understand the drivers of change; and utilize a systems approach to scan both the internal and external environment, recognizing and communicating the relationships between environmental trends and where the organization is headed. Managers

encourage employees to co-create a shared organizational vision; assist the organization’s members in translating that vision into action by ensuring the change message is heard. They create a sense of urgency around change and motivate employees to join the change effort, recognizing and remedying individual or collective barriers to the implementation of change. The manager creates practical and achievable plans; establishes clear short and long term objectives to support the Agency vision; communicates a compelling view of the future; obtains needed resources to accomplish activities, and recognizes individual and team progress toward visionary goals.

Managers must

<p><b>A. Have a breadth of perspective and a clear understanding of the Agency, its role in the Federal Government, and the full and changing context in which the organization’s mission is set.</b></p>	<p><b>B. Value and use systematic scanning and other analytical tools so as to identify and integrate key issues affecting the organization and its service mission into a believable vision.</b></p>	<p><b>C. Be agile, flexible, innovative thinkers, able to anticipate change and to conceive new models for responding to complexity, uncertainty and new realities.</b></p>	<p><b>D. Be able to communicate the organization’s mission, values and vision clearly, building a shared vision and “orchestrating” individual efforts into a meaningful whole.</b></p>	<p><b>E. Demonstrate personal commitment to the organization’s mission, values and vision, and embodies the honesty, integrity, ethics, courage, and personal accountability that engender trust and inspire belief, commitment, and action from others.</b></p>
<p>Distinguishing Behaviors</p>	<p>Distinguishing Behaviors</p>	<p>Distinguishing Behaviors</p>	<p>Distinguishing Behaviors</p>	<p>Distinguishing Behaviors</p>
<p><b>Understands the various drivers of change, the environmental factors in domestic politics; international politics and economics; social environment; demographics; environment and related issues; work and workforce related issues.</b></p> <p>Scans internal and external environments.</p>	<p><b>Is highly skilled in analytical processes such as systems thinking and other forecasting methods.</b></p> <p>Anticipates, recognizes and helps to remedy individual or collective barriers to the implementation of change.</p> <p>Transforms visionary goals into practical tactics, strategic plans and achievable actions.</p> <p>Develops strategies to attract,</p>	<p><b>Is agile creative and strategic in response to changing circumstances, priorities and resources.</b></p> <p>Is aware of and able to avoid mental models that impede clear understanding of issues and implications.</p> <p>Is achievement oriented and alert to improvement opportunities.</p>	<p><b>Distills the vision and new ideas into focused messages that can inspire others in times of change.</b></p> <p>Ensures change message is heard. Takes efforts to deliver the message or vision for change to everyone affected.</p> <p>Ensures that knowledge systems are in place which provide leaders and decision-makers with current, accurate information and full spectrum of relevant perspectives.</p> <p>Creates a sense of energy and</p>	<p><b>Provides decision-makers and agency leadership with benefit of a-political expertise, knowledge and careful analysis of relevant issues, truthfully, fully, and, where necessary, courageously.</b></p> <p>Communicates with customers, employees and other key stakeholders with openness and transparency.</p> <p>Maintains honesty and</p>

<p>Supports the development of a vision that is both achievable and worthy of the best efforts of the Agency by providing accurate, current information that reflects a holistic understanding of the issues and those affected by them.</p> <p>Understands and is skillful in systems thinking and analysis.</p> <p>Builds support and commitment across the full range of stakeholders.</p> <p>Communicates the message or vision in terms of tangible goals clearly to everyone affected and actively involves them in the change process.</p>	<p>motivate and retain superior employees with the flexible skills and abilities necessary to meet complex challenges and change.</p> <p>Helps to break down barriers, stereotypes, and impediments that impede breakthrough results.</p> <p>Develops and maintains organizational climate, personnel, and structures that foster quick and effective responses to new situations.</p> <p>Obtains resources to accomplish activities for areas of responsibility that further the organization's vision.</p> <p>Develops and implements systems that are sufficient to judge value and evaluate performance accurately.</p>	<p>Translates mandates for change, or the pursuit of new opportunities into doable programs</p> <p>Changes priorities, when necessary, as situations change.</p> <p>Works with interim or transitional solutions to achieve results while waiting for the new direction to be finalized.</p>	<p>importance around change and motivates employees to join change effort.</p> <p>.Cascades information effectively to ameliorate the psychological stress of change on others.</p> <p>Uses a variety of communication tactics to repeat and reinforce the message</p> <p>Understands and uses a variety of modeling techniques and evaluation strategies for strategic planning, analysis of progress, and measurement of success.</p> <p>Monitors organizational progress towards outcomes and success of new ideas.</p> <p>Can quickly reallocate resources and support new processes that more effectively respond to changing circumstances and vision.</p>	<p>integrity in winning support for new vision and ideas. Does not attempt to manipulate ideas or use distorted simplifications to win support.</p> <p>Get away from manipulation of ideas and distorted simplifications.</p> <p>Recognizes and communicates contributions and progress toward visionary goals.</p>
---	---	--	--	---

Competency Links for Managers: *Creativity and Innovation, External Awareness, Resilience, Service Motivation, Communication, Partnering, Customer Service, Strategic Thinking, Continual Learning, Negotiation and Influence*

- Executives** must understand the full scope of service and governmental issues; develop and promote a shared vision for the organization; and partner with all levels of the organization to co-create the vision thereby creating “ownership” of the vision and ultimately drive organizational behavior towards a desired future. Executives must challenge the status quo; ensure repeated actions are taken to overcome obstacles and resistance to change; and embody the desired change through strong, symbolic actions that are consistent with the stated vision of the

Agency. They must establish key strategic planning processes to identify needs and opportunities, and that thereby enable the Agency to remain responsive to changing needs. They must create a vision of administrative capacity across agencies, with NGOs, and international organizations to address problems effectively.

Executives must establish clear responsibilities and objectives to deliver results, develop and implement guiding coalitions, that champion the vision for the organization; and communicate the vision throughout the organization often, widely, and with effective use of a variety of media.

Executives Must

<p><b>A. Have a breadth of perspective and a clear understanding of the Agency, its role in the Federal Government, and the full and changing context in which the organization’s mission is set.</b></p>	<p><b>B. Value and use systematic scanning and other analytical tools so as to identify and integrate key issues affecting the organization and its service mission into a believable vision.</b></p>	<p><b>C. Be agile, flexible, innovative thinkers, able to anticipate change and to conceive new models for responding to complexity, uncertainty and new realities</b></p>	<p><b>D. Be able to communicate the organization’s mission, values and vision clearly, building a shared vision and “orchestrating” individual efforts into a meaningful whole.</b></p>	<p><b>E. Demonstrate personal commitment to the organization’s mission, values and vision, and embodies the honesty, integrity, ethics, courage, and personal accountability that engender trust and inspire belief, commitment, and action from others.</b></p>
<p>Distinguishing Behaviors</p>	<p>Distinguishing Behaviors</p>	<p>Distinguishing Behaviors</p>	<p>Distinguishing Behaviors</p>	<p>Distinguishing Behaviors</p>
<p><b>Understands the full scope of service and governmental issues so that vision and direction is conceived more in terms of coordinating vs. providing service.</b></p> <p>Knows and understands the context for policy development and can be an effective and active participant.</p> <p>Participates in knowledge and policy networks and ensures Agency participation in such networks.</p> <p>Has a global breadth of perspective and is able to work and coordinate work</p>	<p><b>Looks at the agency holistically and responds to change strategically.</b></p> <p>Conceives and articulates goals that transcend conflict, and preoccupations with self, and which unite people in the pursuit of objectives worthy of their best efforts.</p> <p>Develops and influences the culture, values and structures in delivering and developing improved services and organizational capacity.</p>	<p><b>Establishes key strategic planning processes that enable the Agency to remain responsive to changing needs.</b></p> <p>Looks at the agency holistically and responds to change strategically.</p> <p>Leads change.</p> <p>Conceives improvements in terms of qualitative leaps, rather than incremental steps.</p> <p>Publicly challenges the status</p>	<p><b>Provides clear and explicit view that signals where the organization is headed and why.</b></p> <p>Creates broad ownership of the vision throughout the organization, engendering energy and voluntary engagement which is key to the vision’s sustainability.</p> <p>Develops core teams</p>	<p><b>Personally exemplifies or embodies the desired change through strong, symbolic actions that are consistent with the change.</b></p> <p>Steers the agency towards its higher service purpose through the development, articulation and implementation of organizational vision.</p> <p>Understands need to serve broader interests not just independent departmental or agency interests.</p>

<p>cross-culturally, nationally, internationally and globally.</p> <p>Creates a vision of administrative capacity across agencies, with NGOs, and international organizations to address problems effectively--in a sustained and articulated rather than stove piped fashion.</p> <p>Promotes an active and dynamic customer focus throughout the organization that is participative, interactive, and proactive</p> <p>Solicits, understands, anticipates the changing needs and expectations of stakeholders and remains alert to opportunities to serve constituents better.</p> <p>Is politically adroit in addressing, informing and negotiating buy-in from all key stakeholders.</p> <p>Understands and uses benchmarking and other investigatory processes to identify world-class standards.</p>	<p>Willing to address obstacles to change even though it may mean facing hard truths and making tough decisions</p> <p>Scans the organization’s political, social, economic, environmental, technological environment for new information and to pick up shifts in relationships, priorities, needs.</p>	<p>quo by competing it against an ideal or a vision of change and takes dramatic and sustained actions to enforce the change effort.</p>	<p>or guiding coalitions that champion the vision for the organization.</p>	<p>Is a visible anchor for others, reaffirming key values and importance of the mission in times of change.</p> <p>Is a personal source of energy and direction .</p> <p>Understands vision as setting direction in a way that broadly inspires trust and confidence.</p> <p>Understands that providing the same service to all does not achieve equal access.</p>
--	--	--	---	--

Competency Links for Executives: *Creativity and Innovation, External Awareness, Resilience, Service Motivation, Communication, Partnering, Customer Service, Strategic Thinking, Continual Learning, Negotiation and Influence*

**Center for Leadership Capacity Services**  
**Office of Personnel Management**  
**Competency Dictionary**

**WRITTEN COMMUNICATION—Definition, Importance, Significant Elements, and Behaviors with Tables**

**WRITTEN COMMUNICATION (FOUNDATIONAL)**

Definition: Writes in a clear, concise, organized, and convincing manner for the intended audience.

Written Communication—Importance: The use of clear, accurate and persuasive language is a key to a leader's ability to set clear goals for an organization, to motivate others to support those goals, and to make strategic thought and planning transparent and understandable to employees and diverse stakeholders. At the lower levels it is about sharing information with accuracy and clarity. At higher levels it is about garnering support and about making oneself visible as leader by using an authentic and unique voice to communicate one's vision often and persuasively. The written word carries beyond the moment. It provides insights; influences and persuades people; markets the organization and its services; aids in achieving budgetary and legislative goals; motivates employees; and serves as a recording of events.

Written Communication—Elements

- A. Express thoughts in a clear and clearly organized written manner that accurately reflects the facts.
- B. Write convincingly for different audiences.
- C. Use channels of written communication effectively as a knowledge management tool.

D. Understand the importance of and able to effectively edit complex or sensitive reports and materials.

Written Communication—Developmental Descriptions

- **All employees** should display writing that reflects and communicates clear and compelling thought processes; and use a written vocabulary that is appropriate to the audience and that enhances clarity and conveys professionalism. They should solicit feedback on written communications regarding voice and clarity from those able to judge appropriateness for a given audience; and understand the advantages and limitations of email, using strategies to mitigate its limitations and resulting misunderstandings. All employees (and especially technical and professional employees) should write so that complex technical concepts are understandable, and be able to utilize a variety of visual elements such as graphics to enhance understanding of the written content.

Foundational—All Employees Must:

A. Express thought in a clear and clearly organized written manner that accurately reflects the facts.	B. Write convincingly for different audiences.
Distinguishing Behaviors	Distinguishing Behaviors
<p><b>Writes in a way that reflects and communicates clear and compelling thought processes.</b></p> <p>Understands good writing as an integral element of one’s professional competence.</p> <p>Uses a written vocabulary that is appropriate to enhance clarity and convey professionalism.</p> <p>Writes in a way that makes complex technical concepts understandable.</p> <p>Determines when graphics, charts, and sketches are needed to support and clarify text.</p> <p>Ensures written text is carefully edited for perspective, accuracy and correctness.</p>	<p><b>Uses a written style and vocabulary that is appropriate to the audience.</b></p> <p>Solicits feedback on written communications regarding voice and clarity from those best able to judge appropriateness for a given audience.</p> <p>Understands the advantages and limitations of e-mail to communicate with others and uses strategies to mitigate its limitations and resulting misunderstandings.</p> <p>Is alert to and avoids language which is too technical for the audience, or which others might misunderstand or find offensive.</p>

Written Communications Competency Links for All Employees: *Creativity and Innovation, Emotional Intelligence, External Awareness, Integrity and Honesty, Interpersonal Skills, Oral Communication, Political Savvy, Strategic Thinking, Technical Credibility*

- Team leaders and supervisors** understand and can convey the legal and regulatory requirements for written communications; use written communication to keep individuals informed about changes and developments in organizational strategy, goals and performance; successfully compose and send messages based on an understanding of the audience; use written communication to amplify oral, face-to-face communications; and solicit information from others. They develop and write performance agreements, position descriptions, and other HR documents in a way that accurately describes expectations and in language that can be easily understood by the employee.

Team Leaders and Supervisors Must:

A. Express thought in a clear and clearly organized written manner that accurately reflects the facts.	B. Write convincingly for different audiences.	C. Use channels of written communication effectively as a knowledge management tool.
Distinguishing Behaviors	Distinguishing Behaviors	Distinguishing Behaviors
<p><b>Writes performance measures that make them meaningful and understandable for the employee, and with the technical accuracy that ensures that they are measurable, verifiable, equitable and achievable.</b></p> <p>Understands and can convey the legal and regulatory requirements in written communications.</p>	<p><b>Writes performance agreements, position descriptions, and other HR documents that accurately describe expectations and uses language that can be easily understood by the employee.</b></p> <p>Uses written communication effectively as a management tool to supervise and mentor off-site employees.</p> <p>Understands when face-to-face communication should be used instead of writing and uses the channel most appropriate for the message, not merely the one that is most convenient.</p>	<p><b>Uses written communication to enhance and support oral communication in a way that allows communications to be regular and timely, and that can present the facts at a level of detail that is necessary for full understanding, but not practical, or often not possible when communicating with people face-to-face.</b></p> <p>Keeps people informed about changes and developments in organizational strategy, goals and performance.</p> <p>Keeps people who are affected by decisions informed of those decisions and the reasons behind them.</p> <p>Solicits information from others.</p> <p>Ensures that staff understands and uses electronic, written communication effectively and appropriately.</p>

Written Communications Competency Links for Team Leaders and Supervisors: *Creativity and Innovation, Emotional Intelligence, External Awareness, Human Resources Management, Integrity and Honesty, Interpersonal Skills, Oral Communication, Political Savvy, Strategic Thinking, Technical Credibility, Technical Management*

- Managers and Executives** compose, review, edit and issue critical and sensitive written materials for diverse audiences including national and international groups; and provide powerful written presentations for Congress and other constituencies to support budgetary and other requests. They use compelling written communication to create widespread ownership and commitment to the Agency’s policies, goals and strategies by keeping stakeholders and employees informed; reiterate research-driven conclusions, and outline appropriate and achievable strategies. Managers and Executives communicate and support organizational policies and goals by developing written plans that communicate clarity of purpose, and project enthusiasm and commitment; and they disseminate lessons learned from important initiatives that would enhance the productivity and effectiveness of government. They ensure that performance agreements, position descriptions, and other HR documents are written in a way that accurately describe findings and expectations and in language that can be easily understood by the employee.

Managers and Executives Must:

A. Express thought in a clear and clearly organized written manner that accurately reflects the facts.	B. Write convincingly for different audiences.	C. Use channels of written communication effectively as a knowledge management tool.	D. Understand the importance of and able to effectively edit complex or sensitive reports and materials.
Distinguishing Behaviors	Distinguishing Behaviors	Distinguishing Behaviors	Distinguishing Behaviors
Supports and communicates organizational policies and goals by developing written plans and reports that communicate clarity of purpose	Creates a written voice that is personal, visible and recognizable and that inspires trust and commitment among	Creates widespread ownership and commitment to the organization’s policies, goals and strategies by keeping	Writes, reviews, and edits reports of critical importance in a way that delivers the message and the information, but does not transgress against political, cultural, racial, or national

<p><b>and project enthusiasm and commitment; reiterate research-driven thought processes and conclusions; and outline appropriate and achievable strategies.</b></p>	<p><b>employees and stakeholders.</b> In the face of challenges to policy or strategy, writes convincingly for continued stakeholder support.</p>	<p><b>stakeholders and employees informed.</b> Disseminates lessons learned from important initiatives that would enhance the productivity and effectiveness of government.</p>	<p><b>sensibilities.</b> Edits to avoid stereotypes, region-specific metaphors and images, and innuendoes. Is careful with humor in papers to be read by an international audience, as humor is culture-specific.</p>
--	---	---	---

Written Communications Competency Links for Managers and Executives: *Creativity and Innovation, Emotional Intelligence, External Awareness, Human Resources Management, Influencing and Negotiating, Integrity and Honesty, Interpersonal Skills, Oral Communication, Political Savvy, Strategic Thinking, Technical Credibility, Technical Management*