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| **Action Oriented** |
| Consistently maintains high levels of activity or productivity; sustains long working hours when necessary, works with vigor, effectiveness and determination over a sustained period. |
| **Adaptability (Do not use with Facilitating Change.)** |
| Adapts well to changes in assignments and priorities; adapts behavior or work methods in response to new information, changing conditions, or unexpected obstacles; approaches change positively and adjusts behaviors accordingly. |
| **Applied Learning (Do not use with Continuous Learning and Professional Development.)** |
| Able to learn and properly apply new job-related information in a timely manner. Has the ability to absorb and comprehend job-related information from formal training and other formal and informal learning experiences**.** |
| **Building Trust** |
| Interact with others in a way that gives them confidence in one’s motives and representations and those of the organization. Is seen as direct and truthful; keeps confidences, promises, and commitments. |
| **Coaching** |
| Providing timely guidance and feedback to help others strengthen knowledge/skills areas needed to accomplish a task or solve a problem. |
| **Collaboration** |
| Builds constructive working relationships with clients/customers, other work units, community organizations and others to meet mutual goals and objectives. Behaves professionally and supportively when working with individuals from a variety of ethnic, social and educational backgrounds. |
| **Communication** |
| Clearly conveys and receives information and ideas through a variety of media to individuals or groups in a manner that engages the listener, helps them understand and retain the message, and invites response and feedback. Keeps others informed as appropriate. Demonstrates good written, oral, and listening skills |
| **Conflict Management** |
| Uses appropriate interpersonal styles and techniques to reduce tension and/or conflict between two or more people; able to size up situations quickly; able to identify common interests; facilitates resolution. |
| **Continuous Learning and Professional Development (Do not use with Applied Learning)** |
| Is committed to developing professionally, attends professional conferences, focuses on best practices, values cutting-edge practices and approaches; takes advantage of a variety of learning activities, introduces newly gained knowledge and skills on the job. |
| **Cultural Competence** |
| Cultivates opportunities through diverse people; respects and relates well to people from varied backgrounds, understands diverse worldviews, and is sensitive to group differences; sees diversity as an opportunity, challenges bias and intolerance. |
| **Customer/Client Focus** |
| Makes customers/clients and their needs a primary focus of one’s actions; shows interest in and understanding of the needs and expectations of internal and external customers (including direct reports); gains customer trust and respect; meets or exceeds customer expectations |
| **Decision Making/Problem Solving** |
| Breaks down problems into components and recognizes interrelationships; makes sound, well-informed, and objective decisions. Compares data, information, and input from a variety of sources to draw conclusions; takes action that is consistent with available facts, constraints, and probable consequences.  |
| **Delegating Responsibility** |
| Comfortably delegates responsibilities, tasks, and decisions; appropriately trusts others to perform; provides support without removing responsibility. |
| **Developing Others****(non-supervisory relationship; supervisors use Guiding and Developing Staff)** |
| Helps plan and supports the development of individuals’ skills and abilities so that they can fulfill current of future job/role responsibilities more effectively. |
| **Facilitating Change (Do not use with Adaptability.)** |
| Facilitates the implementation and acceptance of change within the workplace; encourages others to seek opportunities for different and innovative approaches to addressing problems and opportunities. |
| **Follow-up** |
| Monitors the work of direct reports to insure quality standards and thoroughness; considers the knowledge, experience, and skill of staff members when determining extent of review. |
| **Formal Presentation Skills** |
| Effectively presents ideas, information and materials to individuals and groups. Effectively prepares and provides structured delivery; facilitates workshops or meetings in a structured manner, can facilitate and manage group process. |
| **Guiding and Developing Staff (supervisory competency: non-supervisors use Developing Others)** |
| Focuses and guiding others in accomplishing work objectives; rewards and recognizes others, both formally and informally, in ways that motivate them. Sets high performance expectations for team members; sets clear performance expectations and objectives; holds others accountable for achieving results.  Successfully finds resources, training, tools, etc. to support staff needs. Works with staff to create developmental opportunities to expand knowledge and skill level; provides effective feedback and guidance for career development. |
| **Influence** |
| Uses appropriate interpersonal skills and techniques to gain acceptance for ideas or solutions. Uses influencing strategies to gain genuine agreements; Seeks to persuade rather than force solutions or impose decisions or regulations. |
| **Initiative** |
| Takes action without being asked or required to; achieves goals beyond job requirements; being proactive; taking prompt action to accomplish objectives. |
| **Innovation** |
| Uses creativity and imagination to develop new insights into situations and applies new solutions to problems. Comes up with new and unique ideas. |
| **Managing Work (supervisory competency: non-supervisors use Planning and Organizing)** |
| Shows ability to plan, schedule, direct work of self and others; balances task requirements and individual abilities; organizes materials to accomplish tasks; sets challenging yet achievable goals for self and others. |
| **Negotiation** |
| Effectively exploring alternatives and positions to reach agreements and solutions that gain the support and acceptance of all parties. |
| **Planning and Organizing (non-supervisory competency: supervisors use Managing Work)** |
| Organizes work, sets priorities, and determines resources requirements; determines necessary sequence of activities needed to achieve goals. |
| **Quality Orientation** |
| Monitors and checks work to meet quality standards; demonstrates a high level of care and thoroughness; checks work to ensure completeness and accuracy.  |
| **Risk Taking** |
| Seeks opportunities and calculates risks to accomplish results that can lead to substantial benefit knowing the real possibility of significant negative consequences. |
| **Safety Awareness** |
| Being aware of conditions and circumstances that affect one’s own safety or the safety of direct reports. |
| **Strategic Focus** |
| Understands how an organization must change in light of internal and external trends and influences; keeps the big, long range picture in mind; builds a shared long-range organizational vision with others. Committed to course of action to achieve long-range goals and influences others to translate vision into action. |
| **Stress Tolerance** |
| Maintains effective performance under pressure; handling stress in a manner that is acceptable to others and to the organization. |
| **Team Leadership (supervisory competency: non-supervisors use Teamwork)** |
| Communicates a vision and inspires motivation; engages with others (direct-reports and peers) in team process to solve problems; works to find a win/win resolution of differences; is aware of how management style impacts staff productivity and development; modifies leadership style to meet situational requirements; helps team stay focused on major goals while managing within a context of multiple directives. |
| **Technical/Professional Knowledge and Skills** |
| Possesses, acquires, and maintains the technical/professional expertise required to do the job effectively and to create client/customer solutions. Technical/professional expertise is demonstrated through problem solving, applying professional judgment, and competent performance. |
| **Visionary Leadership** |
| Keeps the organization’s mission, vision, and values at the forefront of employee decision making and actions; ensures alignment of organization’s strategic plan and agency practices with vision, mission and values. |
| **Work Standards** |
| Sets high standards and well-defined, realistic goals for one’s self; displays a high level of effort and commitment towards completing assignments in a timely manner; works with minimal supervisor; is motivated to achieve.  |
| **Interpersonal Communication** |
| The ability to establish rapport quickly and communicate effectively with consumers of healthcare, their family members and other providers. |
| **Collaboration & Teamwork** |
| The ability to function effectively as a member of an inter-professional team that includes behavioral health and primary care providers, consumers and family members.  Participates as an active and contributing member of a team to achieve team goals. Works cooperatively with other team members, involves others, shares information as appropriate, and shares credit for team accomplishments. |
| **Screening & Assessment** |
| The ability to conduct brief, evidence-based and developmentally appropriate screening and to conduct or arrange for more detailed assessments when indicated.  |
| **Care Planning & Care Coordination** |
| The ability to create and implement integrated care plans, ensuring access to an array of linked services and the exchange of information among consumers, family members and providers. |
| **Intervention** |
| The ability to provide a range of brief, focused prevention, treatment and recovery services, as well as longer-term treatment and support for consumers with persistent illnesses. |
| **Cultural Competence & Adaptation** |
| The ability to provide services that are relevant to the culture of the consumer and family |
| **Systems Oriented Practice** |
| The ability to function effectively within the organizational and financial structures of the local system of healthcare |
| **Practice-Based Learning and Quality Improvement** |
| The ability to assess and continually improve the services delivered as an individual provider and as an inter-professional team. |
| **Informatics** |
| The ability to use information technology to support and improve integrated healthcare. |