**Worksheet Instructions:**

1. Review the definition of each success factor and the corresponding behaviors. Check the box that best matches the behavior the manager or professional exhibits most of the time. Any of the behaviors checked below the target level are potential areas for development.
2. Select 1-2 of those that are most critical to the current position or relate most closely to desired future growth.
3. Develop a professional development plan using the performance program form. The behavior levels may be used as the basis for a goal statement.

Both the supervisor and employee may complete these steps and use the results when developing the professional development section of the performance program.

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| Employee: |  |
| Supervisor: |  |
| Date: |  |

**Behavioral Success Factors**

**Conceptual Thinking** – Ability to identify patterns or connections between situations that are not obviously related, and to identify key or underlying issues in complex situations. It includes using creative, conceptual or inductive reasoning.

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| The manager exhibits the following behavior most of the time: | | Check closest match |
|  | 1. Uses Basic Rules:  * Recognizes when a current situation is exactly the same as a past situation. * Uses basic skills such as rule of thumb and knowledge of past experience to identify problems. |  |
|  | 1. Sees Patterns:  * Identifies the similarities between a current situation and a past situation. * Points out patterns, trends or missing pieces in information to others. |  |
|  | 1. Applies Complex Concepts:  * Uses knowledge of different past trends or situations to look at current situations. * Applies and modify complex learned concepts or methods to new situations. |  |
| Target | 1. Clarifies Complex Data or Situations:  * Pulls together ideas, issues and observations into a clear and useful presentation. * Integrates many small pieces of information into a structure and make sense of them. |  |

**Constituent/Stakeholder Focus** – Focus on discovering and meeting constituent/stakeholder needs.

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| The manager exhibits the following behavior most of the time: | | Check closest match |
|  | 1. Follows Up:  * Follows through on constituent/stakeholder inquiries, requests, and complaints. * Keeps constituent/stakeholder up-to-date about progress of requests. |  |
|  | 1. Maintains Clear Communication:  * Gives friendly service and distribute helpful information. * Maintains clear communication with constituent/stakeholder regarding mutual expectations. |  |
|  | 1. Takes Personal Responsibility:  * Takes personal responsibility for correcting constituent/stakeholder service problems within area of responsibility. * Corrects constituent/stakeholder service problems promptly and undefensively. |  |
|  | 1. Makes Self Available:  * Makes self available to the constituent/stakeholder, especially during critical time periods. * Makes constituent/stakeholder feel they can gain access; be available to talk to customers/clients. |  |
|  | 1. Adds Value and Acts to Make Things Better:  * Makes concrete attempts to make things better for the constituent/stakeholder in some way. * Expresses positive expectations of on-going interaction with the constituent/stakeholder. |  |
| Target | 1. Addresses Underlying Constituent/Stakeholder Needs:  * Seeks information about the real, underlying needs of the constituent/stakeholder beyond those expressed initially. * Matches underlying needs of constituent/stakeholder to available services. |  |
|  | 1. Uses Long –Term Perspective:  * Identifies solutions that have long-term benefits for the constituent/stakeholder. * Addresses constituent/stakeholder problems with a focus on the long-term. |  |

**Impact and Influence** –The intention to persuade, convince or influence in order to have a specific impact. Includes the ability to anticipate and respond to the needs and concerns of others.

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| The manager exhibits the following behavior most of the time: | | Check closest match |
|  | 1. Takes a Single Action to Persuade:  * Uses direct persuasion in a discussion or presentation. * Appeals to reason by using data or concrete examples to influence others. |  |
|  | 1. Takes Multiple Actions to Persuade:  * Tries different tactics when trying to persuade. * Makes two or more different arguments or points in order to persuade. |  |
|  | 1. Recognizes Concerns:  * Demonstrates sensitivity and understanding in detecting underlying concerns, interests or emotions in others and use this to develop effective responses. * Looks for the “win-win” opportunities with others. |  |
| Target | 1. Calculates the Impact of One’s Actions or Words:  * Adapts actions to influence a specific audience. * Takes a novel approach to influence a target audience. |  |
|  | 1. Uses Complex Influence Strategies:  * Develops and maintain a planned network of relationships with customers/clients, internal peers and colleagues in order to influence. * Assembles support with colleagues in private for ideas regarding opportunities and solving problems, before making the decisions public. |  |

**Initiative/Proactivity** – Take independent action or proactively create opportunities to resolve or prevent problems in keeping with role.

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| The manager exhibits the following behavior most of the time: | | Check closest match |
|  | 1. Shows Persistence:  * Persists and tries more than once to overcome obstacles. * Persists when things do not go smoothly. |  |
|  | 1. Addresses Current Opportunities or Problems:  * Addresses present problems rather than ignoring them. * Recognizes and acts upon present opportunities. |  |
|  | 1. Acts 1-3 Months Ahead:  * Acts proactively in the short term. * Looks at this semester to create service opportunities or minimizes potential problems. |  |
|  | 1. Acts 4-12 Months Ahead:  * Acts proactively with an eye to the next semester/year. * Takes action to create an opportunity or avoids future crisis within the current fiscal year. |  |
| Target | 1. Acts Over a Year Ahead:  * Anticipates situations one to two years ahead. * Anticipates constituent/stakeholder needs and services situations one to two years ahead; creates opportunities; avoids potential problems. |  |

**Leadership** –Taking a role as leader of a team or other group. Leadership is often, but not always, shown from a position of formal authority.

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| The manager exhibits the following behavior most of the time: | | Check closest match |
|  | 1. Manages Meetings:    * States agenda and objectives for meetings.    * In meetings, controls time and give assignments. |  |
|  | 1. Keeps People Informed:  * Provides information about what is happening to those affected by a decision. * Explains reasons for a decision to those affected. |  |
|  | 1. Treats Everyone Fairly:  * Uses formal authority and power in a fair manner. * Makes a personal effort to treat group members fairly. |  |
|  | 1. Promotes Team Effectiveness:  * Implements well thought-out efforts to enhance team morale and productivity (e.g. cross-training team, assignments, etc.). * Encourages and publicly credits others. |  |
|  | 1. Takes Care of the Group:  * Looks after team members. * Preserves the team and its reputation in the organization. |  |
| Target | 1. Positions Self as the Leader:  * Sets an example by modeling desired behavior. * Secures team members “buy-in” regarding team mission, goals and policies. |  |
|  | 1. Communicates a Compelling Vision:  * Clearly and consistently communicates campus vision and values. * Generates excitement, enthusiasm and inspires commitment to the group vision and values. |  |

**Problem Solving/Judgment** – Analyze problems systematically, organize information, identify key factors, identify underlying causes and generate solutions.

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| The manager exhibits the following behavior most of the time: | | Check closest match |
|  | 1. Breaks down Problems:  * Breaks problems down into simple lists of tasks or activities. * Makes a list of items with no particular order or set of priorities. |  |
|  | 1. Sees Basic Relationships:  * Takes apart problems into pieces to recognize important facts and issues. * Links together pieces with a single link: A leads to B, can separate into two parts: pro/con. Makes a list of priorities. * Recognizes cause and effect relationships. Conducts an analysis to identify productive solutions to solve work issues and problems. |  |
|  | 1. Sees Multiple Relationships:  * Breaks down a problem into smaller parts. * Makes multiple causal links: several potential causes of events, several consequences of actions, or multiple part chains of events (A leads to B leads to C leads to D). * Analyzes relationships among several parts of a problem or situation. Anticipates obstacles and think ahead about next steps. * Rapidly acquires new information and applies knowledge to analyze issues and resolve problems. |  |
| Target | 1. Makes Complex Plans or Analysis:  * Uses several analytical techniques or tools to break apart complex problems into component problems or issues. * Makes plans in which there are multi-part relationships within sections. * Be persistent and patient in analyzing complex or large amounts of data before suggesting solutions. * Uses this analysis to understand the “big picture” on specific or organizational issues. |  |

**Teamwork and Cooperation** – Working cooperatively with others, being part of a team, working together, as opposed to working separately or competitively.

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| The manager exhibits the following behavior most of the time: | | Check closest match |
|  | 1. Cooperates:  * Participates willingly with others. Does your share of work. |  |
|  | 1. Shares Information:  * Keeps others informed. Ensures all group members have relevant or useful information. |  |
|  | 1. Expresses Positive Expectations:  * Speaks positively about the team. Expresses positive expectations of team members. |  |
|  | 1. Solicits Input:  * Solicits ideas and opinions from others to help form specific decisions or plans. * Genuinely values others’ input and expertise and are willing to learn from others. |  |
|  | 1. Encourages Others:  * Publicly credits others. Encourages members of the group to contribute. |  |
|  | 1. Builds Team Spirit:    * Acts to promote a friendly climate, good morale and co-operation within the team.    * Protects and promotes group reputation with others. |  |
| Target | 1. Resolves Conflicts:  * Resolves team conflicts. * Brings conflict within the team out into the open and encourages or facilitates a beneficial resolution. |  |

**Technical Success Factors  
  
Performance Planning, Feedback & Evaluation** – Enabling and developing direct reports through effective use of the Performance Management and Employee Development processes. Demonstrates competency in such activities as goal setting, training and development, career planning, performance coaching and performance evaluation.

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| The manager exhibits the following behavior most of the time: | | Check closest match |
|  | 1. Novice:  * Limited understanding; significant amount of learning to be done. * Is given clear and specific instructions to get the job done. |  |
|  | 1. Working Knowledge:  * Understands area, needs more application experience or practice. * Understands enough to independently handle most tasks in this area most of the time but is supplied with direction for work objectives. |  |
|  | 1. Experienced Knowledge:  * Technically experienced and fully competent. * Has thorough work knowledge of the area. * Can exercise independent judgment regarding all technical issues. * Understands how area of knowledge relates to broader issues. |  |
| Target | 1. Expert Knowledge:  * Specialist knowledge of the area. Is relied on for guidance. |  |
|  | 1. Teaching Knowledge:  * Understands how the area of knowledge relates to broader organizational goals. Is able to determine which aspects of this knowledge area need to be transferred to others in order to achieve organizational goals. * Plays a role in transferring skills and knowledge to others. |  |

**Project Management** – The ability to plan and organize resources to deliver required objectives in a defined situation.

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Adapted from Hay/McBer, 1998.