**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.

For the Specialty Expertise section, list the knowledge/skills necessary for the specific job prior to checking the appropriate behavior levels.

1. Select 1-2 of those that are most critical to the current position or relate most closely to desired future growth.
2. 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**

**Achievement Motivation** – Concern for excellence, competing against a standard of excellence.

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| The professional exhibits the following behavior most of the time: | Check closest match |
|  | 1. Wants to Do Job Well:
* Tries to do the job well.
* May express frustration at waste or inefficiency.
 | [ ]  |
|  | 1. Works to Meet Others’ Standards:
* Meets standards of performance set by management.
* Accomplishes objectives set by management.
 | [ ]  |
| Target | 1. Creates Own Measures of Excellence and Improves Performance:
* Comes up with something new to improve performance.
* Sets a standard for performance, which exceeds that set by management.
 | [ ]  |
|  | 1. Sets and Works to Meet Challenging Goals:
* Takes on challenging goals which are definitely a stretch but not unrealistic or impossible to attain.
* Sets and achieves difficult performance goals.
 | [ ]  |
|  | 1. Takes Calculated Risks:
* Takes calculated risks to achieve a goal.
* Commits significant resources and/or time in the face of uncertainty to improve performance.
 | [ ]  |

**Adaptability** – Ability and willingness to alter behavior and opinions in light of new information, changing situations and/or different environments and cultures. Also, the ability to adapt and work effectively within a variety of situations, and with various individuals and groups. Demonstrates respect and sensitivity for cultural diversity.

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| The professional exhibits the following behavior most of the time: | Check closest match |
|  | 1. Accepts Need for Flexibility:
* Understands that other people’s points of view are as valid as personally held values.
* Acknowledges that people are entitled to their opinions or viewpoints.
 | **[ ]**  |
|  | 1. Applies Rules Flexibly:
* Uses judgment in applying rules.
* When appropriate, flexibly applies guidelines or procedures in order to get the job done.
 | **[ ]**  |
|  | 1. Adapts Tactics:
* Decides what to do based on the situation (i.e., act to fit the situation or the person).
* Adapts own behavior to the situation and to others’ responses.
 | **[ ]**  |
| Target | 1. Shifts Focus Quickly:
* Shifts focus and activities quickly in response to changing organizational priorities.
* Prioritizes or re-prioritizes activities in response to organizational changes, challenges or demands.
 | **[ ]**  |
|  | 1. Adapts Own Strategy:
* Changes one’s own larger or longer-term strategy, goals or projects to match work situations.
* Adapts own strategy when necessary to achieve larger goal.
 | **[ ]**  |

 **Commitment to Continuous Learning** – Initiates actions to improve personal and professional skills, knowledge and abilities.

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| The professional exhibits the following behavior most of the time: | **Check closest match** |
|  | 1. Analyzes Own Performance:
* Analyzes your own performance, including positive experiences and setbacks.
* Prepares and follows a personal development plan.
* Takes specific short-term action in order to improve performance in the current job.
 | **[ ]**  |
|  | 1. Keeps Current in Own Field of Expertise:
* Takes the initiative to gain an understanding of up-to-date information on new developments or best practices, for example, using articles, professional journals, workshops, and a personal network of contacts, etc.
* Demonstrates a desire for knowledge.
 | **[ ]**  |
| Target | 1. Actively Seeks Feedback:
* Actively seeks feedback from peers, coaches, mentors, including customers/clients and colleagues.
* Integrates the results of this feedback into personal development efforts.
* Modifies your own thinking and behaviors in response to feedback.
 | **[ ]**  |
|  | 1. Pursues Long-Term Development Plans:
* Independently analyzes potential future requirements, factoring in accurate self-assessment, feedback from others, personal career goals and/or industry direction.
* Proactively pursues plans to improve longer-term personal development.
 | **[ ]**  |

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

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| The professional 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 projects.
 | **[ ]**  |
|  | 1. Maintains Clear Communication:
* Gives friendly, cheerful service and distributes 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, particularly during critical time periods.
* Makes constituent/stakeholder feel they can gain easy access; be available to talk to customers/clients.
 | **[ ]**  |
| Target | 1. Adds Value and Act to Make Things Better:
* Makes concrete attempts to make things better for the constituent/stakeholder in some way.
* Expresses positive expectations of ongoing interaction with the constituent/stakeholder.
 | **[ ]**  |
|  | 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.
 | **[ ]**  |

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

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| The professional 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 minimize potential problems.
 | [ ]  |
| Target | 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.
 | [ ]  |
|  | 1. Acts Over a Year Ahead:
* Anticipates situations one to two years ahead.
* Anticipates constituent/stakeholder needs and service situations one to two years ahead; create opportunities; avoid potential problems.
 | [ ]  |

 **Networking** – Builds or maintains ethical relationships or networks with people who are, or might someday be, useful in achieving work-related goals.

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| The professional exhibits the following behavior most of the time: | **Check closest match** |
|  | 1. Makes Work-Related Contacts:
* Be friendly to others at work.
* Interacts with co-workers in work-related activities.
 | **[ ]**  |
|  | 1. Makes Effort to Build Work-Related Relationships:
* Initiates/pursues friendly interaction with associates/constituents/stakeholders at organization sponsored or community events.
* Initiates formal or casual contacts with co-workers to build work-related relationships.
 | **[ ]**  |
|  | 1. Makes Informal Contacts:
* Builds informal connections with appropratie constituents/stakeholders.
* Engages in informal or personal chats with appropriate constituents/stakeholders and others.
 | **[ ]**  |
| Target | 1. Builds Rapport:
* Frequently initiates contact with co-workers or appropriate customers/clients.
* Makes a conscious effort to build rapport with others by identifying common interests.
 | **[ ]**  |
|  | 1. Establishes Personal Friendships:
* Maintains personal contacts over time through activites which do not compromise ethical guidelines.
* Establishes close personal friendships with associates/customers/clients to expand network of professional contacts.
 | **[ ]**  |
|  | 1. Cultivates Relationships with Key Individuals:
* Develops and maintains a planned network of affiliation with appropriate customers/clients, internal peers, colleagues, etc.
* Uses personal networks to identify opportunities, gain information, ideas and resources to accomplish professional goals.
 | **[ ]**  |
|  | 1. Makes and Maintains Large Network of External Contacts:
* Builds and maintains a large network of business contacts across industry and geographic boundaries.
* Participates in professional associations for the explicit purpose of building and maintaining a large network.
 | **[ ]**  |

 **Problem Solving/Judgement** – Analyzes problems systematically, organizes information, identifies key factors, identifies underlying causes and generates solutions.

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| The professional 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 and con.
* Makes a list of priorities.
* Recognizes cause and effect relationships.
* Conducts an analysis to identify productive solutions to solve work issues/problems.
 | [ ]  |
| Target | 1. Sees Multiple Relationships:
* Breaks down a problem into smaller parts.
* Makes multiple casual 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.
 | [ ]  |
|  | 1. Makes Complex Plans or Analyses:
* 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** – Works cooperatively with others, being part of a team, working together, as opposed to working separately or competitively.

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| The professional 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.
 | **[ ]**  |
| Target | 1. Builds Team Spirit:
* Acts to promote a friendly climate, good morale and cooperation within the team.
* Protects and promotes group reputation with others.
 | **[ ]**  |
|  | 1. Resolves Conflicts:
* Resolves team conflicts.
* Brings conflict within the team out into the open and encourages or facilitate a beneficial resolution.
 | **[ ]**  |

**Technical Success Factors**

**Specialty/Expertise** –Knowledge of and/or skill in an area of specialty (e.g. computing, marketing, counseling) and the ability to apply that knowledge and/or skill in a variety of situations.

## List of Knowledge/Skills – Necessary to be successful in this position (i.e. theories/models, procedures and processes, rules and regulations, technology, etc.)

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| The professional 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, need more application experience or practice.
* Understands enough to independently handle most tasks in his area most of the time but is supplied with direction for work objectives.
 | [ ]  |
| Target | 1. Experienced Knowledge:
* Technically experienced and fully competent.
* Has thorough working knowledge of the area.
* Can exercise independent judgment regarding all technical issues.
* Understands how area of knowledge relates to broader issues.
 | [ ]  |
|  | 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.
 | [ ]  |

Adapted from Hay/McBer, 1998.